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Updating the Teacher-as-Researcher Concept in Japanese: Proposal for an Alternative Translation

Tomomi NETSU

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1. Introduction

In this paper,⁽¹⁾ “chosa suru kyoshi” (「調査する教師」, teacher doing empirical research) is proposed as a new, alternative translation for the *teacher-as-researcher* concept (Stenhouse 1975, Wild 1973/1982/2012), which has been translated to “kenkyusha to shite no kyoshi” (「研究者としての教師」, teacher as researcher) (Katsuno 2000) and “jissen kenkyusha to shite no kyoshi” (「実践研究者としての教師」, teacher as practical researcher) (Imazu 1996, 2017). The purpose of this paper is to study the relationship between teachers and researchers in terms of educational practices, as well as to conduct a practical study by carefully examining the historical context in which the teacher-as-researcher concept was advocated.

The teacher-as-researcher concept was advocated in the UK from the late 1960s to the early 1970s, triggered by curriculum development through the Humanities Curriculum Project (HCP) (Stenhouse 1975). After the 1982 death of the leader of the HCP movement, Lawrence Stenhouse, the concept became widely popularized throughout the English-speaking world (Rudduck & Hopkins 1985, Kemmis 1989/1995) and in Japan (Sato 1985, Imazu 1996; 2017, Katsuno 2000).

As we will discuss later in this paper, “kenkyusha to shite no kyoshi” (「研究者としての教師」) is a widely adopted translation of “teacher as researcher” into Japanese, and the free translation “jissen kenkyusha to shite no kyoshi” (「実践研究者としての教師」) (Imazu 1996; 2017) is also recognized. When previous studies discuss the teacher-as-researcher concept, they first refer to Stenhouse (1975), giving the impression that he alone advocated the concept. Although it is possible to analyze his use of the word “research” in his book and related literature (Kemmis 1989/1995), the majority of previous studies have limited their understanding of Stenhouse’s intended meaning by studying his discussions. As Katsuno (2000: 12–13) mentions, it is difficult to prove that the theory is uniquely his.

This paper proposes “chosa suru kyoshi” (「調査する教師」) as a new, alternative translation of “teacher as researcher” based on the analysis of a discussion by Wild (Wild, Robert (Bob) D.), who participated in an HCP-related project on race problems (Stenhouse et al. 1982/2012). When Stenhouse mentioned the “teacher as researcher,” he referred to an unpublished discussion by Wild (Stenhouse 1975: 133–134), from which he quoted several pages (Stenhouse 1982/2012: 21–26). Therefore, we presume that the teacher as researcher is not Stenhouse’s original concept but is rather his expansion of an idea from Wild’s discussion. According to our research, earlier studies on this topic have made no reference to Wild’s original idea.

The examination of the meaning of “teacher as researcher” in this paper is not limited to an analysis of the appropriateness of translations. The term “kenkyusha to shite no kyoshi” (「研究者としての教師」)

directly affects current pre-/ in-service teacher training in Japan (e. g. Himeno 2014). The free translation “jissen kenkyusha to shite no kyoshi” (「実践研究者としての教師」) also implies the role of research in universities and other institutes with regard to practical education in schools. This paper is a theoretical work that questions the premise of discussions about today’s teacher education systems.

This section will clarify the issues and methods discussed in this paper. First, earlier Japanese studies focusing on the concept of “teacher as researcher” are surveyed, and translations of the phrase are examined. Next, we refer to Wild’s discussion that was mentioned and quoted by Stenhouse (1975), and then clarify the relationship between teachers and researchers. Finally, we propose “chosa suru kyoshi” (「調査する教師」) as a new, alternative translation of “teacher as researcher” based on the discussion.

2. Japanese Translation of “Teacher as Researcher” in Earlier Studies

We have collected and tabulated Japanese translations of “teacher as researcher” in studies published over the last 30 years (Table 1).

As is shown in the Table 1, the literal and direct translation “kenkyusha to shite no kyoshi” (「研究者としての教師」) is frequently used. This translation is based on the understanding that the appropriate translation of “teacher” is “kyoshi” (「教師」) and that of “researcher” is “kenkyusha” (「研究者」). In other words, “kyoshi” (「教師」) and “kenkyusha” (「研究者」) have been considered to be in different categories that were static and in binary opposition, and they have been adopted as translations of “teacher as researcher”; this translation has

Table 1: List of Japanese Translations of “Teacher as Researcher” in Earlier Studies

Source	Translation and quotes
Sato (1985: 108)	He (note: Stenhouse) sought for curriculum development and evaluation in process of a lesson, considered teachers as persons who support development and researchers (teacher as researcher), and indicated the importance of collaborative research with teachers.
Katsuno (1994: 40)	Teacher = researcher (teacher as researcher)
Imazu (1996: 237)	Stenhouse invented the concept of teacher as researcher (「実践研究者としての教師」) partly from the necessity of observing processes in class and partly from the issue of the development of teachers.
Kihara (1999: 54)	「研究者としての教師 (the teacher as researcher)」
Katsuno (1999: 150)	「研究者としての教師論」 (“kenkyusha to shite no kyoshi ron,” teacher-as-researcher theory)
Katsuno (2000: 12)	「研究者としての教師 (teacher as researcher)」
Kang (2003: 78)	「研究者としての教師 (teacher as researcher)」
Akita (2003: S70)	「探求者としての教師」 (“tankyusha to shite no kyoshi,” teacher as inquirer)
Katsuno (2004: 50)	「研究者としての教師」 (“kenkyusha to shite no kyoshi,” teacher as researcher)
Kato et al. (2008: 62)	「実践研究者としての教師 (Teacher as Researcher)」
Hayase (2012: 286)	「実践研究者としての教師 (teacher as researcher)」
Imazu (2017: 281)	Stenhouse invented a concept of teacher as researcher (「実践研究者としての教師」), which has been introduced several times, from the necessity of observing processes in a class and the issue of the development of teachers.
Sakuma (2017: 316)	「研究者としての教師 (teacher-as-researcher)」

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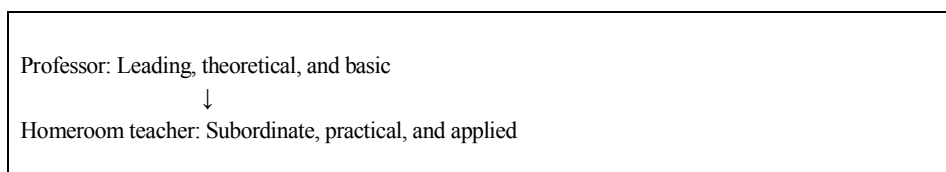
subsequently been adopted by successive translators. The translation “kenkyusha to shite no kyoshi” (「研究者としての教師」) presupposes that a teacher assumes the role of researcher and that a teacher and a researcher conduct joint research for that purpose (Sato 1985: 107–108). Akita (2003) used “tankyusha to shite no kyoshi” (「探求者としての教師」) as a translation. Akita (ibid.) also used the expression “concept of teacher as inquirer (researcher)” (「探求者 (研究者) としての教師という概念」) when discussing action research, which is similar to the above phrase.

There are some examples of the use of the free translation “jissen kenkyusha to shite no kyoshi” (「実践研究者としての教師」) in prior studies (Imazu 1996). Imazu reported that the reason for this translation was that “kenkyusha to shite no kyoshi” (「研究者としての教師」) blurs the characteristics of the teacher as a practitioner; therefore, he hoped to convey the meaning and give the translation “jissen kenkyusha to shite no kyoshi” (「実践研究者としての教師」) (ibid.: 237). The reason has remained the same in recent years (Imazu 2017: 281). He understood the meaning of “researcher” as “jissen kenkyusha” (「実践研究者」, practical researcher), focused on the dynamic relationship between “kyoshi” (「教師」) and “kenkyusha” (「研究者」), and tried to move beyond the understanding based on the categories in binary opposition.

We attempted to model the relationship between “teacher” and “researcher” in the Japanese context by using the “homeroom teacher” at school and “professor” at university as examples (Figs. 1 and 2). The arrows in the diagram represent the direction of power.

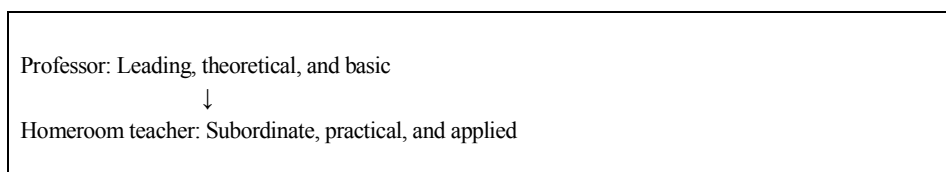
Model A represents the structure that the teacher-as-researcher concept is designed to overcome (Elliott & Norris 2012: 145–146) and can be called the vertical model. In this model, professors are clearly in a leading position while homeroom teachers are in a subordinate position. The division of roles is obvious: professors are in charge of theory and generate basic ideas, while homeroom teachers accept the advocated theories, apply them to practical situations, and shape them. Both roles are fixed and unchangeable. Aside from considerations of whether such roles are appropriate, this model is still widely recognized across the Japanese education system. It is very common for professors and other faculty members to be invited as specialists to a variety of workshops and lectures to introduce and explain new trends and theories.

On the other hand, the teacher-as-researcher concept is considered to fall under Model B. The direction of



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Fig. 1: Model A (vertical)



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Fig. 2: Model B (horizontal)

power is bilateral and it can be called the horizontal model. In this model, professors and homeroom teachers work together to contribute to both theory and practice. However, their roles are not the same: theories are mainly supported by professors and practice by homeroom teachers, which is a kind of compartmentalization. This model requires a medium that can translate theory into practice and vice versa. For Model B, equal footing is ensured and interactive communication, instead of top-down communication, is possible. However, in general, transitioning from working as a professor to working as a homeroom teacher is very rare in Japan compared to the transition of a homeroom teacher to a professor. In many countries, the license or qualification required to become a teacher is not equivalent to a master's or doctoral degree. Therefore, the roles are fixed to some extent. Although they are not as unchangeable as in Model A, the relationship cannot be completely horizontal and bilateral.

Let us return to the discussion of the translation. The translation “kenkyusha to shite no kyoshi” (「研究者としての教師」) is considered to overcome the problems of Model A to attain the level of Model B. This translation contains the argument that research and theory should not be monopolized by professors but shared with homeroom teachers, if we explain the roles based on Fig. 2. On the other hand, the free translation “jissen kenkyusha to shite no kyoshi” (「実践研究者としての教師」) is considered to place greater focus on teachers, separating the theory and practice of homeroom teachers from those of professors and giving them meaning, while intending to shift from Model A to B.⁽²⁾

3. Wild's application of the “Stranger” concept (Schutz)

This section will first consider the positioning of Wild's discussion.⁽³⁾ We will then refer to the “Stranger” concept that Wild drew upon and try to clarify his understanding of the relationship between teachers and researchers.

3. 1. Positioning Wild's Discussion

In two unpublished papers from 1973, Wild discusses the teacher-as-researcher concept (Stenhouse 1975: 238, Stenhouse et al. 1982/2012: 20–21). One paper is a summary (Stenhouse 1975: 133–134), and the other is titled “The Invisible Man: an Essay in Educational Research,” from which about six pages were later quoted by Stenhouse (Stenhouse et al. 1982/2012: 21–26). We focus on the latter because it contains a substantial discussion; we refer to it as Wild (1973/1982/2012) hereinafter. This discussion was quoted in a report of an HCP-related project on the race problem.

HCP (1967–72) was a curriculum development program for secondary education in the UK. The program was led by Stenhouse and jointly supported by the Schools Council and Nuffield Foundation (Aston 1980, Sato 1985, Katsuno 1999). A variety of teaching materials were developed by HCP under eight themes: “War and Society,” “Education,” “Relations between the Sexes,” “The Family,” “Poverty,” “People and Work,” “Living in Cities,” and “Law and Order” (Aston 1980: 139). However, materials under an additional theme of “Race” were left unpublished (ibid.). Because of the theme's politically sensitive contents, the Schools Council did not approve its publication (Stenhouse et al. op. cit. : 8–9). Although the “Race” project was continued by obtaining a subsidy (1972.9–75.9) that was different from the one that supported HCP, publication of the report was delayed due to difficulties in coordination and Stenhouse's sudden illness (Jan., 1976) (ibid. : 1).

The “Race” project was segmented according to three strategies: Strategy A, B, and C (ibid. : 10). Strategy

A followed the method of HCP, in which teachers did not intervene. Strategy B allowed teachers to intervene, and Strategy C used the drama method (ibid.). A meeting on Strategy A was held at the University of York in July 1973 (ibid. : 20). Wild (1973/1982/2012) was presented at this meeting, and the role of teachers in an overall research plan was discussed.

3. 2. The Stranger Concept in Wild's Discussion

While Wild (1973/1982/2012) lacks notes and a reference section, a summary of the paper was presented in its introduction and is quoted below:

This paper attempts to explore the relationship between teachers as research workers and professional research workers who co-operate with them. Both are seen to have a part to play, and fruitful collaboration is felt to rest on the development of a common language and a mutual strengthening of the research position. In this way it is hoped to build towards a tradition of educational research which will benefit all concerned.

Wild (1973/1982/2012: 21)

In this summary, “research” in the context of this discussion refers to factual research, which is often conducted by “professional research workers”, considering the comparison between teachers and “professional research workers”. Although it seems that “research” can be simply translated as “kenkyu” (「研究」), if we read through Wild's discussion it becomes clear that “research” here does not refer to general research but carries a stronger sense of factual school research (ibid.).

The only literature presented in Wild's discussion (ibid.) was Schutz (1964), which was originally published in 1944. Schutz is well-known as a phenomenological sociologist and is associated with the “Stranger” concept.⁽⁴⁾ The first paragraph of Wild's discussion is quoted below:

This paper can pretend to be no more than a particular application of a more general one presented by another author (Schutz, 1964). The general paper reported attempts to study the typical situation in which a stranger finds himself in trying to interpret the cultural pattern of a social group which he approaches with the intention of familiarizing himself with it.

Wild(1973/1982/2012: 21)

The opening sentences of the paper by Schutz to which the above quote refers are shown below.

The present paper intends to study in terms of a general theory of interpretation the typical situation in which a stranger finds himself in his attempt to interpret the cultural pattern of a social group which he approaches and to orient himself within it.

Schutz(1944: 499)

These excerpts show that Wild applied Schutz's “Stranger” concept to the context of school research. In additional quotes from this material, such expressions as “the need for the teacher as an internal researcher” and “the teacher as internal research worker” are significant (Wild op. cit. : 25). From these expressions we can see that Wild assumed a clear contrast between professional researchers who visit schools to conduct research from the outside as strangers and teachers who conduct day-to-day work within the social group of the school.

The presupposition of this contrast is the cultural and social differences between them; this is supported by the quote below.

To look at the school as a society makes one realize that no two schools are alike. Each has a particular style, attributable to teacher-background, pupil-background, the philosophy of the headmaster, tradition, past events, local influences and so on. This cultural reality presents a different aspect to the external researcher and to the teacher who acts and thinks within it.

Wild (1973/1982/2012: 21–22)

As discussed above, Wild's definition of "research" is factual social research, which is similar to participant observations or ethnographies, rather than vague research activities or practical research. One of the backgrounds to this definition is his sociological interest with which he considered schools social groups.

3.3. Curriculum, Researchers, and Teachers

Stenhouse et al. (1982/2012), which quotes Wild (1973/1982/2012), reported on curriculum development as a race problem. The curriculum included the development of educational materials related to evaluations and classroom research as essential components. Wild overviewed the approaches to curriculum study and discussed the shift from a psychological statistics method through which behavioral objectives were used, control groups were set, and pre and post were compared, to a descriptive method in which importance was placed on the complexity and uniqueness of each school (Wild op. cit.: 24–25). In the latter, contact between external professional researchers and internal teachers is indispensable. Here, teachers assume a new role as researchers. This is evidenced by the quote shown below.

It is at this point that the need for the teacher as an internal researcher becomes most apparent. As previously shown, the professional research worker is a newcomer or stranger to the reality of each school. To put it more bluntly, he is ignorant. In the light of what has already been said, it is hard to see how it could be otherwise. This would seem to place a responsibility upon the teacher as a researcher. Without his taking upon himself this role, the effectiveness of much that is done would seem to be severely curtailed.

Wild (1973/1982/2012: 25)

Given the context, it is clear that Wild defined a researcher as a person who conducted factual school and classroom research in terms of curriculum development. This view was presented independently from the action research theory in the UK and the reflective practitioner theory in the US but rather originated from sociological research and studies.

As stated before, Stenhouse accepted research activities based on Wild's teacher-as-researcher concept, as well as this theory, and quoted them in his writings. Prior to the HCP and related projects, Stenhouse had a strong sociological and educational interest in such theories (e. g. Stenhouse 1983, xiv). Therefore, Wild and Stenhouse had a common interest in the introduction of the social research methodology into schools and classrooms.

4. Conclusion: Proposal for a New Translation, “chosa suru kyoshi” (「調査する教師」)

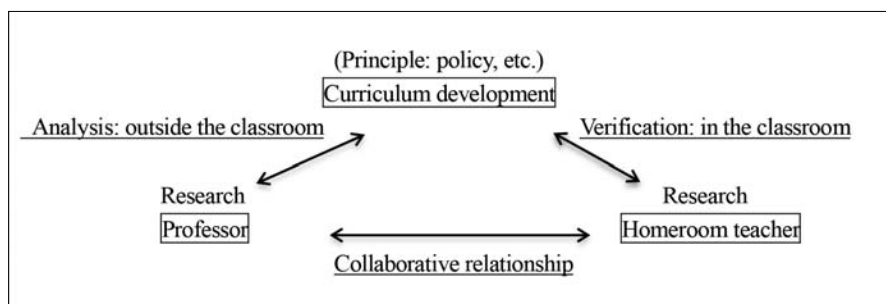
According to the discussion in this paper, “kenkyusha to shite no kyoshi” (「研究者としての教師」), which is the conventional translation of “teacher as researcher,” obscures the meaning of “research” and dilutes Wild’s original meaning of “social research” (1973/1982/2012). The free translation “jissen kenkyusha to shite no kyoshi” (「実践研究者としての教師」) also dilutes the original meaning. Aside from the definition of “practical study,” this translation seems to contain an element that differs from the meaning Wild gives to social research (ibid.). In fact, both conventional translations and free translations are used today in Japan amongst school volunteers or graduate students in teacher education, aside from the historical context of curriculum development in the UK where the teacher as researcher originally made an appearance (e. g. Imazu 2017: 227–230, 250).

Therefore, when we consider the original meaning, it is apparent that the conventional translation and the free translation of “teacher as researcher” must be updated. Based on the discussion in this paper, a new translation for teacher as researcher should be “chosa sha to shite no kyoshi” (「調査者としての教師」, teacher as empirical researcher) or “chosa suru kyoshi” (「調査する教師」, teacher doing empirical research). As the former is too literal, we have adopted the latter. ⁽⁵⁾

Based on the preceding discussion, we conclude with a model of the relationship between teachers (homeroom teachers) and researchers (professors at universities). The new model is conceptualized in Fig. 3, which is different from Figs. 1 and 2 above.

Model X in Fig. 3 is an expanded ternary model where curriculum development is added to Model B in Fig. 2, which is in a binary opposition relationship. In Model X, both professors and homeroom teachers research the development of a specific curriculum. Their involvement in the development depends on their positions; they are not in the relationship of “which is right” or “which is superior.” Therefore, Model X is similar to the “Rashomon” approach (「羅生門的接近」) (Monbusho 1975: 49–55; Netsu 2006: 35–48; Nishioka 2017: 12–13) in curriculum development. Curriculum development in Model X may be conducted by professors and homeroom teachers concurrently or by a third party. In any case, it is most important that the research is conducted by the parties concerned in different positions.

Wild’s background, the process of the project, and Stenhouse’s acceptance and development of the teacher-as-researcher concept will be studied at the next opportunity.



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Fig. 3: Model X (Triangle, “Rashomon” Approach)

Notes:

- (1) This research was supported by the JSPS KAKENHI Grant-in-Aid for Scientific Research (C), Grant Number 17K04527.
- (2) “Jissen kenkyusha” (「実践研究者」, practical researcher) in the free translation “jissen kenkyusha to shite no kyoshi” (「実践研究者としての教師」) may have a double meaning: a person who conducts practical research and a person who conducts research on practices. Each translation leads to a different question—the former to the characteristics of practical research and the latter to the objectification of researchers’ practices. The intentions of the translator, Imazu (1996: 45, 237–238; 2017: 222–225, 281), was to consider practice as a research object and is therefore closer to the latter.
- (3) Wild participated in a project on the race problem (Stenhouse et al. 1982/2012), but information about his background is not available.
- (4) As quoted in this paper, Wild (1973/1982/2012: 21) referred only to “(Schutz 1964)” without providing bibliographic information. The information was quoted from a list of references (Stenhouse et al. 1982/2012: 309).
- (5) In deciding on the translation “chosa suru kyoshi” (「調査する教師」), we were inspired by the expression “kenkyu suru kyoshi” (「研究する教師」) (Ishii 2017). However, the meaning of “chosa suru kyoshi” (「調査する教師」) is unrelated to the argument of the book, which promotes practical research by teachers.

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Updating the Teacher-as-Researcher Concept in Japanese: Proposal for an Alternative Translation

Tomomi NETSU

The purpose of this paper is to study the relationship between teachers and researchers in terms of educational practices, as well to conduct a practical study by examining the historical context of the concept “teacher as researcher” during the 1970s. In Japan, the concept is associated with the Humanities Curriculum Project (HCP) in the United Kingdom. “Kenkyusha to shite no kyoshi” (「研究者としての教師」) is a widely adopted translation into Japanese of “teacher as researcher,” and the free translation “jissen kenkyusha to shite no kyoshi” (「実践研究者としての教師」, teacher as practical researcher) is also commonly used. This paper consists of three sections. First, earlier Japanese studies focusing on the concept of “teacher as researcher” are surveyed, and translations of the phrase are examined. Next, referring to a discussion by Wild, who mentioned Schutz’s “Stranger” concept and advocated the “teacher as researcher,” the relationship between teachers and researchers is clarified. Finally, we propose the translation “chosa suru kyoshi” (「調査する教師」, teacher conducting empirical research) as a new alternative translation of “teacher as researcher” based on the discussion.

“Teacher-as-researcher”論の再検討 —訳語「調査する教師」の提案—

根津朋実

この論文は、1970年代の“teacher as researcher”概念を歴史的な文脈で検証し、実践研究と同様に、教育実践における教師と研究者との関係性を研究する目的を持つ。日本でこの概念は、英国の“Humanities Curriculum Project (HCP)”により知られる。「研究者としての教師」は、日本語の“teacher as researcher”の訳として使われ、意識「実践研究者としての教師」も用いられる。この論文は三部構成である。まず日本語で書かれた論文中、“teacher as researcher”の用法を検討し、この言葉の翻訳を確認した。次に、シュッツ、A.の「よそ者論」に言及し“teacher as researcher”を論じたワイルド、R.の議論を参照し、教師と研究者との間の関係性を明らかにした。以上の議論に基づき、結論として、新たな“teacher as researcher”の訳語「調査する教師」を提案した。