**Transforming Hillgrove’s Learning Culture through Lesson Study (concept of Lesson Study for Learning Community, LSLC)**

Since 2009, Hillgrove Secondary School in Singapore has adopted a whole-school approach to learning and implementing Lesson Study (LS). Since 2010, the school has worked collaboratively with Associate Professor Christine Lee and Assistant Professor Eisuke Saito from the National Institute of Education in Singapore. This approach enabled Hillgrove’s teachers to work collaboratively in teams to design and share effective lessons, resources and pedagogy; open their classrooms to their peers for joint observations; discuss their observations about the gaps in teacher-learning during lessons; and subsequently review their teaching craft. This has led Hillgrove’s teachers to become much more confident to try different pedagogy and assessment tools, for example collaborative learning strategies, Info-communication Technology (ICT), and Assessment for Learning (AfL). It has also empowered the school’s teacher leaders, subject heads and senior teachers, to help coach colleagues to improve in their subject mastery, lesson delivery and assessment of student learning. In 2010, we successfully implemented the first public lesson and workshop that attracted at least 50 participants from within and outside of the school. Mr Masaaki Sato, a well-known Japanese educational consultant on Lesson Study (LS) who brought about reforms in Japanese schools, visited Hillgrove Secondary in 2011. He was impressed by strong school leadership, staff collegiality, and teachers’ desire to providing better education for their students. Through Lesson Study practices that help teachers review lessons to improve student learning outcomes, the school had seen positive improvement trends in national examination results over the last 3 years. In 2012, the school obtained value-addedness for its Secondary 4 and 5 GCE Ordinary Level national examination results, which were also better than comparable secondary schools. The school has also observed that their students have generally become more motivated and have greater ownership in their learning.

Hillgrove Secondary has also been learning and improving the conduct of its Lesson Study process. In 2012, it put in place structures and processes to reduce the administrative workload of teachers and school meeting times. In 2012, it started cross-disciplinary Lesson Study groups, for example ICT, to enable different subjects to work together to achieve common goals. In 2012, Hillgrove visited Mitsumi Junior High and Yonomato Elementary School to learn good Lesson Study practices. Since 2013, the English department has been working with the Ministry of Education’s English Language Curriculum Division to enhance the design and delivery of lower secondary English Language lessons through research-based strategies and Lesson Study cycles. Its Chinese department is also collaborating with a Master Teacher from Singapore Centre for Chinese Language (SCCL) to grow Lesson Study capacity and pedagogy of teachers in other cluster schools. It initiated its first school-wide Lesson Study seminar, which included a number of cluster school participants. In 2012, 35.7% of Hillgrove’s teachers had conducted a sharing on LS at school level and beyond. In 2012 and 2013, key instructional leaders shared theschool’s Lesson Study journey at international platforms like the 2012 World Association for Lesson Study (WALS) Conference and 2013 Singapore Lesson Study Symposium (SLSS). Since 2013, the school has started coordinating a Community of Practice (COP) group which brings together a number of Singapore schools which are keen on building their knowledge and resources in Lesson Study.