



# Lesson Study Development in England: practice to policy

Pete Dudley

World Association of Lesson Studies Annual Conference

Hong Kong

December 2008

# Why lesson study in England?

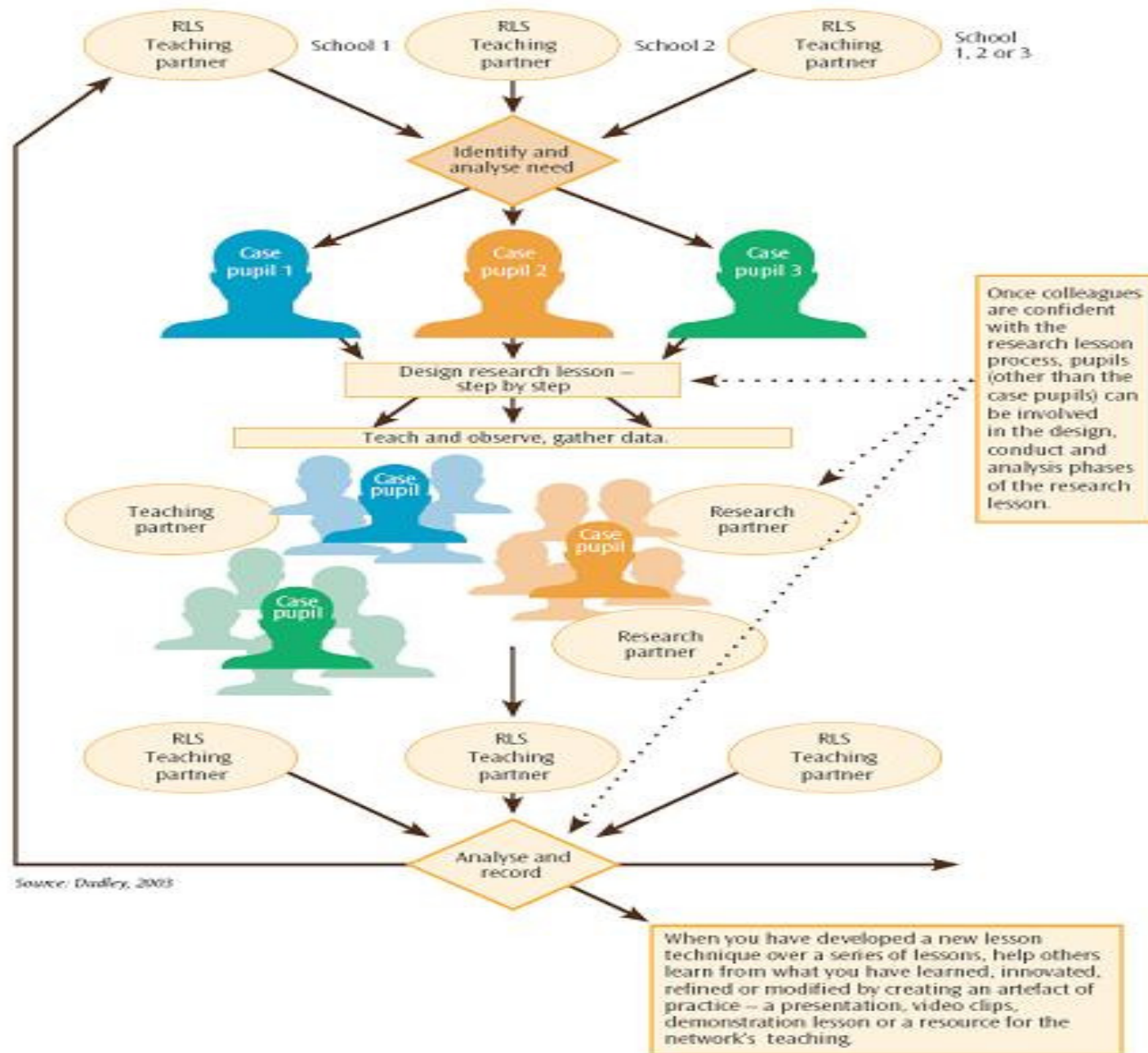
- National curriculum (88),
- Assessment and testing (91 - 95),
- National Strategies - primary teaching frameworks for literacy and mathematics (98, 99) - created initial gains but then led to a plateau in results (2000-3).
- ***‘If teacher learning does not become a routine feature of ongoing practice, the principles behind the strategies may become diluted or distorted’*** (Earl et al, 2003)

# The TLRP project question

- How can we help children use AfL (learning theory) and transfer that knowledge across classrooms, schools and networks?
- The Lesson Study project initial questions
  1. Will lesson study work in England?
  2. If it does, what makes it work and why?
  3. How might the practice transfer from classroom to classroom and school to school?

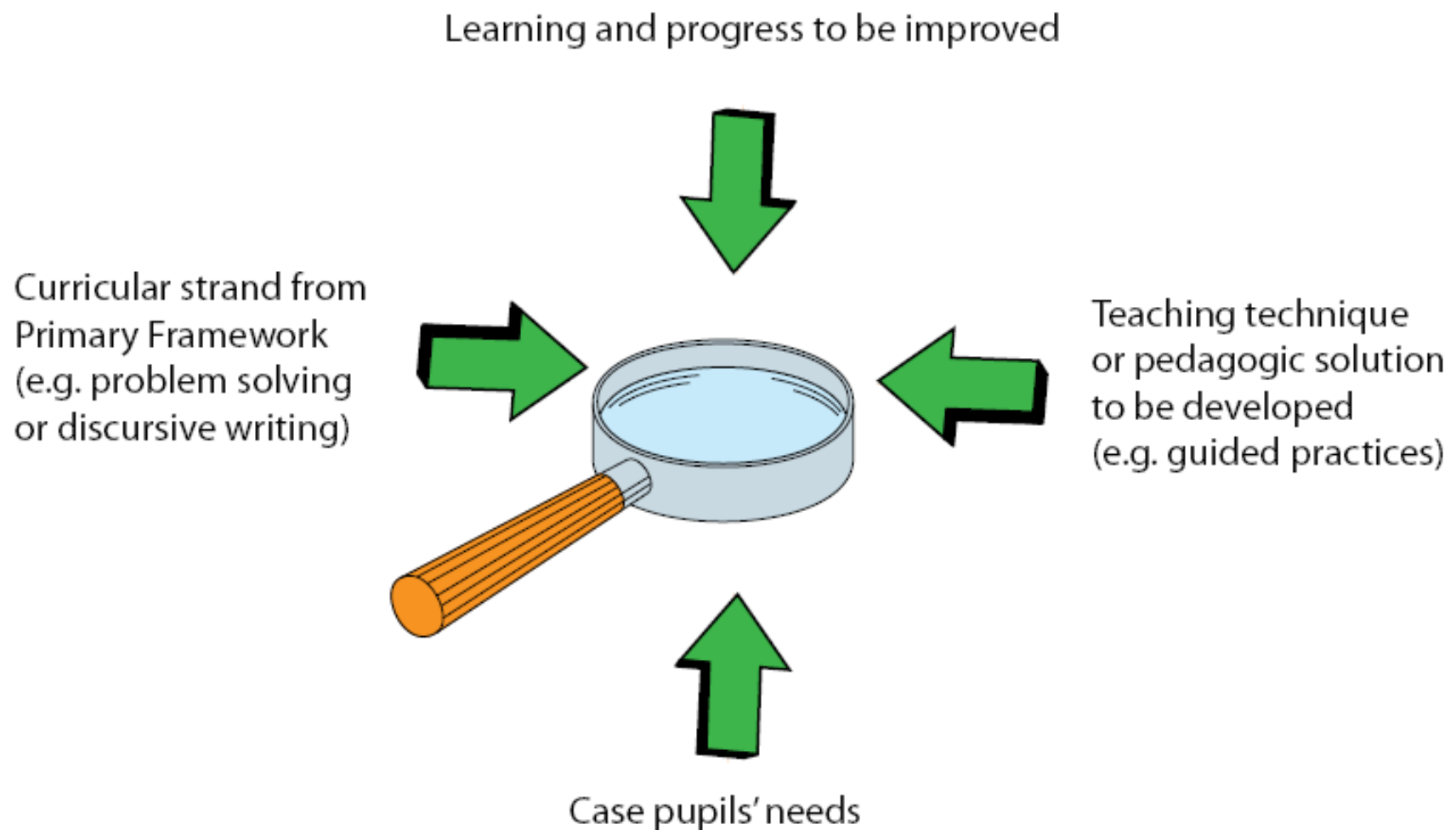
- 1 Analyse your data and identify your focus.
- 2 Identify your lesson study group – two, three or more people with dedicated time and support. Set ground rules for assessed risk-taking and joint ownership of the research lessons, where it is expected that learning is from what goes wrong as well as right.
- 3 Connect with, and draw on what is already known about your focus before you start your work.
- 4 Identify three case pupils (or multiples of three when you are experienced in Research Lessons Study).
- 5 Jointly plan a research lesson based on the needs of the case pupils.
- 6 Joint observation and data capture.
- 7 Joint analysis and recording. Being explicit about what you have learned.
- 8 Finding ways of helping others learn from what you have learned – innovated, refined or modified.

Fig 1 Networked Research Lesson Study step-by-step



Source: Dudley, 2008

# Determining the focus of a lesson study



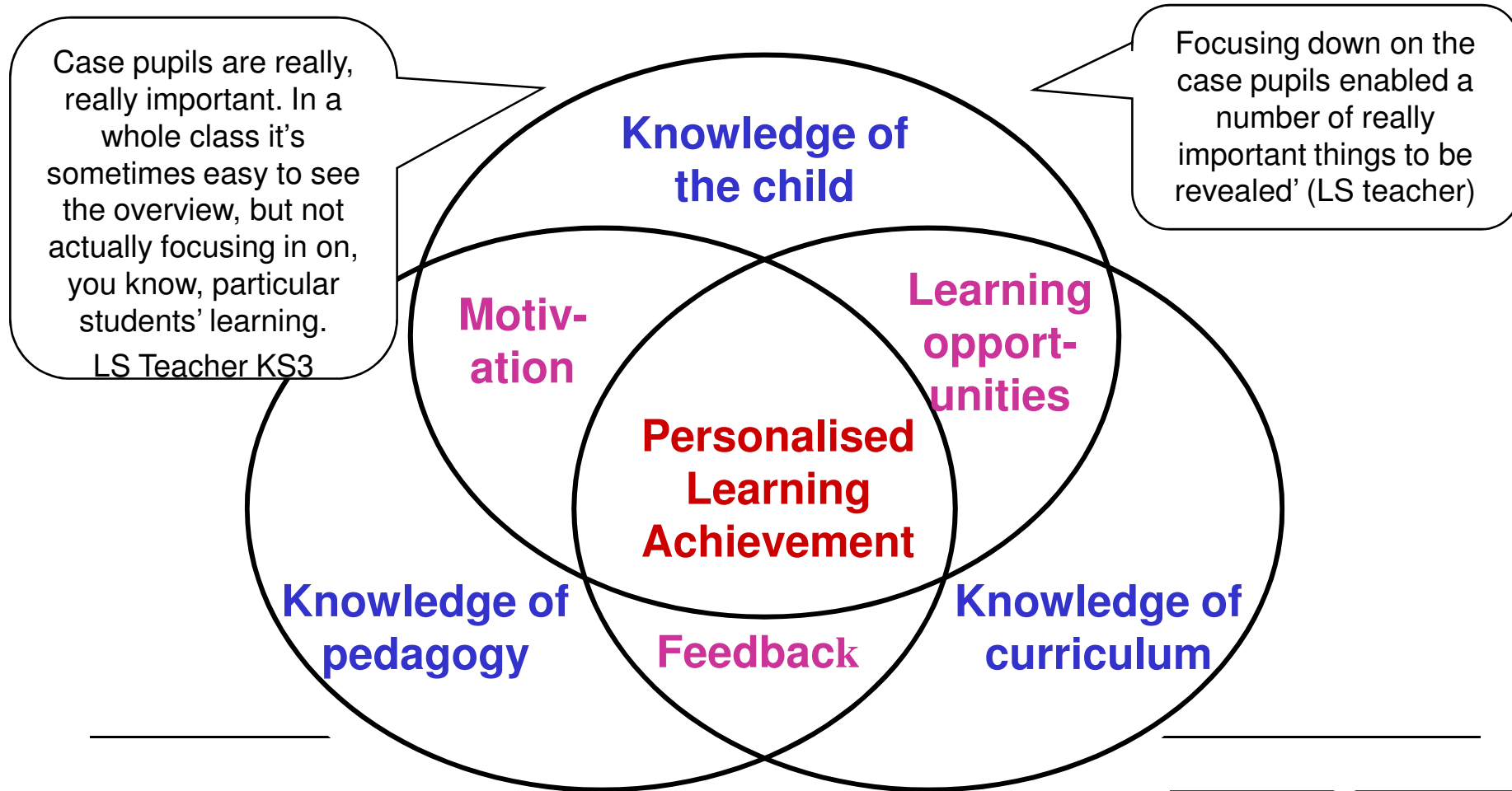
- A number of other important issues emerged which set the Lesson Study pilot. These related to:

- the formal involvement of pupils in Lesson Study
- the nature of teacher learning in the pilot study
- school leadership of Lesson Study

‘..you view the video afterwards and you see what you’re doing and sometimes you don’t even know you’re doing it, you do it automatically and you can like think, ‘Oh I’ve done that wrong, I can like improve on that later on, next lesson maybe’ or something’. (JG Project Y9 pupil)

‘..they see that learning is a process that they can have an impact on, that changes, that’s dynamic and from that they begin to take ownership of the whole learning process, they take responsibility for it and also they’re helped. It’s amazing because ... **they’re engaging with us, in helping us to help them to learn.** Incredible stuff really, incredible stuff’. (PM Project teacher)

# Personalising learning so each child can achieve well



# Key points from the pilot

- Informed, theory driven improvements with few risks / negatives
- Joint risk taking
- Developing evidence based practice – and knowing you will have to share it publicly
- Following a structured, deliberative process focused on pupils
- Teachers learning in their own classrooms
- Overt pupil involvement
- School leadership v 'locked in' approaches to CPD and classroom observation

I think the teachers at this [Lesson Study] level, have got that idea, well it's not necessarily me that's being criticised, it's the joint planning session (LS teacher)

# Lesson Study and national policy

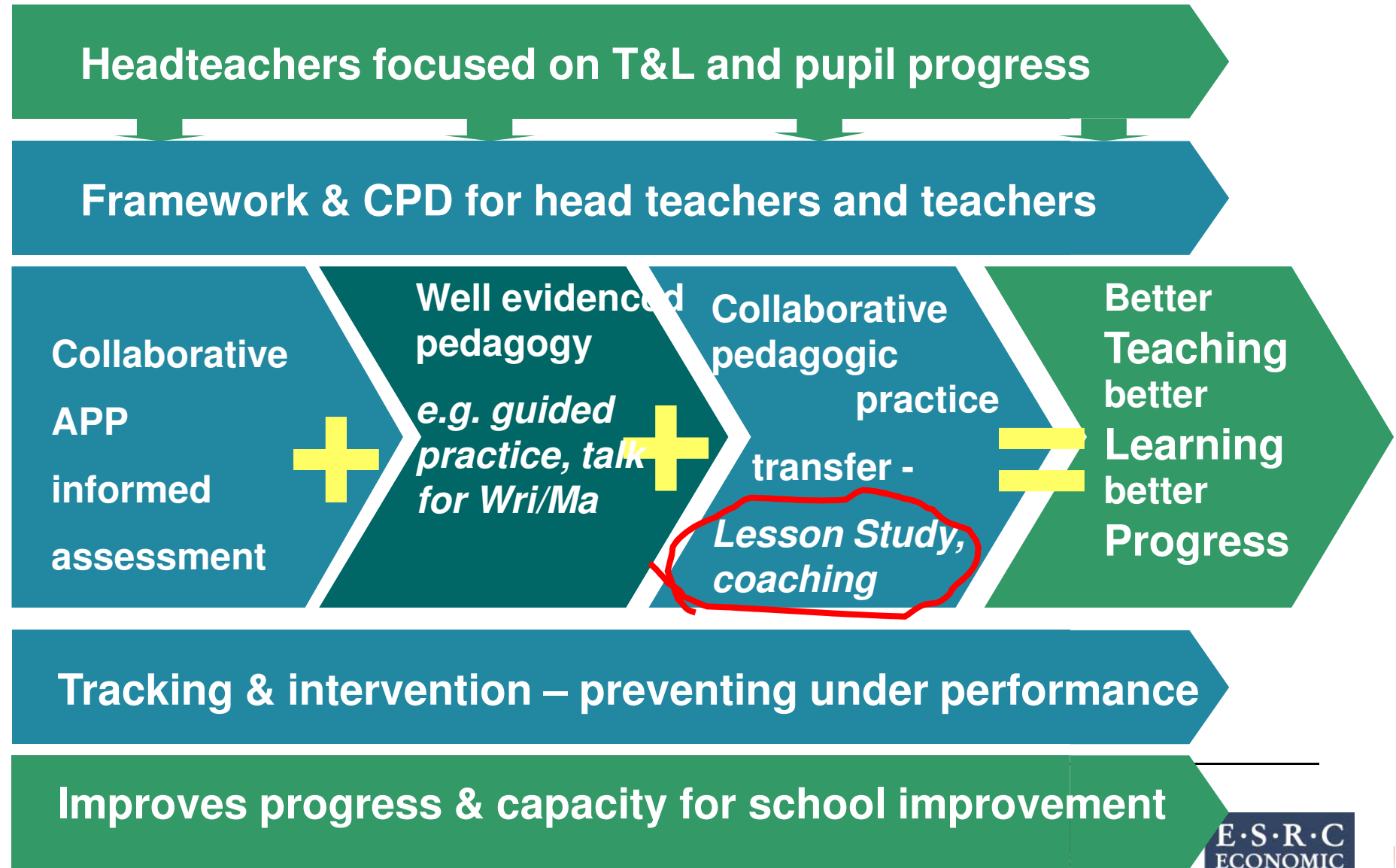
- Mounting evidence for classroom located collaborative teacher learning as the default mode
  - Mounting evidence for ‘deep’ learning for teachers
  - Increased use of teacher-teacher, school – school models internationally and in large English local authorities in particular
-

# Development work in 20 LAs in 09



- Leading teacher 2008 work with 18 large LAs **using LS cycle** aimed at improving writing, mathematics and the combined score
- This work produced double the national improvements in Ma and the combined score and dramatic 4 ppt rise in writing.
- Process to be repeated in the spring 2009 with 20 LAs. This may become basic funding element.

# Lesson study in national Primary School policy



# Capturing What Works Well

- [www.whatworkswell.org](http://www.whatworkswell.org)
- Case led studies
- Searchable
- Sharable
- Doable