F-3: D.Lesson study and school as learning community

Abstract ID: D0109

How “Lesson Study” supports school to create professional capital in practice: Lessons from Japan

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Object: This study tries to describe how Japanese Lesson Study can support school to improve quality of teaching, encourage teacher agency, and construct knowledge network in practice based on the concept of ‘professional capital’ developed by Andy Hargraves, 2012.

This paper especially tries to examine two specific research questions, a) what are key elements of social capitals through lens of Japanese lesson study as a professional culture? and b) How schools provide and develop such capital for teachers to be as learner?

Method: Qualitative data are collected through two case studies included lesson observation and transcripts-based analysis, and post-lesson teacher discussion analysis (September 2015 and March 2017). First case is from Tokyo which focuses on teacher learning through curriculum and content of teaching; and the second case is from Kanagawa which focuses on teacher learning through students learning activities.

Result: From this study it can be seen that teacher learning in school supports teacher agency especially ability of decision making of teaching materials in practice. However, in case of Kanagawa elementary school teachers tries to learn from students and students become as partner of teacher learning. In case of Tokyo elementary school teachers try to learn from each other to how design learning for each student.

Conclusion: As conclusion this paper contributes to public understanding of how teachers learn in school through lesson study in Japan and how it can be linked with theory of ‘professional capital’. In addition, this paper tries to provide an alternative perspective to review Japanese effect of Lesson Study in practice.

Keywords: social capital, decisional capital, organizational development, transcripts-based analysis
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Lesson study in dutch secondary education: An examination of school culture, school conditions, and teacher self-efficacy

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Object

Teaching has traditionally been described as a profession with a high degree of autonomy, but can easily lead to feelings of isolation from colleagues (Hargreaves, 2000). An isolationist school culture in which collaboration between teachers is not a common practice, seriously limits powerful learning environments (Schleicher, 2016), may cause professional struggles (Watson, 2006) and tends to weaken beliefs of confidence and self-efficacy (Tschannen-Moran & Woolfolk Hoy, 2007). Given this context, an increasing amount of research stresses the importance of teacher professional development (PD) that includes effective characteristics that relate to collaborative inquiry and active learning, combined with a clear focus on the content as well as coherence with the school vision and teachers’ knowledge and beliefs (Desimone, 2009).

Lesson Study (LS) is a PD approach that integrates these effective features (Lewis & Perry, 2014) and has the potential to strengthen professional (learning) communities (Chichibu & Kihara, 2013), which could increase teachers’ feelings of confidence in their instructional behavior (Cajkler, Wood, Norton, & Pedder, 2014), and may, in turn, lead to improved instructional teacher behavior and student learning in turn (Lewis & Perry, 2017). Professional learning communities are often related to professional school cultures (Hargreaves, 2000), and therefore, the quality of teacher learning within these communities cannot be separated from the school context in which it takes place (Opfer, 2016). Although the review by Van Driel, Meirink, Van Veen, and Zwart (2012) shows that the school organizational dimension is often neglected in most studies on PD, accumulating evidence points to the influence of (the perceptions of) school conditions on teacher learning, such as school leadership, communication, resources and collegial support (Admiraal et al., 2016). In addition, various studies show that teachers’ perceptions of the school environment influence their beliefs of self-efficacy (Zee & Koomen, 2016). It is arguably the interplay between organizational factors and self-efficacy beliefs that affects teacher learning (Geijsel, Sleegers, Stoel, & Krüger, 2009).

Despite the growing body of literature, studies that critically examine the school culture and context in which LS is enacted, are still scarce (Xu & Pedder, 2015). Furthermore, the relationship between participating in LS and teachers’ self-efficacy is hardly examined (Schipper, Goei, De Vries, & Van Veen, 2018) and we did not find any notion in LS literature of the relationship between teacher self-efficacy and perceptions of the school culture and conditions. Therefore, the central question guiding this study is: does participating in LS influence teachers’ perceptions of the culture and conditions in their schools as well as their feelings of self-efficacy, and how do these constructs relate to each other?
Methods
A quasi-experimental design with 60 teachers from eight secondary schools in The Netherlands was set up to detect differences between teachers who participated in LS teams and teachers from similar subject areas and the same schools who were not involved in LS. Two questionnaires were used focusing on the school culture and conditions (combined) and teacher self-efficacy.

Results and conclusion
The results show that although perceptions of the professional school culture did not seem to be influenced by a one-year Lesson Study intervention, significant changes in favor of the LS group were found in terms of several school conditions, i.e. teacher autonomy and support from school department leaders. Regarding teacher self-efficacy, significant differences were found between both groups in terms of efficacy in student engagement (again in favor of the LS group). The results could support school leaders who wish to implement, sustain or upscale Lesson Study practices in their school in order to promote a professional school culture.

Keywords: Professional school culture, school conditions, School leadership, Teacher self-efficacy
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Lesson study in Schools: Contribution in other Continuous Professional Development (CPD) activities

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In Bangladesh, with the technical support of JICA Program (JSP), Directorate of Primary Education (DPE) is implementing lesson study technique in the primary teacher development program under the National Strategy for Teachers’ Education and Development (TED). In the third sector-wide program PEDP3, teachers and filed level education officers have been given orientation training on lesson study approach under the Teacher Support Network through Lesson Study (TSN) program. This technique is also integrated in the teachers’ education program (DPEd curriculum and materials).

As technical cooperation project team, JICA supported Directorate of Primary Education (DPE) and other counterparts in implementation of lesson study through monitoring and the project has effectively completed their second phase. At the end of second phase in 2017, in order to institutionalize lesson study, JICA team initiated another pilot program at 10 upazilas (sub-districts) and closely monitored impact of practicing lesson study in 20 schools throughout the country. From the monitoring reports and collected video data of lesson study activities during this pilot program it was found that teachers started practicing lesson study in their existing school system and a good culture of academic discussion formed within school where they can discuss on their teaching difficulties more cooperatively. Several internal surveys’ data also showed that teachers are getting positive results of practicing lesson study in developing their expertise in profession and schools themselves found changes among teachers in developing collegial relationships as a learning community. Furthermore, in general there is a lack of both subject and pedagogical content knowledge among teachers, and making it difficult to provide suggestions on how to improve the lessons.

In this stage, when government will develop a CPD framework under PEDP4, there is a need to focus on,

a. How far lesson study can be incorporated/link with other CPD activities
b. To what extent factors of support system has influence on teachers’ change regarding practicing lesson study

This study is aim to identify the areas of CPD activities where lesson study can affect and how lesson study could be addressed in the CPD framework incorporating with other CPD activities. After completion of the project, some team members of JICA continued telephonic monitoring (December 2017- March 2018) with Head Teachers, and Local Education Officers that previously participated in pilot activities to find out the current status of lesson study in schools and also monitored TSN program. I will analyze these data of telephonic monitoring, monitoring reports of TSN training and collect additional information from teachers through interview more specifically to identify teachers’ experiences in developing their own professional development in terms of collaborative learning, understanding linkage...
of lesson study with other CPD activities and influence of factors of support system on them in continuing lesson study.

The findings from the study can be used as a base to develop the CPD framework so that lesson study can effectively contribute to improving the quality of education in schools of Bangladesh, as well as to provide specific recommendations to next phase of JICA technical cooperation project (JSP3) at its’ launched in 2019.

Keywords: Continuous professional development, lesson study in schools, success story in Bangladesh, learning community, teacher education and lesson study