

WALS2016 conference in Exeter

Plenary on Sustaining Lesson Study

Paper 1: Challenges in Sustaining Lesson Study: Lessons from Cases of Early Adopters in Lesson Study in Singapore

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Abstract

Japanese Lesson Study has generated strong international interest since the first English publication about it in the Teaching Gap (Stigler & Hiebert, 1999) and has been implemented in many countries around the world such as Hong Kong, Indonesia, Singapore, Sweden, United States, United Kingdom etc. Countries that have implemented lesson study have adapted lesson study in various forms according to their contexts and needs. An important issue however is whether adaptive forms of lesson study can be sustained and implemented in ways that remain true to the spirit of lesson study. There is a complex ecology in the routinization of lesson study in schools in Japan where it has been a long tradition for over 100 year. According to Catherine Lewis (2004 & 2016), lesson study looks deceptively simple when in reality, it is a complex process involving changes to be made in teachers' knowledge and beliefs, teachers professional community and teachers' access to instructional materials, tools and routines. This presentation will focus on the challenges in sustaining lesson study and will draw from case studies of schools in Singapore that are early adopters of lesson study. It will provide insight into how Singapore schools are implementing and adapting LS to suit local school needs and contexts and making LS a sustainable process.

Biography

Assoc Prof Christine Kim-Eng Lee founded the Curriculum, Teaching and Learning Academic Group, National Institute of Education, Singapore and was its Head since its inception in 2006 over a period of 9 years to 2015. Currently, she is Programme Director for the National Institute of Education, Nanyang Technological University-Teachers College, Columbia University Joint Master of Arts in Leadership and Educational Change and is also President of the World Association of Lesson Studies (WALS). Through her pioneering efforts in introducing Lesson Study to schools in Singapore through two R & D programmes, *Communities of Practice in Cooperative Learning (CoPCL)* and *Lesson Study as a Teacher-Directed Form of Instructional Improvement*, Lesson Study is now implemented in 58% of schools in Singapore. Her recent edited book with NIE colleagues on *Globalization and the Singapore Curriculum: From Policy and Practice* is a seminal text used in graduate and in-service classes on educational reform and change leadership. Dr. Lee's research interests include lesson study and teacher learning, communities of practice in cooperative learning, school-based curriculum development and implementation, and school and curriculum reforms. In 2015, Christine was awarded the Nanyang Award for Service to Nanyang Technological University as well as the Teachers College, Columbia University Distinguished Alumni Award.