

Abstract Number: 20090

Fostering Inter-school Community of Practice through Lesson Study

KitYan Leung, *The Education University of Hong Kong*

HoiYee Kwok, *The Education University of Hong Kong*

Community of practice (CoP) is widely accepted as a key to foster professional development of teachers. Teachers within the group could benefit from sharing their experiences and insight with others who have similar goals. While the Education Bureau in Hong Kong encourages school leaders to establish learning communities, it is challenging for schools to cultivate a CoP within schools, let alone a learning community with teachers from different backgrounds and different school ethos.

The professional development programme, entitled ‘integrating Self-directed Learning (SDL) in Classroom Pedagogy’ has provided a platform for school teachers to facilitate the establishment of CoP across schools. The programme was a full-time five-week day-release course offered to in-service teachers by the Education University of Hong Kong in 2017. During those five weeks, teachers from four schools (including primary, secondary and special education schools) were able to overcome the challenges of collaborating with their counterparts from different backgrounds. The teachers concerned formed a learning circle to plan a lesson of the same topic through a Lesson Study approach. The lessons in the four teaching cycles had taken the diverse learning needs of each class of students into account. Lesson observations across schools, pre- and post- lesson case studies and post-lesson reviews were undertaken in each teaching cycle. Although there are variations in students’ ages, learning needs and abilities, the teachers were able to use different innovative teaching and learning strategies so as to enhance their students’ learning outcomes.

The reflective reports of the teachers show that the research lessons have enhanced student learning motivation and thus developing a sense of ownership in students. As far as professional development is concerned, the teachers felt that it has further polished their way of teaching. Through lesson study, they could better understand the learning difficulties of their students, thus able to help them plan a lesson which could effectively cater for the needs of their students. The teachers expressed that the inter-school collaboration and cross-school lesson observation had provided them opportunities to expose to other pedagogical possibilities, thus enhancing their professional growth.

Abstract Number: 20345

Arts Productivity Ability Development by 5-Step Learning Process and Think-Pair-Share Activities for Grade 1 Student through LS in PLC

Kasirapat Panthong, *Satitpattana School*

<Background and Problem>

Graduating with an ability of an artist, I always dream of being an art teacher in an elementary school, I wish to inspire and assist my young students to be passionate and be able to use arts as a tool of their life skills and work skills development. As a new teacher, lesson planning and its implementing were time consuming and difficult tasks for me. However, in 2016 academic years, the school administrators offered me opportunities to be a member of Professional Learning Community (PLC) employing Lesson Study (LS) as a school development strategy. I was later trained to apply 5-step learning process and ‘think-pair-share activities’ in designing my arts lesson for grade 1 students and work collaboratively through the cycle of LS in PLC.

<The objective was to analyze>

1. Important components of the redesign of the art lesson plans for arts productivity ability development.
2. The changes in student’ arts productivity ability, learning behaviors and their class interaction.
3. The changes in teachers’ professional learning development as well as of their relationship at work.

<Target Group>

22 of grade 1 students of Satit Pattana School.

<Study Instruments>

- 1) An Arts Productivity Ability Test,
- 2) Quality Assessment Rubrics of an arts product.
- 3) Classroom Observation of Students’ Learning Behaviors Guidelines, and
- 4) 3 lesson Plans and
- 5) Teacher Learning Logs.

<The findings were as follows>

1) The 3 lessons were redesigned with 5-step learning process (Questioning, searching, constructing, communicating, and Servicing) with ‘think-Pair-Share Activities’ in a small groups of 4 diversified ability students.

2) All 22 of grade 1 students had gained passing scores in the arts productivity ability test. Collaborative and active learning and interactive behaviors among students clearly increased their arts products creatively and meaningfully.

3) Collaboration activities in LS cycles with my buddy teacher and members of PLC assisted me to get a better understanding of my students’ potential, interests and needs. Collegiality has guided me to grow in my professional learning and practice in my arts teaching.

Abstract Number: 20083

Lesson Study on Making Sense Of Text:Enhancing Upper Primary Students' Inference Skills In Reading

Doreen SiewLi Chan, *Ministry of Education & Woodlands Primary School*

Leslie Kuan Hoe Lai, *Innova Primary School*

Shanti Prakash, *Tao Nan Primary School*

Bing Sum Wong, *Radin Mas Primary School*

Inferencing skills are important for reading comprehension. Research has shown that ‘the ability to draw inferences predetermines reading skills: that is, poor inferencing causes poor comprehension and not vice versa’ (Kispal, 2008, p. 2). Available research evidence points to the importance of teacher modelling of inferencing, providing pupils with wide background knowledge and equipping students with thinking aloud skills needed to access schema and leverage personal experiences for text comprehension (Israel & Massey, 2005).

In teaching reading comprehension, we found that our students could not make accurate inferences. They simply guessed at the answers without supporting the claim with textual evidence. They also lacked essential contextual background knowledge which would help them in making appropriate inferences. Hence, it is essential to teach inferencing skills explicitly because mere exposure to texts is not sufficient to help students develop the ability to make inferences (Byrnes, 2000); teachers need to provide instructional scaffolds (Bake, 2002).

How do we enhance our students’ inference skills? This is the question that brought four teacher leaders from four different primary schools together to form a Special Interest Group (SIG) to explicitly explore the development of students’ inference skills. The team adopted the Lesson Study approach as it provided the platform for collaboration to explore the teaching of reading comprehension and inquire into the effectiveness of current practices. This presentation focuses on the teaching of inference skills through:

- x teacher modelling think-aloud
- x making students’ thinking visible through the use of graphic organiser
- x equipping students with skills to support inferences with background knowledge and contextual evidence

The use of Lesson Study as an approach for professional learning also provided the team with the opportunity to learn from one another through practices designed for students of different profiles. This collaboration culminated in classroom practices informed by various stages of refinement. The exchange of professional conversations helped to deepen our understanding of how students learn and strengthen our pedagogical practice.