

TAKING LESSON STUDY TO THE NEXT LEVEL – ADAPTING LESSON STUDY FOR YOUR SCHOOL

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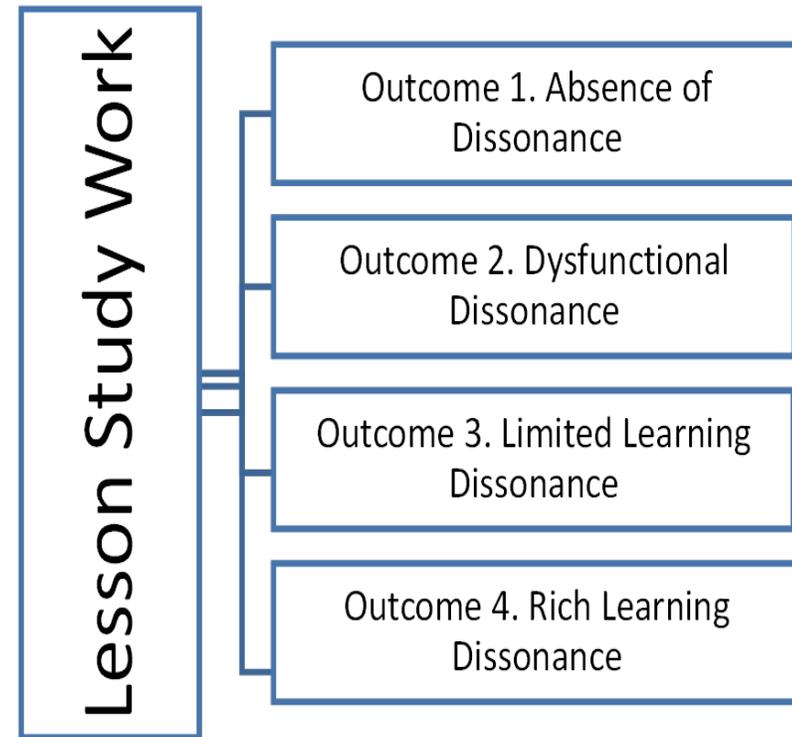


LESSON STUDY HAS POTENTIAL

In my doctoral work, I proposed that Lesson Studies could be categorised by teacher learning outcomes, using this model.

I found that it was possible to generate Lesson Studies in school for the first 3 outcomes, but the fourth outcome – Rich Learning Dissonance – is more elusive and for me in my context I needed to consider adapting Lesson Study to aid the generation of potential teacher learning moments.

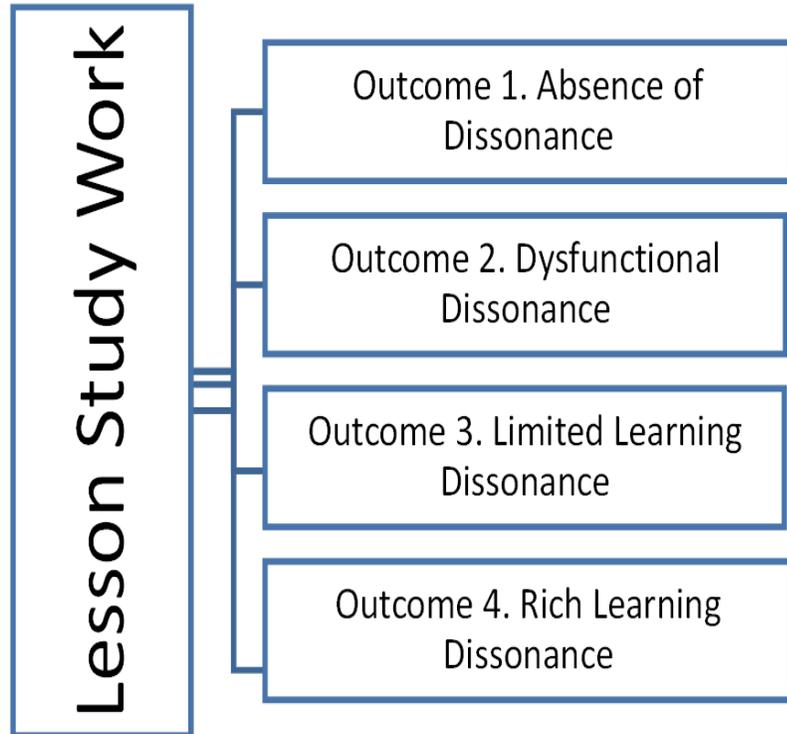
My current research is based on considering adaptations of Lesson Study to find ways of generating Outcome 4 Lesson Study cycles. Adapting Lesson Study will form the focus of my workshop today.



Model of Potential Teacher Learning Outcomes in Lesson Study (Mynott, 2017)



LESSON STUDY HAS POTENTIAL



Model of Potential Teacher Learning Outcomes in Lesson Study (Mynott, 2017)

Outcome 1: There are factors within the Lesson Study (Team and/ or School Culture) that inhibited the discussion which lead to the potential of Lesson Study. Inhibiting factors may include:
- Consensus-Seeking; - Time Challenges; -Challenges around knowledge (subject, pedagogic and/ or Lesson Study method); -Incompatibility

Outcome 2: Dysfunctional Dissonance occurs when the conflict within the Lesson Study team exhibits levels of dissonance/ discord that do not led to potential learning opportunities/ These may include:- Intensity of discord; - Focus on the individual (rather than the team focus); - Time; -Withdrawal; Lack of knowledge or incorrect knowledge

Outcome 3: Limited Learning Dissonance – is when Lesson Study offers some learning to the Lesson Study team but a factor or a number of factors limit it. These factors might be: -Lack of Knowledge (pedagogic, subject, Lesson Study method); - Lack of Time; Enquiry not followed far enough; Learning is not sustained and plateaus throughout the cycle (initial difference between team members used up and new knowledge not formed)

Outcome 4: Only currently a theorised position but essentially it is a Lesson Study cycle where learning is sustained and not limited by a limiting factor and does not plateau.



PROFESSIONAL CONFLICT/ POTENTIAL TEACHER LEARNING



Dudley's (2013) *Learning Points* and Pella's (2011) *Transformations* suggest that there are moments within Lesson Study cycles where teachers are presented with the opportunity of teacher learning.

I have attempted to take this further by suggesting that each time a moment is presented to teachers in Lesson Study it then needs to be developed and extended to become a true moment of potential teacher learning. Although the simplistic steps I describe above are where the limitations of a Lesson Study cycle/ team may be exposed.



PROFESSIONAL CONFLICT/ POTENTIAL TEACHER LEARNING

A Visualisation of Professional Conflict (Mynott, 2017)



Sustaining a moment of potential learning is the aspect of teacher learning/ professional conflict which I have found as being where Lesson Study work can become limited and/ or dysfunctional. I like to think about this problem in terms of Goldilocks' porridge.



MOMENTS OF DISCONTINUITY / ONCE UPON A LESSON STUDY...



Too much conflict. Not always due to professional differences but may also include emotional aspects which can cloud work.

Too little conflict. This might be a reluctance to challenge or receive challenge from others in order to maintain social dynamics.

Just right. The perfect balance of conflict that enables learning but also is not overwhelming for the individual teacher.



JUST RIGHT? NOT AS SIMPLE AS PORRIDGE

Of course making porridge is fairly simplistic in comparison to teacher learning - whereas the reality of working towards Outcome 4 and Rich Learning Dissonance is more complex and means I have had to look closely at the culture and knowledge levels within my school.

Some of the variables and levels of expertise needed are presented in the questions to the right.

Some questions to ask:

- 1) What do teachers' know?
- 2) How do teachers manage conflict?
- 3) Can teachers observe?
- 4) Can teachers provide feedback?
- 5) Can teachers provide professional challenge?
- 6) What access do teachers have to expertise?
- 7) How do teachers access and utilise expertise?
- 8) Do teachers share and collaborate?



LESSON STUDY: CURRENT FORMS

Following my initial research 2013 – 2015 we took a whole year off active Lesson Study work at Central. This is because I felt that my answers to the questions presented were insufficient to enable us to achieve anything near Outcome 4 with Outcome 3 being a best outcome by the earlier outcomes being more likely.

We spent 2015 – 2016 learning about ourselves, our school culture, our methods of managing conflict, dissonance and accessing expertise.

In 2016 – 2017, we have 3 forms of Lesson Study running currently at Central:

1: **Neriage focused studies** (focused on Mathematics teaching in Years 4 and 5)

2: **Extended Preparation Lesson Study** (focused on exploring vocabulary retention in MFL through the application of Geographic pedagogies)

3: **Flexible Structures** (Looking at Expressive Art and Design – EAD in EYFS)



LESSON STUDY: EXTENDED PREPARATION

<i>Training: Provide training on professional conflict and develop teachers understanding of dissonance</i>	<i>Planning: Plan out Lesson Study questions relating to a specific aspect of teaching</i>	<i>Seek Expertise: Find a teacher/ advisor to support the group as an expert</i>	<i>Planning: Team Plan Lesson 1</i>	<i>Teach: Team Teach Lesson 1</i>
<i>Review: Team review Lesson 1 and expert extends learning following discussion</i>	<i>Planning: Team Plan Lesson 2</i>	<i>Teach: Team Teach Lesson 2</i>	<i>Review: Team review Lesson 2 and expert extends learning following</i>	<i>Planning: Team Plan Lesson 3</i>
<i>Teach: Team Teach Lesson 3</i>	<i>Review: Team review Lesson 3 and expert extends learning following</i>	<i>Planning: Team Plan Lesson 4</i>	<i>Teach: Team Teach Lesson 4</i>	<i>Review: Team review Lesson 4 and expert extends learning following</i>

A plan of a four-lesson Lesson Study Cycle, with elongated preparation period (Mynott, 2017)

Extended Preparation Lesson Study

‘Does using real world experience and cross-curricular work with Geography help vocabulary recall in MFL lessons’

5 teachers

Year 4 based study

3 pre-Lesson Study research sessions

Pre-Lesson Study questionnaires

3/ 4 Lesson Study lessons across 2 classes Summer Term 2017



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A plan of a four-lesson Lesson Study Cycle, with elongated preparation period (Mynott, 2017)

Training 2015 - 2017

All 5 teachers had engaged in the whole school work on professional conflict and professional learning and had started to demonstrate that they were able to manage professional conflict between colleagues working on subject projects.

Work had previously focused on Maths but 2 teachers had direct experience with managing a large amount of dissonance from a Maths project



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A plan of a four-lesson Lesson Study Cycle, with elongated preparation period (Mynott, 2017)

Planning

We initially met for 2 planning sessions in the Spring Term.

1 session was to identify the unit of work in French we were going to focus on and identify links to the Geography curriculum.

We settled on a topic about travelling to school which had a focus on local mapping and town vocabulary.

We identified that a guided tour in French would be a good way to use the real-world and Geography to reinforce vocabulary.



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A plan of a four-lesson Lesson Study Cycle, with elongated preparation period (Mynott, 2017)

Planning

In the 2nd session we walked the local area to think about which features we could include and how we might guide the children.

We identified work for each participant to complete before the Summer meetings

- Plan route
- Identify French vocabulary
- Research vocabulary acquisition
- Research map making skills



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A plan of a four-lesson Lesson Study Cycle, with elongated preparation period (Mynott, 2017)

Expertise

The groups focused on sketch mapping techniques. The Humanities leader (member of the group) provided a range of readings from the Geographical Association on producing maps.

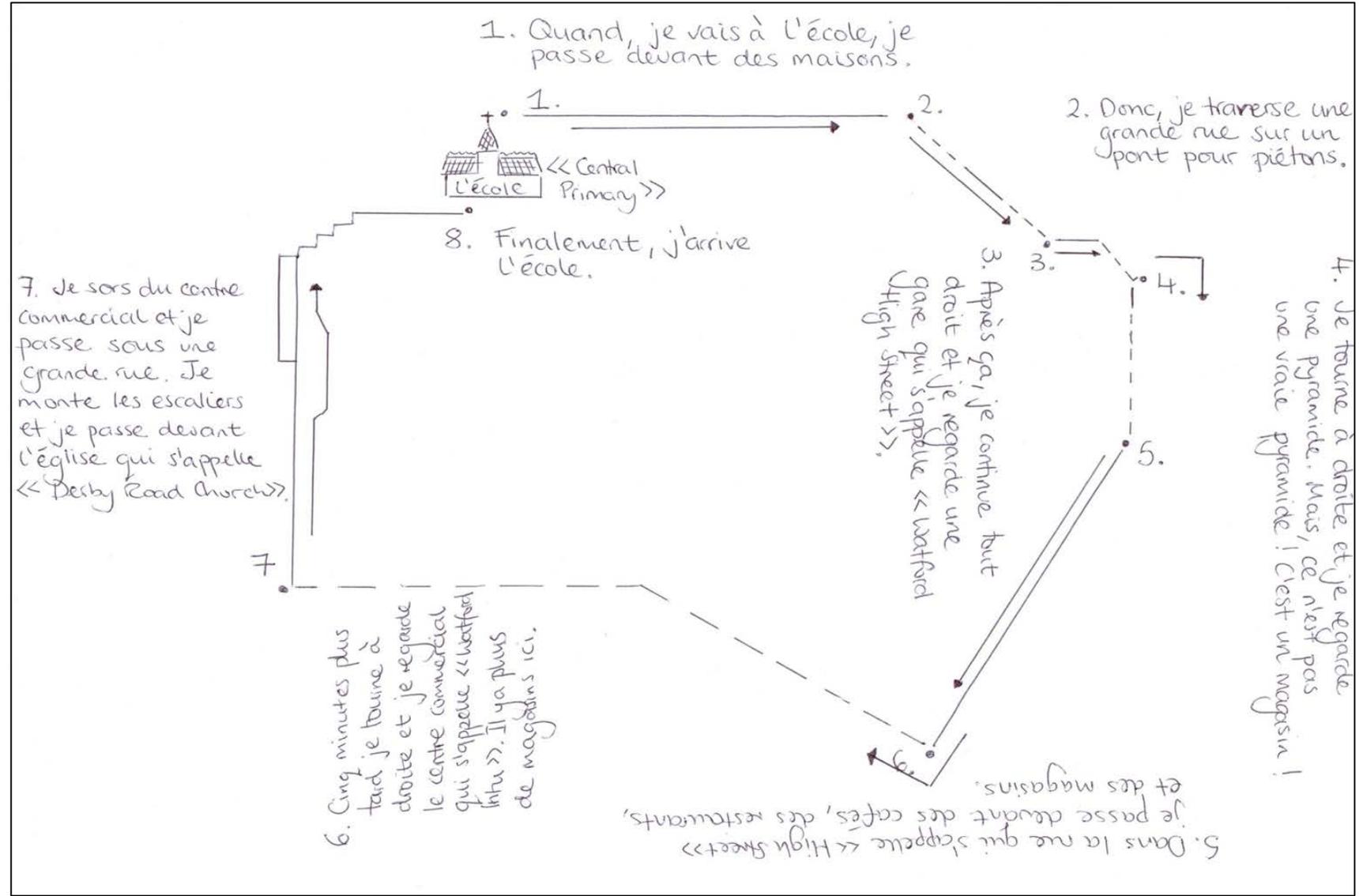
The research on vocabulary acquisition built on the groups expertise as teachers of English as an Additional Language and Speech, Language and Communication teaching and looking repetition and rehearsal.



LESSON 1

In Lesson 1 we planned to conduct a guided tour through the locality. We decided to try and use the gestures or a tour to help children identify the vocabulary within the map.

We prepared a line map as a resource for the children. The children were to draw and annotate this while on their tour.



LESSON 1

We identified the misconceptions we thought we would encounter with the language and through the tour.

	Date and Time	Subject	Focus	Teachers involved
	Monday 26 th June 2017 11:45am	French (MFL) Geography	Research Question: <i>Does using real world experience and cross-curricular work with Geography help vocabulary recall in MFL lessons?</i>	
	Teaching Plan	Questions	Anticipated Misconceptions	Evaluation
Starter	<ul style="list-style-type: none"> Introduce walking tour lesson and show text and map on IWB Tell pupils that we will be going on a short walk and their jobs is decoding and translating the text on their map and record this in images which will help them remember the vocabulary 			
Main	<ul style="list-style-type: none"> Take pupils on walking tour. Read cued text to children using actions and pointing to vocabulary (use English for safety instructions. 1. <i>Quand, je vais à l'école, je passe devant des maisons.</i> (Sign when and indicate <u>je vais</u> by pointing – <u>passe devant des maisons</u> is indicated by gesturing to houses as we pass) 2. <i>Donc, je traverse une grande rue sur un pont pour piétons.</i> (Give safety instructions in English and then indicate <i>traverse</i> by showing that we will cross the road at the crossing) 3. <i>Après ça, je continue tout droit et je regarde une gare qui s'appelle << Watford High Street >>.</i> (gesture for directions and <u>regarde</u> before pointing 	<p>Do children use the information around them to help them identify the nouns?</p> <p>Are children looking at the actions?</p> <p>Does using familiar places help?</p>	<p><u>Maisons</u> may be confused by other items in the street</p> <p>The children might not guess <u>piétons</u> but this can be over gestured. Also <u>pont</u> is confusing here as it is not an actual bridge</p> <p><i>continue tout droit</i> sounds like <u>tourne à droite</u> and there may be confusion between straight ahead and turn right</p>	



LESSON 1: POST LESSON

Learning & Discussion

- EAL pupils weren't flexibly using their language skills from heritage language to seek cognates
- The instructions (while within their French understanding) were overly complicated and did not enhance vocabulary identification as hoped
- Pupils didn't use the map as anticipated and only seemed to tune into the tour by instruction 4
- The group was too large to hear properly (especially near the roads)
- Instruction 7 was unclear as the stairs and the underpass were not visible simultaneously
- It was unclear to the observers if the children were focused on the specific town vocabulary i.e. could they say gare = train station?

Forward Planning for Lesson 2 (repeat of lesson)

- Repeat lesson with 2 groups from the parallel class to enable group to hear
- Simplify the map to emphasis the vocabulary underlining town vocabulary that pupils should try to identify
- Spend longer at each spot and allow discussion and interpretation within the group (affirming if correct)
- Focus of repetition and cognates on map

Forward Planning for Lesson 3 (same group next sequence lesson)

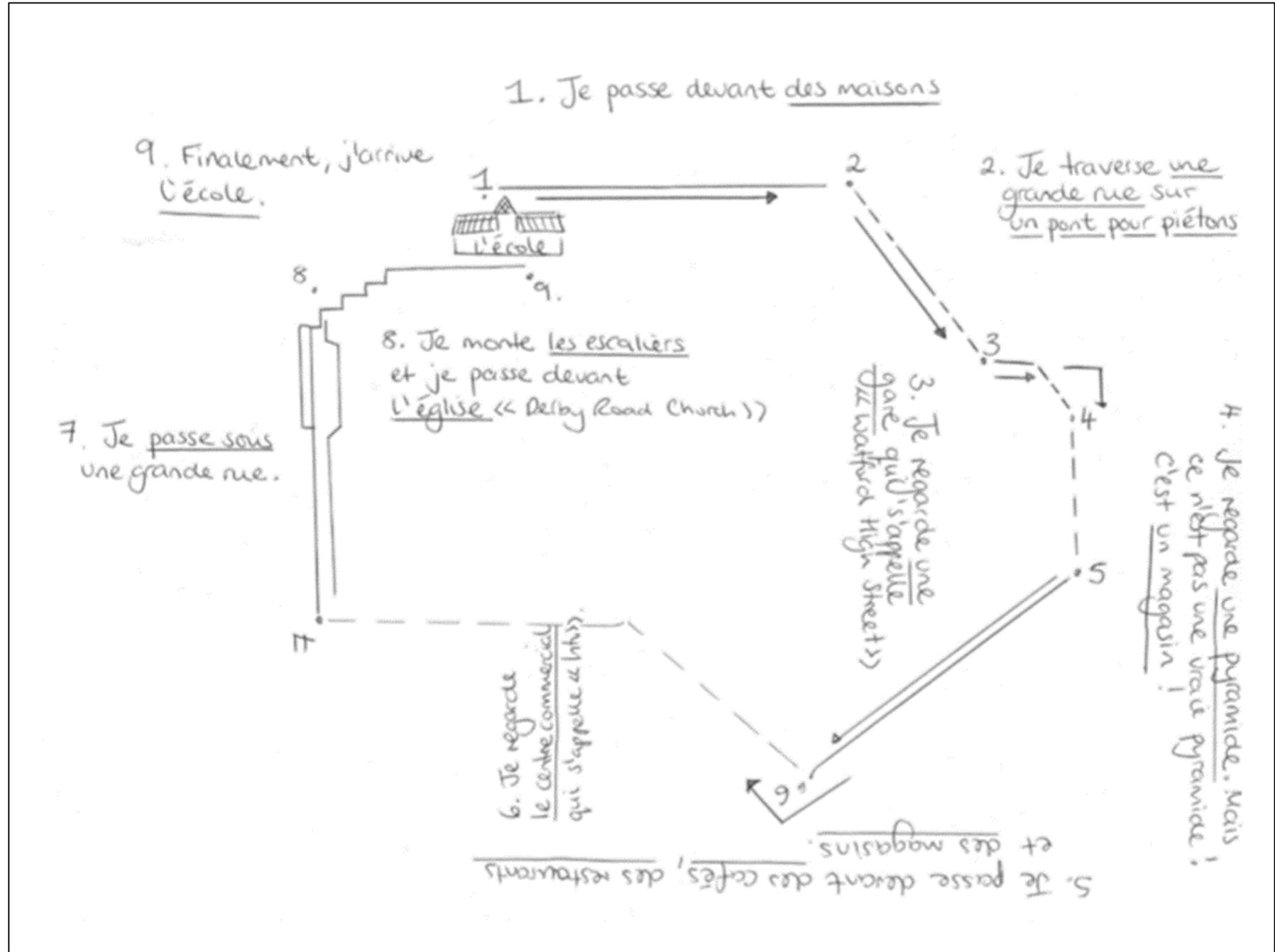
- Place emphasis on the town vocabulary by underlining it on map on IWB
- Use string map/ sketch mapping of tour to link language and visual experience of the tour into the recall lesson
- Do the children recall the specific vocabulary or just the location knowledge?



LESSON 2

In Lesson 2 we adapted the map simplifying the language and underlining the key vocabulary we wanted the children to acquire.

We explained that they would need to identify this vocabulary and draw what they thought it was from the tour in French.



LESSON 2

After the simplification of the resources we adapted the lesson plan to reflect the amendments we had made.

Apart from the simplification of the resource we kept most of the lesson the same.

	Date and Time	Subject	Focus
	Monday 3 rd July 2017 11:45am Lesson 2	French (MFL) Geography	Research Question: <i>Does using real world experience and cross-curricular work with Geography help vocabulary recall in MFL lessons?</i>
	Teaching Plan	Questions	Anticipated Misconceptions
Starter	<ul style="list-style-type: none"> Introduce walking tour lesson and show text and map on IWB Tell pupils that we will be going on a short walk and their jobs is decoding and translating the text on their map and record this in images which will help them remember the vocabulary Tell pupils that they should try and draw a simple picture that will help them remember the vocabulary that is underlined on their maps 		<p>We found in the first lesson that the children were confused by the amount of vocabulary so have reduced this in this lesson.</p> <p>We will conduct this tour in two groups. One led by DB and one led by JM.</p>
Main	<ul style="list-style-type: none"> Take pupils on walking tour. Read cued text to children using actions and pointing to vocabulary (use English for safety instructions. 1. <i>Je passe devant des maisons.</i> (<u>Sign</u> with gesturing to houses as we pass) 2. <i>Je traverse une grande rue sur un pont pour piétons.</i> (Give safety instructions in English and then indicate <i>traverse</i> by showing that we will cross the road at the crossing) 3. <i>Je regarde une gare qui s'appelle << Watford High Street >>.</i> (gesture for directions and <u>regarde</u> before pointing to station) 	<p>Do children use the information around them to help them identify the nouns?</p> <p>Are children looking at the actions?</p> <p>Does using familiar places help?</p>	<p><i>Maisons</i> may be confused by other items in the street</p> <p>The children might not guess <u>piétons</u> but this can be over gestured. Also <u>pont</u> is confusing here as it is not an actual bridge</p>



LESSON 3

Lesson 3 was focused on using the experience from Lesson 1 to recall and interpret the tour into sketch map.

The focus was on seeing how much the children could recall and if they could link this to the underlined vocabulary to attach the meaning from the tour to the vocabulary to demonstrate comprehension

	Date and Time	Subject	Focus
	Monday 3 rd July 2017 1:30pm Lesson 3	French (MFL) Geography	Research Question: <i>Does using real world experience and cross-curricular work with Geography help vocabulary recall in MFL lessons?</i>
	Teaching Plan	Questions	Anticipated Misconceptions
Starter	<ul style="list-style-type: none"> Reintroduce the map from the previous lesson and talk them through the different things they saw. Explain in this lesson we will be looking at creating and drawing a string map of the journey with the vocabulary on the maps that we identified last week Show pupils how to create a string map, and how they can use the vocabulary they decoded last week and their books to help with any vocabulary they might have found more challenging 		<i><u>Maisons</u> may be confused by other items in the street</i>
Main	<ul style="list-style-type: none"> 1. <i>Quand, je vais à l'école, je passe devant des maisons.</i> (Pupils will draw parts of these instructions and may miss some of the meaning) 2. <i>Donc, je traverse une grande rue sur un pont pour piétons.</i> 3. <i>Après ça, je continue tout droit et je regarde une gare qui s'appelle << Watford High Street >>. 4. Je tourne à droite et je regarde une pyramide. Mais,</i> 	<p>Do children use the information around them to help them identify the nouns?</p> <p>Are children looking at the actions?</p> <p>Does using familiar places help?</p>	Some pupils may have established misconceptions from the previous week's work and the guided tour may have created misconceptions. Show pupils a map on the board with underlined vocabulary to focus on.



LESSON 2 & 3: POST LESSON

Lesson 2: Learning & Discussion

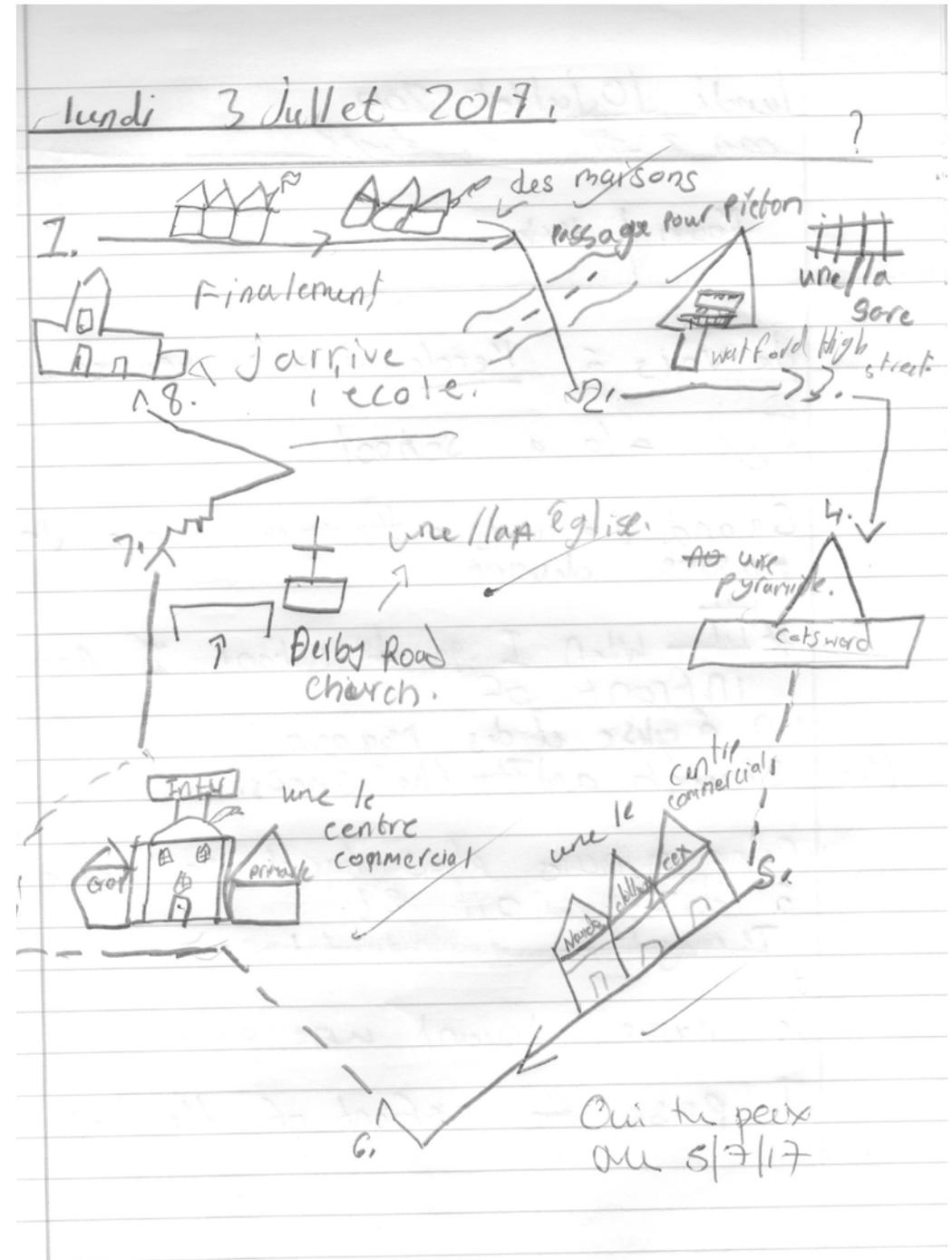
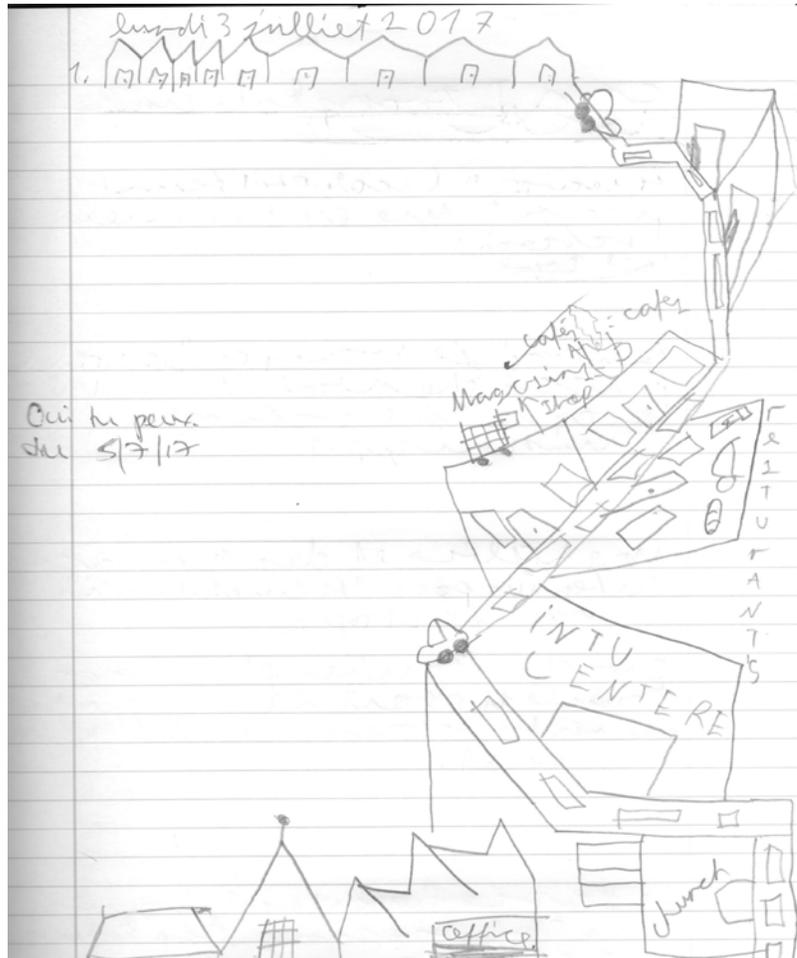
- The smaller groups helped pupils hear the instructions
- Pupils still did not tune in, until instruction 3 and 4
- Pupils might need to be quizzed on vocabulary to identify if they have recalled them
- Pupils responded well to identifying the specific vocabulary but they were focused on this almost entirely and so missed verbs
- Pupils were applying heritage languages more in this tour and were recalling their French vocabulary from previous work more
- Pupils had more time to identify the different aspects of the tour.
- Pupils were clearer on instruction 7 (and the new instruction 8)

Lesson 3: Learning & Discussion

- Pupils had a stronger recall of vocabulary than we initially thought from the 1st lesson
- Pupils were in general able to draw the route they had taken – although the children were confused with other local walking tours (RE trip)
- Some repeated vocabulary was omitted (shops, restaurants etc.) where pupils may have gaps in English vocabulary
- The maps felt like we were more using French to teach Geography rather than the intended reinforcement of vocabulary
- We questioned the order of the work we had been doing in line with language acquisition reading we had completed



EXAMPLES OF WORK



LESSON STUDY CYCLE

Learning & Discussion

- We need to approach this work in a different order: an initial tour in English – producing a sketch map would reinforce and support initial language acquisition for pupils particularly EAL pupils
- We wanted to further research language recall and retention with a consideration of longer term memory
- We wanted to look at strategies of giving pupils the opportunity of using the language more and applying it to creating their own tours building on the original tour
- Smaller groups facilitate getting the more out of a language experience
- Pupils can acquire vocabulary from the context but specific nouns might be missed if pupils do not have a full vocabulary in the language for translation

Ideas for further work

We need to plan the unit of work for Summer 2018

- Lead with the Geography
- Layer over the French
- Get pupils to use the Geography to use and apply the French
- Build in opportunities to quiz and overlearn the vocabulary needed

Expertise Needed

- Further reading on second/ third language acquisition for EAL pupils
- The impact on vocabulary quizzing on retention and recall (including memory and spaced retrieval)



WHAT SHOULD LESSON 1 2018 BE LIKE?



HOW HAVE WE ADAPTED LESSON STUDY?

Extended Preparation

- A longer run in time means we were able to talk through the work for a long time (reducing lack of knowledge of Lesson Study or subject of lesson)
- We all had a opportunity to read, and think about the research on Geography and MFL that we had read which we could then feed back into the Lesson Study planning and preparation (enhancing our expertise)
- The group felt established and we were clear on our discussion routines before analysis started after Lesson 1 – which meant we avoided dysfunctional dissonance (there was a real sense of talking about the work not the individuals – and the conversation continues)
- We were able to build trust in sharing our honest opinions which meant that dissonance was professional but also present throughout the whole cycle. (no over focus on teacher, but instead clear sharing on observation)
- We had flexibility over our times as a long run in meant we could move meetings to suit the group and still keep track of the work (this removed time as a barrier, and allowed cover to be arranged as needed)
- The time spent on the project meant that everyone was genuinely invested and the project hasn't plateaued as everyone is keen to further explore this next year.

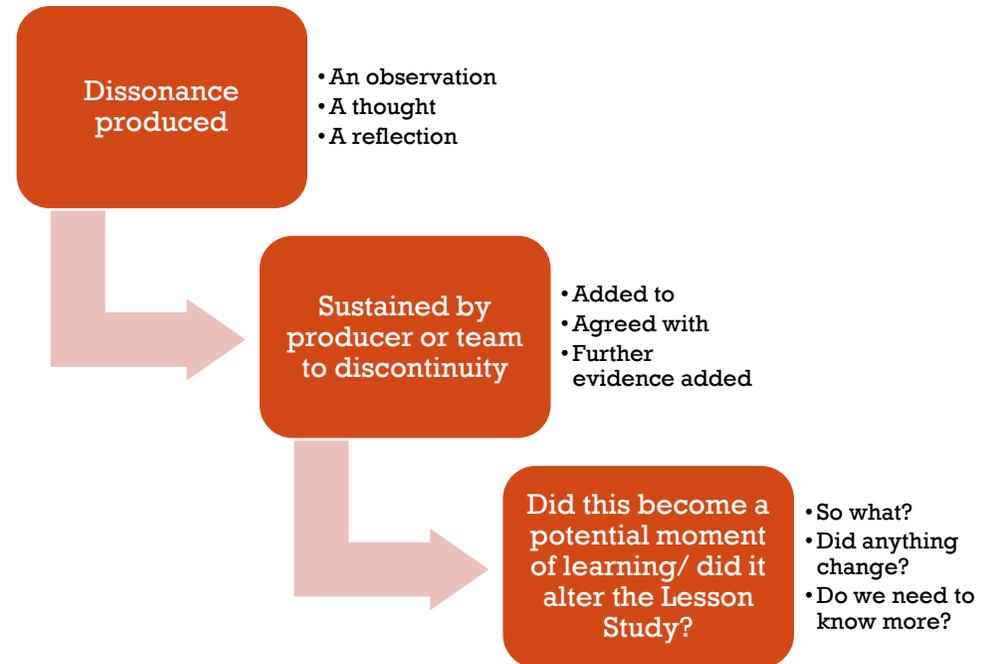


FURTHER RESEARCH

I am currently exploring the levels of dissonance each Lesson Study member produced within this Lesson Study cycle

- Analysis of transcripts and theming of the level of professional conflict and the sustaining of this linked to the overall learning contribution
- Exploration of the perception of team members and the reality of contributions

With the hope that I can further clarify how to manage and develop Lesson Study work in outcomes 3 and increasingly 4.



A visualisation of the process of establishing if a moment of dissonance leads to teacher learning



QUESTIONS & REFERENCES

- Dudley, P. (2013). 'Teacher Learning in Lesson Study: What interaction-level discourse analysis revealed about how teachers utilised imagination, tacit knowledge of teaching and fresh evidence of pupils learning, to develop practice knowledge and so enhances their pupils' learning', in *Teaching and Teacher Education* Vol. 34. pp. 107-121.
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