

EXPLORING LESSON STUDY IN SINGAPORE



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Presentation Outline



- A brief about educational and curriculum reforms in Singapore and the potential of Lesson Study
- The exploration of Lesson Study in the Communities of Practice in Cooperative Learning Programme (CoPCL) in a primary school (2005)
- What's next for Lesson Study in Singapore?



Our Defining Vision

Thinking Schools, Learning Nation

“Thinking schools to be crucibles of questioning and searching, within and without the classroomand Singapore a Learning Nation that goes beyond schools..”

Prime Minister Goh Chok Tong
International Conference on Thinking, 2 July 1997



Thinking Schools, Learning Nation

KEY THRUSTS OF TSLN

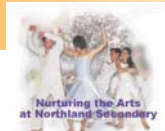
- Emphasis on Critical and Creative Thinking
- Use of Information Technology in Education
- National Education (Citizenship Education)



TSLN heralds Ability-Driven Education



- Focus on developing the full spectrum of talents and abilities in each child through a mass customized approach to education
- Focus on holistic education with greater emphasis on character rather than imparting just knowledge and content.



Thinking Schools, Learning Nation

Curriculum & Pedagogy Reforms Teach Less, Learn More (TLLM)

- Fundamental review of curriculum
- Reduction of subject content
- Revision of assessment mode (IB, Source-Based)
- Greater emphasis on process instead of outcomes e.g. introduction of project work, cooperative learning etc.



**School Leaders and
Teachers are the keys
to success of
education reforms**



IMPLICATIONS FOR SCHOOLS

- Greater autonomy for schools
- Top-Down vs Bottom-Up Initiatives (SEED and smaller class size)
- Introduction of White Space for Schools
- Principles of Engaged Learning: PETALS Programme for Schools
- School-based Curriculum Development

Autonomy Quality

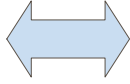
holistic qualitative



Exploring Lesson Study in Communities of Practice in Cooperative Learning (CoPCL) Programme

CoPCL Team

Christine Lee
Sim Hwee Hwang
Ivy Tan
Humanities & SS Ed
NIE



First Toa Payoh Pri School

Kat Teo (Vice Principal)
Heads of Department
Teachers
(Total of 24 participants)

OUR VISION

Vision of a professional development community that is located within school, offering the possibility of individual transformation as well as the transformation of the social settings in which individuals work (*Grossman, Wineburg, Woolworth, 2001*) through Lesson Study (*Lee, Sim & Tan, 2005*)

CoPCL Programme Features

- Close partnership with CoPCL team & school
- Search for effective forms of professional development of teachers
 - Development of communities of practice/learning communities among teachers
 - Incorporation of 2 Lesson Study Cycles
- Inclusion of VP, HODs, Level Coordinators as instructional leaders



Lesson Study@FTPP

- 3 Lesson Study Teams with a facilitator each from NIE
 - 1 team of Primary 1 and 2 teachers focusing on English (includes SEED coordinator)
 - 1 team of P3 teachers focusing on English (includes 1 P5 teacher, VP, HOD (English); HOD (Media & Library))
 - 1 team of P4 teachers focusing on Mathematics (includes HOD Math)
- Focus of lessons was on incorporating Cooperative Learning strategies in the research lessons (Pedagogy was the starting point)

Responses of Teachers to Lesson Study Cycle

- What are the most helpful/appealing aspects?
 - Sharing of ideas in a non-threatening way
 - Collaborative problem solving
 - Tapping on each other's expertise
 - Collaborative group planning
 - Sharing of preparation for research lessons
 - Fruitful post-lesson discussions for lesson improvement

Responses of Teachers to Lesson Study Cycle

- What are the most challenging aspects?
 - Time-tabling for Lesson Study cycle
 - Preparing for Research Lessons
 - Collegiality and trust among teachers
 - Stressful for the research lesson teacher
 - Resources

LESSON STUDY CYCLE

- Planning Session
- Research Lesson
- Post-Discussion Session

Research Teacher, Hsin Dee, with her P1 students during an English lesson





Lesson Study Team members as observers in Hsin Dee's class

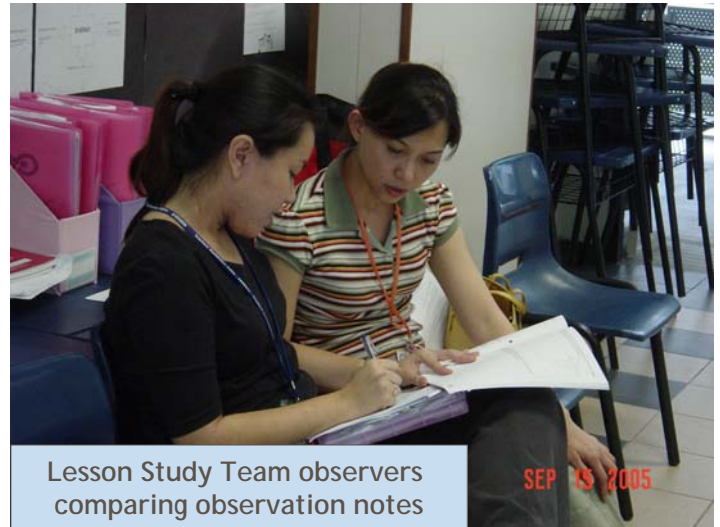


Lesson Study Team member, Sabrina, observing a group at work



Lesson Study Team member, Pearly, observing a group at work

SEP 15 2005

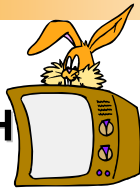


Lesson Study Team observers comparing observation notes

SEP 15 2005



VIEWS OF RESEARCH LESSON TEACHERS



9.35 mins



VIEWS OF VICE – PRINCIPAL



5.56 mins



IMPEDIMENTS

- Busy world of our teachers (Time)
- Occupational norms of privacy (Little, 1990; Lortie, 1975)
- Resources (Funds & Expertise)
- Lack of systemic support



OUR QUESTIONS

- How do we engage the teachers more deeply in Lesson Study? (Chokshi & Fernandez, 2004)
- What are the characteristics of productive learning communities/lesson study teams? (Grossman, Wineburg & Woolworth, 2001)
- How does teacher engagement in Lesson Study affect the teachers? (Lee, Sim & Tan, 2005; Wolf, Lim and Lee, 2005)
- How does teacher engagement in Lesson Study benefit their students? (Lo, Pong & Pakey, 2005; Lee, Sim & Tan (2005); Wolf, Lim & Lee, 2005)
- What adaptations and refinements have to be made to Japanese model of Lesson Study as "teaching and learning" is a culturally embedded process? (Wolf, Lim & Lee, 2005)

structural cultural vocational

What's next for 2006?

- Four schools will come on board for the CoPCL programme in 2006 (Lee, Sim, Tan, Sim & Chandra).
- Two other schools have shown interest in using Lesson Study (Wolf, Lim & Lee)
 - Staff from one school went to Japan on a study trip last week;
 - Principal from another school is here for this conference.

