3-5 September 2016, University of Exeter (UK)

Conference theme:
LESSON STUDY: TRANSFORMING TEACHING AND TEACHER LEARNING IN PROFESSIONAL LEARNING COMMUNITIES

You are invited to this international conference for researchers and practitioners. You can attend for a day or the full conference. This is a unique opportunity to find out more about lesson study, professional learning communities and other practice-based enquiry approaches.

OVERVIEW OF PROGRAMME:

4 Keynote talks, invited and submitted symposia.
PLUS 10 Strands of 351 other presentations (papers, workshops, roundtables, posters)

- 11 Further and Higher education
- 63 Developing Professional learning communities
- 9 Innovative use of lesson study
- 26 Creating Knowledge in Practice; action research and other practice-based research approaches
- 31 Impact of lesson study on student learning
- 13 Leadership, management and policy aspects of lesson study
- 4 Early Years education
- 4 Special needs and inclusive education
- 122 Lesson study in different cultural, subject and learning contexts
- 19 Learning studies

If you are interested in professional learning, school and college improvement, teacher enquiry and related topics and fields, then you will be interested in this international conference registration: £180 a day or £330 for the full conference. Student discounts are available.

Please visit our website for more details and registration: www.walsnet.org/2016

Professor Brahm Norwich
Chairperson: WALS 2016
Organising Committee: University of Exeter, UK
SATURDAY: 3rd September

Keynote talk:
*Prof. Andy Hargreaves, Boston College, USA*
Professional Capital and its Enemies: the implications for professional learning communities.

Colloquium:
A future for lesson study: challenges and limitations
*Gary Jones and Philippa Cordingley*

SUNDAY: 4th September

Keynote talks:
*Prof. Kiyomi Akita, Tokyo University*
Characteristics of Innovative Professional Learning Communities: Inquiries for Deep Learning

*Dr Pete Dudley, London*
Optimising Impact of Lesson Study Learning Communities at Classroom, School and System Levels

Invited symposia:
*Yumiko Ono: Japan International Cooperation Agency (JICA)*
How to Enhance the Professional Learning through Lesson Study – African Experiences in Effective Administration and Facilitation of Lesson Study

*Christine Lee: National Institute of Education, Nanyang Technological University, Singapore*
Developing Reflective practice through Lesson Study

*Akihiko Takahashi: DePaul University, USA*
Critical Process for Supporting Teachers to Establish Professional Communities Using Lesson Study: Case Studies from the Project IMPULS Collaborations with UK, US, and Qatar

MONDAY: 5th September

Keynote talk:
*Prof. Catherine Lewis, Mills College, USA*
How Does Lesson Study Transform Teaching and Teacher Learning?

Invited symposium:
*Sui Lin Goei: Windesheim University of Applied Sciences, Netherlands*
A Lesson Study team as a Professional Learning Community: Examples from the Netherlands

*Professor Maitree Imprasitha, University of Khonkaen, Thailand*
Sustaining Lesson Study

Submitted symposia – Saturday, Sunday and Monday:

*Carien Bakker: University of Groningen, Netherlands*
Lesson Study teams in a Professional Learning Community for experienced teachers of Dutch as mother tongue

*Christina Michael: Ministry of Education, Singapore*
Lesson Study in Special Education in Singapore

*Ulla Runesson: Jönköping University, Sweden*
Integrating research in teaching: Experiences from Learning study

*Siebrich de Vries*
Lesson Study in a two Professional Learning Communities for experienced teachers: research on conditions, process and effects
Stéphane Clivaz: Lausanne Laboratory Lesson Study, Lausanne University of Teacher Education, Switzerland
Developing Teacher Mathematical Knowledge in Lesson Study: Theory & Practice

Toshiya Chichibu: National Institute for Educational Policy Research
Expanding Learning Community and Lesson Study in Fukui: Findings from LSIP

Claudia Mewald: University College of Teacher Education Lower Austria
Competence-oriented foreign language education: Making competence-uptake visible through Lesson Study

Jean Lang: London Borough of Camden, UK
Improving learning in the new curriculum mathematics through Lesson Study: A London-wide Lesson Study Programme

Nellie Verhoef: University of Twente, The Netherlands
Dutch Lesson Study-examples of mathematics teacher learning in a Professional Learning Community

Gladys Li Ching Ong: Tanjong Katong Girls' School, Singapore
Using Thinking Routines to Facilitate Assessment of Students' Understanding

Ian Bennett: West Lodge Primary School, London, UK
Developing Professional Learning Communities: Models and Practices: West Lodge primary school

Brahm Norwich: University of Exeter, UK
Developing lesson study for additional educational uses for pupils with learning difficulties: lesson study for assessment and inter-professional lesson study

Diana Hatchett: Edgehill University, UK
Supporting School Improvement Through Lesson Study

Qiang Wang: Beijing Normal University, China
Enhancing Chinese Students' English Competence through Lesson Study –Based on a Competence Framework

Sui Lin Goei: Windesheim University of Applied Sciences, Netherlands
Lesson Study - Strengthening lessons through teacher collaboration with a focus on different educational needs of pupils

Masao Mizuno: Aichi Bunkyo University, Japan
Leading Teaching for Active Learning: Lessons from Japanese Manabiai

Phil Wood: University of Leicester, UK
Lesson study and initial teacher education (ITE): understanding learning and meaningful observation to guide beginning teachers