

## **Lesson Study @ Hillgrove Secondary School**

### **What is Lesson Study?**

Lesson Study (LS) is a teaching improvement process where teachers collaborate in small groups. It takes place once a week during Curriculum Development Space (CDS) sessions to grow the professional learning community in Hillgrove.

### **Why Lesson Study?**

Lesson Study helps to improve the quality of teaching and students' learning as it

- allows deep discussion with colleagues
- builds collegiality
- creates a culture of reflective and continuous learning
- gives opportunities for new teachers to learn curriculum, management, content and pedagogy from experienced teachers
- provides support in the introduction of new pedagogical approaches
- allows accumulation of resources

### **Curriculum Development Space (CDS)**

CDS is a protected time for teachers to work collaboratively to develop lesson packages that maximize student learning.

The recommended number of teachers per CDS group is four.

### **Target for CDS 2013**

1. One report per teacher [include Research Lesson Plan, Student worksheets, Observation sheet, and any other resources created]
2. Each teacher teaches one lesson and observes three other lessons.  
(Research Lesson should include IT and/or collaborative learning and/or department based strategy)
3. Share findings at department/school/national/international platforms

## What are the stages of a Lesson Study Cycle?

Stage		Activity
1	Before/During 1 <sup>st</sup> session	Teacher A sets goals and plans the research lesson. Teachers B,C & D may offer their suggestions to improve the lesson
2	Class observation 1	Teacher A teaches. Teachers B, C & D observe, using the Stage 2 Observation template. Observation could be video-recorded to understand students' learning styles and identify their learning difficulties. All members reflect.
3	Review research lesson	Teachers discuss how students responded to the lesson. View video to gather more observations. Take note of students' learning difficulties and analyse students' behaviour. Members propose changes and improvements to the research lesson.
4	Next stage	Teacher B repeats stages 1-3. The cycle is completed when all the teachers complete stages 1-3
5	Write reflection report	Teachers discuss

### Note:

- Submit a copy of the report to CDS coordinator and upload another copy of the report and any other resources created into the department resource folder.
- Templates and samples for research lesson, observation sheet & report can be found in T drive → School Committee → CIL → Lesson Study
- CDS schedule can be found in the T drive → School Committee → CIL → CDS

## Stage 1: Lesson Study - Planning a Research Lesson Template

<b>Step 1: Identify the topic</b>
<ul style="list-style-type: none"><li>• What areas are challenging for my students?</li><li>• What areas are difficult to teach?</li><li>• Will the topic identified work within the lesson study schedule?</li></ul>
<b>Step 2: Identify the content goals; process goals and lesson goals</b>
<ul style="list-style-type: none"><li>• What are the learning objectives of the lesson?</li></ul> <p><i>[Content goal identifies the specific concepts or understanding that students will develop;</i></p> <p><i>A process goal identifies the skills or habits of mind that students will develop.</i></p> <p><i>Ensure that the goals are aligned with one or more of the school's student outcomes (caring &amp; contributing citizen; confident person; an adaptable person; passionate, life-long learner)</i></p> <p><i>Lesson goals describe the learning outcomes for the research lesson]</i></p>
<b>Step 3 : Plan research lesson</b>
<p><i>Understanding your research lesson</i></p> <ul style="list-style-type: none"><li>• Why did you choose this topic?</li><li>• What are the key instructional strategies needed for this lesson?</li><li>• How does the design of the lesson support the learning objectives?</li><li>• What kind of prior knowledge of the topic should students have?</li><li>• Why did you choose the main activity?</li><li>• What are the activities, key questions and scaffolding that should be included?</li><li>• What do you want to observe?</li><li>• Have you anticipated student responses based on your experience?</li><li>• What kind of evidence would be sufficient for demonstrating students' understanding?</li><li>• What data would you collect to evaluate the effectiveness of the lesson? [Example: interview questions; survey; tests; observations ]</li></ul>

*Adapted from: Leading Lesson Study: A Practical Guide for Teachers & Facilitators by J. Stepanek, G.Appel, M. Leong, M. Turner, M. Mitchel*

**As observers, what do we need to observe?**

When observing a lesson, regardless of the observer (teacher/coach), keep in mind that the purpose of an observation is to modify and/or enrich our current instructional strategies and create a more effective lesson/activity. The focus of the observer should be the lesson, the students and the teacher.

**Stage 2: Observation Sheet**

<b>What to observe?</b>	<b>Your observations</b>	<b>Suggestions</b>
<b>Relationship and its change</b> <ol style="list-style-type: none"><li>1. physical changes in students (facial expressions and body language)</li><li>2. students able to see and hear</li><li>3. students communicate with each other</li><li>4. teacher has good relationship with students (trust)</li></ol>		
<b>Cognition of Children</b> <ol style="list-style-type: none"><li>1. students explore learning, stumble, struggle</li><li>2. students allowed to make mistakes</li><li>3. teachers only guide when necessary</li></ol>		
<b>Pedagogical skills</b> <ol style="list-style-type: none"><li>1. pedagogy is engaging</li><li>2. teacher employs I-R-E (teacher initiates questions, students respond and teacher evaluates responses)</li><li>3. dialogue and not monologue</li></ol>		
<b>Structure of lesson</b> <ol style="list-style-type: none"><li>1. Lesson objectives</li><li>2. Introduction/hook activity</li><li>3. Collaborative learning</li><li>4. Individual seat work</li><li>5. Task for 'jumping'</li><li>6. Assessment for learning</li><li>7. Closure</li></ol>		

What to observe?	Your observations	Suggestions
<b>Quality of Learning</b> 1. Learning experience of students 2. Quality of verbal information (oral discourse & written information) 3. Realistic level of tasks 4. Efficiency of learning		

**What is the culture of feedback and reflection in LS?**

There should be a culture of support and not attack. Raise issues to improve the lesson and keep the attitude of thinking and learning together.

**What to say when giving feedback and reflection?**

1st - Start with evidence of students' learning, narrate facts of what you see

For example "I notice that ..... (example of a teacher's action or student behaviour/response such as students are resting their heads on the table; not contributing to the discussion )

2nd - Analyse the facts from your own perspective

(e.g. why you think students behaved in that way during the class)

For example "I wonder if ..... (suggest a possible explanation such as the maybe the student X is uncomfortable being paired with her partner) "

3rd - Suggest how to improve the situation

(e.g. teaching styles, teacher's attention, teacher's relationship)

**Stage 3: Lesson Study -Reviewing a Research Lesson Template**

<ul style="list-style-type: none"> <li>• In what ways can I improve my lesson? (e.g strategies /solutions proposed)</li>   <li>• What questions would I like to explore in the next lesson?</li> </ul>
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### Stage 5: Lesson Study – Research Lesson Report (1-2 page report)

Sections	Remarks
Title	Title of the report Name teacher-researcher Names of other team members School & Department Date
Abstract/Summary	Include: <ul style="list-style-type: none"> <li>• Academic level &amp; student ability</li> <li>• Subject &amp; Topic</li> <li>• Key pedagogies</li> <li>• Key findings</li> </ul>
Introduction	<ul style="list-style-type: none"> <li>• Rationale – Outline context, background and purpose</li> <li>• Objectives – goals of research lesson</li> <li>• Literature review (optional)</li> </ul>
Methodology	<ul style="list-style-type: none"> <li>• Explain how research/lesson was done</li> <li>• What and how data was collected</li> </ul>
Results/Findings	<ul style="list-style-type: none"> <li>• Present findings (qualitative or quantitative data to evaluate effectiveness of lesson)</li> </ul>
Discussion	<ul style="list-style-type: none"> <li>• Present an interpretation and evaluation of results.</li> <li>• Analyse results –draw together different aspects of findings.</li> <li>• Discuss classroom observations <ul style="list-style-type: none"> <li>○ Relationship &amp; its changes</li> <li>○ Cognition of children</li> <li>○ Pedagogical skills</li> <li>○ Structure of learning</li> <li>○ Quality of learning</li> </ul> </li> </ul>
Reflections	<ul style="list-style-type: none"> <li>• Analyse the facts from your own perspective &amp; input from observers – suggest how to improve the lesson</li> </ul>
Conclusion	<ul style="list-style-type: none"> <li>• Brief statement of what was found</li> </ul>
Opportunities & Challenges & Recommendations	<ul style="list-style-type: none"> <li>• Suggest suitable changes/solutions</li> <li>• Implications and future plans (if any)</li> </ul>
Appendix	<ul style="list-style-type: none"> <li>• Lesson Plan</li> <li>• Observation Recording Sheet</li> <li>• Attachments of additional information (e.g. surveys, questionnaires, tests, quiz or interview questions etc)</li> <li>• Video recording (if available)</li> </ul>
References	<ul style="list-style-type: none"> <li>• All references used (if any)</li> </ul>

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