




Recent Developments in Lesson Study in Singapore

Country Report


**WALS Expert Seminar
28 November 2007
HKIEd**





Surge of Interest in Lesson Study: The Context of Singapore


- Changing educational landscape from efficiency-driven to ability-driven system of education
- Teach Less & Learn More (TLLM) and school-based curriculum innovation and experimentation
 - TLLM Prototype Schools (30 in 2006/07)
 - TLLM Ignite Schools (100 from 2008-2010)
- Search for more effective forms of teacher professional development (MOE Staff Training Branch)



Spread of Lesson Study in Singapore


- 2005: 2 schools
- 2006: additional 6 + schools (includes 1 CRPP funded pilot school)
- 2007: additional 9 + schools
- 2008: greater increase expected

Note: + Other schools may have started LS on their own without training/support provided by CTL/ELL/MME/ALC AGs & CRPP, NIE




Demand for LS Training

- In 2005 & 2006, school-based workshops were conducted e.g. CoPCL schools/CRPP research pilot school/Others)
- In 2007, workshops started for school & teacher leaders; school staff developers, NIE, MOE colleagues focusing on general aspects of LS
- In 2007, workshops started for Math teachers with support from Math & Math Ed Dept (NIE)
- In 2008, we hope to start workshops in other domain areas and work with other departments



Number of Schools: LS Training (as of Nov 2007)

NORTH ZONE 11/93 schools (7 pri/4 Sec)		
WEST ZONE 11/87 Schools (5 pri/5sec/ 1JC)	67 out of 343 schs	EAST ZONE 27/90 Schools (12 pri/14sec/ 1JC)
SOUTH ZONE 18/73 Schools (8 pri/14sec/ 1JC)		



Number of Schools with Critical Mass Trained (> 5 as of Nov 07)

NORTH ZONE 11/93 schools (3 schools)		
WEST ZONE 11/87 Schools (3 schools)	Total of 26/343 schools	EAST ZONE 27/90 Schools (11 schools)
SOUTH ZONE 18/73 Schools (9 schools)		



Issues related to

- Starting Lesson Study
- Sustaining Lesson Study
- Scaling up Lesson Study
 - within the school from 1 level to other levels, one subject to other subjects;
 - Within a cluster of schools



Starting Lesson Study

- Support from school leaders (energy invested in cultivating relationships with principals)
- Buy in from fellow colleagues
- School culture
- Linking LS to school vision/mission
- Misconceptions about LS
- Starting “big” and cascading down?
- Organizational constraints – Need to restructure to support LS processes



Sustaining Lesson Study

- Demands on the school and teachers - roll out of new/revised syllabi for schools; expectations of national examinations
- Dilution of “critical features” of LS
- Capacity of Teacher Leaders and Teachers (esp in assessment for learning)
- Tools/artifacts to support teachers
- Lack of “knowledgeable others” to lift the quality of discussion of post research lessons
- Teacher Ownership (“Internal Ownership with external knowledge access” – Lewis)



Lesson Study as Bonzai



Source of Idea of the Metaphor: Gill (2006), AFT



Scalability of Lesson Study (Within Site & Cross-Site)

- Need for funding for resources to support scaling up of LS in the future.
 - *HKIED Centre for Learning Studies receives about S\$8 million grant for 3 years. Each learning study case costs S\$50,000.*
- Need for expertise in documentation of LS cases, videoing of research lessons
- Lack of ‘critical commentators’/ ‘knowledgeable others’ etc. to support LS teams
- Support for Cross-Site Sharing & Learning



Future Directions

- Development of Singapore Lesson Study Network (SLSN)
- Connections to WALS, Chicago User Group, Mills College Grp, APEC Project on LS.
- Development of a web portal to support teachers (tools)
- Public Research Lessons & Discussions

