

Lesson Study

“Moving forward toward a community of learners”

Our Journey at Hillgrove

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We will be sharing

- Why Lesson Study
- The Hillgrove's journey
 - Implementing a whole school approach as we moved towards a community of learners
 - Our challenges and the changes we made along the way
- Moving forward

School History

- Established to meet educational needs of children from Bukit Gombak, Bukit Batok
- Presently located along Bukit Batok Street 52 on 2nd February 2002.
- In 2013 - 1,175 pupils in 32 classes.
Mean PSLE intake 207.2 –express
& 175.5 -normal & >85% in HDB
- Low T-score & Low SES
→ low student engagement



2007

**Embarked on our
search for ways to
increase student
engagement**



2008: Infant Phase Piloting Lesson Study



**2 Departments met in
Lesson Study (LS) groups
during school hours**



2009: Infant Phase

Whole-school approach



**Introduction of LS as a
school-wide PD platform**



Whole-school approach

- Proposed to SMC & communicated to staff
- Lesson Study training by Principal
- Teachers meet according to subject area on Tues mornings (HODs to negotiate deployment based on staff/subject needs)
- Partnering with NIE's Centre for Teaching and Learning (CTL) for research knowledge and training

Lesson Study Philosophy:

Lesson Study for Learning Community (LSLC)

- Lesson Study for Learning Community (LSLC) – Improving teaching practices and building a learning community through Lesson Study will transform student learning and school culture.

Lesson Study Key Goals

- Creates collegial culture of deep, reflective and continuous professional learning
- Provides support for introduction of new subject syllabus, pedagogical approaches & assessment methods
- Gives opportunities for new teachers to learn from experienced teachers
- To assure meaningful & quality learning opportunity for every single child
- Allows accumulation of T&L resources

Lesson Study Model

Key Phases of Lesson Study

Identify learning goals
Plan lesson
Conduct, observe
Review, refine
Conduct, observe
Review, refine further

ST1: Academic Excellence
ST2: Holistic Development

Lesson Study Process



SEL Trg by CD dept to enhance classroom interaction

Dept-Specific Pedagogy Trg by Dept Leaders, NIE

School-Wide Pedagogy Trg by Trg & Devt Comm (2009 – 2010), CIL Comm (2011 -)

ST3: Building Staff Capacity

Pedagogy, Experience of Learning, Tone of Environment, Assessment, Learning Content (PETALS)

Lesson Study Direction & Focus

**Academic Ex & Holistic Devt:
Improving Student Outcomes**

Tight

Use of Lesson Study

3 BIG Ideas

1. Ensuring that students learn
2. Building a culture of collaboration
3. Focusing on student outcomes

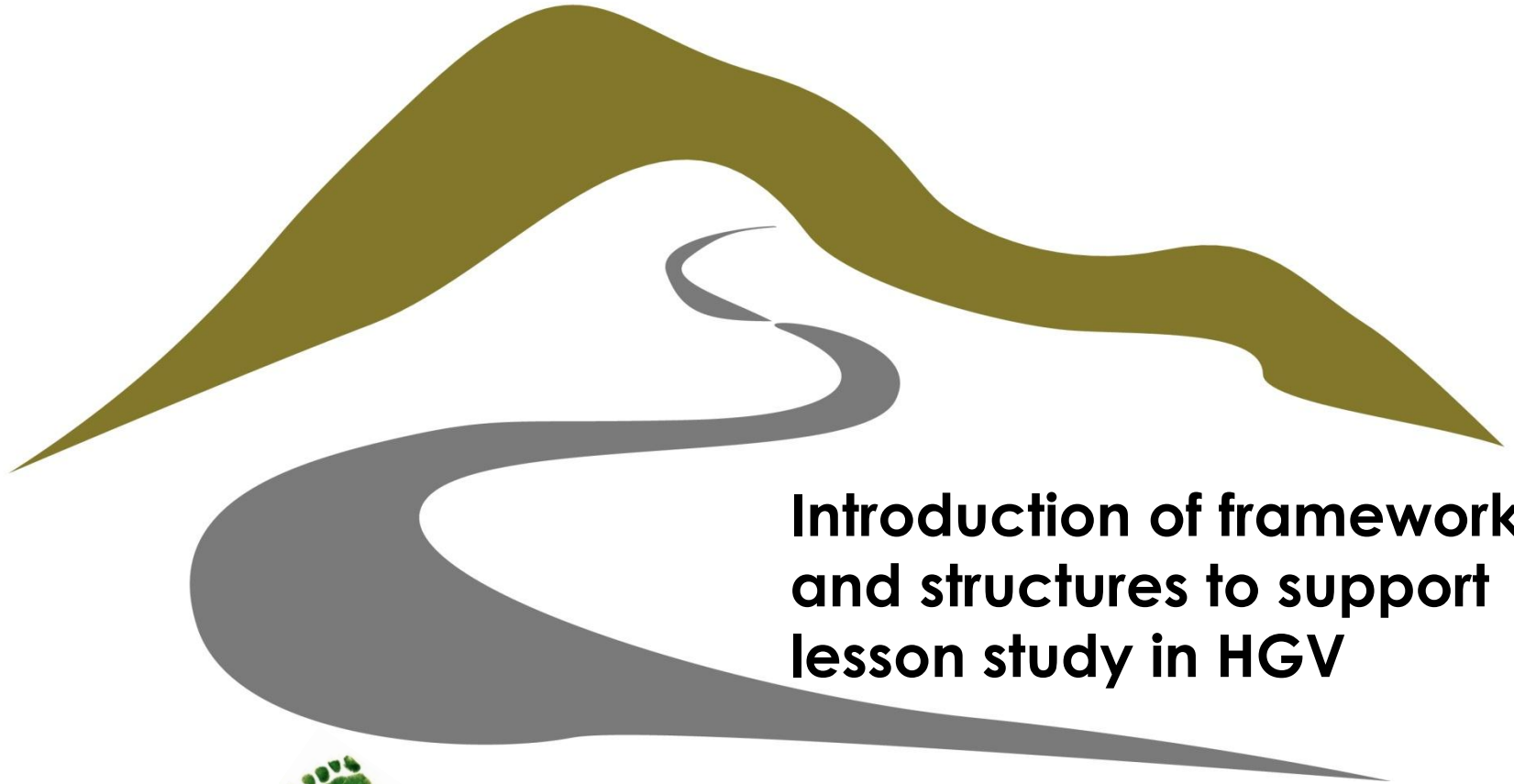
4 Critical Questions

1. What do we want our students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn?
4. How will we respond when they do learn?

Loose

- Focus of LS groups – curriculum, pedagogy, assessment
- **Decided and owned by HODs, STs and trs for subject areas**

2010-2011: Crawling Phase



**Introduction of frameworks
and structures to support
lesson study in HGV**



Support Structures and frameworks

- **Lesson Study Targets & Focus**
 - At least one research lesson per CDS group, strengthening design of T-L resources within subjects
- **Open & Trusting Culture for Learning**
 - ‘De-privatisation’ of the classroom. For example, “Open Classroom” where others invited to observe
 - Read@Hillgrove – staff sharing reading w colleagues
- **Creation of Lesson Study Guide**
 - Planning a research lesson
 - Development of observation checklist, LS report
- **Facilitator Training offered to PLC sch**
 - Training of CDS facilitators in LS facilitation

2011: Crawling Phase



**Review of lesson study and
impact on T & L practices**

Evaluation of Effectiveness of Teacher Training & Development

Reflection

Feedback

- Reporting Officer
- Programme Feedback
- FDG from staff
- Mid & End Year review

Key Results/KPIs

- SEM survey
- Reflection Report
- Sec One intake
- National Examinations

2012: Toddler Phase



**Refined LS processes;
Learning from others
Professional sharing**

Key Phases in Our Journey: 'Toddler' Phase, 2012-

- **Manage Teacher Workload**
 - Monitor no of periods & lesson preparation and explore reductions without compromising T&L
- **Reduced Administrative Chores**
 - Reduced staff training at dept & school level – focus on implementing prior learning
 - Reduced involvement in committees (1 for most trs)
 - Reduced involvement in school events (1 each)
 - Biometric attendance taking system – remove weekly updating on Sch Cockpit
- **Better timetabling & calendaring**
- School meetings on Wed – SCT, dept, level, school & event committees
- Better organisation of school calendar – to avoid clashes

Key Phases in Our Journey: 'Toddler' Phase, 2012-

- **More Time for Lesson Delivery & Observation**
 - 'Lesson Study is not French cuisine, it is hawker fare'
 - More time devoted to lesson delivery, observation, reflection, feedback and modification; less time spent on joint lesson planning & creation
 - Each teacher observed once this year, with 1 ICT/CoL lesson
 - School Leaders and department leaders to role model
- **Initiating Review/Rethink of T&L Practices**
 - Use of U-shape, cluster, circle for arranging students
 - Every class is to implement either of this or a combination for 1 term before a review

Key Phases in Our Journey: 'Toddler' Phase, 2012-

Greater collaboration between depts

- **Cross Disciplinary LS Groups**
 - focus on student mgt, pedagogy & assessment rather than on subject content
 - **CME** - Motivation of students through study skills
 - **Sec 1 ICT** - Strategies for ICT-enabled T-L
 - **Sec 3N(A) Lower Ability Learners** - Motivation of students through collaborative learning and seating arrangement



S3NA - Original U-Shaped Seating Arrangement



S3NA - New Collaborative Seating Arrangement

S 3N(A) Lower Ability Learners

- Cross disciplinary group – Math, Humans, EL, Chem, Art
- FGD with subject teachers to examine challenges to student learning for problem identification.
- Strategies to optimise student attention and learning:
 - Examined use of physical space
 - Use of collaborative learning and ICT
- Assessed student outcomes:
 - Lesson Study observation – qualitative
 - Learning task at end of lesson
 - Verbal feedback from students

Support Structures and frameworks

- **White-space for PD**
- **Development of observation checklist**
- **Provision of templates**
 - Report writing
 - Planning a research lesson
- **Purchasing of tools**
 - Digital video cameras, hard drives, etc..
- **Creation of Facilities**
 - Lesson Study Recording Room
 - Discussion areas with LCD TV

Provision of Resources

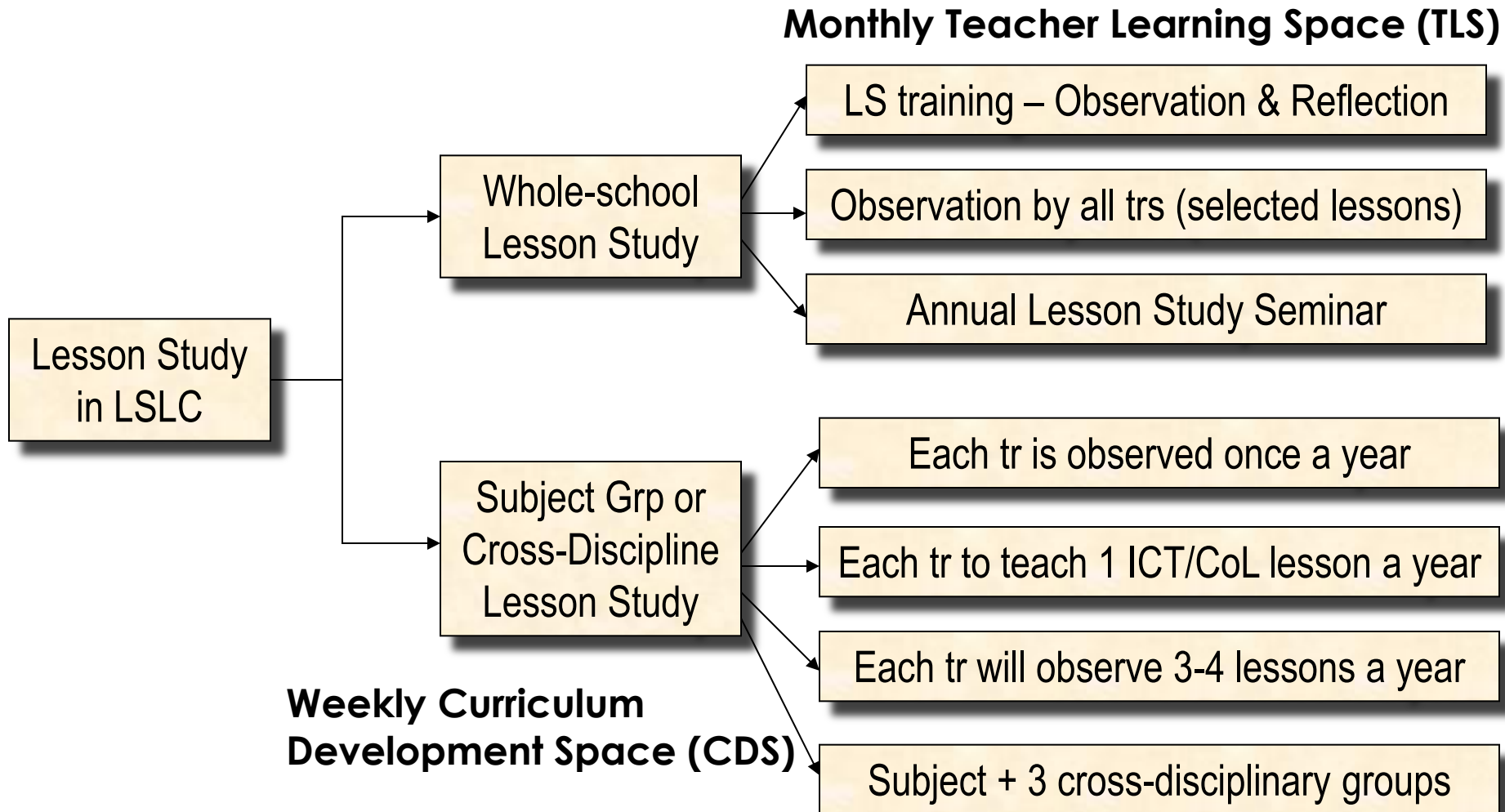
- **Purchasing of tools**
 - Digital video cameras, hard drives, etc..
- **Creation of Facilities**
 - Discussion areas with LCD TV
 - LS Recording Room



EXIT

Lesson Study Recording Room
From 2012, CCTV technology in selected rooms to enhance observation and discussion

Lesson Study System



Learning from others

Yonamoto Elementary School, Japan

Good practices observed and adopted:

- Restrict subject banding to enable teachers to have more time to engage in LS observation.
- Seating arrangements for students discussed prior to observation.
- Assignment of trs to each student group.
- Use Skillful Teacher competency pyramid to enable focused devt of teacher needs, and modify observation template accordingly.



Collaboration with Partners

Lesson Study Community of Practice

- To foster professional collaboration among instructional & school leaders involved in LS
 - Partners sec schs – Clementi Town, Broadrick, Dunearn and Bukit Batok
 - LS Leadership – for SLs and SSDs share leadership perspectives on growing LS
 - LS Practitioner – for instructional leaders and trs to learn through LS lesson observations and training





Learning of Science with ToonDoo



ICT-integrated Art lesson using Photoshop



Learning Fest 2012

- Platform for sharing teaching & learning innovations amongst HGV educators
- Focus: Lesson Study, Collaborative learning & ICT
- 21 concurrent sessions, 27 presenters
- 9 W2 cluster participants

Summary of Key Learning Programmes 2011-2013

Learning & Devt	ST1: Academic Excellence	ST2: Holistic Student Devt	ST3: Staff Capacity Building	ST4: Strategic Partnerships
2011	<ul style="list-style-type: none"> ● Skillful teacher (Pedagogy/CL) ● Lesson Study ● Learning Mgt System ● Department Learning 	<ul style="list-style-type: none"> ● Restorative Practices ● Circle Time ● Using Digital resources in CME 	<ul style="list-style-type: none"> ● Differentiated Training (EOs & EAS) ● Fire Safety 	<ul style="list-style-type: none"> ● NIE (Prof Saito) ● Mutsumi Junior High (Mr Takemori) ● British Council
2012	<ul style="list-style-type: none"> ● Skillful teacher (Clarity, Attention, momentum) ● Lesson Study ● ICT ● Department Learning 	<ul style="list-style-type: none"> ● Restorative Practices ● Circle Time ● Lesson Study in Study Skills 	<ul style="list-style-type: none"> ● Collaborative Learning (CoL) at TLS 	<ul style="list-style-type: none"> ● NIE (Prof Saito) ● Japan trip on Lesson Study ● Lesson Study at cluster
2013	<ul style="list-style-type: none"> ● Skillful teacher (Assessment) ● Self-directed Learning (SDL)/ICT ● CoL for subjects ● Department Learning ● Study Skills at TLS 	<ul style="list-style-type: none"> ● Restorative Practices 	<ul style="list-style-type: none"> ● AfL at TLS ● SDL/ICT at TLS ● CoL at dept ● Emergenetics 	<ul style="list-style-type: none"> ● En-ELT Lesson Study project ● Lesson Study COP

Results /Outcomes



Staff Perception of Innovation & Learning

SEM Staff Survey	2010	2011	2012
My school permeates a culture that encourages and supports innovation and learning.	78.8%	71.5%	89.3%

SEM Staff Survey	2010	2011	2012
My school encourages me to give suggestions and implement solutions to work problems.	88.4%	92.1%	93.3%

Teacher Feedback about Lesson Study

(extracted from teacher reflection reports, 2012)

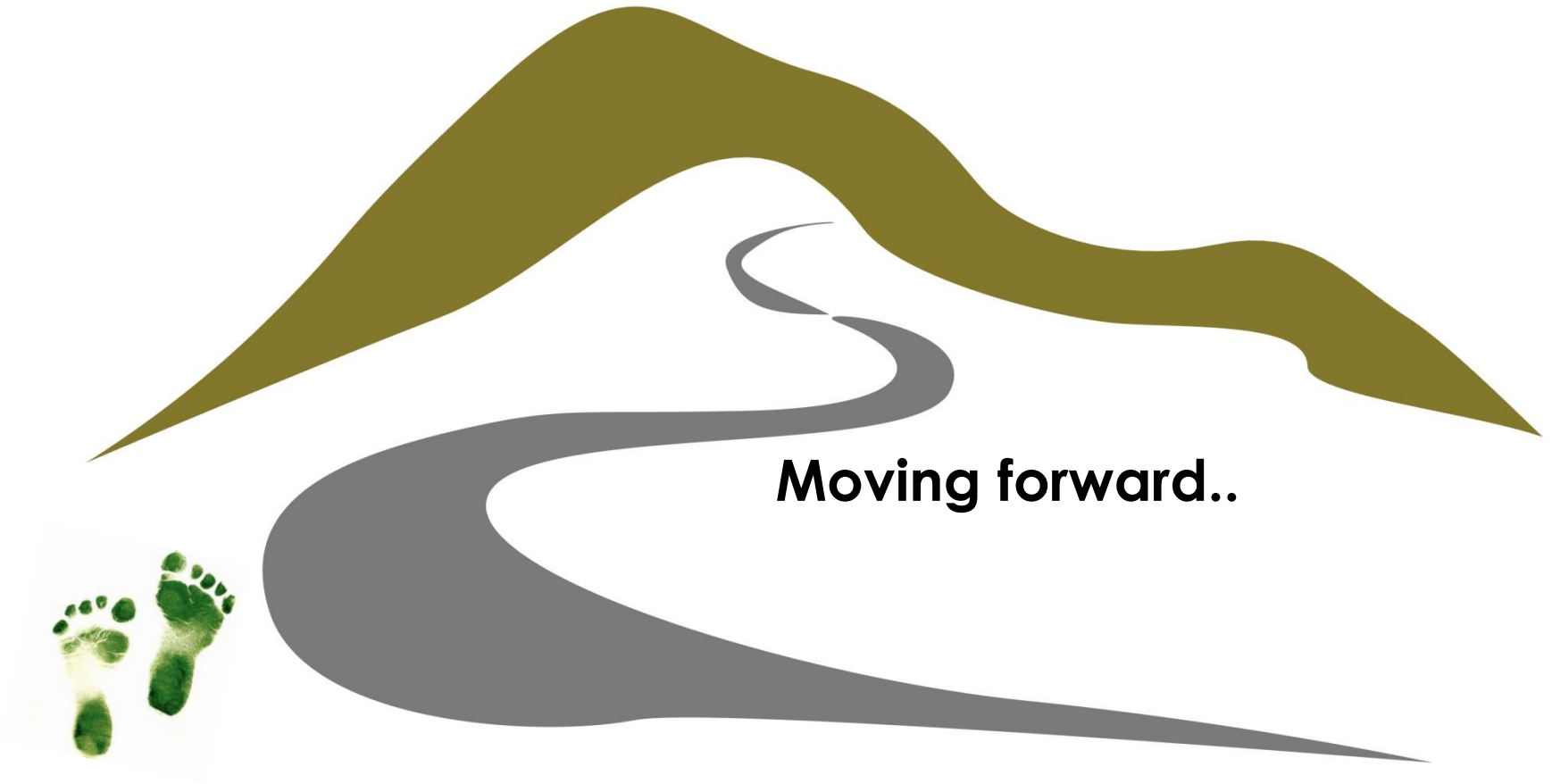
Teacher Outcomes

- More creative and confident in trying new and different types of pedagogy
- Levelling up of pedagogical skills and confidence from senior teachers
- Opportunity to observe students' learning styles
- Encouraged to be more reflective
- Generation of a rich pool of resources

Student Outcomes

- More motivated and engaged
- Interest in the subject area

2013: Toddler Phase



Moving forward..

Starting in 2013

- Master workload allocation
- Mass Observation Lesson (MOL)
- More evidence-based reports
 - to emphasise on effectiveness of RL
- Regular sharing within departments to support implementation of new pedagogical practices (AfL, Collaborative learning, SDL)
- Emphasis on management of resources
 - easy access to RL for further refinement.

Professional sharing

Lesson Study Sharing/Observ with CTL, NIE

- 2012-2013 – LS sharing with Management of Leadership in Schools (MLS) prog participants with A/P Eisuke Saito
- 2013 – LS sharing with Senior Trs Prog (STP) participants with A/P Christine Lee
 - Sharing about school's LS journey
 - Lesson observation & feedback given to trs



HGV LS Mission: Building a Lesson Study Learning Community (LSLC)

W2 LS NG members

Sharing LS journey & LS in Japan schools

NIE Training workshops in Observation & Reflection skills

W2 cluster schools

Group discussions with DLS VP & ML, CL depts

Sharing LS journey with SMC of SVPS, BBSS

Conducting a hands-on workshop at KPS

Sharing on LS/ICT at LearningFest@HGV

Other schools

Sharing LS journey with SMC of St Hilda's Pri

COP (LS)

Collaboration amongst interested schools on LS sharing

(Broderick SS, Clementi Town SS, Bukit Batok SS)

NIE

Sharing LS journey & LS in Japan schools to MLS participants

Presentation at WALS Conference cum School visit 2012

AST

Designated HGV as the WZ Lesson Study Group for chemistry teachers

Leading in Lesson Study (LS)

- 2012-2013 - W2 Cluster LS Networking Group Facilitator
- 2012-2013 – LS sharing with 5 schools
- 2012-2013 - WZ Growth Centre for Chemistry LS
- May 2012 - LS practices at Yonamoto Elem School, Japan
- Nov 2012 - WALs Conference host school & presenter
- 2013 - LS Community of Practice (COP) - Clementi Town, Broadrick, Dunearn and Bukit Batok Sec
- 2012-2013 – LS sharing w MLS - AP Eisuke Saito
- 2013 – LS sharing w Senior Trs (STP) – AP Christine Lee
- 2013 – LS sharing with Hayes School, UK



Key Factors for Successful Implementation

1. **Clear, regular communication of philosophy** – include staff feedback to fine-tune process
2. **Adapt according to staff profile** - incremental implementation & school support key
3. **Trusting professional learning environment**
4. **Develop skills** and abilities needed to ask right questions to conduct the research lesson
5. **Sufficient time to prepare research lesson**

Thank You

Q & A