

School Leader Forums (SLF) are meeting where school personnel, educational administrator, and university faculty get together to discuss for supporting school improvement and developing school leadership. During 14 years universities and educational boards have coordinated and cooperated to plan and manage the SLF as a place of learning for school leaders, from 2002 to the present. Osaka Kyoiku University, Osaka Prefectural Board of Education, and Osaka City Board of Education have worked on a joint project, and named it "Osaka Type Forum."

School leaders are required to conduct learning through their talks and discussion on the day of the forum, conduct preliminary study by reading booklets, preparation for writing a report, reading a bulletin report, and review their own learning.

Organizational of forums can be categorized into the following four types: Open discussion type (basic type), Participants' report and discussion type, Seminar type, and Round table type. Here, a forum of the round table type is examined, and school leader's learning is discussed.

School leaders reflect on their practices through activities of "narrating-listening" and "reading-writing" the practices in a round table format. Such activities are conducted through collaboration among theories, policies, and practices. Although the topics, formats for narratives, and allocation of time is predominated by the round table format, participants take initiatives in deciding how the round table proceeds. Through this activity, school leaders gain a prospect on practices and confirm their identity as teachers.

1. Characteristics of School Leader Forums

(1) Philosophy of Forum

- It is a place of learning for the school leaders
- It provides professional support for improving schools
- It examines theories, policies, and practices for improving schools
- It conducts research interaction between practitioners, educational administrators, and researchers
- It is a place for collaboration among universities, schools, and education boards

(2) Outline of the Forum

- A forum was held 15 times for over 14 years (between 2002 to 2015)
- 262 presenters and reporters, and 1,419 people participated
- 15 bulletin reports with 1934 pages were produced and 18,000 copies of reports were distributed
- Collaboration among Osaka Kyoiku University, Osaka Prefectural Board of Education, and Osaka City Board of Education
- Building a network for teacher education

(3) Theoretical Foundations of Supporting School Leader's Learning

- "Dialogue between theoretical knowledge and practical wisdom"
- Being more conscious about theories and objectifying practices
 - Reconstruction of an identity as a teacher

2. Organizational Forms of the Forum

(1) 4 Types of Organizational Forms

- Open discussion type (basic type): It consists of keynote lectures, symposiums, and section meetings. in atypical type of meetings section meetings are not included. The average number of participants was 100.
- Participants' report and discussion type: Participants report their practices sequentially, and everyone participate in the discussion. The average number of participants is 30.
- Seminar type : Seminars are held several times, and a forum is held based on the outcome.
- Round table type: It consists of small groups. Participants cooperatively learn about and reflect on the content and meaning of practice by narrating about their practices as reporters and listen to other participants. Average number of participants is from 60 to 90.

(2) Classification of Forums (numbers represent forum number)

- Open discussion type (basic type): 1,2,3,5,7,9,11 (3rd and 5th were atypical)
- Participants' reporting and discussion type: 4,6,8
- Seminar type: 10 (7th and 8th are the same type)
- Round table type: 12,13,14,15
- The forum planning board flexibly decides the form of organization based on topics, programs, organizational framework, and the budget of the year.
- Forums have been diversified from the basic type and shifted to the round table type

3. School Leader's Learning at Round Tables

(1) Definition of Round Table (RT)

In this learning method, participants are divided into groups consisting of six people, and they learn through narrating and listening to their practices in a face to face situation. A reporter would talk about his or her practice for improving a school, and participants cooperatively reflect on the reporter's practice by acknowledging and sharing.

(2) Management of RT

- Division of roles: one master of ceremony (MC), 2 reporters, 1 timekeeper, and 1 clerical worker (for writing a reports. One third of participants plays the role of the reporter
- Allocation of time, 180 minutes: 20 minutes for the presentation of a topic and self-introduction by MC, 70 minutes for a reporter A, 10 minutes break, 70 minutes for a reporter B, and 10 minutes for summary and closing
- 70 minutes per person (40 minutes for reporting and 30 minutes for discussion)
- Formulation of 12 to 16 groups

(3) Characteristics of RT

- Reporters gain a valuable opportunities to deliver narratives on their practices (write and talk about their practices).
- Participants listen to reporters' practice in small-groups. They can ask frank questions.
- Reporters are conscious about the uniqueness and generality of their practices and make efforts to convey them to the participants. They reconstitute their practices as a "public" task.
- Reporters become aware and find new questions through experiences of narrative and discussions. It becomes a chance to reconstitute their practices.
- MC appropriately directs members to deepen their learning, organizes problems, and gives advice as a facilitator.

Round table forms a "learning community" based on a "narrating and listening relationship." This becomes the foundation of a learning cycle constituting of the reporter's practices, reflections, and reconstitution.

4. Objectifying Practices and Being Conscious About Theories

(1) Place for Cooperating and Reflecting on Practices

- Foundation is to reflect on practices reflection
- Narrating about and listening to practices in a "semi-formal place" for 70 minutes narrative
- Participants create a roundtable participation
- The task is to generalize knowledge for reflection on practices

(2) Dialogue Between Theoretical Knowledge and Practical Wisdom

- Associations among theory, policies, and practices
- Conduct research on theoretical foundations on practices
- Efforts to generalize practices
- Perspectives and frameworks of "delivering narrative" on practices and "describing" practices.
- Crossing between practical thinking and theoretical thinking "Themes and stories" and "concepts, conceptual frameworks, and research methods"