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Prof. Xiangming Chen is a professor in the School of Education, Peking University, China. She obtained B.A. from Hunan Normal University, M.A. from Beijing Normal University, and M.A. and Ed. D. from Harvard University. She worked as research fellow in Oxford University in 1999 visiting professor in Nagoya University in 2010 and National Institute of Education in Singapore in 2012.

She is now the director of the Center for Basic Education and Teacher Education in Peking University, and serves on many committees such as Curriculum Reform in Peking University, standing member of Chinese Association of Education, Teacher Education Expert Panel for the Chinese Ministry of Education, as well as adjunct professor in Beijing Normal University.

Her major research interests include teacher education, curriculum and pedagogy, and research methodology, especially qualitative research. Recently her research is mostly focused on teachers' practical knowledge, teaching and learning. She has been the team leader and/or consultant for more than 10 projects sponsored by the Chinese Ministry of Education, the World Bank, UNESCO and British DFID. Many of her projects aim at helping teachers, students, parents and communities in the poverty-stricken minority-inhabited areas in China.

Up till now, Prof. Chen has published more than 10 books and over 150 articles in her field. As a leading figure in qualitative research methodology in China, her book entitled *Qualitative Research in Social Sciences* has been very popular among academics in universities and practitioners in schools. One of her recent books *Bridging Praxis and Theory: A Study on Teachers' Practical Knowledge* reports the ground-breaking research by her and her team in the field of teacher education in Chinese schools. Another set of training materials named *Learning and Acting in Participation* compiled by her has been well received by trainers not only in the field of teacher education, but also in personnel development for enterprises and government bodies.

Lesson Study as Mediation in Chinese Teachers' Enactment of Curriculum Reform

by Xiangming Chen

In this keynote speech, I will introduce how Chinese teachers use lesson study as a mediating tool in their joint efforts to understand, reframe and enact the current national curriculum initiated top-down from the Ministry of Education. Through case studies of some typical examples, I aim to reveal how the meanings of the national curriculum reform have changed in its transmission from the outside authoritative mandate to the local school practice by way of teachers' lesson study.

Due to the marked differences between the professional reform discourse and the teachers' own native discourse, the meanings of the reform tend to look "alien" to school teachers from the outset. In order to make sense out of the reform, school teachers make use of lesson study activities such as public lessons, relay of research lessons, group discussion, memo writing and action research, to deal with the "problems" that occur in their practice. Through active engagement in dialogue with each other, teachers come to a temporary consensus about the meanings of the reform that is understandable and acceptable to them as well as to the complex socio-cultural context in Chinese schools.

The unit of analysis of the case studies introduced in this speech is the lesson study cycle, and the focus is placed on teachers' discourse as representation of their understanding and enactment of the reform. By analyzing the transformation of their discourse in the lesson study activities, my research attempts to reveal teachers' practical knowledge as well as their meaning-making mechanism embodied in their actions and embedded in their practice. It is hoped that a deeper appreciation of teachers' native discourse as revealed in such social and situated learning activities as lesson study can shed light on a more accurate understanding about how teachers learn and grow in the times of reform.