Workshop “Re-designing Lesson Study Cycle: From Lesson plan improvement to School improvement”

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Programme of Workshop 1B

Introduction

Workshop 1: Improving Lesson Observation skills

Workshop 2: Elaborating Lesson through Lesson Plan Revision

Discussion: Re-designing Lesson Study Cycle

Conclusion
Questions

Q1: What is most **valuable** phase (work) in PDCA Lesson Study Cycle?

a) Planning

b) Doing (Research Lesson)

c) Checking (Post-Lesson Conference)

d) Auction (implement to next lesson)

e) All!
Q2: What is most challenging (demanding) work in PDCA Lesson Study Cycle?

a) Planning
b) Doing (Research Lesson)
c) Checking (Post-Lesson Conference)
d) Auction (implement to next lesson)
e) All!
Questions

Q3: If you are assigned to Research Lesson, when do you **start to prepare** it?

a) Soon!

b) Two months before

c) One month before

d) Two weeks before

e) One day before!

f) Never prepare!!!
Aim of this workshop: Participants are able to identify features of a sample lesson from an Asian country by means of visual Observation (non-English) according to two points of view (Pedagogical observation and Contents observation; please see Worksheet p.1)
Workshop 2
Elaborating Lesson through Lesson Plan Revision

Aim of this workshop: Participants are able to find a way how to elaborate lessons through “Lesson Plan Revision” in that participants read and compare two examples of “Lesson Plan” collaboratively and identify particular features from them.
What is Lesson Study Cycle?

- **<P-phase>**
  - compose Lesson Plan
  - Pre-check of Lesson Plan

- **<A-phase>**
  - continual Lesson improvement

- **<C-phase>**
  - conduct Post-Lesson conference

- **<D-phase>**
  - conduct Research Lesson
Workshop 1
Improving Your Lesson Observation skills

Aim of this workshop: Participants are able to identify features of a sample lesson from an Asian country by means of visual Observation (non-English) in that two viewpoints are offered (Pedagogical- and Contents Observation)
Workshop 2
Elaborating Lesson through Lesson Plan Revision

**Aim of this workshop:** Participants are able to find how to elaborate their lessons through “Lesson Plan Revision” in that they read and compare two examples of “Lesson Plan” collaboratively and identify their particular features.
Activity 1  (3 minutes)

Please read *Lesson plan A* carefully and find out “positive” features.
Activity 2 (4 minutes)

Analyze *Lesson plan A* and improve it under following focal point.

2-1 Are three “Objectives” related each other? How do you improve them? (Structural design of objectives)

2-2 Are these “Objectives” and “Guiding process” (page 2+3) connected? How do you improve it? (Relation between plan and process)

2-3 Can you identify how to assess these “Objectives”? How do you revise the Lesson Plan?
Activity 3 (5 minutes)

Analyze *Lesson Plan B* in order to find out following questions.

3-1  Is there any rules or order among four “assessment aspects”?

3-2  Can you identify any relations between “Target for the unit” (p. 4) and “Targets of this period” (p. 5)?

3-3  Can you explain WHY “Targets of this period” has (only) TWO aspects in spite of that “Target for the unit” has FOUR aspects?
Activity 4 (5 minutes)

Please review *Lesson Plan A* and *Lesson Plan B* again and chat about following points (please chose one, if no more time)

4-a How can we revise our Lesson Plan on the perspective from “*Students’ point of view*”? Is that required to change teachers’ viewpoints?

4-b How should we systematize Lesson Objectives from the perspectives of “Unit Plan” and “*Pedagogical Content Knowledge*”? 
Activity 4-A: Lesson will be planed by Students’ point of view

Students’ point of View

What they think? How he/she think?

Prediction

Teachers’ activities

We should do this! I will do like that!

Anticipation
Activity 4-B: Lesson & Unit Objectives designed by structured “pedagogical content knowledge”

Table: “Four Aspects” and structure of Unit objectives (example)

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Unit</th>
<th>Introduction</th>
<th>Development</th>
<th>Conclusion</th>
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<tbody>
<tr>
<td></td>
<td>A-1</td>
<td>A-2</td>
<td>B-1</td>
<td>B-2</td>
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<tr>
<td>Interest, motivation, and attitude</td>
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<td>◎</td>
<td>◯</td>
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<td>(Affective)</td>
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<td>Thinking, and Expression</td>
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<td>(Cognitive)</td>
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<td>Mathematical Processing/skills</td>
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<td>(Implementation)</td>
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<td>Knowledge and understanding</td>
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<td>(knowledge)</td>
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Discussion

Re-designing Lesson Study Cycle
Discussion: Re-designing Lesson Study Cycle

- Re-designing Lesson Study for improvement teachers’ leaning and sustainability of LS
- “Micro Cycle” & “Macro Cycle” as re-definition of LS Cycle
- Leadership is a key for further development of LS and school improvement
Re-designing Lesson Study Cycle

\[<P-phase>\]
- Compose **Lesson Plan**
- Pre-check of Lesson Plan

\[<A-phase>\]
- continual Lesson improvement

\[<C-phase>\]
- Conduct **Post-Lesson conference**

\[<D-phase>\]
- Conduct **Research Lesson**
Re-designing Lesson Study Cycle

Lesson Plan

improvement

Research Lesson

Post-Lesson conference
Micro Cycle: Lesson Plan Improvement

- **P-phase**: Designing RL
  - First version LP
  - LS Team meeting

- **A-phase**: Revising and finalized LP
  - LS Team meeting

- **C-phase**: Revising LP
  - Second version LP

- **D-phase**: Image practice
  - Pre-practice
“Micro Cycle” is primal and smaller step of improvement cycle in the Plan phase (Lesson Planning).

In P-phase teachers will compose LP with components as like objectives & methods, learning contents, teaching materials, students’ learning motivation and ability etc.

During “Micro cycle” Teachers are composing and revising a Lesson Plan repeatedly with LS team.

“Micro cycle” deepen teachers’ insight for teaching materials and students understanding (Pedagogical Content Knowledge: Kyozai Kenkyu) through collaborative discussion.
Macro Cycle: Improvement Annual Plan

PDCA

Lesson Plan

Research Lesson

Post-Lesson Conference

Improve -
ment

Post -
Conference

Improvement
Macro Cycle: Improvement Annual Plan

PDCA

Lesson Plan

Improvement

Post-Lesson Conference

Research Lesson

LS Team

LS Team

LS Team
Macro Cycle: Improvement Annual Plan

Term 1

Term 2

LS Team

PDCA

PDCA

PDCA

PDCA
Macro Cycle: Improvement Annual Plan

Term 2

PDCA

PDCA

PDCA

PDCA

PDCA

LS Annual Development Plan

Term 1

PDCA

PDCA

PDCA

PDCA

PDCA

PDCA

PDCA

PDCA

PDCA
Macro Cycle: Improve Annual Programme

**<P-phase>**
- Found LS Team
- Set research themes, aims and strategies
- Plan Lesson Study Annual programme

**<A-phase>**
- Analyze result
- Revise Annual Programme

**<C-phase>**
- Evaluate Annual Programme
- Find revise topics

**<D-phase>**
- Implement Lesson Study program in practice
Macro Cycle: Improve Annual Programme

- "macro cycle" of LS aims to improve quality of LS programme through a year in order to progress its nature for mid and long term

- Leadership of school has responsibility for making school policy that is containing a sustainable LS programme under "macro cycle"

- Inspection and/or School Assessment will be considered in the Cycle, and these opportunities will be shared all of the staff to innovate their school
Re-designing Lesson Study Cycle: Micro-, Basic- and Macro Cycles

First Period

<table>
<thead>
<tr>
<th>P</th>
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<th>C</th>
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<tbody>
<tr>
<td>Plan of the first period</td>
<td>Research Lesson</td>
<td>Reflect of LS program &amp; study theme</td>
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Second Period

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<tbody>
<tr>
<td>Plan of the second period</td>
<td>Research Lesson</td>
<td>Reflect of LS program &amp; study theme</td>
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Third Period

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<tr>
<th>P</th>
<th>D</th>
<th>C</th>
<th>A</th>
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</thead>
<tbody>
<tr>
<td>Plan of the third period</td>
<td>Research Lesson</td>
<td>Reflect of LS program &amp; study theme</td>
<td>Revise and Authorize of annual plan</td>
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</tbody>
</table>

Decision of LS program for next year

Leadership
School Curriculum
School Assessment

School Improvement

Plan – Do – Check - Action
"Basic cycle" in Research Lesson
"Macro cycle" in Annual LS program
"Micro cycle" in Lesson Plan composition
Conclusion

✓ Means of Lesson Plan: planning RL from children's’ point of view and construct objects systematically

✓ Improve Lesson Planning, Observation and reflection: School Mission, Vision, Goal of each subjects, Object of unit & lesson, and each scene in the Research Lesson are interconnected and reflected each other

✓ Three dimensional Lesson Study Cycle: connection among Micro-, Basic- and Macro Cycle of LS in order to develop your school sustainably
Workshop “Re-designing Lesson Study Cycle: From Lesson plan improvement to School improvement”

Thank you for your attention & cooperation!

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