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## The Role of Port Dickson District Education Department in Inculcating Lesson Study in Schools

Ildasalwani Ameerhamza, *Port Dickson District Education Department*

Noorazam Ahmadnadzir, *Port Dickson District Education Department*

Azmi Mohamad, *Port Dickson District Education Department*

Suzalin Zainisooria, *Port Dickson District Education Department*

Mohammadazwar Iqbal Tahir, *Port Dickson District Education Department*

Shela P.Mailrawanan, *Port Dickson District Education Department*

This article explores the role of District Education Department (DED) in inculcating Lesson Study in primary schools to improve on students learning. Even though school heads and teachers have been exposed to continuous professional development on effective teaching and learning conducted by DED, we realised that teachers are complacent with the traditional method in teaching which employs the notion 'one size fits all' and at the same time, students engagement is at a minimal level.

This study aims to identify the views of the school heads and teachers towards the role of DED in implementing Lesson Study in schools. Data were collected from a survey consisting of interviews of the school heads and teachers involved in the lesson study and document analysis. Document analysis from three schools based on Standard Quality of Malaysian Education (SKPM) and reports on implementation of Lesson Study (2014-2016) in their respective schools were used as the data. The survey were conducted on eight teachers and three school heads who were actively involved in lesson study.

Although DED has its own PLC policy, that is each school heads is required to implement Lesson Study and Learning Walk and the freedom to choose another appropriate strategy to be carried out during their PLC, the school actually had their own way and approach on how to implement PLC according to their school culture. Our findings showed that Port Dickson District Education Department played a vital role to encourage school heads to implement Lesson Study in schools. The school heads were able to make Lesson Study as a culture in school under the supervision of DED. We can see that most of school heads in Port Dickson District acknowledge the importance of PLC and had enforced them in their weekly schedule. Thus, in March till May 2017, all the schools under DED were able to carry out open classroom in their respective schools.

Keywords: Lesson Study, District Education Department (DED), school heads, teachers

## A Role of a School Leader in Implementing Lesson Study as a Whole School Community Initiative

Liliya Zhurba, *Nazarbayev Intellectual schools*

The lesson study approach is a comparatively new phenomenon for Kazakhstani schools. In 2012 an innovative in-service teacher-training programme was initiated by the Centre of Excellence AEO Nazarbayev Intellectual Schools. The programme was developed jointly by the Centre of Excellence and the Faculty of Education, University of Cambridge. Lesson study was presented to Kazakhstani teachers as an integral part of the in-service teacher training programme and an effective instrument for improving teacher instruction.

Akihico Takahashi (2014) mentioned, that when implemented outside Japan, lesson study was not always effective as it could be; he presumed, that one of the reasons which could reduce lesson study effectiveness was a lack of substantial support provided from outside the lesson study team.

Teacher trainers, who have been responsible for providing post-course support for teacher graduates of the in-service teacher training programme, took on a role of external advisors for the schools where lesson study was being launched. While some schools in Kazakhstan depend critically on teacher trainers' support in lesson study implementation, there are examples when school teacher-leaders have become leading practitioners and consultants (Dudley, 2014) for lesson study teams in their schools and knowledgeable others for lesson study teams outside their schools (Dudley, 2014; Takahashi, 2011; Yoshida, 1999).

The presentation aims to describe an expertise and practical steps of a teacher leader of a village school who has involved all teachers of her school into lesson study. The first steps to implement the approach were taken by the school in 2013; since that time the school, thanks to the active position of the teacher-leader and the school administration, significantly advanced in this experience and can be called the leadership school for the implementation of this approach in its area. The presentation describes specific steps taken by the teacher leader and a teacher team in order to provide support to other regional schools in implementing lesson study. As the school policy gives much emphasis to cooperation with parents, this aspect has not been omitted as far as lesson study is concerned. Thus, the presentation contains information of parents' roles in this process.

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## Post Decade of Lesson Study Practice in Zambia: Milestones and Emerging Issues from the Ground

Benson Banda, *Ministry of General Education*

Henry C Tukombe, *Ministry of General Education*

Kazuyoshi Nakai, *Japan International Cooperation Agency*

Zambia is among the first countries in Africa that adapted Lesson Study as a medium for its teachers' Professional Growth in a quest to improve classroom performance. Since its inception, practices have now been conducted for over a decade. A blend riding on country's endogenous frame known as School Program of In-service for a Term (SPRINT) has emerged in the area of policy and practices among educators and practitioners. The practice has attracted several mission visits from within and outside Africa. At the same time it has received recognition now offering Knowledge Co- Creation Training for other African Countries. This paper, therefore, aims to discuss the milestones and emerging issues surrounding the policy and practices in the Lesson Study voyage. Using the interviews and video, an original account of how the leaders and practitioners have changed through this process is discussed. An analysis focusing on the before, during and after a decade of lesson study was done on the selected educators including teachers and school managers as case study.

The findings show that:

- x for teachers to grow professionally there was need to grow policy and practices as well.
- x there was need for strong leadership which is able to develop a conducive environment supporting the practices as well as seeing to it that sustained growth takes place.
- x there tends to be a struggle in learning and unlearning previous ways of seeing practices.
- x the practice of lesson study contributed to strengthening the SPRINT program which is the main in-service platform for the country.
- x the practice required time to enter the main stream hence it was at conflict with those intervention requiring quick fix of pupils passing examination
- x educators who are involved in this practice were able to train other educators from within and outside the countries. The implication is that the Lesson study practice, though still in infancy stages of sustained practice, shows possibilities of being one of intervention that would lead to quality teaching and learning in Africa.