

Singapore Lesson Study Symposium 2013  
6<sup>th</sup> June, 2013, Orchard Hotel

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

Hiroyuki KUNO, PhD

Assoc. Prof., Aichi University of Education, Japan  
Visiting Scholar, University of Cambridge, UK

# 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!

# Questions

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!!!

# 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) 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**

## <D-phase>

- conduct **Research Lesson**

## <C-phase>

- conduct **Post-Lesson conference**

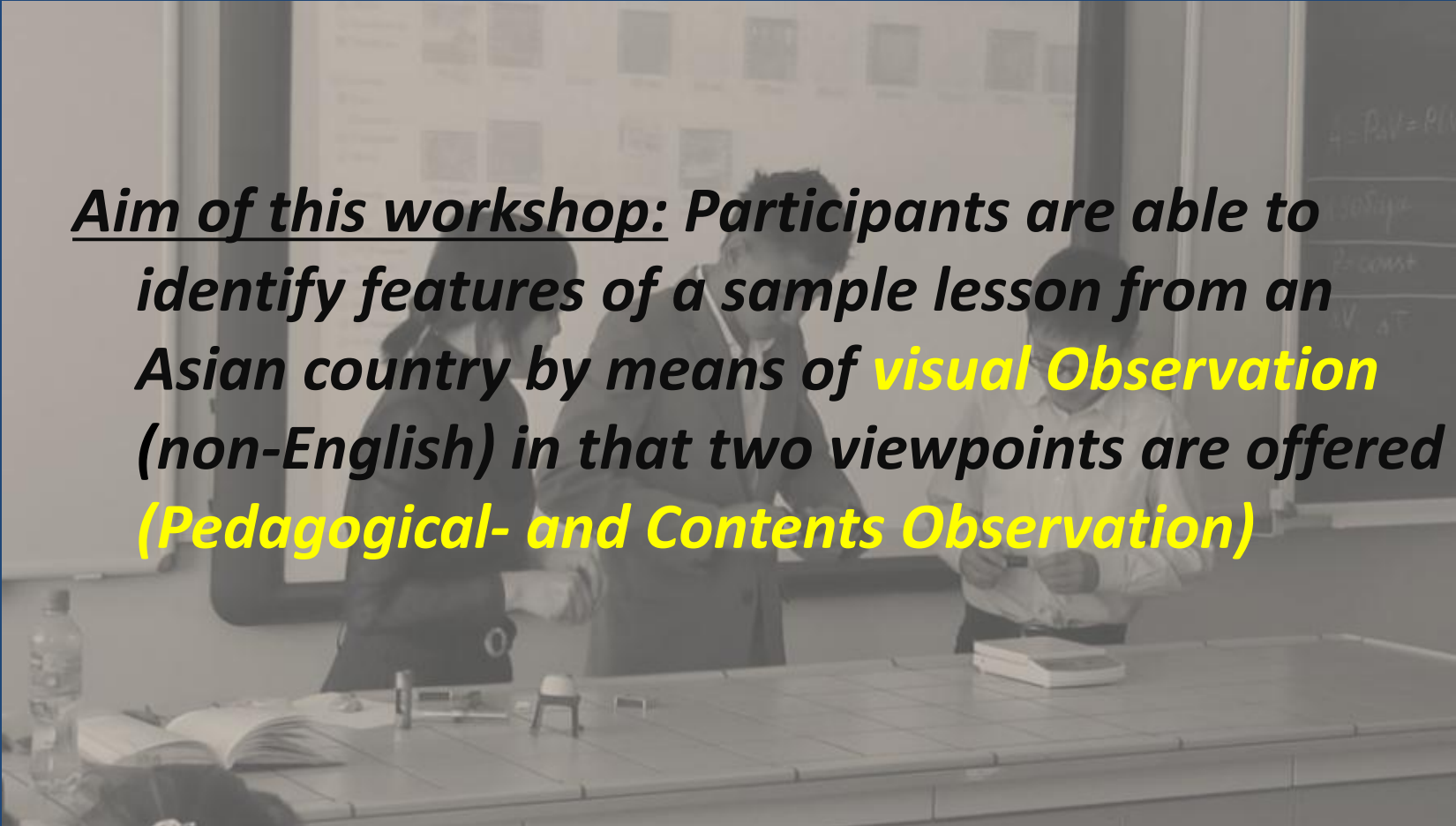




# Workshop 1

## Improving Your Lesson Observation skills

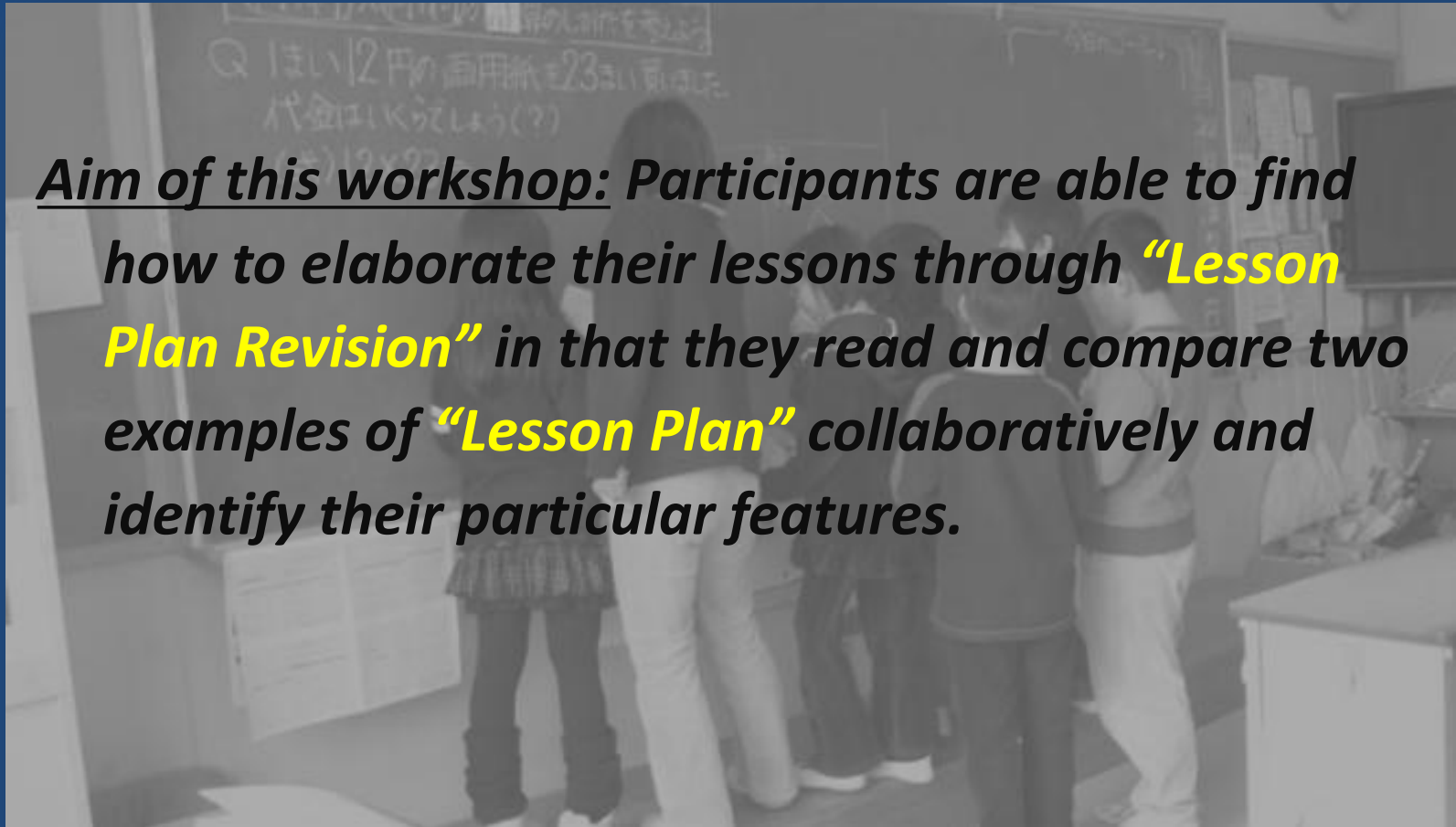
**Aim of this workshop: Participants are able to identify features of a sample lesson from an Asian country by means of **visual Observation** (non-English) in that two viewpoints are offered (**Pedagogical- and Contents Observation**)**



# 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 planned 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!

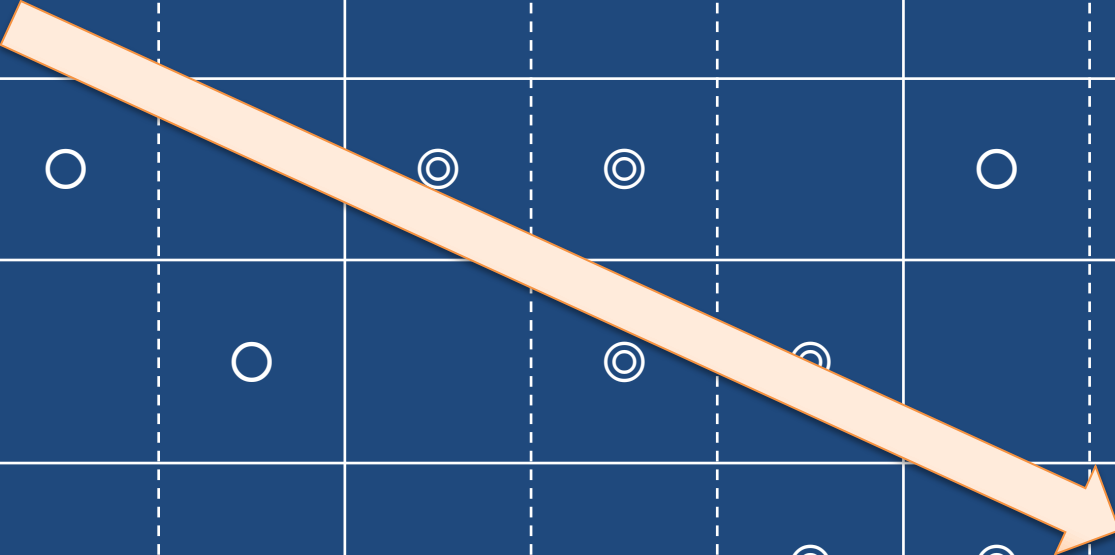


Anticipation

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

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

<i>Aspects</i> \ <i>Unit</i>	Introduction		Development			Conclusion	
	A-1	A-2	B-1	B-2	B-3	C-1	C-2
Interest, motivation, and attitude <i>(Affective)</i>	◎	◎	○			○	
Thinking, and Expression <i>(Cognitive)</i>	○		◎	◎		○	◎
Mathematical Processing/skills <i>(Implementation)</i>		○		◎	◎		
Knowledge and understanding <i>(knowledge)</i>					◎	◎	◎





# Discussion

## Re-designing Lesson Study Cycle

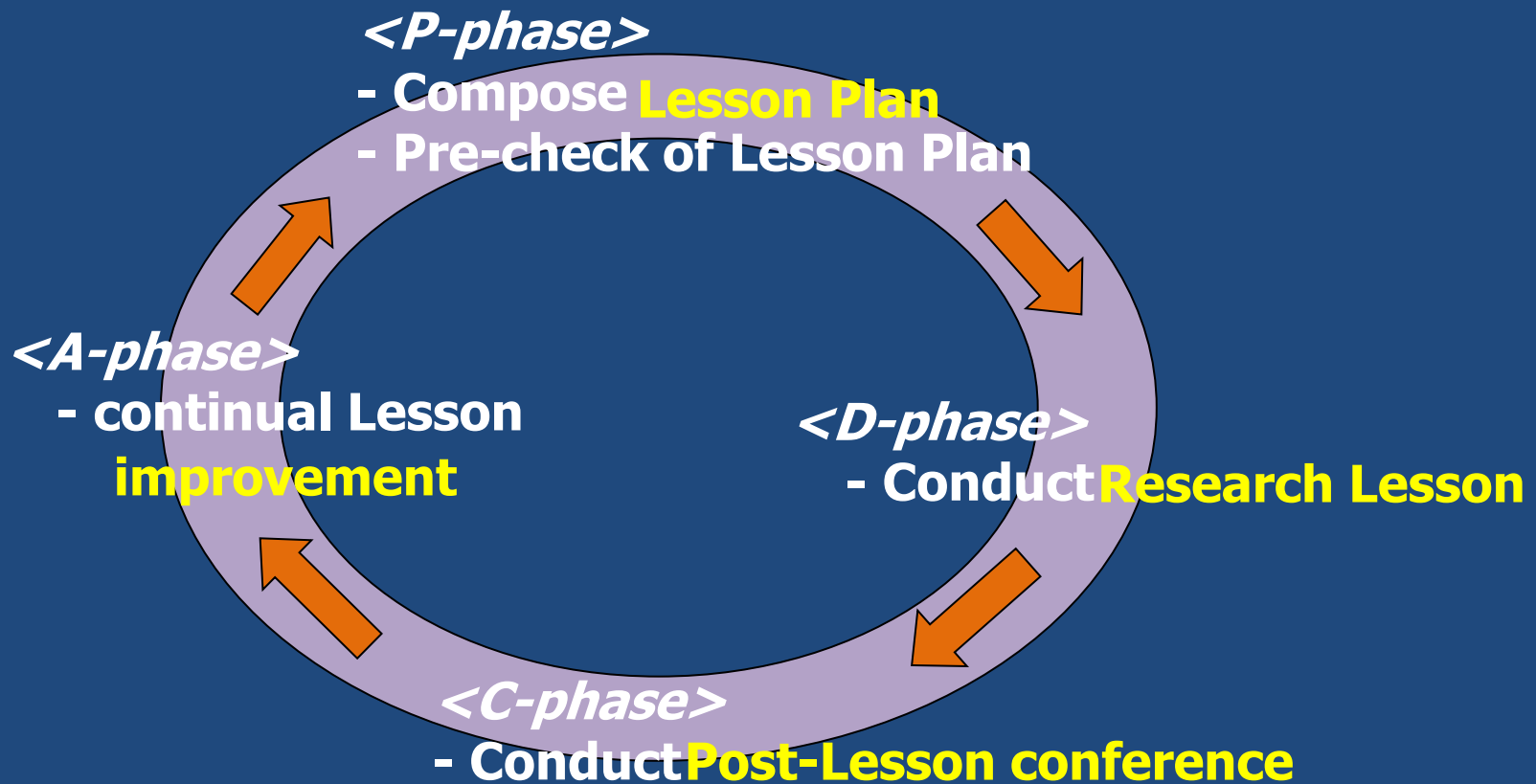


# Discussion:

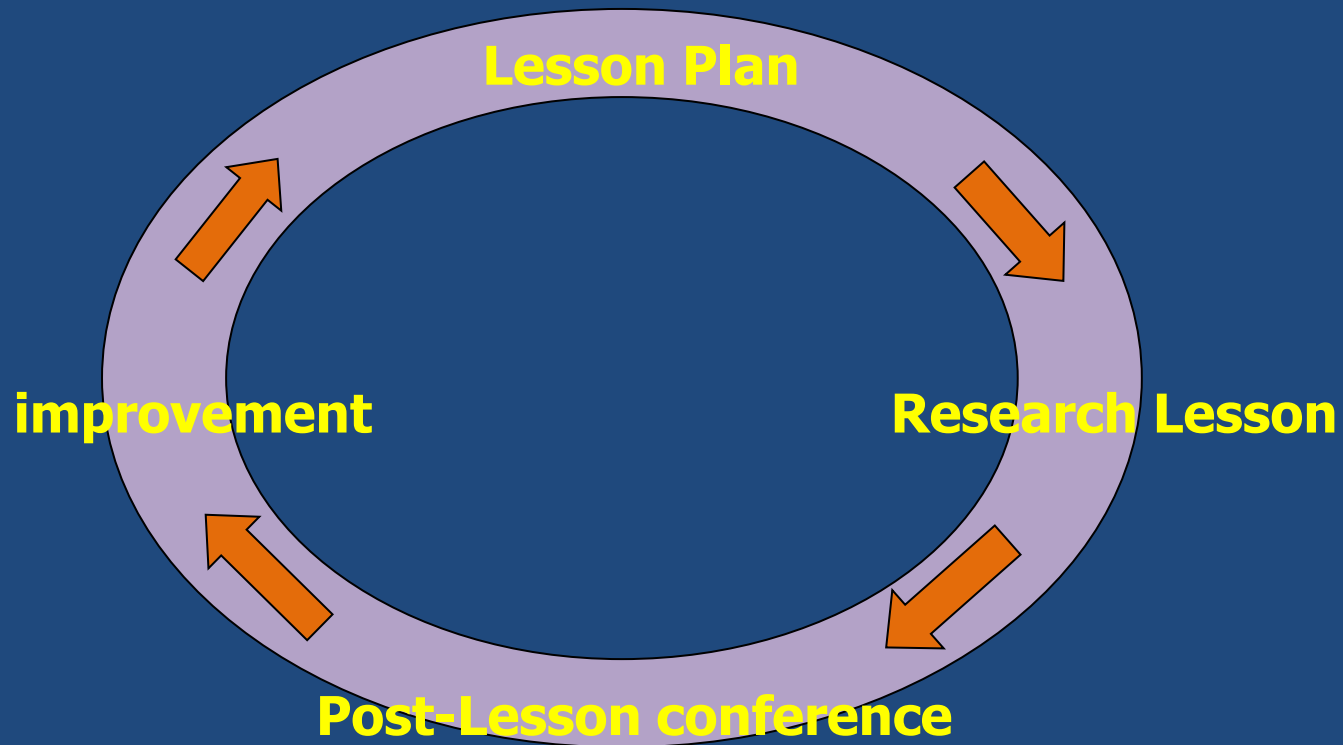
## Re-designing Lesson Study Cycle

- ✓ 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

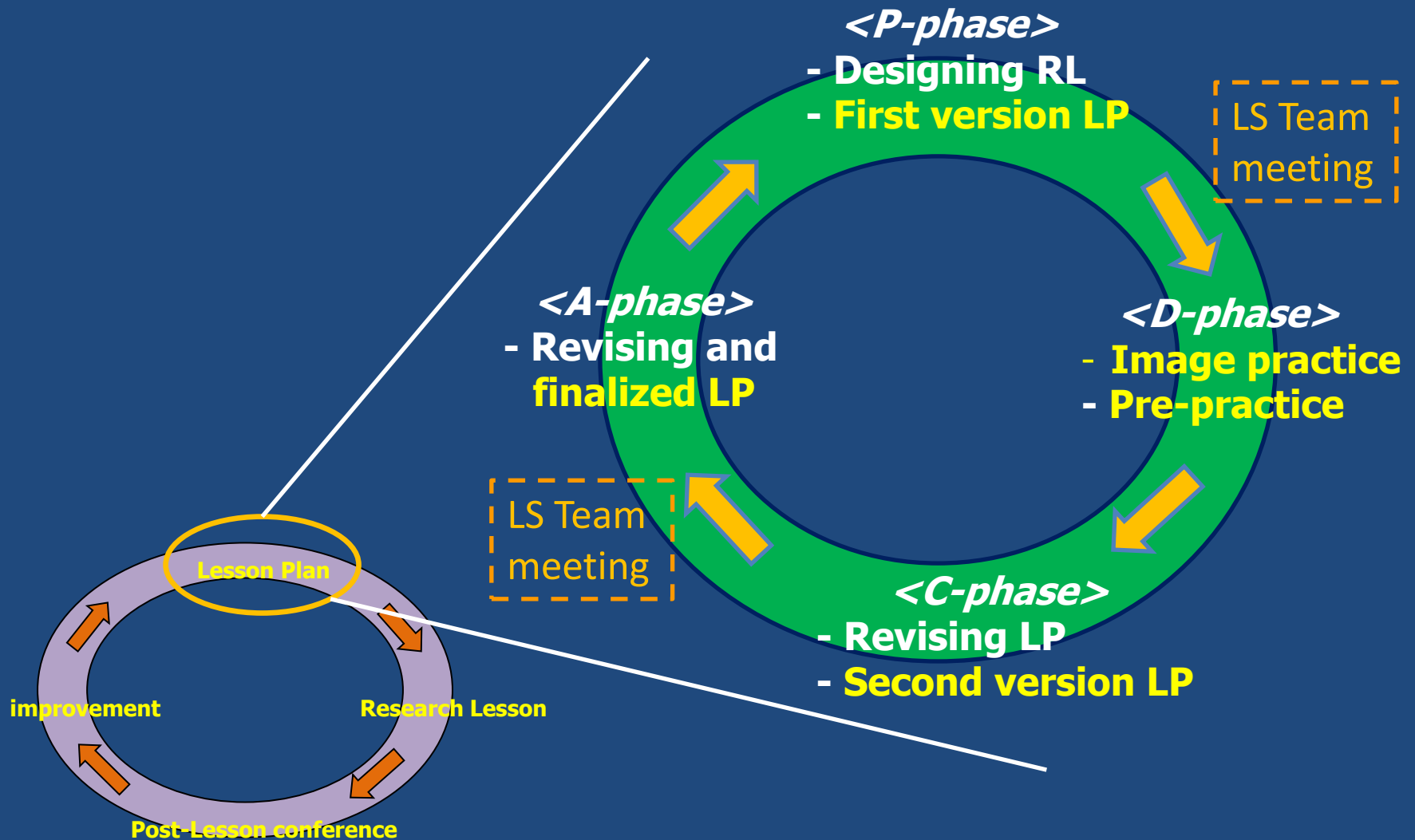
# Re-designing Lesson Study Cycle



# Re-designing Lesson Study Cycle



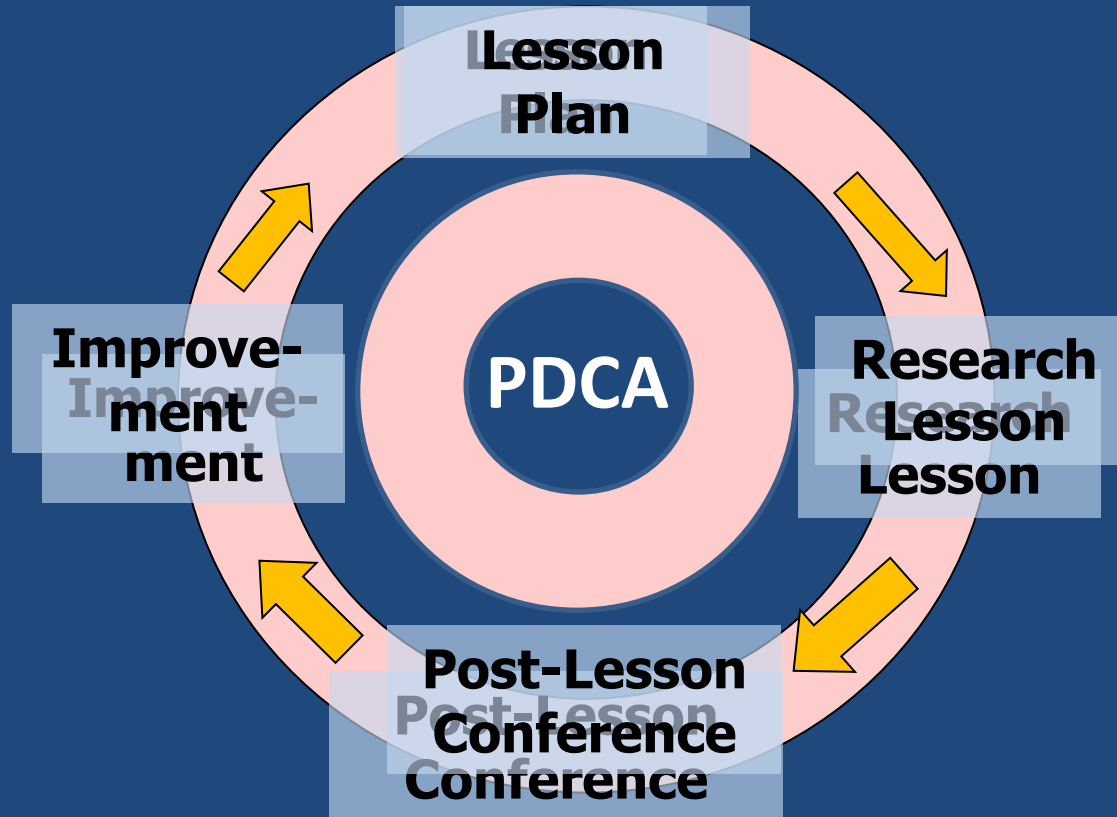
# Micro Cycle: Lesson Plan Improvement



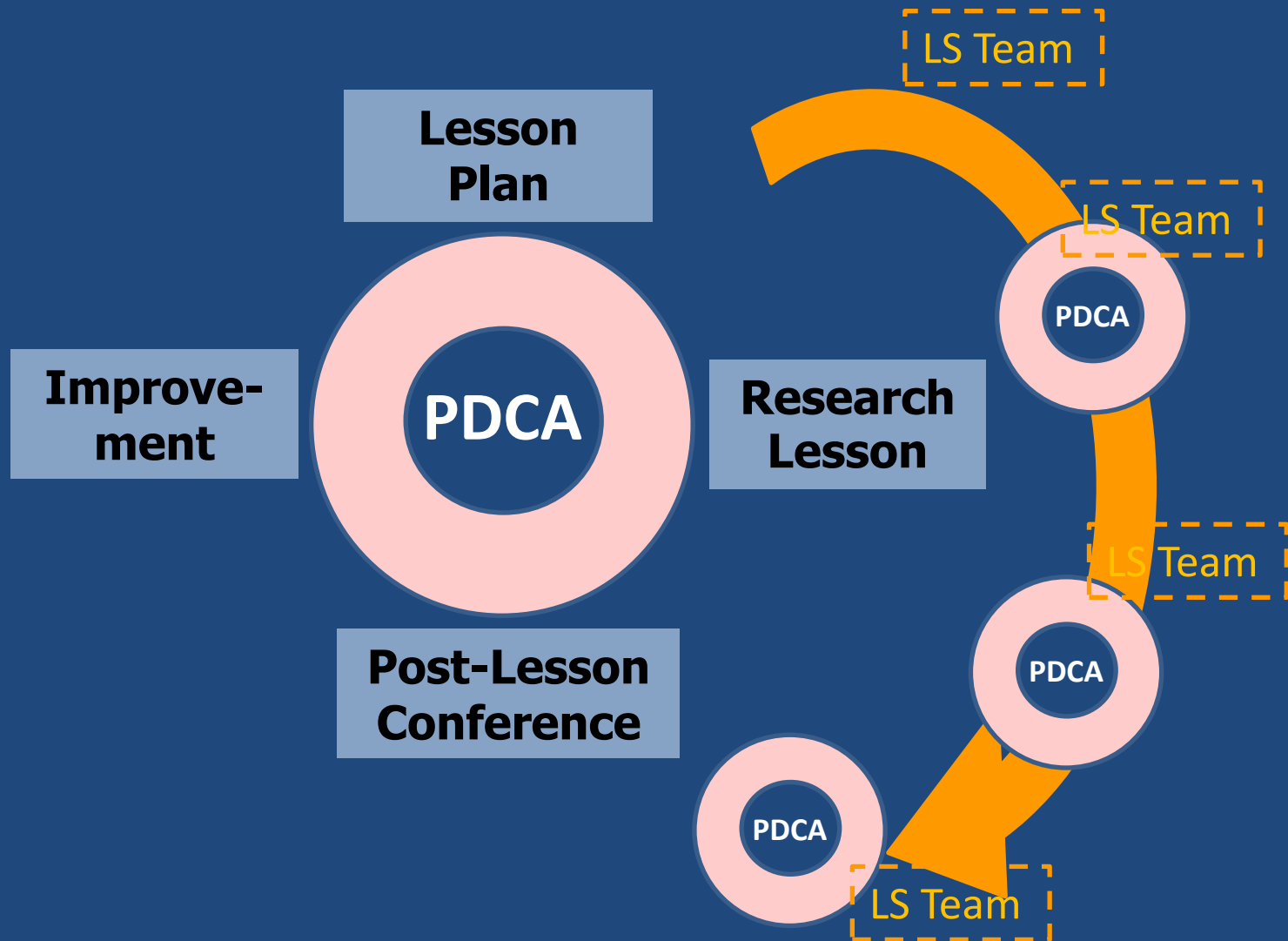
# Micro Cycle: Lesson Plan Improvement

- “*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

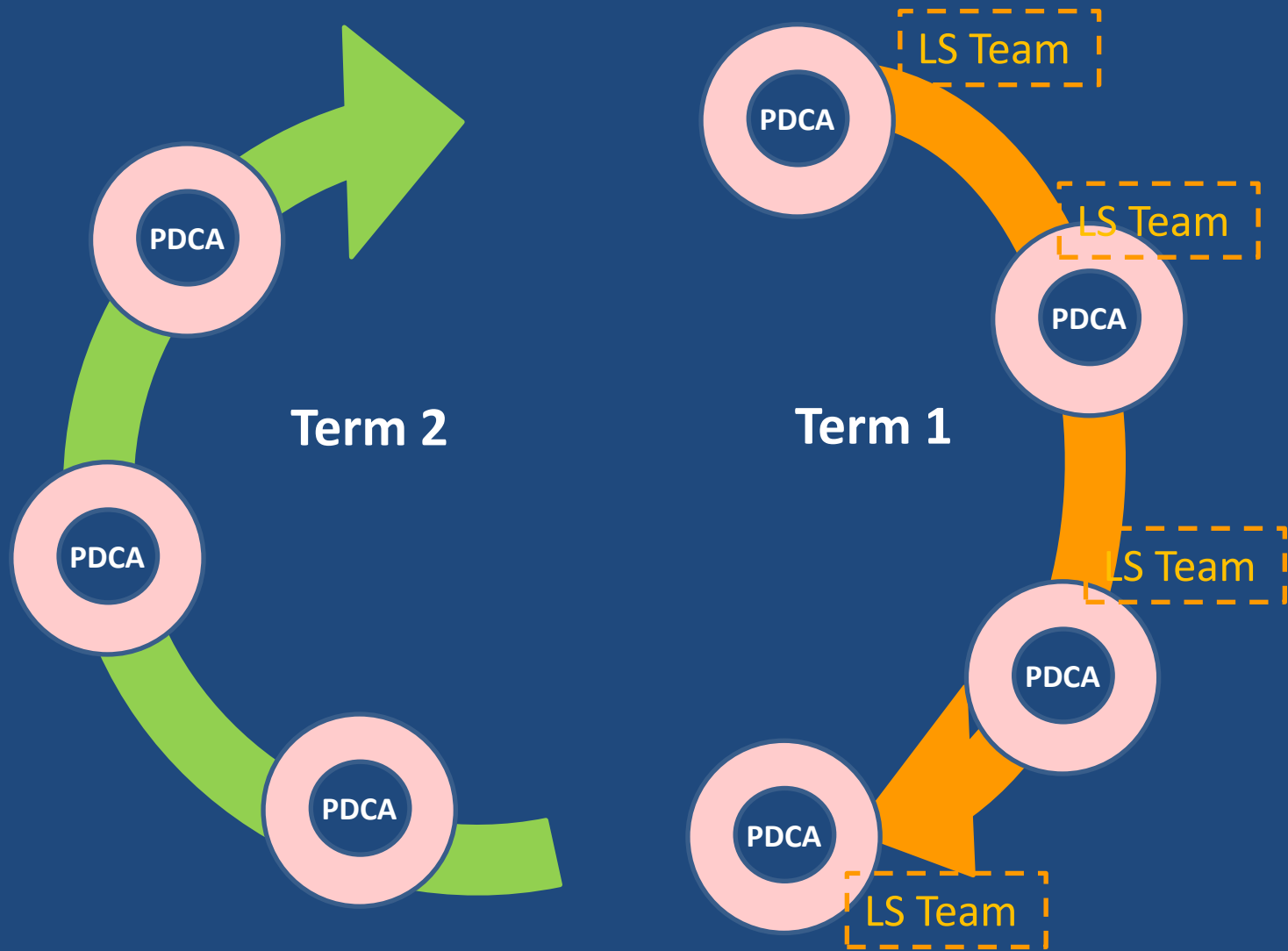


# Macro Cycle: Improvement Annual Plan

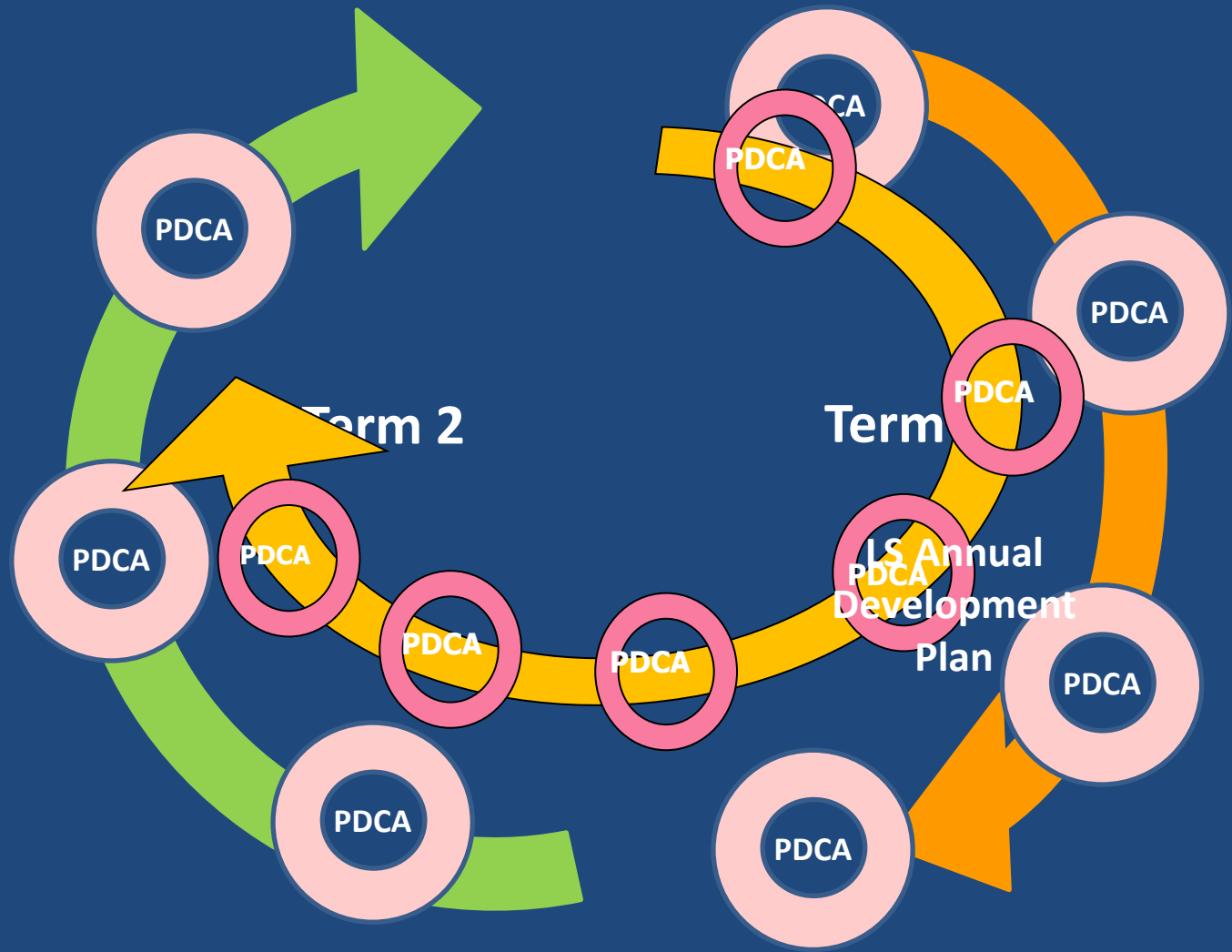




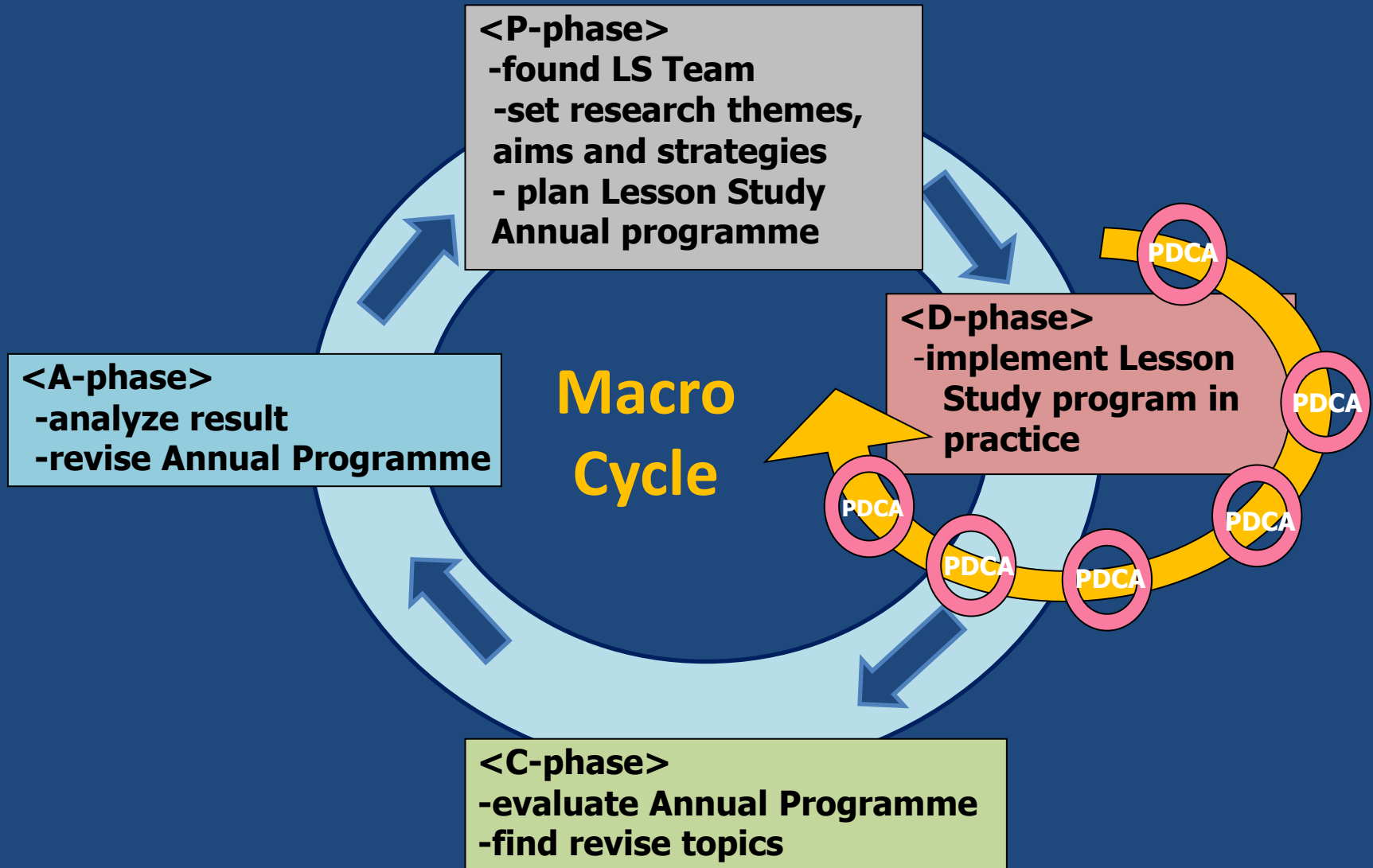
# Macro Cycle: Improvement Annual Plan



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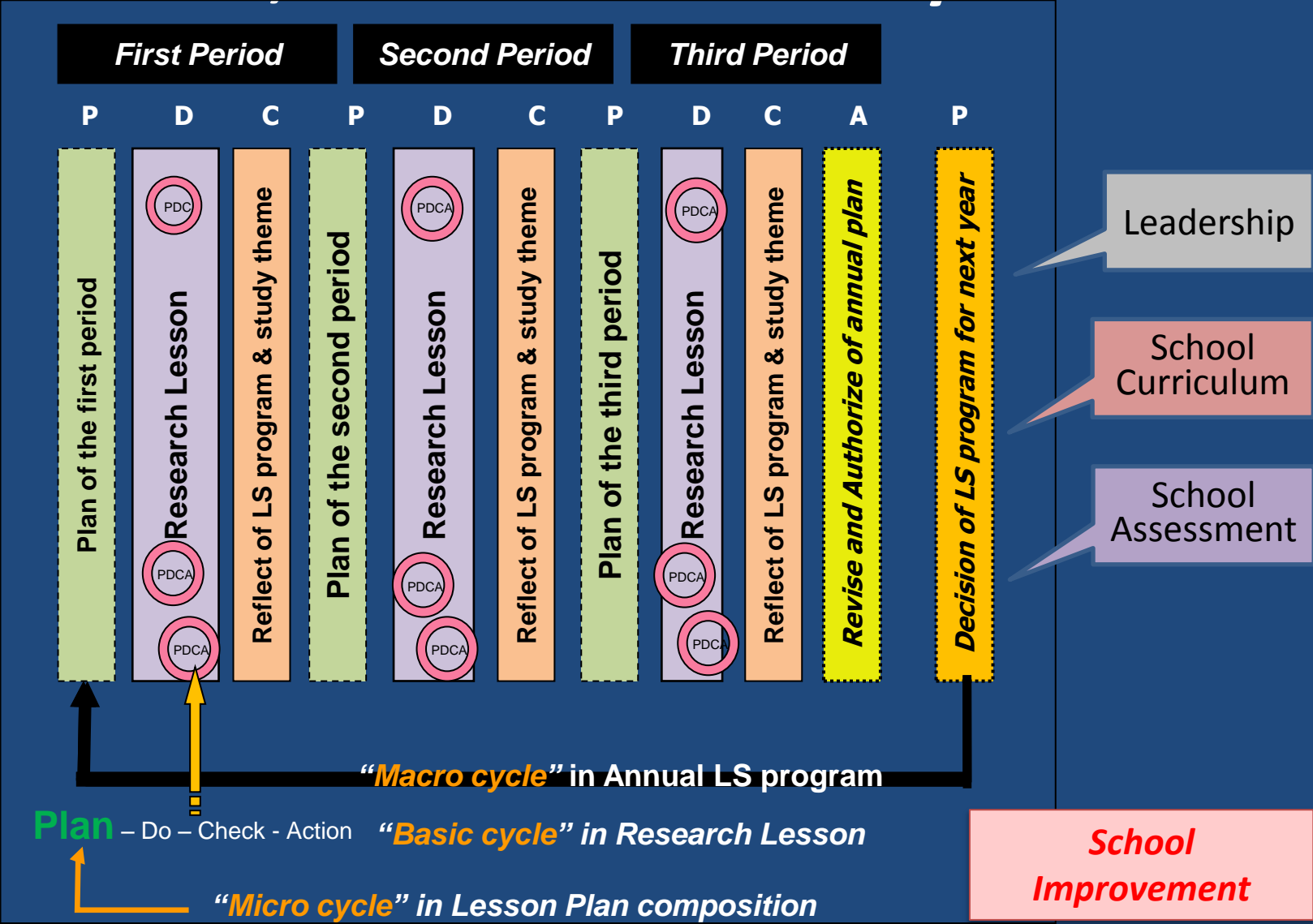
# Macro Cycle: Improve Annual Programme



# 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



# 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:  
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Thank you for your attention & cooperation!

Hiroyuki KUNO, PhD

