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## Embedding Lesson Study into Organisational Cultures: A View from Normalisation Process Theory

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Much of the lesson study literature focuses on the conduct and outcomes of specific investigations into learning challenges faced by students and the professional development of teachers. Using the lesson study cycle (or, occasionally the research lesson) as the predominant unit of analysis is a common aspect of the research literature, as the approach focuses predominantly on what can be learned from the process of lesson study, and how that process might be understood and refined.

However, lesson study needs to be understood as a process which is embedded in wider organisational cultures and contexts. Over the past five years, we have worked with a number of schools to introduce lesson study into their organisational cultures. In some cases, this new practice has met with a positive response, and has become embedded within the wider practice of the school. In other cases, whilst lesson study has been taken up initially, it has failed to become a sustainable part of professional development.

In this presentation, we use normalisation process theory (May and Finch, 2009) to analyse the reporting of two research projects focusing on lesson study adoption. One reported successful organisational adoption of lesson study (Zhang, 2015), whilst the other did not (Brosnan, 2014). Normalisation process theory is a framework developed within the health and social care sector to capture and understand aspects of organisational change and through this how and why it is that new practice is normalised into the practice of professionals and their organisations. A number of factors relating to aspects of the lesson study process appear to be important in enabling or impeding the successful normalisation of lesson study into organisational practice.

Having considered the analysis of two examples of lesson study through the use of normalisation process theory, we finish our presentation by discussing the potential of the theory as a framework for understanding the process of educational change. We consider the potential of this framework as a sensemaking tool to be used during the adoption of lesson study to help teachers and leaders understand the degree to which lesson study is being normalised, and the factors impeding its adoption, so as to aid the probability of normalisation of the new practice into the culture of their organisation.

Anne Brosnan, (2014) Introducing lesson study in promoting a new mathematics curriculum in Irish post-primary schools, *International Journal for Lesson and Learning Studies*, 3(3), 236-251.

May, C. and Finch, T. (2009) Implementation, embedding, and integration: an outline of Normalization Process Theory. *Sociology* 43(3), 535-554.

Zhang, Yuefeng (2015) Sustaining Lesson Study in schools with positive peer leadership: A case study in Hong Kong. *International Journal for Lesson and Learning Studies*, 4(2), 140-154.

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## Redesigning Learning through Enculturation of Teachers and Students

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Nanyang Girls' High School is a premier all girls integrated programme school in Singapore. This research project adopts enculturation as a process for redesigning learning experiences for teachers and students. Through repetitive language, facilitation and questioning, think aloud, modelling and sharing, teachers gradually change and adapt to redesigning new learning experiences for the students. They also transfer the same culture to their students through their learning experiences. The paper reports the efficacy of Lesson Study (LS) as a Professional Development (PD) tool and innovation to change the structure of PD, teachers' mental model and to cascade new curriculum thinking and practices to all the teachers teaching at the Lower Secondary level on a just in time basis. All teachers teaching the level regardless of subject specialisation are organised into two large Professional Learning Communities (PLC) one each for Secondary One and Secondary Two. There is an average of about 30 teachers teaching various subjects per level. As part of the Lesson Study cycle, Knowledgeable Others (KOs) is essential to provide the expert advice and conceptualisation of the new curriculum. This role is played by the Vice Principal (Curriculum) and two Curriculum Specialists. As the number of teachers in the PLC is rather large, a small group of sub-KOs drawn from different disciplines were identified as part of a core team to ideate and create prototypes that could be modelled, shared and cascaded to all teachers in the Professional Learning Community. This process allows senior and lead teachers to play a more active role in helping their fellow colleagues to reflect, unlearn and relearn. This is important as we wanted teachers to develop the ability to assess the ever changing situation, reflect and learn new ideas and approaches to remain relevant. Through this method, the teachers also begin to transfer and transform the way they teach from one focused on delivering the syllabus to one that engages teachers as designers, builders, facilitators and assessors. Teachers are encouraged to rethink knowledge construction and to use data and observable outcomes to influence their practices and decisions. The resultant synergy in teachers impacts students positively by creating learning opportunities that seek to develop stronger thinking processes and ownership of learning in the students.

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## Transformation of Teachers from a Behavioral Controller to a Learning Provider

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The global trend of the teaching learning process is focusing on how to adopt and realize the 21st century skills in the classroom such as creativity, innovation, critical thinking, problem solving, communication, collaboration, and so forth and to adopt essences of the 21st century skills into the national curriculum in many countries in recent years. Therefore, teachers all over the world are now facing the urgency to shift their styles of classroom activities to facilitate students to obtain the 21st century skills.

However, the nature of teachers is quite conservative and reluctant to have any significant changes in their classrooms. Education policy makers at central governments in such countries are required tough challenges to reeducate and retrain in-service teachers to be competent in delivering the national curriculum with the new directions.

A case study has been conducted regarding teacher's transformation at an Indonesian primary school (in Bitung City). The case will provide the concrete process and some insights how the teachers have realized their self transformation and what aspects facilitated and encouraged them to try and attain new approach in their classroom activities.

Since 2013, the introduction of a concept of school as learning community has been initiated by collaboration between the Lesson Study team at the district education office and Japanese specialists with their own initiatives. The series of lesson observation and reflective discussions were conducted periodically over 3 years. The teachers and students at the primary school have completely changed from the conventional style of students controlled by teachers to creating collaborative learning among students by teacher's facilitation. The way of reflection with utilizing video is found absolutely effective for the teachers to change their style of classroom activities. In this way, teachers have been trained indirectly how to pay attention to particular students and observe how individual students are doing, how their interactions with friends go and progress, who needed support by the teacher in the classroom and so forth. This small step of careful student observation in the post lesson reflection with video has eventually made a significant impact on the teachers attentiveness at the primary school and lead to the entire school reform towards a learning community.