

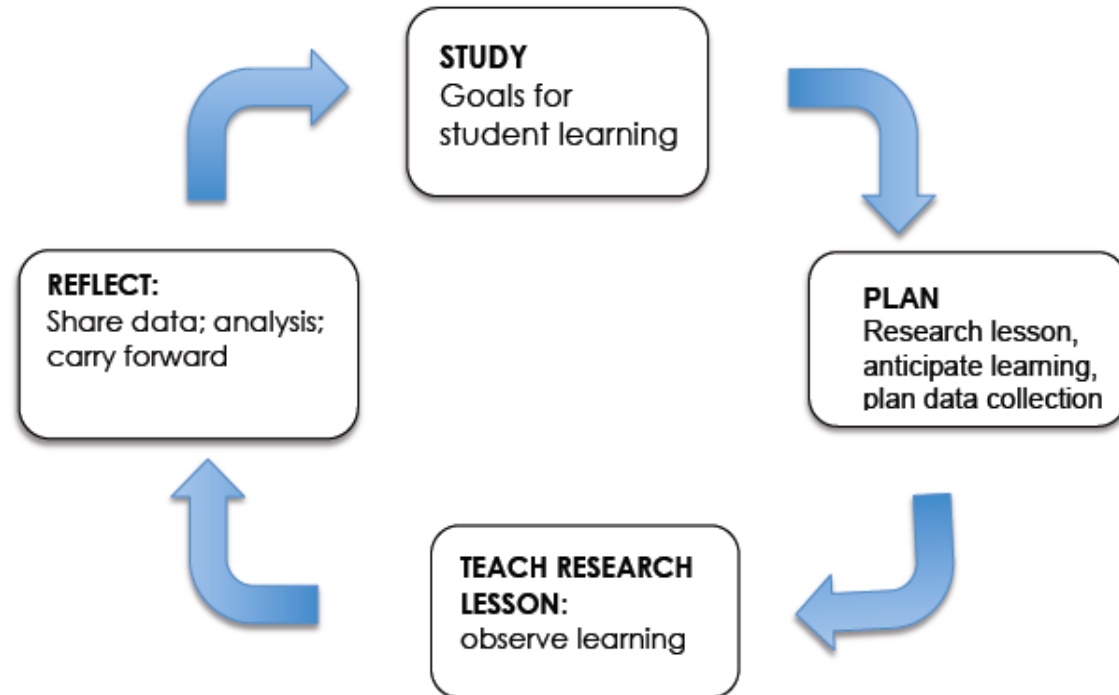
**What can Lesson Study offer inter-
professional collaboration to support pupils
with ABI.**

**Brahm Norwich
Graduate School of Education,**

Lesson Study: position and logic

1. Practice based enquiry
2. Communities of enquiry;
professional learning communities

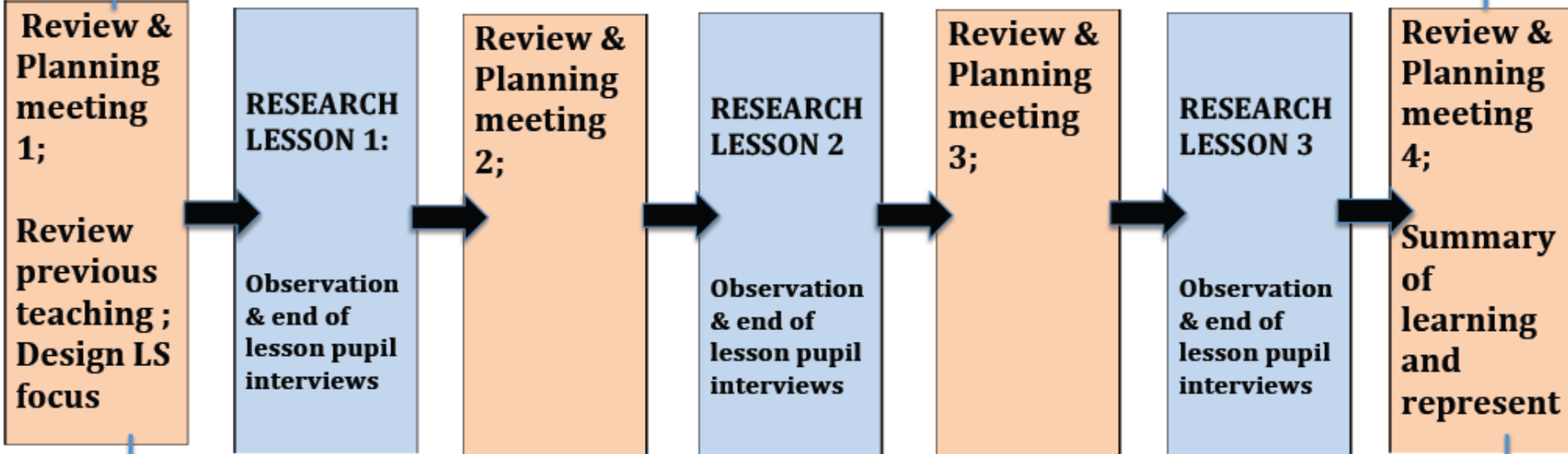
Figure 1: Lesson Study cycle and procedures



LS distinctiveness

- study of lesson (pedagogic focus)
 - For and by teachers
- focus on learning / learners
 - Case pupils (UK version)
- research oriented (how improve learning of ?)
 - Research lesson
- collaborative
 - team involved at each stage (lesson observation by team)
 - enables inter-disciplinary collaboration
 - support and knowledge
- reflective practitioner
 - use of craft and research informed knowledge

Knowledge base: professional and research informed knowledge relevant to LS focus and teaching



Whole school conditions: senior leadership support

LESSON STUDY MODEL: 3 CYCLE OF RESEARCH LESSONS

Does Lesson Study work?

International research

Cheung and Wong (2014) IJLLS

Review of 9 studies (USA, Sweden, HK)

	Positive effects on teachers	Positive effects on learners
Lesson study	4	1
Learning study	5	4

A few experimental, some cases studies mixed qual and quant. data.

RCTs beginning now. Need for larger scale studies

EPPI (2003) The impact of collaborative CPD on classroom teaching and learning

- 17 studies that show evidence of impact
- teacher effects: teaching behaviour, teacher confidence/self efficacy, enthusiasm
- pupil effects: motivation, test scores, improved organisation of learning
- Sustained collaborative CPD involved:
 - action research
 - Use of research literature
 - Negotiated non-contact time

MLD Lesson Study project 2010-13

Rationale for study

Inclusive practices

- First UK LS use in ordinary classes with regular teachers
(a few special schools)
- Two phases :
 - 30 secondary schools: 100 teachers including SENCOs,
 - Over 2 terms 2-3 LS per school; over term 2 LS cycles

Pedagogic strategies in LS: Research questions

What pedagogic / teaching strategies do teachers report as having developed for pupils with MLD from using Lesson Study?

How specialised are these pedagogic strategies: is there an MLD specialist pedagogy?

Process evaluation: aims and methods

Informed by 'Realistic Evaluation': examine links between contexts, mechanisms/processes and outcomes of LS

- Why and how the LS works in schools/impact on teaching and teachers
- Aim: to construct process theory of LS

Summary of theory of LS arising from project

Context:

School interest in professional learning communities

Advance timetabling/ cover available, senior teacher support

Processes:

Team work, no blame climate, consult case pupils as part research lesson review, team observation focus on learning, risk taking about lesson planning

Outcomes:

Enhanced lesson planning; tailored pedagogic strategies, with wider benefits, broaden focus onto wider learning, not just external criteria; challenge conceptions about what pupils can do; wide range of pupils gains (cognitive, affective and learning approaches)

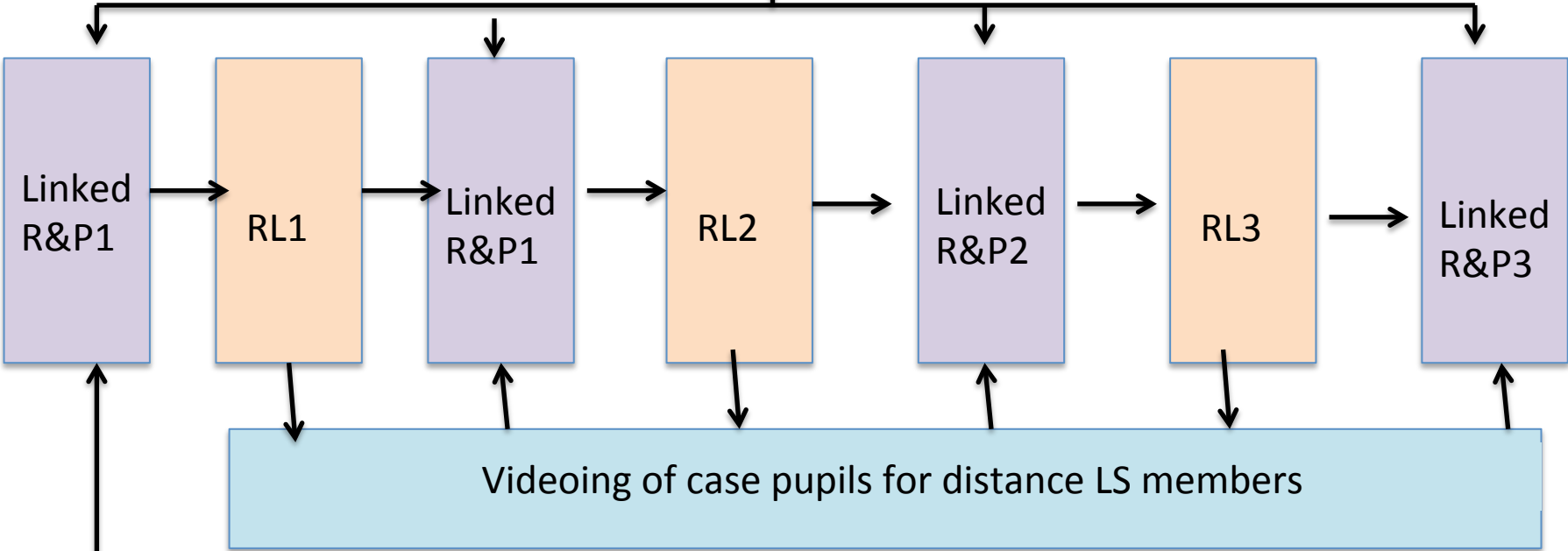
Using LS to bridge between neuropsychology and maths teaching: pilot trial (ESRC funded)

Aims:

- To examine feasibility of dispersed inter-professional LS team
- How bridge between research/neuropsychological knowledge in LS review & planning meetings
- 3 Res Lesson model of LS
- 2 LS teams:
 - 2 teachers + maths teacher educator + psychologist

DISPERSED INTER-PROFESSIONAL LESSON STUDY MODEL

Psychology and maths education relevant to LS goals



4 LS members:
University: Psychologist + Maths educator
school: 2 class teachers

Conclusions:

- technical lessons learned to run dispersed team
 - Video-linking
 - Recording research lesson case pupil learning
- demonstrated how inter-professional team operates
 - how research based knowledge is useful in lesson review and planning

Apply to a sustainable model of outside professional support through LS

Types of collaboration

In school teacher support			teacher	teacher
Usual support service model	Outside professional	SENCo		
	Outside professional	SENCo	Class teacher	
Pedagogy focussed Lesson study model	Outside professional	SENCo	Class teacher (teaches RL)	2 nd class teacher

Inter-professional collaboration using LS between support professionals, SENCos and class teachers

SUPPORT SERVICE

SCHOOL

KNOWLEDGE BASE: WORKING MEMORY AND SELF
REGULATION

LESSON STUDY TEAM

PSYCHOLOGIST/
SLT OR SPEC. TEACHER



SENCO + 2 CLASS TEACHERS

INITIAL FACE TO FACE LS TEAM MEETING FOLLOWED BY
VIDEO-CONFERENCING

AIMS: to develop and evaluate a sustainable &
affordable LS model of support practice