

## Current Situation of Lesson Study in Japan

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## My Presentation

- 1 Current Situation of Lesson Study in Japan  
How do teachers evaluate LS?
- 2 Why LS is effective on teacher's professional learning?



Hamano-go Elementary School

Pilot School



Houzan Elementary School  
more than 30 years of LS History



## National Survey on Educational Reform

By Center for Research of Core Academic Competences, The University of Tokyo

Questionnaires for 10,800 schools  
(one third of the total schools in Japan, covering all prefectures)

Conducted in July- August, 2006

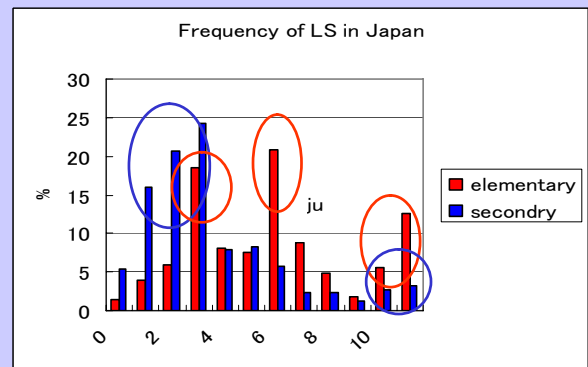
Respondents : principals or vice-principals

2,420 Elementary schools

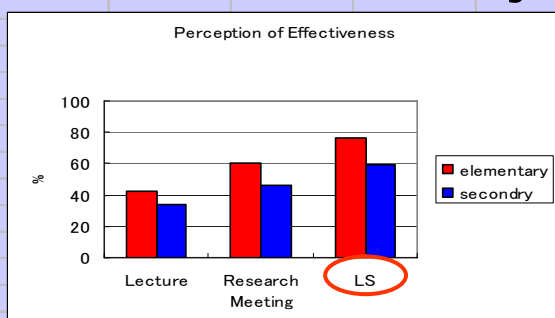
1,369 Junior high schools

(percentage of collection 35.4%)

## How often do Japanese Teachers have LS? (Akita, in press)



## How Effective is the Method on Teachers' Professional Learning?



## Findings

Japanese **principals** believe that LS is the best learning opportunities for teachers. However, the hours spent for LS varies on schools; Schools with 10 LSs a year (**Frequent**) and Schools with less than 10 LSs a year. (**Less Frequent**)

Q1. How do **teachers** evaluate LS?

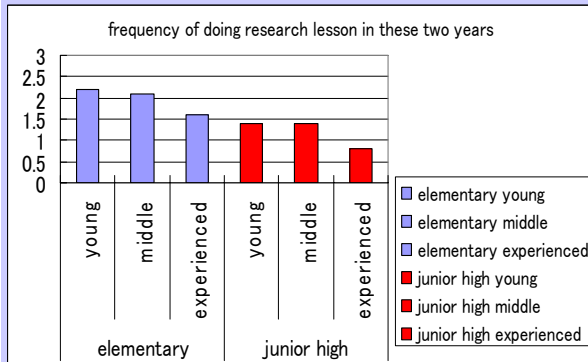
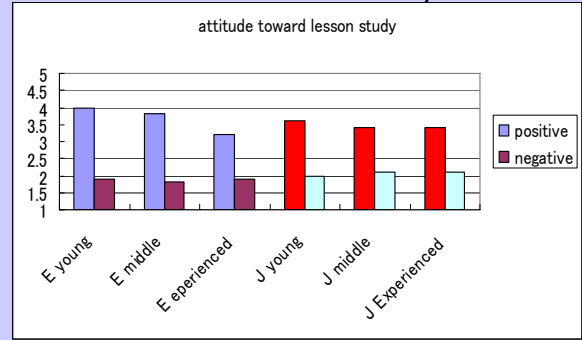
Q2. What differences are there between those schools?

# LS Survey and Action Research (Akita et als,2004)

## Survey

Kawasaki city 18 elementary schools  
 9 junior high schools  
 570 teachers  
 Takasago city 5 elementary schools  
 3 junior high schools  
 185 teachers  
 total 765 teachers

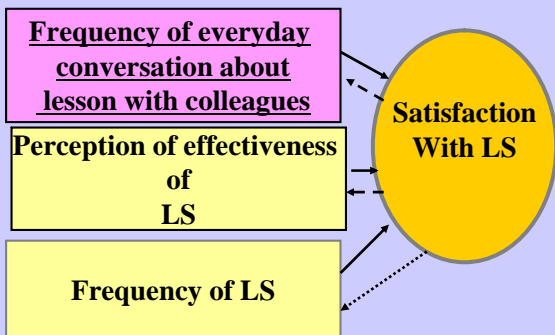
# Q1 Teachers' Evaluation of LS by Teaching Experiences (Akita et als,2004) Elementary n=405, Secondary n=165



# Q2 How Frequency Effects on Teachers?

Correlation between frequency and teachers' positive evaluation on LS  
 (Items; 'useful for reflection', 'useful for my lesson' etc)  
 Kawasaki city  $r=.23$   
 Takasago city  $r=.33$

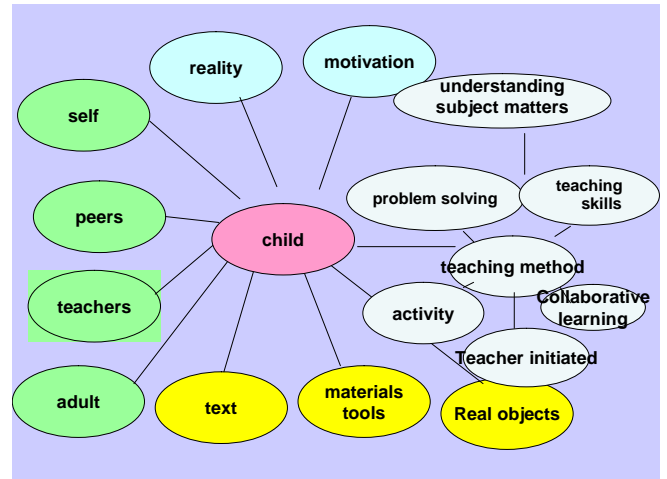
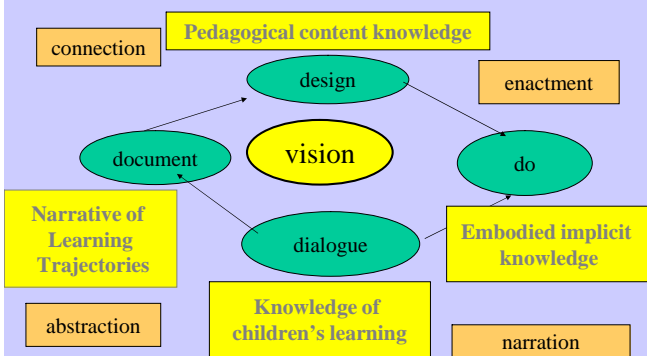
# Predictors of Teachers' Satisfaction with LS



# Why Frequency is an Important Factor?

Repetition of LS research cycle is very important for professional development from a long term perspective, because teachers learn how to observe, how to reflect, how to narrate and how to enact . They share the vision, practical knowledge, discourse style and identity of learning community members. There are two levels of effects on change; Individual level and school culture level. Teachers' professional learning is a long journey with their colleagues. Lesson study foster the teacher's community of learners.

LS research cycle creates many kinds of practical knowledge through connection, enactment, narration and abstraction

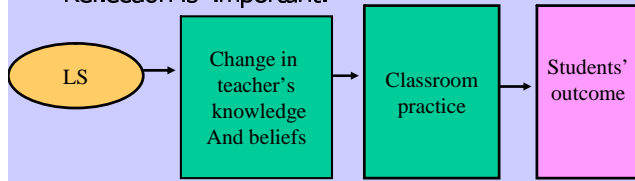


## Differences between Schools with more LSs and less LSs

Clarke & Hollingworth(2002)'s model

Teachers of schools with less LSs believe a simple model.

Reflection is important.



## Schools with More LS believe the Interconnect Model (reflection and enactment are key experiences)

Individual & school Levels

