

The background of the top half of the cover is a grid of hexagons. Some hexagons are solid blue, some are light blue, and some are grey. The blue hexagons contain a faint, semi-transparent aerial photograph of a city or university campus. The text 'EVRI' is printed in large, white, sans-serif capital letters in the upper left hexagon. Below it, the Japanese text '教育ビジョン研究センター' is written in a smaller, white, sans-serif font.

EVRI

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ISSN-L(PRINT):2435-8134 ISSN(ONLINE): 2435-8037

EVRI研究プロジェクト叢書 Vol. 7

Bulletin of the EVRI Research Project (Vol. 7)

Peace Education and Lesson Study for Teacher Educator (PELSTE) 2022:

Localizing Lesson Study



EVRI研究プロジェクト叢書 Vol. 7
Peace Education and Lesson Study for Teacher Educator (PELSTE) 2022:
Localizing Lesson Study

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Published by Hiroshima University Educational Vision Research Institute (EVRI)
1-1-1 Kagamiyama, Higashi-Hiroshima City, Hiroshima, 739-8524 JP
TEL/FAX: +81-82-424-5265

2022 Printed in Higashi-Hiroshima, Hiroshima, Japan
ISSN-L(PRINT): 2435-8134 ISSN(ONLINE): 2435-8037

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Foreword

Welcome to Peace Education and Lesson Study for Teacher Educators (PELSTE) 2022. First of all, I would like to express my sincere gratitude to the speakers, designated discussants, and participants for providing us all with truly insightful suggestions.

I was fortunate to participate in the 2019 International Network of Educational Institutes (INEI) annual meeting in Toronto, Canada. I discussed many things with my colleagues from 11 countries under the context of the 17 SDGs. It left me with a profound desire to work with them for a better, more peaceful world. Now we are encountering a very grave problem disturbing the peace of the world. That is covid-19. Of course, various resources are needed to overcome this problem, but I think we need the power of education now. I deeply believe that our activities as teachers and researchers could contribute to building a new, peaceful world.

One of the most important principles of Hiroshima University is the pursuit of peace. We aim to develop intellectual attitudes that always seek peaceful solutions to the problems affecting society and the world. We strive to make every activity valuable in line with this mission. We will continue to have this kind of symposium based here at Hiroshima University in the future. We invite all of you to participate in the next one as well. If we continue to share our further outcomes, it will benefit all.

Finally, please let me thank the INEI members and my colleagues for supporting this golden opportunity. I truly appreciate it. I am looking forward to meeting with all of you in the near future.

Norio Matsumi, Ph.D.
Professor of Cognitive Psychology
Dean of the School of Education
Graduate School of Humanities & Social Sciences, Hiroshima University, Japan

Preface

Good morning. Good afternoon. Good evening. It's just after 10 pm in Japan. I'm Professor Kusahara, Director of EVRI, Educational Vision Research Institute at Hiroshima University. It is a great honor to host the 3rd PELSTE 2022 as a symbolic winter school program in the INEI network.

Peace Education and Lesson Study for Teacher Educators (PELSTE) is a series of academic conferences focusing on peace education and lesson study for research-oriented teacher educators. Hiroshima University has considered how it can show its research initiative and contribute to the International Network of Educational Institutes (INEI). PELSTE results from the mentioned consideration. This year, as the third conference in the series, we invited participants of PELSTE 2021 to come back and requested to report how they have conducted lesson study projects during the pandemic, how they have reconstructed the idea of lesson study, and how they have localized it in their own contexts. Originally, lesson study should be developed autonomously by in-service teachers on-site and face-to-face. However, through various efforts during the pandemic, the possibility of overcoming this spatial, social limitation has become apparent.

It is indeed exciting and fortunate that we have two of the leading researchers in this field, Dr. Catherine Lewis and Dr. Christine Lee, here to discuss the critical issues I mentioned before. We would like to express our gratitude to Prof. Maruyama, chair of the INEI Committee of Hiroshima University, and Dr. Matsumi, Dean of the School of Education at Hiroshima University, for their generous support in organizing the conference. Also, I would like to thank Dr. Jongsung Kim for his great contribution in preparing and coordinating the discussion.

I hope the entire audience will enjoy the three meaningful keynotes and discussion a lot.

Kazuhiro Kusahara, Ph.D.
Professor of Social Studies Education
Director of Educational Vision Research Institute (EVRI)
Graduate School of Humanities & Social Sciences, Hiroshima University, Japan

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Introduction

Chapter 1.

“Seeing Familiar as Unfamiliar”: What Do *Jyugyou Kenkyuu* and Lesson Study Learn from Each Other?

**Jongsung Kim
(Hiroshima University, Japan)**

I’m Jongsung Kim from Hiroshima University. As a coordinator of this symposium, I would like to give you the context of PELSTE 2022. Last year, the participants of PELSTE 2021, Dr. Agnaldo Arroio from the University of São Paulo, Brazil, Ms. Indira Subramanian from the National Institute of Education, Singapore, Ms. Kaycee Rogers from the University of Wisconsin-Madison, the United States, decided to implement what they learned about lesson study in their own context. Today, they will present their lesson study projects from the United States, Brazil, and India, focusing on the project’s achievements and challenges.

These three presenters’ projects can be understood as educational borrowing. Lesson study is a translation of the term *Jyugyou Kenkyuu*. *Jyugyou* means lesson, and *Kenkyuu* means research or study in the Japanese language. However, *Jyugyou Kenkyuu* and lesson study are not exactly the same. Each country’s context makes lesson study outside of Japan unique. Many comparative researchers argued that for better educational borrowing, and it is important to take a bird’s eye view of the wish to borrow ideas with an understanding of their socio-cultural context and premise. Three presenters already shared this bird’s eye view of lesson study at last year’s PELSTE 2021. Based on the learning about lesson study, they tried to understand the socio-cultural context and premise in their settings, and they tried to localize lesson study in their particular context. Today, we will listen to the presenters’ journey of creating lesson study culture while accepting, adjusting, or renovating their own embedded culture.

Japanese *Jyugyou Kenkyuu* can learn from lesson study outside of Japan too. The presenters’ projects are unique, and the uniqueness gives Japanese *Jyugyou Kenkyuu* researchers opportunities to reflect on their own contexts. And for that aim, I asked the presenters to answer these four questions: (a) “Why did you decide to localize lesson study in your own context? What is the value of the lesson study that you discovered?” (b) “What is the context of your

lesson study project?” (c) “What did you and the participants do in the project?” (d) “What were the achievements of your project? What kinds of challenges did you encounter while localizing lesson study in your own context?” Three presenters will answer those questions during their presentations, and we can utilize their responses as mirrors to reflect our own lesson study projects and the context of the projects.

Therefore, this symposium does not end with sharing references for current and future lesson study projects. Rather, it promotes “seeing familiar as unfamiliar.” With today’s three presentations as mirrors, we hope the Japanese *Jyugyou Kenkyuu* researchers and the lesson study researchers already familiar with it can discover and rethink socio-cultural context and premise one more time.

We are very lucky to have three amazing presenters today—Dr. Agnaldo Arroio from the University of Sao Paulo, Ms. Indira Subramanian from the National Institution of Education, Singapore and Ms. Kaycee Rogers from the University of Wisconsin-Madison. And we are so happy to have these two distinguished scholars of lesson study who are key members of the World Association of Lesson Studies (WALS). The first discussant is Dr. Catherine Lewis, the co-author of *Lesson Study Step by Step* and also the author of numerous articles about lesson study. And the second discussant is Dr. Christine Lee from the National Institute of Education, Singapore. Recently, she published an important book about the lesson study community with her colleagues, *Stepping Up Lesson Study: An Educator’s Guide to Deeper Learning*. Also, she has written countless articles related to lesson study.

Without further ado, let’s start today’s symposium. We look forward to listening to your thoughts on the presentations and discussion. Please feel free to share your comments and questions in the Q&A box.

Localizing Lesson Study

The Cases of America, Brazil and India

Jongsung Kim (Hiroshima University)

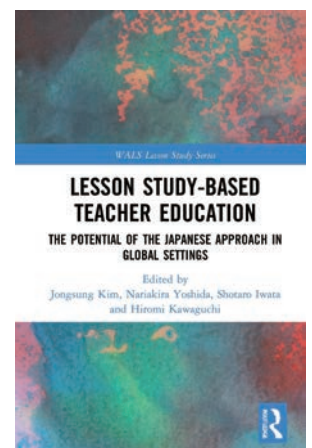
From *Jyugyou Kenkyuu* to Lesson Study

- PELSTE 2022

Three participants of PELSTE 2021 decided to implement lesson study projects in America, Brazil, and India.

- "Educational Borrowing" (Phillips & Ochs, 2003)

"... takes a bird's-eye view of the wish-to borrow ideas with understanding about their socio-cultural contexts and premise" (Kim, 2021, p.10)



From Lesson Study to *Jyugyou Kenkyuu*

- Uniqueness of individual lesson study projects in the world

RQ1. **Why** did you decide to localize lesson study in your own context? What is the **value** of the lesson study that you discovered?

RQ2. What is the **context** of your lesson study project?

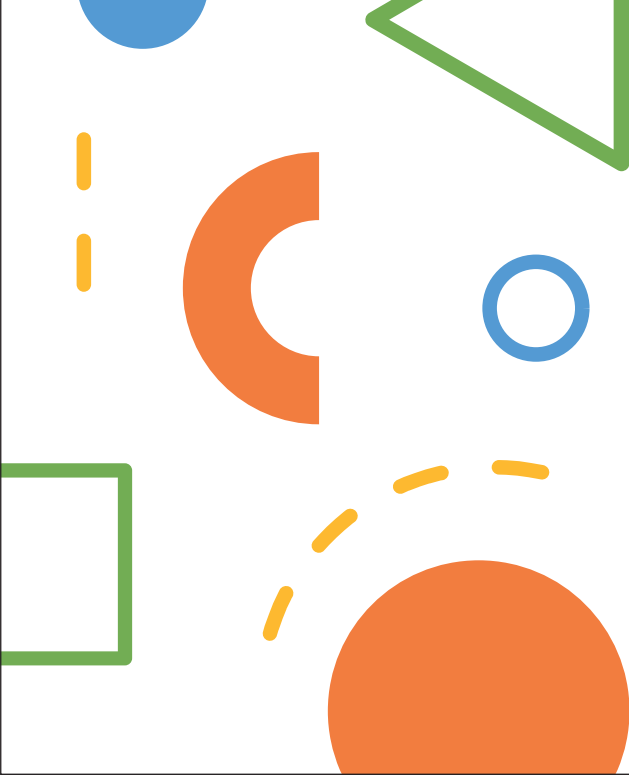
RQ3. **What** did you and the participants do in the project?

RQ4. What were the **achievements** of your project? What kinds of **challenges** that you encountered while localizing lessons study in your context?

The Aims of the Symposium



- Promoting to see “familiar” as “unfamiliar”
Rediscovering and rethinking socio-cultural contexts and premise of *Jyugyou Kenkyuu* / Lesson Study
- Providing cases as references for current and future lesson study projects in the world
 1. Educator’s intention
 2. Context and premise
 3. Localizing process
 4. Achievements and challenges



What is *Jyugyou Kenkyuu*
/ Lesson Study?

Why is *Jyugyou Kenkyuu*
/ Lesson Study necessary?



Dr. Agnaldo Arroio
(University of São Paulo)



Ms. Indira Subramanian
(National Institute of Education, Singapore)

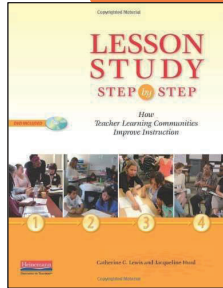


Ms. Kaycee Rogers
(University of Wisconsin-Madison)

Presenters



Dr. Catherine Lewis
(Mills College)

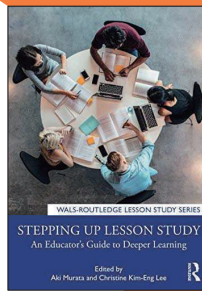


Discussants

Key members of WALS



Dr. Christine Kim Eng Lee
(National Institute of Education, Singapore)



Schedule

- ✓ 00:00 - 00:10 Introduction
- ✓ 00:10 - 00:25 The case of Brazil by Dr. Aginaldo Arroio
- ✓ 00:25 - 00:40 The case of India by Ms. Indira Subramanian
- ✓ 00:40 - 00:55 The case of USA by Ms. Kaycee Rogers
- ✓ 00:55 - 01:05 Discussion by Dr. Catherine Lewis
- ✓ 01:05 - 01:15 Discussion by Dr. Christine Kim Eng Lee
- ✓ 01:15 - 01:35 Presenters answer to the comments of the discussants
- ✓ 01:35 - 01:55 Q&A with the audiences
- ✓ 01:55 - 02:00 Closing Comments

PART I

Localizing Lesson Study:

The Case of America, Brazil, and India

Chapter 2.

Localizing Lesson Study: A Case Study in Brazil

**Agnaldo Arroio
(University of São Paulo, Brazil)**

First I would like to, again, to say thank you for the Hiroshima University and the International Network of Educational Institutes (INEI) that are providing this meeting for us, this opportunity for us to exchange, especially during this time of the pandemic around the world. And also, I'm so glad because I had opportunity to take part of the first PELSTE in 2020 that was in person in Hiroshima University and also last year, 2021, that was the first time that was carried out remotely. And also the privilege this year to take part for the 2022, that we can start to share some experience that we have. And here on the screen, you can see some pictures. That's the first time in Hiroshima and a second time and then probably now they're taking some pictures for these 3rd meeting that we are having now. And I would try to follow, OK, so who I am? I'm associate professor at a Faculty of Education, University of São Paulo or School of Education, University of São Paulo, that this school is placed on the main campus of the University of São Paulo is in São Paulo city, in São Paulo state in the Southeast part of the country. And here you can see a picture of the main building where we can find these three departments that this school of education used to be organized. And at this moment, I'm the head of the Department of Methodology of Teaching and Comparative Education. That means that in this department, we are addressing courses for the pre-service teachers for elementary education that's going to work in elementary schools and also for pre-service teachers that are going to work in high schools and also at the same historic location we have the graduate program in education that we supervise masters and PhD students around the field of education in general, in all of the fields, I should say.

So, briefly, here you can find the website where you can find more information about school of education. There is the possibility to find information also in English and I guess also in Spanish, but mostly in Portuguese. And due to the time, I'm going to start with the first question that was posted for us. So why I decided to localize lesson study? After these experiences that I had previously (PELSTE), face-to-face and remotely, as I mentioned for

you. And also some experience that I exchanged with some colleagues from University of Lisbon, Professor Mónica Baptista, that she was one of the important or key person that also responsible for the introduction of lesson study for me.

So in Brazil, the lesson study was more practiced in Mathematics fields, in Mathematics Education actually, I should say. It's not so common in different fields of the curricula. So we try to introduce in the Natural Science Education and also to use to other content that we think that it's important for the teacher training, the pre-service and in-service programs. Yeah. So after participating in these two possibilities (PELSTE) that I mention, I guess that also due to the context that we are facing here with the COVID that unfortunately is getting worse now. Most of the school still closed during these two years. So it was clear that also the teachers, the in-service teachers, they had a lack of knowledge to deal with this digital technology and how they could carry their activities during this closure of the schools. And we decided after this experience that I had, that maybe we could try to create an educational program to support these teachers to deal with these problems or these difficulties that they are having. So we created a program, for in-service teachers, for teachers that are acting in elementary education, but also at the same time, I was teaching for the undergraduate course for the pre-service chemistry teachers. I also tried to introduce a system, practices of lesson study to try to support their professional development during this time that we needed to do everything remotely. So why the most value for me that I learned from lesson study? It was the sense of community, especially now in a very large country like Brazil, that we have a lot of inequalities situation for teachers. We have teachers that actually they were not able to do this remote education, due to the lack of equipment, for example, and the students' access to Internet. So the context, I could summarize in two main contexts. One, it was addressed for the pre-service Chemistry teachers that we tried to introduce, especially guidelines for using on the observation step. I mean, the implementation and observation that is a part of the lesson study. I can resume as the design, observation, implementation or even observation and the reflection after this implementation of the designed lesson. But I think that the most gain that we had during this time, it was that the pre-service understood how important it is to observing without judging, because most of the time they felt like they were evaluated. So people in general don't like to be evaluated, especially in the context of education and the pressure that we are facing right now. So I think that it was one of the main gains that we have then.

For the second context, it was addressed before the in-service teachers that I mentioned, teachers that work with students from 6 to 10 years old. So they teach all of the content as they are the only one in the school, in some cases. They don't have specific teachers for specific content and they needed to introduce, according to the curricula: national curricula, state curricula and municipal curricula, the content of technology, digital technology. But they have this lack of knowledge and this lack of practice. So this is the context that we gathered in these two projects. What we did? For the first group, the pre-service chemistry teachers, the design lessons we didn't took all the steps for lesson study, but we are inspired by the steps of lesson study. The designed lessons that should be implemented remotely. We have students outside this digital environment. And I think that the main gain that we have here it was to prepare the observations, create scripts and to discuss a lot about how important it is to observe the lessons and to shift it from the focus of content, or conceptual content to student learning. I think that these two points were I could say that, I could highlight from this experience that we did.

And also for the in-service teacher, we prepared educational program for six months that we started last August in 2021, and it's going to finish now next month, in March, 2022. At the first moment when we opened the program, because we couldn't develop face-to-face activities. We feature this kind of in-service courses for them, which everything was done remotely. This just announced that it was a challenge for us. At the first moment, we had more than 1, 200 applications. We had applications from the whole country, different states, different cities because it was not possible to address a specific group in one school in São Paulo city due to the demand that we received about this issue. We cannot offer this kind of course just for a specific group. It should be really open one when we do it in the School of Education. It's kind of to go against some privileged group. So we try to give access for all of them that really needed this kind of support. And after that, we selected just 50 applications because it was not possible to deal with more than 1,000 of teachers yet during this remote training. And during this period since August until now, in the middle of the term, the second term of last year, I could say that around September, October, the pressure to return to face-to-face situation at school increased it so much, it means that the working hours of teachers at school increase, it also because they needed to deal with the face-to-face situation. And not all of these students were vaccinated. Some teachers were partially vaccinated. So I think that

it was not just the pressure of working hours, but the psychological pressure and the work conditions that they had during this time. Unfortunately, half of them, as you can see the numbers dropped out of the course because they were so over-charged and they couldn't follow the daily activities. But we remain with 25 of them. We organized them in five groups, according to the grades: first grade, second grade, and third grade, fourth and fifth grade, according to the class that they were working. But in these groups, they were in different cities and different states. I think that it was a challenge, but at the same time, it was an achievement that we had during this time.

And during this time, they had every week meeting when they discussed about content for the preparation. They designed lessons, they implement the lessons, they observed, and they reflected during this time, especially because as they came from different states, different systems, it was necessary more time to create this sense of trust or belief because they felt that they were exposed. But I think that the achievements and the challenges that we are facing, especially for the pre-service chemistry teachers, it's connected with this situation that we did everything remotely. I think that's probably this year, we can return with the students, the pre-service students going to school because for the last two years, everything was done, even the internship was done remotely. So now I think that the challenge will be to adapt to this experience that we had during remotely in a face-to-face situation and going to schools. And in this sense, I think that we need to reshape this program that we intend to them.

For the in-service teachers, I think that we had a lot of gains. Firstly, we had some teachers that they were alone because they were the only one from that school or that state taking part of this group. And one of the real motivations that they had it was because they believe it and they would like to improve their knowledge and practices that should teach with the digital technology and also content. But as the only one, they didn't find anyone to exchange experience, to support them. And now even doing this remotely, they could create a kind of sense of community (virtual). So they have a support from teachers, even in another state, because we could see during this time, that was increasing the number of exchanges that they had, sharing documents, sharing lesson plans, sharing other kind of material that they usually don't have access because they don't have people to connect to. And I think that they connected by the interests right now about the content or the practices that they're going to teach with students. And most interesting that I could say that we have it now, as I said, it's

just gathered for the next two months in March; finish this course after these six months. But they are asking, requesting to continue it every two weeks or at least once a month, to continue doing this meeting to keep the exchange, the possibility that they realized that was really important for them during this time. And I think that it was really important because it's connected with the second or the third slide that I presented, this sense of community that I presented in lesson study. It was really remarkable for me, and I think that it's increasing this perception or preconception for them about the sense of community. And now I can say that they are creating that kind of virtual community that was supported by the lesson study practice that they had. And I think that this model of professional development for teacher education is fostering this kind of virtual community because of the context that we are having now. So my last slide is just an acknowledgement to EVRI team the Educational Vision Research Institute led by Dr. Kazuhiro Kusahara, and the all people that take part of the area. Dr. Kim for the facilitation and support for us during this time and my colleagues that join the PELSTE 2021, 22, Indira and Kaycee, it's not easy to do this connection online, but I think that we could do and we are having good results. Dr. Lewis and Dr. Christine for the discussion that we are expecting to contribute to. And also there, the first group like Isabella, Diana, Rija and Chawin that was the first participants of PELSTE in 2020 and also for Mariko and Satomi and Aiko Hamamoto for the support that they had during these intense, immersive experience that we had during these time, and now clearly for Hiroshima University, for giving us this opportunity. So *arigatougozaimasu*.



EVRI-HU PELSTE

Peace Education and Lesson Study for Teacher Educator

Program 2022

Localizing Lesson Study: The Cases of America, Brazil and India

February 5th, 2022

Agnaldo Arroio
USP - Brazil



EVRI-HU PELSTE
Program 2020

EVRI-HU PELSTE
Program 2021



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<http://www4.fe.usp.br/en>

Why did you decide to localize lesson study in your own context? What is the value of the lesson study that you discovered?

- In Brazil, it is best known and practiced in the area of Mathematics, but it is not widespread and is not present in curricular proposals or public policies;
- After participating in PELSTE 2020 (in person) and PELSTE 2021 (virtually) I was able to better understand the involvement of teachers in the practice of Lesson Study;
- So I started in the undergraduate course to insert some practices such as observation (because I consider it a very important step) so that the teacher starts to look at his practice in another way, focusing on the students' learning;
- Definitely what motivates me the most is the sense of community that is present in Lesson Study, this in my opinion is a relevant value, it's like the soul;

What is the context of your lesson study project?

- I would say that there are currently two contexts, one of initial teacher training focusing on Chemistry teachers, in which there is an adaptation of the Lesson Study with a focus on observation (development of observation scripts) to help change the focus for the learning of students (observing without judging);
- The second context refers to in-service teacher training, for teachers in the initial grades of elementary school, focusing on the insertion of digital technologies, especially in the context of the COVID19 pandemic;

What did you and the participants do in the project?

- In the context of undergraduate teaching, students are organized into groups to carry out teaching planning and application activities with real students in the school. So, at the time of planning, observation activities based on Lesson Study were inserted, preparing observation scripts with a focus on student learning, which was important for pre-service teachers to change their concerns with the transmission of conceptual content;
- In the context of in-service teacher training, a 180-hour improvement program was created for teachers in the initial grades of elementary education in public schools. Because of the pandemic, the program was completely remote from August 2021 to March 2022. We had 1250 applications, selected 50 teachers and we currently have 25 teachers enrolled. We had dropouts because during the period many schools returned to face-to-face activities and some teachers were unable to follow the training program;

What were the achievements of your project? What kinds of challenges that you encountered while localizing lessons study in your context?

- In the context of pre-service teachers, Chemistry, the results were interesting because it was possible to collaborate with the change of teachers' perspectives for planning focusing on student learning, the perception of the importance of observing the class without judgment, and some degree of sense of community;
- The challenges of carrying out activities remotely without being able to actually follow the students' learning due to the difficulties of non-face-to-face activities and also not having a repertoire of LS experience in undergraduate courses;
- In the context of in-service teachers, in the improvement program, it has been interesting because despite the teachers being in different cities and even different states, they managed to develop a relevant sense of community; teachers also changed their conceptions about the observation of classes, at first they believed it was for evaluation, but now they realize how much the observations helped in the reflections and rethinking their classes;

What were the achievements of your project? What kinds of challenges that you encountered while localizing lessons study in your context?

- As for the challenges, in this context it has been to carry out the training program completely remotely, and the increase in the workload of teachers due to the changes in the pandemic. But I think there is also a lack of research on non-face-to-face LS that could help.
- But on the other hand, even with the reduction of participating teachers, it was possible to notice how they improve their practices with the use of digital technologies with their students. They are more confident and sharing their experiences in teacher groups;
- Even with the end of the program scheduled for March 2022, teachers requested the creation of a group to continue meeting regularly to exchange experiences. In this sense, it seems to me that LS practices are fostering a virtual community of practices, which I think is a fantastic result in this current context.

Acknowledgements

- To the EVRI team led by prof. Dr. Kazuhiro Kusahara;
- To Dr. Jongsung Kim for the facilitation and support;
- To Indira Subramanian and Kaycee Rogers, participants in PELSTE 2021 and 2022;
- To Catherine Lewis, USA, and Lee Kim Eng Christine, Singapore, for discussions;
- To Diana Rodríguez-Gómez, Isabella Wong Yuen-Fun, Rija Saleem and Chawin Pongpajon, participants of PELSTE 2020; as well as Mariko Komatsu, Satomi Kusahara and Aiko Hamamoto for their support.
- To Hiroshima University and INEI.



Chapter 3.

Localizing Lesson Study: A Case Study in India

**Indira Subramanian
(National Institute of Education, Singapore)**

OK, good evening, everyone. And as Agnaldo said already, it's a privilege to be here and to share the learnings of lesson study in the Indian context with all of you. It's particularly a privilege to be in the midst of Dr. Lewis and Dr. Christine because their papers and their readings was what we used initially during our lesson study sessions.

Just to introduce myself. I'm a teacher and a teacher educator, and I'm currently pursuing my doctoral research at the National Institute of Education, and I was invited to be a part of the Lesson Study Group in PELSTE 2021. And then, of course, to localize lesson study in India. My presentation is really going to be divided into four parts. Firstly, I'm going to talk about a flashback to PELSTE 2021, where, I'm going to talk about how did I use lesson study or think about using lesson study in my own context. And by my context, I refer to to my prior work in teacher education in Indiapore. Then, I'm going to talk about the value of lesson study that I discovered through my learnings in PELSTE 2021. Thirdly, I'm going to take you into a little bit of lesson study in India in terms of the context and also give you a few glimpses of what we did. I'm going to just present a small video in this section so that you will be able to hear from the participants' own voices about their learnings and their takeaways from lesson study. And finally, I'm going to conclude by talking about lesson study as a participatory model of professional development, by highlighting both its potential as well as its challenges in the Indian context.

OK, so going back, a flashback to PELSTE 2021, the key question was: How would you like to use lesson study in your own context? And here I'd like to highlight to point out two things. One is the professional identity of Indian teachers; education research shows us that Indian teachers tend to lack voice and agency, and this is largely because, they always have to balance their professional identity between government regulation and policies, but also policy directed child-centered assessment, which seems to sort of, you know, pull against each other. They're

also, in a sense, a victim of the new liberal shift in Indian policy, which has an increasing emphasis on efficiency markers and external evaluation of teachers. And all this together means that by and large Indian teachers lack motivation and professional self-esteem. Place this with present CPD approaches in India by the different private schools or in government schools. They tend to be top-down in its approach and lack of consultative approach. And again, researchers point out that this results in a feeling of de-motivation because teachers are not considered to be knowledgeable practitioners because they're always told about what to do. In India, professional development tends to be a large scale project. It tends to be sporadic and not necessarily need specific. And altogether, this makes it difficult to measure in terms of impact. So over here, I was curious to know about how lesson study can bridge this gap between the current identity, professional identity of teachers and the routine professional development that they experience.

Now, when I went back to PELSTE 2021, I saw that lesson study was immensely valuable for the following reasons. One was that this model seemed to offer a participatory model of professional development where the teachers contribute immensely to the selection of the problem or the research lesson that they want to investigate. It also seemed to be systematic, structured and situated in the context of the teacher. It also offered an opportunity to build the teachers own knowledge base by blending theory and practice. And because you were investigating a research lesson, it helped to address the real practical problems in the classroom and had a direct impact, therefore on student learning. Altogether, this meant that there was a great potential for a personalized community of practice, which would not only enhance the professional growth of the teacher but also personal growth.

Now what is the context of my lesson study project? By and large, in India, we have three types of schools. This is in terms of school management. They can be classified as government schools, government-aided schools and private schools. Now, when we look at professional development for government and aided schools, we generally require government permissions to undertake professional development in government and aided schools. So for my end of this project, I decided to approach private schools because they have greater autonomy to decide their CPD programs. They are more easily accessible. Another practical reason was that teachers have better access to resources such as Internet computer facilities, which was necessary for me considering that we were going to do this virtually. Private schools tend to

have a greater buy-in for innovative CPD models as compared to government schools, where you have to go through some sort of bureaucratic red tape. Now what was my lesson study context? It included six features that is including myself and I recruited them from three Indian cities and one teacher from Singapore. They all came in with various subject expertise. Hence, we decided to choose a lesson that was focused in primary school because we felt that all of us would be able to contribute in terms of basic subject matter). Due to the pandemic, we did it virtually using Google classroom and the two taught lessons of the two cycles were uploaded on a YouTube channel, which we all then were able to view because obviously we couldn't be physically present in the class. We did this by meeting once a month for six months last year, actually between me and November 2021, and we spent a few sessions first understanding the theory of LS before actually embarking on the actual six-step model of LS.

So, what did we do in the project? And this is where I would take the opportunity to just share this all with you so that you would be able to hear directly from LS group about their experiences and think of these.

(Video) A : I find this study provides a more critical, introspective and retrospective approach towards teaching methods. It allows for a plurality of perspective as opposed to traditionally rigid autocratic vision. It tends to review one's role in the entire classroom scenario, leading to a more enlightened shift from the mere dissemination of knowledge to the facilitation of student guided learning. Lesson study allows for a revised perception of one's lesson as a work in progress, rather than a climactic summation of a set of finite content.

(Video) B : The realization that I had as a positive collaboration. The truly lesson study cycle, where I think, the group engaged in a very focused and systematic discussions, brought to us the fact that even the absence of the so-called expert who was teaching us and telling us, you know, valuable information, we could gain a lot through each other's experience, ideas, insights.

(Video) C : It was a great experience for me to learn and unlearn, take up the challenge, as we did a lesson study on math. The topic was fraction. And I was chosen to do that. It was one of the practical approaches that I have taken into the class. And students were enjoying the sessions that I did.

OK, so that was a bit about what our group did and experienced during lesson study last year. Now, what were the achievements of the project? I did ask our lesson study group, what were their thoughts about professional development, before we embarked on lesson study, and then I did ask them, what were their thoughts about lesson study midway after the third or fourth meeting. And finally, after lesson study, I asked them to reflect on the LS experience again. And broadly, I could see a shift in these three themes or in these three areas. Where lesson planning was concerned, there was a shift from this belief that earlier, you know, lesson planning was a very unique process or a highly pre-planned process and the result of one's individual effort. Midway through the project, we realized that LS offers an opportunity for a more collaborative and a sort of multiplicity of perspectives and your lesson plan can really be a work in progress. It's not fixed in stone. And after LS, the key takeaway was that lesson planning is cyclical. It's iterative. It's very fluid, and it leads to a deconstruction and reconstruction of the lesson.

Where professional development was concerned, before LS, by the large the thought process was that professional development is limited. It's also very fear-based because it can be quite competitive and there are blanket approaches to CPD. Midway, a group felt that LS has a great potential for openness amongst teachers, but there was still a sense of skepticism because there was a feeling that it requires immense support, support from people around them in their own institution, from their heads and their colleagues. And after the LS cycle, whilst there was definitely a sense that LS can improve one's own knowledge base and improve pedagogical knowledge and subject knowledge, it is highly dependent on institutional culture. There has to be an institutional culture LS for this to really percolate and commit to it. Finally, as far as personal growth is concerned, before LS, the teacher was seen as a disseminator of knowledge and she took her skills for granted, whereas midway and after LS, it helped to understand that the teacher is also a learner in the process for constructing knowledge with her learners, and it helps to challenge one's own traditional assumptions of teaching.

So it was a novel experience where it helped to draw the teacher's professional identity and her personal identity, which seemed to be mutually reinforcing categories and not to separate categories. Therefore I would say that the highlights of LS is that it leads to a certain shift from an egocentric to a more egocentric form of dialog, which is what Otto Scharmer also says in his four fields of generative dialogue, Before LS, we found that the group felt that professional

development was more top-down or it was very competitive or ear-based, so people would just be polite or cautious or tread with apprehension. But LS offered a sort of opportunity for reflective dialogue where teachers saw that, “No, I can change my point of view. This is an iterative process. I can bring in my ideas and I can learn from others as well. And this left them with the idea about the potential of LS, which perhaps through many cycles we may be able to see LS can really lead to a generative dialogue, even shifting from reflective to more generative dialogues.

What are some of the challenges that would be encountered by localizing LS? One was that sustaining LS in under-resourced contexts would mean a tremendous commitment of time, energy and resources. And these are significant investments when you consider the diverse nature of the Indian educational landscape. Secondly, Indian schools are very cultural institutions and they are hierarchical, they are very formal, and they tend to be compliance-oriented and therefore LS requires a lot of buy-in and acceptance from everybody around for it to really take off, so to speak. And finally, it needs to have a great amount of institutional support because it's difficult to attain both individual drive and institutional support simultaneously as teachers do not tend to really operate in communities of practice. That idea has not yet penetrated deep enough in the Indian context. So I conclude with thinking about the fact that LS offers opportunities for continuity and change in the teacher's own personal and professional growth because she's constantly teaching and learning from others. It helps to flatten hierarchies and therefore can be considered as an alternative approach to CPD, which has traditionally been a top-down. But as a bottom up approach, there's less transmission loss because the teacher's naturally involved in the whole process. But of course, it requires a long term vision, and I think that if we have a lot of success stories, they will help in pushing for advocacy of LS as another of CPD experience that we can offer to teachers. We should also be open to the idea of adapting and modifying LS to suit the Indian context. So where we find challenges in terms of resources or investments or buy-in, we have to think about how we can adapt it and make it work in the Indian context. With that, thank you once again for this opportunity to learn from all of you, as well as to present our experience of LS in India. Thank you.



Localising Lesson Study in India PELSTE 2022

Indira Subramanian
National Institute of Education, NTU, Singapore



Outline



Flashback to PELSTE 2021

Why did I decide to localize Lesson Study in own context?
What is the value of Lesson Study that I discovered?

Lesson Study in India – Context



Localising Lesson Study – Glimpses

What did we do in the project?
What were the achievements of our project?



Lesson Study as a Participatory Model of CPD: Potential and Challenges

Flashback to PELSTE 2021

Key Question: How would you like to use LS in your own context?

Professional Identify of Indian teachers

Lack voice and agency (Batra, 2010)

Balancing act between government regulation and policy directed child centered assessment

Victim of neo liberal shift in policy with emphasis on efficiency markers and external evaluation

Lack motivation and professional self esteem (Ramachandran, 2018)

Present CPD approaches

Tend to be top down in its approach

Lack a consultative approach

Do not consider teachers as genuine and knowledgeable practitioners (Brinkmann, 2015)

Large scale, sporadic, and not need specific

Difficult to measure in terms of impact

How can LS aim to bridge the gap between teachers' professional identify and current CPD approaches?

Flashback to PELSTE 2021

Key Question: What is the value of LS that I discovered?

Offers a participatory model of CPD with the teachers' contribution in selection of the problem

Systematic, structured, and situated in teacher's context

Opportunity to build teacher knowledge base through theory and practice

Addresses practical problems in the classroom and therefore has an impact on student learning

Potential for personalised community of practice leading to personal growth of the teacher

Localising Lesson Study in India - Context

Key Question: What is the context of my LS project?

School Type



- Easily accessible
- More autonomy in functioning and governance
- Teachers have access to better resources such as internet and computer facilities
- Greater buy in for innovative CPD models

Localising Lesson Study in India - Context

Group of 6 teachers (including myself)

3 Indian cities (Bangalore, Ranipet, Kolkata) & Singapore

Varied Subject Expertise – hence research lesson was based in primary school

LS done virtually using Google Classroom and You Tube Channel

Met once a month for 6 months

Theory of LS before experiencing LS cycle

Localising Lesson Study in India - Glimpses


Key Question: What did you and the participants do in the project?



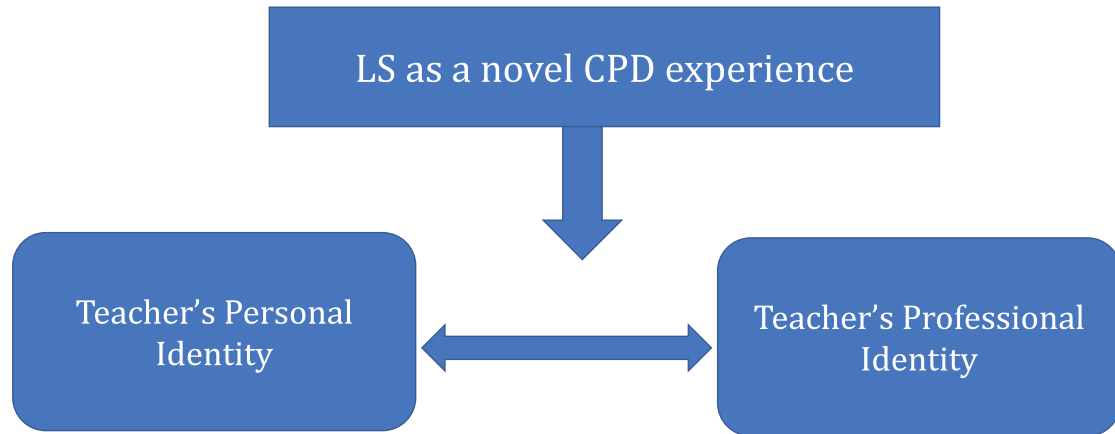
Video

Localising Lesson Study in India – Participant Perceptions and Impressions

Key Question: What were the achievements of the project?

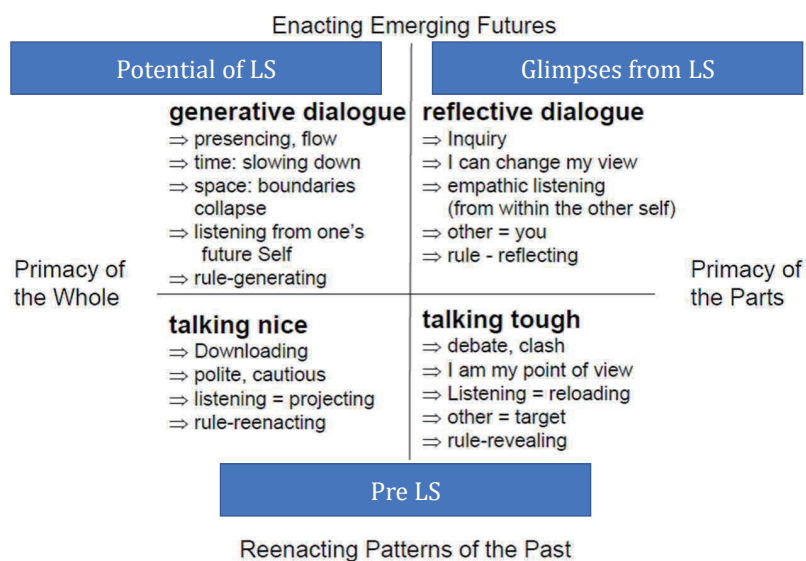
Themes	Stage 1 (Before LS)	Stage 2 (Mid point – during LS)	Stage 3 (After the LS cycle)
Lesson Planning	Pre planned, unique and permanent, resultant of personal effort	Collaborative and can have multiple approaches, work in progress	Cyclical, iterative and fluid in possibilities Deconstruction and reconstruction of the lesson
Professional Development	Limited, fear based, competitive, inhibiting, blanket approaches	LS has potential for openness among teachers but requires immense support (Sceptical) Problem solving approach	Can improve pedagogical and subject knowledge, action research Dependent on institutional  culture
Personal Growth	Teacher as a disseminator of knowledge, took skills for granted	Teacher is a learner herself	Challenging one’s traditional assumptions of teaching

Localising Lesson Study in India: Highlights



Mutually reinforcing and not immutable categories
 Dynamic and morphing
 Sum of LS experience is bigger than its constituent parts

Localising Lesson Study in India: Highlights



Four fields of generative dialogue (Scharmer, 2003)

Localising Lesson Study in India: Challenges

Key Question: What are the challenges of localising the project?

Sustaining LS in under resourced contexts

LS requires commitment of time, energy and resources which are significant investments in the Indian educational landscape

LS requires buy in and acceptance

The cultural ethos in Indian educational institutions tend to be hierarchical, formal and compliance oriented

Needs to have individual drive and institutional support

Difficult to attain either or both simultaneously as teachers rarely operate in communities of practice

Some concluding remarks

1. Continuity and Change

- Positive experience resulting in growth and transformation
- Experiencing vulnerability
- Detaching teacher from teaching and learning

2. LS as a Bottom Up CPD Approach

- Direct Experience
- Flattening Hierarchies
- Lesser transmission loss as compared to cascade models

3. Sustaining the experience of LS

- Requires long term vision
- Institutional and systemic reform
- Success stories and advocacy
- Adaptation and modification for greater contextualization

Chapter 4.

Lesson Study in Local Context: Culturally Sustaining Pedagogies in Focus

Kaycee Rogers
(University of Wisconsin-Madison, USA)

OK, great. Well, thank you for having me. Thank you again to everyone, to Dr. Kim and to Dean Matsumi, to Dr. Kusahara and then to Dr. Lewis and Dr. Lee, who will be providing us with their comments later, as well as my co-presenters. This has been great, I know lesson study as a model of professional development. But the way that we've been able to participate in learning about lesson study and then enacting it and ultimately presenting our work has also been a really great model of professional development as teacher educators. So I really appreciate being invited back this year. So a little bit about me and why lesson study is part of who I am and what I do. I was a teacher, a K through eighth teacher. I taught elementary school, as well as Spanish immersion in the United States and abroad in Colombia in South America. And then I spent the bulk of my time as a teacher teaching English as a Second Language in a middle school here in Wisconsin. And in all of those contexts, I actually participated in what are called professional learning communities, where lesson study was one of many protocols that we could use as teachers to do our own professional development within the context of the PLCs. And so I had one experience as a fourth grade teacher in Minnesota, where I was part of a lesson study cycle, and I found it incredibly valuable and useful, especially as it was only my third year of teaching, so it was a really good experience for me. And then I kind of didn't hear much about it or think much about it again until last year when I saw the call to participate and I thought, yeah. Now I am a teacher educator, so I work with future secondary teachers. They're in a dual certification program. So they are all doing a content license at the master's level as well as an ESL License, and I'm the program coordinator for the ESL portion. And I think that lesson study has a lot of potential to be used with pre-service teachers. You'll see as I present, that I have not made much headway in that area, but it's something I hope to do in the future. So I was glad to kind of dig back into this practice and think about it in that way.

And then since starting the work with PELSTE as well, I have become a doctoral student, so I've currently started my second semester of PhD study here at University of Wisconsin-

Madison in curriculum and instruction. And I'm really interested in teacher education, as well as ESL and bilingual education and rural education, which will come in a minute as to what I've been working on this year. I'm a project assistant on a project that my advisor and some other folks from my university are working on, which is a project for rural teachers in Wisconsin to think about how to teach socio-scientific issues, local issues around conservation or other socio-scientific issues to Latinx English learners in our spaces. And so since context is really important, something that you should know is that most of our teachers in Wisconsin, especially in rural spaces, are white, monolingual English speakers. Most of them are actually from Wisconsin or the Midwest. And so to be working with a group of language learners, most who speak Spanish, most who have their roots in Mexico or Central America, this is a big area of professional development for those teachers, and that's where lesson study comes in.

And so I decided to localize lesson study within that context. So I did leave PELSTE 2021 thinking, how am I going to work with my pre-service teachers and what might I do? But as I became involved in this project, working with rural teachers across Wisconsin, I pivoted to a new focus. So our in-service teachers within this project came together for four days in the summer, all virtually, of course, because they're across the state. It's a large state, so they span driving distances of six to two hours away from each other, but initially within, we worked with them on providing professional development around culturally responsive and culturally sustaining pedagogies. And we asked them to develop a research action plan to come up with a question that they wanted to engage with throughout the course of our professional development. And then after those initial four days in the summer, we planned to work together once a month about or once every other month, to come together to do additional professional development based on their needs. What happened after we asked our teachers to develop a research action plan was that our teachers felt and expressed to me as the person who was working with them, in particular on the professional development piece, a bit stuck or frozen. So they hadn't been asked to do action research in this way in their classrooms recently, and certainly not the way that that they were interpreting we were asking them. So there was a lot of anxiety around, you're asking me to do research. What if I don't do it correctly? Or what if my data isn't something that that you all as a research team find valuable? And so I came in to this situation and said, actually, I have a way that our teachers can continue to engage in research or action research on their own practices, but can also continue to engage in this professional development. And so our teachers really wanted to focus (and we wanted to

refocus this action research plan) on their actions in the classroom. And so we renamed it the implementation plan and I came in and said we can use lesson study as the format for this professional learning community. And so one of the main reasons that this felt like a good fit was because lesson study is reflective and it's collaborative, and it is focused on improving an instructor's teaching with the ultimate focus on student learning. So it still met the goals of our project for what we were hoping to learn about and provide a service with. But it also gave the teachers more opportunity to feel like they were in control and that it was a manageable endeavor that they were going to work on.

And I was also really interested in this because I left PELSTE 2021 thinking about social justice, thanks to some of the comments, that Agnaldo made and some of our discussion. And in particular, I thought, well, this might be a way for us to think about how lesson study and social justice education practices may go hand in hand. And so that's where we ended up, thinking about how are we going to work with our teachers to work on culturally sustaining pedagogies, but have them have a way to kind of engage in a cyclical and iterative process of thinking about putting culturally sustaining pedagogies and practices into practice and observing them and noticing them and reflecting upon them and tweaking and changing them and going back to try again. And so Lesson Study worked really well for that, and I'll actually, in a minute share the actual slides from the day that we decided to start framing it in that way.

So on to November, so we met for four days in August, and then we got together one time between August and November, and then November was when we wanted to make this shift. So at our November professional development session, we focused on lesson study. It was a two hour professional development session, and we had one hour focused on lesson study and getting teachers into breakout rooms and taking that action plan that they had tried to start and really reforming it into what we called an implementation plan. And then the second half of that particular professional development was around utilizing community human resources or folks in our community who might support our culturally sustaining teaching. So as a group, we read Chapter 9 from Vicki Collette's Collaborative Lesson Study, which is around culturally responsive lessons that have cultural connections. And we reflected on a prompt. So we were thinking about how student identities and their backgrounds as learners would influence the actions and the decisions that we make in our lessons, in our planning and then also in practice. I gave a really short overview of lesson study and then teachers had a chance to share the

strategies that they had already been working on. So I'll show you in a minute, kind of like where we entered into the process because we entered in a little bit late, I think, but then collaboratively kind of working through the next steps in the process. We are still very much in the middle of this project. Our next meeting is February 9th. So this week we'll be seeing how things are going for our participants. And then after this week, we'll continue on into the next steps so I can just share with you where we are right now.

So you can see at the bottom of the screen our slides are a little different. So these are the actual slides that we used from that session in November. PLACE is just the name, an acronym for the department at University of Wisconsin that's supporting this work. So we started out, I sent this chapter around collaborative lesson study and culturally responsive teaching and lesson study to our teachers ahead of time and they read it. And so we started in after introductions with just some breakout groups and some conversation around student identities and backgrounds and how that influences our teaching. Then I shared a little bit about lesson study. I let them know that it's reflective and collaborative, and that our interest in particular was thinking about social justice, education and increasing educational equity through the types of professional development that teachers become engaged in, and then talked about my own experience as part of a PLC or professional learning community. And then let them know that there has there have been many studies and articles and lots of research about lesson study, improving teachers content and pedagogical knowledge, so working on getting that buy-in from the teachers.

I pulled some resources, both from EVRI and actually, I think, from some of the work related to the center that Dr. Mills works in and we actually use these to locate ourselves. So we said, all right, well, we've kind of already started, so where do we think we are? And so we knew we already had a study group because we had a group of teachers who were working together, who had a common goal for improving their practice. And we had also already had pre-lesson meetings because we had thought through some practices and teachers had already chosen areas that they wanted to improve or practices that they wanted to try. So we figured we were pretty much around step three that by this point, there had been some implementation. And within this cycle that we were kind of around the reflection stage and thinking about how to revision and re-teach, so we considered our timing together as kind of a implementation stage and the reflection stage that was a little bit messy at the time. And I think that when we think about

localizing in context, I think that's one of the pieces that stood out to me is that because this did develop so organically with a group of teachers who were already working together, it definitely looks different than it would have if we would have decided that this is what we were going to do from the beginning. So we talked through the steps. We located ourselves. We kind of got the scope of where we were hoping to go. Teachers shared what data they had so far, what observations they had so far from some of the activities and practices that they were trying. Similar to a post lesson meeting, they gave each other feedback and reflections. They asked each other questions and then they decided to revision or reconfigure and decide on next steps.

So these are the questions that we use to help them locate themselves within the process and then our plan wants to meet them January, but actually it got pushed to next for this coming week. So when we get together this week, our teachers will have a chance to share what they have put into practice since the last time that we met together based on the feedback and the questions and the revisionings that took place in November. And then they'll be bringing in new data points, new observations, potential pivots that they want to make based on where they are. And then we just ask them, you know, thinking of this as a lesson study planning session, how did it go? And because we've jumped in completely and fully with both feet, what needs or supports did you identify? So I followed up with the teachers to support them as they identified things that they wanted more information about.

So as far as achievements and challenges, one of the things that I haven't really talked about yet, but I really appreciated Indira's comments around the professional identity of Indian teachers or teachers in India, and the lack of voice and agency. Because right now in the United States, teachers are also having a professional identity... I would say a bit of a crisis, and feeling the lack of voice and agency. This is related to COVID-19 and the pandemic and schools, and I'm sure this is true globally, but schools really being a place where conflict is visible based on whether folks are pushing to have students in schools face-to-face, whether folks are pushing to have students in virtual settings, or whatever it might be. And so they're feeling that. At the same time, there's also a cultural conflict happening. So extremely recently, local school boards are passing laws, no not laws, but policies related to what teachers are allowed to teach, especially related to the things that we're talking about in our professional development around culturally responsive teaching. And so I can talk more about that at a different time. But certainly the teachers that we are working with are feeling a lot of stress, the feeling of lack of

agency, feeling a crisis of professional identity. And so one of the things that needs to happen is the need for facilitators to build a culture of trust before teachers want to open up their teaching practices in classrooms.

So I had actually brought up with our teachers to see if they were interested in videotaping and then sharing and posting their lessons. And at that point, teachers were not feeling that that was something that they wanted to do. They were happy to share the lessons with us. They were happy to share their own notes about what happened and their own observations and any data and student work. But as far as allowing access to their classrooms, especially in a virtual way. So many of the teachers expressed like, yes, if you could come and observe or we could all get together and observe each other, that would be great. But there was this reticence to actually be videotaped and to send your video. And so one of the things that we're thinking about is how, with lesson study before getting to the point of actually observing and especially observing virtually, which has just a different level of trust that's needed, how to build that culture of trust. So that certainly is a challenge that we are navigating right now.

I think one of the things that's really interesting is that the focus with our group and perhaps this is an achievement, it is my eyes, is that the focus with our group is pedagogical. So we have cross-content teachers. We have cross-context teachers across Wisconsin who are in very different situations, but we've actually been able to think about equity and social justice focus, culturally responsive, culturally sustaining pedagogies and place-based education. And so I had talked about this a little bit in our planning meeting. We shifted the focus from pedagogical content knowledge because we had such a diverse group of teachers to really thinking about equity and social justice practices. And so they've been able to serve as thought partners for each other in that way. And then also another achievement is that it's ongoing and it's cyclical and iterative. So teachers are giving feedback to each other, trying new things out, and they're really invested in each other's success, which I think is a really great outcome of what this is, especially at a time when teachers, particularly here, are feeling the need for more support.

So looking ahead, this current project is continuing. We're actually hoping to move into year two, which is going to be really exciting and hopefully allow us to actually do the observation portions and pieces of lesson study. I hope to continue to study the possibilities of lesson study as a component of pre-service teacher education, with the future teachers that I work with. But

one of the things I'm really excited about, and I think this is perhaps one positive piece of being forced to meet remotely, is to think about what that study could do as professional development for geographically isolated teachers. So our teachers are in rural Wisconsin. And I think, as I already mentioned, they are generally fairly far away from cities where they might be able to gather for this kind of work, but also geographically isolated in that they might, as was in my case, be the only ESL teacher in their district or the only bilingual teacher in the district. And so I'm really excited to think about what we have already done as far as connecting these teachers in a collaborative way, for professional development. But what this might look like as a model then for geographically isolated teachers anywhere to connect and participate in a professional development that is based in their context that still allows them to connect with other teachers and participate in this process collaboratively, so I'm really excited about what that could mean. So thank you again for this opportunity. I am really excited to hear from our discussants. And happy to answer questions in the chat or wait until the Q&A.



EVRI-HU PELSTE 2022 Localizing Lesson Study: The Cases of America, Brazil and India

Kaycee Rogers, Teaching Faculty
UW Madison, Wisconsin, United States



Who am I? What is Lesson Study to me?

- Teacher: K-8, Elementary, Spanish Immersion, English as a Second Language, Spanish
 - Colombia, South America
 - United States: Iowa, Minnesota, and Wisconsin
- Teacher Educator: Secondary ESL
 - Instructor, Supervisor, Program Coordinator
 - Previously: Elementary Ed, Special Education
- Doctoral Student: Curriculum and Instruction
 - Teacher Education
 - ESL/Bilingual Education
 - Rural Education
 - Project Assistant: Teaching Local Socio-Scientific Issues to Latinx English Learners



Why did you decide to localize lesson study in your own context? What is the value of the lesson study that you discovered?

- I left PELSTE 2021 with a focus on what could be done in my pre-service teacher education program...but I pivoted to a new focus.
- In-service teachers participating in Professional Development
 - Initially developed as a research action plan
 - Wanted to focus the plan on actions in the classroom, renamed implementation plan
 - Chose Lesson Study as the format for professional learning community
- Lesson Study is a reflective and collaborative process to improve an instructor's teaching and student learning by focusing on students' thinking and evidence of learning through observation
- Lesson Study can be a method of professional development centered in social justice education by increasing education equity for all students through teacher professional development.



What is the context of your lesson study project?

- Rural teachers across the state of Wisconsin, secondary and elementary
- Professional Development focused on culturally sustaining pedagogies for Latinx students
- 4 Day Summer PD workshop
- Bi-Monthly PD session meetings for one year
- Lesson Study in an adapted form: slides that follow are from our November session



What did you and the participants do in the project?

- Our November professional development session focused on Lesson Study as part of an implementation plan.
- After reading Ch. 9 from Vicki Collet's Collaborative Lesson Study, we reflected on the following prompt: How have students identities and backgrounds as learners shaped a lesson you have taught or observed?
- I gave a short overview of Lesson Study (slides to follow).
- Teachers shared the strategies they had been working on, and collaboratively worked through next steps in the process.
- Next meeting is February 9th, this process is still ongoing!



NEW RESOURCES

LESSON STUDY

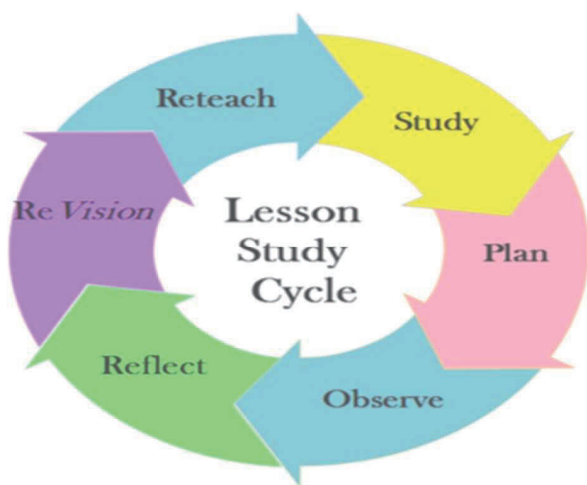
After reading Ch. 9 from Vicki Collet's Collaborative Lesson Study, reflect: How have students identities and backgrounds as learners shaped a lesson you have taught or observed?

What is Lesson Study

Lesson Study is a reflective and collaborative process to improve an instructor's teaching and student learning by focusing on students' thinking and evidence of learning through observation.

- We are interested in Lesson Study as a method of professional development centered in social justice education by increasing education equity for all students through teacher professional development.
- Primarily used in in-service teacher professional development, as part of the Professional Learning Community structure.
- It is known that Lesson Study can improve teachers' content and pedagogical knowledge, confidence, collegiality, and collaboration (Groth et al, 2020).

Lesson Study Steps



- Step 1
Organize a Study Group for Lesson Studies
- Step 2
Pre-Lesson Meeting Before a Research Lesson
- Step 3
Implementing and Observing a Research Lesson
- Step 4
Post-Lesson Meeting
- Step 5
Assessing the Lesson for Progress
- Step 6
Increase the Members of Lesson Studies

PLANNING TIME

Share about how your implementation plan is going in terms of implementing CSP:

1. What have you been able to try out or implement since the last time we met?
2. What data do you have and what is it telling you?
3. What might you do before we meet in January?
 - a. Next steps?
 - b. New data points?
 - c. Pivots?



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REFLECTING

- How did the planning session go?
- What needs/supports did you identify?



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Localized Context Findings: What were the achievements of your project? What kinds of challenges that you encountered while localizing lessons study in your context?

- ❑ In current US context, teachers need support and researchers/facilitators need to build a culture of trust before teachers want to open up their teachings/practices/classrooms
- ❑ The focus (with our group) is pedagogical, because we have cross-content and cross-contextual
 - ❑ Equity and social justice focused, culturally responsive and culturally sustaining pedagogies, place based education
- ❑ Ongoing, cyclical, iterative process



Looking Ahead

*Continue current project, and move into year two!

In the future, I hope to continue to study the possibilities of:

- **Lesson Study as a component of pre-service teacher education**
- **Remote and collaborative lesson study as professional development for geographically isolated teachers**



Thank you for this opportunity!
Any questions or comments?



Contact Information:

Kaycee Rogers

ESL Program Coordinator, Secondary Education Program

Doctoral Student

University of Wisconsin-Madison

Department of Curriculum and Instruction

krogers23@wisc.edu

@MrsKcdRogers 



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PART II

**Discussion: The Achievements and Challenges of
Localizing Lesson Study**

Chapter 5.

Learning from Lesson Study Around the World

**Catherine Lewis
(Mills University, USA)**

I would like to thank all three participants for their wonderful presentations. I will first make brief remarks about each presentation and then make some final remarks. Agnaldo talked about two contexts in Brazil: an undergraduate course where he inserted observation into initial teacher training of chemistry teachers; and a program for in-service teachers, a 180-hour improvement program on digital technologies. One takeaway from his work is that the observational focus on student learning can shift teachers away from a focus on transmission of content, helping teachers use observation as a time for reflection and rethinking of instruction, not just for evaluation. I was also impressed by the fact that in-service teachers requested a continuing group to share experiences. His quote, “What motivates me most is the sense of community in lesson study” gets at the heart of what will nurture and sustain lesson study.

Indira’s reported on her work with a group of six teachers in three Indian cities and Singapore using virtual lesson study with Google Classroom and YouTube. They met once a month for six months, and I think two really interesting takeaways from the video were (1) the shift from teaching as dissemination of knowledge towards teaching as facilitation of student learning; and (2) thinking about a lesson as a work in progress, not something that’s done when it’s done. A teacher once said to me, “Before lesson study, when a lesson was finished, I was finished with the lesson. Now I just keep thinking about it.” Additional takeaways from her work are that teachers discover the power of collaboration (a lesson isn’t just your own thing, you can create it together) the power of observing students (even in the absence of outside experts) and the idea that the teacher is also a learner. So again, I think these are really core lesson study ideas, and I was so happy to see them in these brief projects coming up. Her takeaways about what would sustain lesson study were also interesting: long term vision with buy-in and resources, institutional reforms (since the current top-down structure makes it hard to support teacher’s individual drive), success stories and advocacy that might be inspiring (to help other teachers learn from examples and build the same thing), and adaptations and context for the

local context.

I was very happy to hear Kaycee's interesting presentation on rural teachers, both elementary and secondary. She made the interesting point that when you have teachers teaching different grade levels and different subjects, it is difficult to find a shared theme. In her case, they found the powerful theme of culturally sustaining pedagogy for Latinx students. And it sounds like she found a theme that really worked for all these teachers across grade levels, and that's a lesson we can take to other places. Her work used the structure of a four-day summer workshop and bimonthly PD for one year. The question how do students' identities and backgrounds as learners shape a lesson you have taught or observed is a very powerful question that invites teachers to start by sharing what they know. Sharing what we know and hearing what other teachers know is a very powerful way to support teachers' leadership of work, as well as to begin the sharing of knowledge. One of the interesting things I noted in Kaycee's presentation was that she had had experience herself with lesson study; although she had a good experience with lesson study, it was discontinued. And this highlights a really big issue we have in the United States and probably other places. Unless professional learning is institutionalized, unless schools and districts have routines to support it, it will not last. This happens often with grant-supported lesson study. That's a big challenge we all face. Kaycee made the interesting point that, when teachers are told to do research, it can be an intimidating thing, but that lesson study makes it manageable because it focuses on something that's meaningful and important to teachers. Her idea that you need to build a culture of trust before teachers want to open up their teaching practices, particularly in terms of online video sharing, I'd really like to come back to that. So what are the things we can share, the little moments that *do* build teachers' trust? And how can we kind of accumulate those and make sure they're happening in all of our projects? I was very inspired by her comment at the end, that teachers are invested in each other's success. That's one of the underlying things we're trying to accomplish with lesson study that is going to lead to its longevity and spread.

I'd like to make a few additional comments based on my experience of about 20 years with lesson study. Lesson study is often described by its surface features—things like planning, observing and discussing a lesson. But really, what's important about lesson study is not so much the surface features, but whether those surface features create changes—changes in teachers' beliefs and dispositions, changes in teachers' sense of agency, their sense of power as

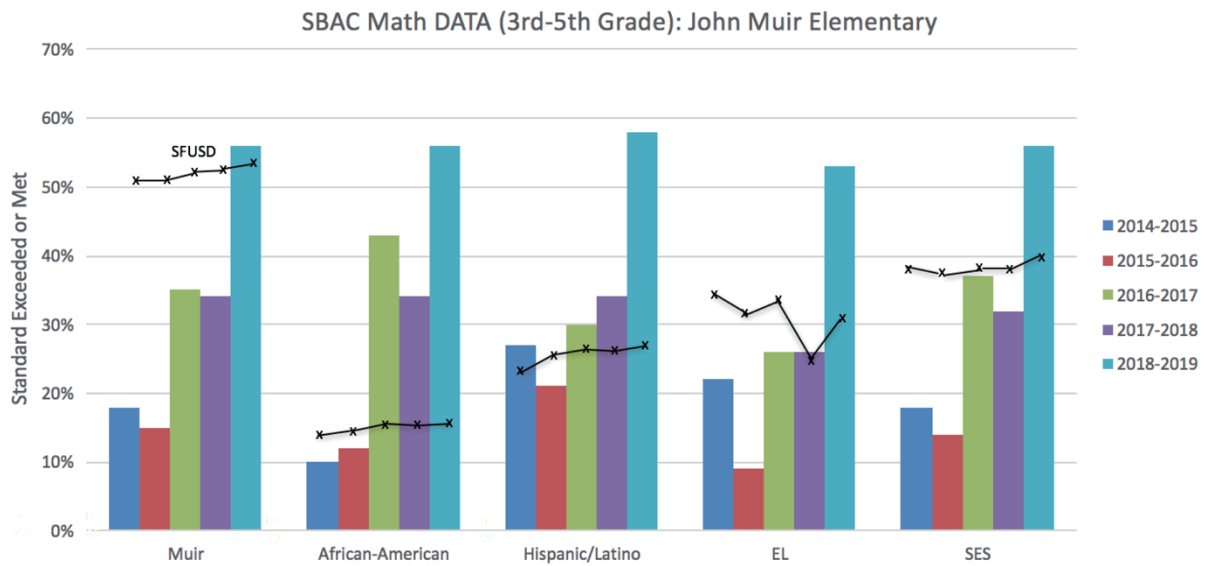
learners, changes in the collegial learning culture, like the trust that several people mentioned. For example, do teachers become more invested in each other's success, and are there changes in their knowledge—their knowledge about content, about pedagogy, about student thinking. So the important question is not are we doing those surface features of lesson study the same way they're doing them in Japan, but are we doing them in ways (perhaps modified from Japanese practice) that will build these sort of underlying important characteristics?

And I've used in the past the example of other imports from Japan, like sushi. There are sushi like California rolls that were invented in the United States and re-imported to Japan and everyone agrees they are really delicious adaptations. But when my son was in third grade and we were living in Japan, he invented with a friend, peanut butter sushi, which I think everyone, except for him at the time, agreed was not a very good adaptation. So how do we tell the California rolls from the peanut butter sushi. These underlying principles allow us to look at whether lesson study is building knowledge, trust, beliefs that support improvement. Is it building these things? If so, it's probably a good adaptation. What is really important about lesson study may not be the surface features (writing a lesson plan, observing a lesson) but the changes in knowledge, relationships, identities and so on. Further ideas and reflection tools to consider lesson study quality can be found at <https://lessonresearch.net/teacher-learning/overview/>.

I would like to close by telling a story that I think is hopeful, but also raises some of the same problems that the three presentations of raised. I've had the privilege of working for the last five years in a lesson study project that's created school-wide lesson study at a small number of US sites. And school-wide lesson study has allowed us to solve a problem that U.S. educators have struggled with for 40 years—how to reshape mathematics instruction so that it is problem-solving centered and actively led by students. We have had that vision for 40 years, but we haven't been able to achieve it. But school-wide lesson study allows us to achieve that vision; you can see an example at <https://lessonresearch.net/john-muir-elementary/overview/>. Lesson study is a routine for *teacher* learning and it needs a powerful vision for *student* learning to go with it. I'm not saying that you should introduce the vision for student learning from above, but gradually create a demand for that vision. And in the case of the school-wide lesson study in mathematics, we gradually made available to teachers a Japanese strategy of teaching through problem-solving, and we didn't force them, but we made examples available, and over

time, gradually people drew on those examples. (See <https://lessonresearch.net/teaching-problem-solving/overview>). Teachers must drive change. Teachers' questions and needs must be the central drivers of the work, not top-down directives. Outside experts can play a crucial role by encouraging teachers, noticing what's really valuable in their work and bringing in ideas that help them build on it.

So, the kinds of lessons we've learned are things like go slow, allow educators to lead the work, and reconnect educators with their authentic long term goals (through building a research theme <https://lessonresearch.net/study-step/develop-research-theme/>). Attend not just to the visible elements of lesson study, but also to the invisible elements like teacher agency and identity. Going public, sharing your work across schools and districts, spurs additional improvement and you've all done that today. You can see an example of a successful school-wide lesson study site online, (<https://lessonresearch.net/john-muir-elementary/overview>)—a school serving low-income students, many of them English language learners. They developed a research theme by thinking about what are the qualities they hope their students will have 5 to 10 years from now? And then you can see the rest of the process at the link above for the research theme. They developed a research theme of independent, self-confident learners they thought about that's what they really wanted for their students. And then they thought about how can we teach math in ways that help students become independent, self-confident learners? And they taught research lessons in which students shared their thinking and students' ideas drove instruction, and in order to do that, they really needed to make students thinking visible. The school-wide lesson study started in 2016, and you can see their dramatic impact on student mathematics learning (SBAC) compared with the district as a whole, which has much more privileged students.



I'd like to close with a few quotes.

Lesson study is just as much a state of mind as it is a practice, a desire to learn from others, a desire to continue growing your practice, a sense of responsibility within the community to support and encourage one another's growth.

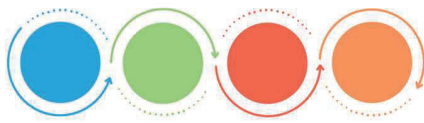
And I think we heard some of the beginnings of that in all of your presentations. So I think the challenge for all of us is to think about how do we keep nurturing that kind of mentality? And I have to say that I am really in the same place you are. Although several schools across several districts have made stunning changes in teacher learning routines and student learning and teachers in these schools are now continuing school-wide lesson study without any support from the outside, yet it hasn't changed the district environments they're in, so that I'm sort of confronting the same problem that you all are. And I think one thing we can all do to solve it is join organizations like WALs (World Association of Lesson Study) to share knowledge. It's meeting in Kuala Lumpur in September 2022. And you can find additional information on lesson study at www.lessonresearch.net.

Localizing Lesson Study: The Cases of America, Brazil & India

PELSTE 2022

Catherine Lewis

Mills College, USA, February 5, 2022



The Lesson Study Group
at Mills College

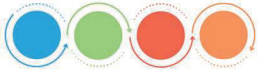
www.lessonresearch.net



Brazil, Agnaldo Arroio

Two Contexts

- Undergraduate course: inserted observation into initial teacher training of chemistry teachers
- In-service teachers: 180 hour improvement program on digital technologies for initial grades of elementary



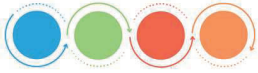
Brazil, Agnaldo Arroio: My Take-aways

- Observation focus on student learning can shift teachers away from focus on transmission of content and help teachers see observation as for reflection and rethinking on instruction (not just evaluation)
- Inservice teachers requested continuing group to share experiences. “What motivates me most is the sense of community in Lesson Study”



India/Singapore, Indira Subramanian

- 6 teachers in 3 Indian cities (Bangalore, Ranipet, Kolkata) & Singapore
- Virtual LS using google classroom and you tube
- Once/month for six months



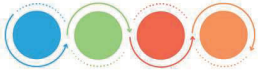
Takeaways from video

- Shift from teaching as dissemination of knowledge
- Lesson as work in progress
- Power of collaboration
- Power of observing students, even in absence of outside expert
- Teacher is also a learner



Takeaways

- What will sustain LS:
 - Long-term vision—buy-in and resources
 - Institutional reform-hard to support individual drive
 - Success stories and advocacy
 - Adaptation for context



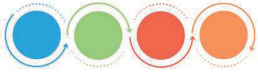
U.S., Kaycee Rogers

- Rural teachers, elementary and secondary
- Culturally sustaining pedagogies for Latinx students
- 4-day summer workshop, bi-monthly PD for 1 year
- How have students identities and backgrounds as learners shaped a lesson you have taught or observed?

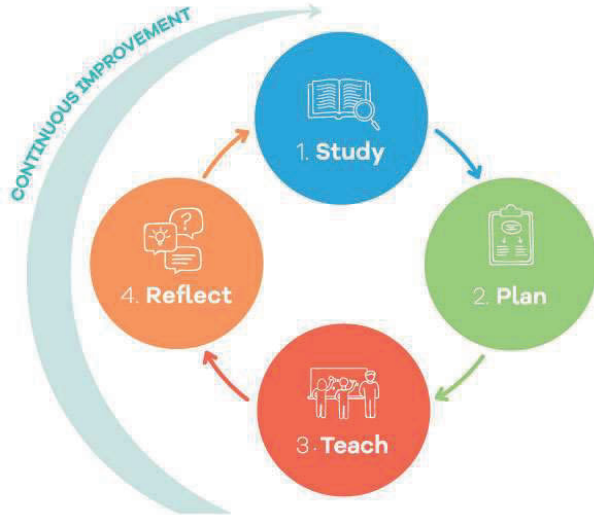


U.S., Kaycee Rogers: Takeaways

- Own experience of LS was good, but not continued
- “Research” can be intimidating focus, but LS is manageable
- Build culture of trust before teachers want to open up their teaching/practices/classrooms
- Pedagogical focus, because cross-content and cross-context
 - Equity and social justice, culturally responsive and sustaining pedagogies
- Teachers are invested in each other’s success!



Lesson Study is Often Described by Surface Features



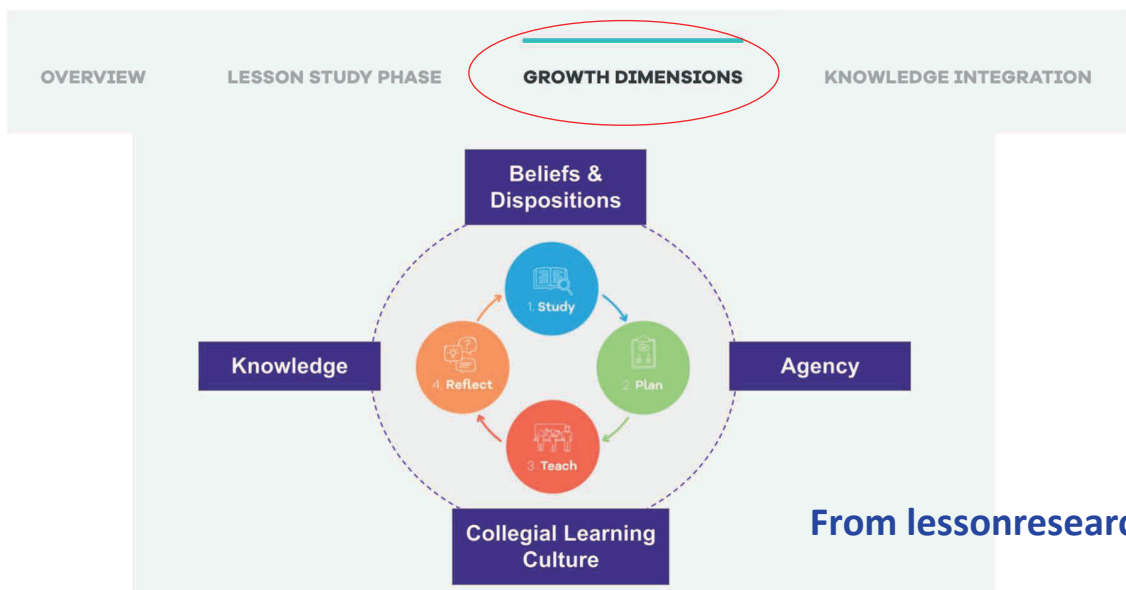
Team of 3-6 educators

Cycles of inquiry with a live “research lesson” at the heart

“School-wide Lesson Study” allows teams throughout a school to work on the shared school vision, expressed in a “Research Theme”

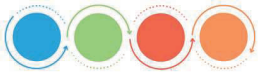


But Underlying Changes Are More Important

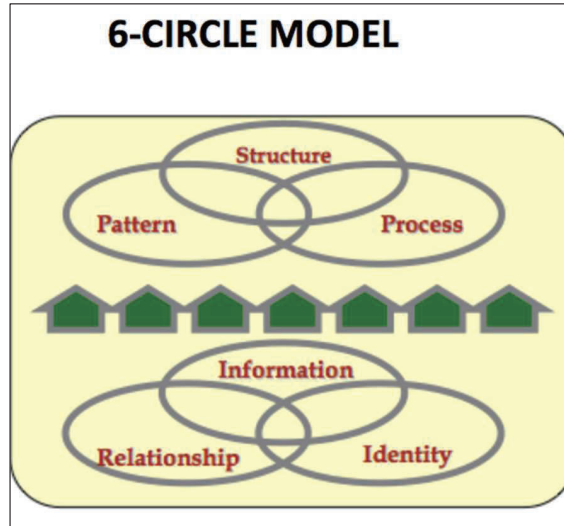


From lessonresearch.net

<https://lessonresearch.net/teacher-learning/growthdimensions/>



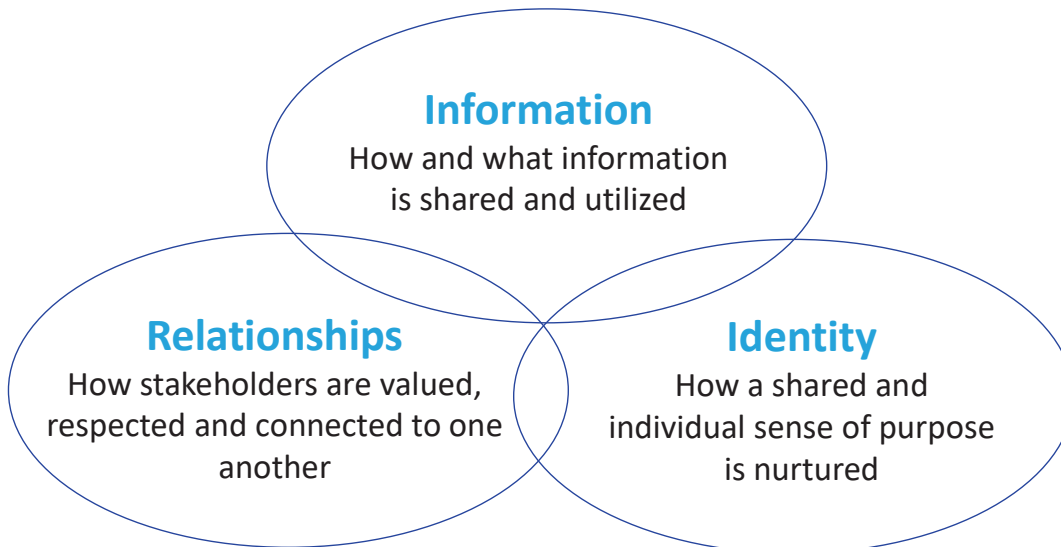
Attend to What Supports the Core Routines



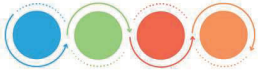
Wheatley, M., & Dalmau, T. (1983) Below the Green Line or the 6 Circle Model (unpublished)



Closer Look at the Bottom: Invisible helpers (or barriers) toward organizational improvement



Wheatley, M., & Dalmau, T. (1983) Below the Green Line or the 6 Circle Model (unpublished)



Why is Lesson Study Useful?

- Teachers think together about their long-term goals
- Teachers learn to carefully observe students
- Teachers see lessons through eyes of students
- Teachers build teamwork and trust with each other
- Teachers feel collective agency: we can experiment and solve problems together
- Teachers *invite* outside expertise, rather than just receiving it



Teacher Learning in Lesson Study

OVERVIEW

LESSON STUDY PHASE

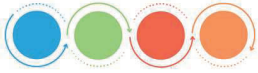
GROWTH DIMENSIONS

KNOWLEDGE INTEGRATION

Our work is providing good opportunities to

- Gain knowledge about our topic of study
- Understand the curriculum content and standards more deeply
- Understand students' thinking and experiences
- Focus on issues of genuine interest to us
- Strengthen relationships among the members of our team
- Learn from colleagues' practice and thinking

<https://lessonresearch.net/teacher-learning/growthdimensions/>



School-wide Lesson Study

- Has solved a problem that could not be solved for 40 years in the US: Excellent, equitable mathematics
- Problem-solving centered mathematics, actively led by students has been a vision in the US for 40 years, but only recently have some schools achieved it
- You can see their instruction
<https://lessonresearch.net/teaching-problem-solving/ttp-in-action/>



What have we learned about designing for school-wide Lesson Study?

- Join Lesson Study (a **teacher learning routine**) with powerful **instructional vision** (like tokkatsu)
- Teachers drive change; teachers' questions and needs must be central drivers of the work
- Outside experts can play a crucial role by suggesting resources to study, reviewing lesson plan drafts, providing final comments on research lessons—but they should be invited by teachers, not imposed



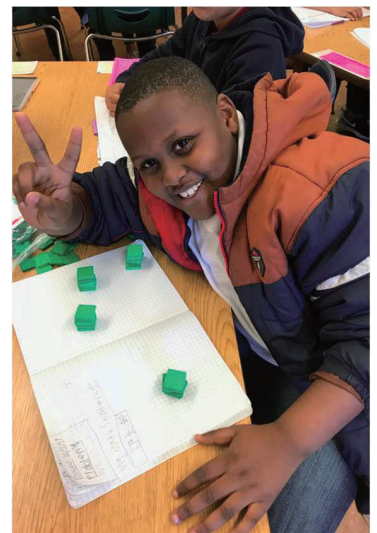
What have we learned about designing for school-wide Lesson Study?

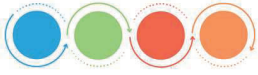
- Go slow: Lesson Study grew and instruction changed gradually, as teachers saw benefits, not through an initial master plan
- Reconnect educators with their authentic long-term goals
- Attend not just to visible elements (e.g. Steering Committee) but also invisible elements (e.g., teacher agency, identity)
- Share emerging knowledge across classrooms (in between Lesson Study cycles)
- Go public: Sharing across schools and districts (and countries!) spurred added improvement ([public lessons](#))



Lesson Study Case: John Muir Elementary School, San Francisco

84% low-income; 42% English learners; 97% students of color; 16% homeless





Develop a Research Theme

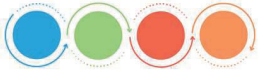
- Think about your students 5-10 years from now. What are the qualities you hope they will have?
- See the rest of the process at link below

<https://lessonresearch.net/study-step/develop-research-theme/>



Vision: Research Theme

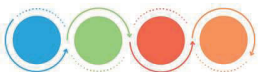
“...Independent, self-confident learners.” (Muir School)



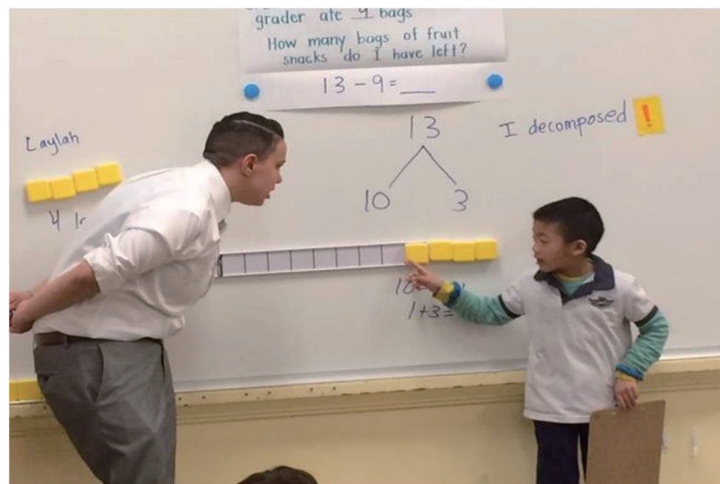
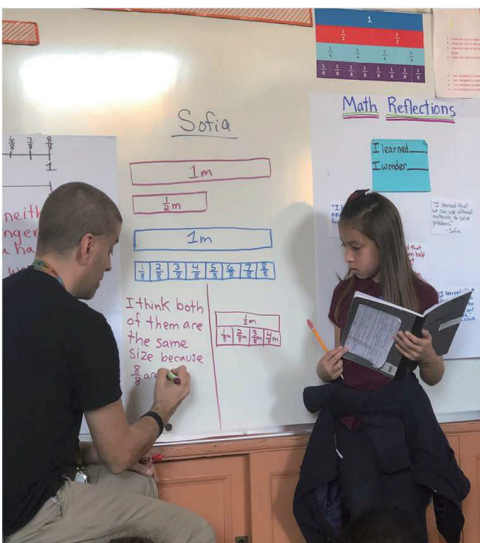
Bring the Research Theme to Life

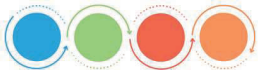
At Muir, teachers supported independent, confident learners by

- Having *students* try to solve problems themselves first, and explain it, rather than following *teacher's* model
- Building norms to support *student-led* discussion of student work
- Teachers' study helped them identify these ideas



Experiment: Try Research Lessons Centered on Students' Presenting Their Ideas

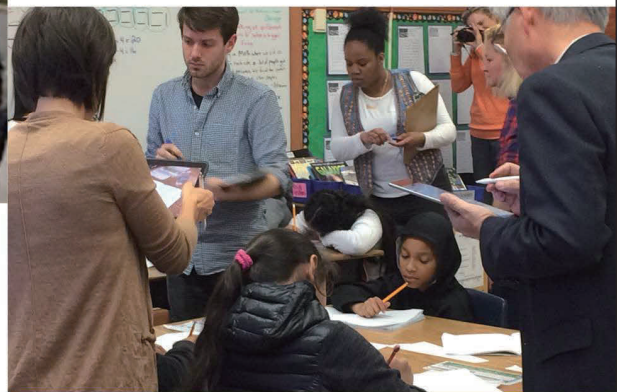




Board Makes Student Thinking Visible

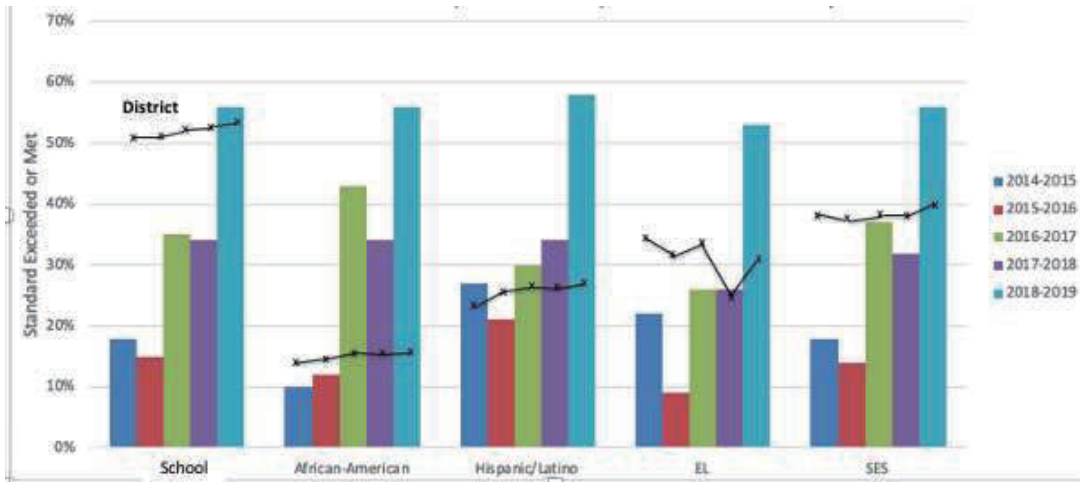


Colleagues and Outside Specialists Observe, Discuss





Muir's work on "Confident, Independent Learners" Increased Mathematics Learning



Muir Mathematics Standardized Test Scores; Lesson Study Started 2015-16



“Lesson study is just as much a state of mind as it is a practice. It’s a desire to learn from others and those more experienced, a desire to continue growing in your practice, a sense of responsibility within the community to support and encourage one another’s growth.”

A San Francisco teacher



Next Steps?

Join WALS (World Association of Lesson Studies)

www.Walsnet.org

Attend school visits or share your ideas at WALS annual conference
Kuala Lumpur
Sept. 20-22, 2022

The Lesson Study Group
at Mills College

About Lesson Study ▾

Conduct a Cycle ▾

Resources ▾

Network ▾

School-wide Lesson Study

In school-wide Lesson Study, teams at a school focus on a long-term vision for student learning, using Lesson Study to test and refine ideas to bring that vision to life.



OVERVIEW

ENVISION

PLAN

START

MANAGE

GO PUBLIC

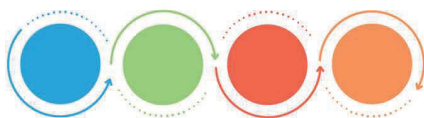
CASES

Tools to support School-wide Lesson Study are available free online at www.lessonresearch.net, including resources on School-wide Lesson Study: <https://lessonresearch.net/resources/schoolwide-lesson-study/overview>

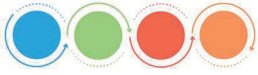
Find all the videos and supporting materials
at:

www.lessonresearch.net

email: clewis@mills.edu



The Lesson Study Group
at Mills College



The opportunity to focus on two to four students' learning was incredible. You feel like you are in a true research mode.

Teacher from San Mateo, California



The focus of observation is on student learning not on the teaching.

Teacher from San Mateo, California

Great trust has developed over time that allows us to be both teachers and learners with each other. Isn't that what it's all about?

Lesson Study Communities Team Reflection

Chapter 6.

Are We Compromising the Core of Lesson Study in Local Adaptations in Countries Beyond Japan?

**Christine Kim Eng Lee
(National Institute of Education, Singapore)**

First of all, I want to thank Hiroshima University colleagues for inviting me as a discussant at this symposium. Good morning, good afternoon and good evening. It's really very late for some of us and very early for some of you. Thank you for being at this symposium. I must say that I'm very inspired by the three presenters. I'm inspired by your passion in lesson study and your motivation. When you saw its usefulness, you want to use it in your work with teachers.

Catherine Lewis has earlier summarized the key ideas in your presentations. What I've done was to put your key ideas in the form of a table as we explore at this symposium how you localized lesson study to your contexts: who, what, why and how categories. Catherine has already shared the contexts of *who* you worked with, *what* you were working on, your focus of lesson study and the *whys*. In the interest of time, I will not go into these same details. She has also shared the *how*—the processes in which you did lesson study. For example, in the U.S., you had your summer PD followed by bimonthly PD meetings. In Brazil, we saw that you were using lesson study with both the pre-service and in-service teachers. In India, you did a form of virtual lesson study across several sites in India including Singapore, and used various technologies with your teachers in this virtual environment.

It's wonderful to see that there were some growth and achievements in your lesson study work. I think for many of us who do lesson study, we know how emotional and draining that work can be for us as teachers and teacher educators. When we see some growth and development, it keeps us wanting to go on with the work despite the challenges. We saw that in Kaycee's case in the United States how the process was ongoing for her and the teachers. In Brazil, it has brought about a sense of community among your teachers. As teachers, we love working in groups and working with others in communities of practice. But in many schools the reality is that we often work in isolation within our classrooms. What lesson study affords us are the

collaboration and development of a sense of community among teachers. I'm also very impressed that our colleague from Brazil focused on observation. I think it's a very important part of our lesson study work. We need to continue to train teachers to observe students in the context of what's happening. As Catherine Lewis has said many times to us—we have the eyes to see, but we don't really see. Lesson study develops our eyes to see children. I think this “*seeing*” of what happens in the classroom is core and important to our lesson study work. The idea of working with pre-service teachers from the very beginning of their student teaching experience and helping them to see what's going on in the classroom is particularly very important. I'm a deep believer that the only way to do that is to keep on practising your observational skills and discussing your observations with others. In the Brazilian case, we also saw another example of a digital/virtual format of working across teachers in various sites because of COVID. Even though the teachers are physically distanced, they're not socially distanced and could develop a sense of community. The technology we experienced today has brought us all over the world together in the same space. We saw in the Brazilian case of how the in-service teachers were able to share their experiences and foster a virtual community of practice. We saw the same thing in the wonderful video that Indira shared with us. Her teachers reflected on their experience and while they were in different locations, three cities in India and one in Singapore, they were able to collaborate and work together and develop a sense of community and collaboration across the various sites.

I think the challenges that you shared are the challenges that Catherine and myself faced in our own work in lesson study in our respective schools in our contexts. One of the things that stood out very clearly and it will be across many sites all over the world is that lesson study is time consuming. Teachers find it very difficult to conduct lesson study because they are very busy with other kinds of work that the school demands of them. Also with the pandemic, teachers' workload has really increased. Teachers' well-being has also been affected by the pandemic and that has really affected their motivation to do lesson study. I think time and teachers' workload have always been a common problem. The other problem that's very common across many of the cases around the world is the need for teacher buy-in. There will always be the skeptics. Often teachers would say, why do you spend so much time talking about just one lesson. But we know that lesson study is not about just one lesson. It's about sharing our educational vision. What do we mean about educating our children? What are the long-term goals for our children?

Our teachers do need support. In my own experience in Singapore, we have teachers who are motivated and want to do lesson study. They want to give it the time. But as Indira said, you need institutional support. The time set aside for teachers to come together as a professional learning community is very. We need to remove the unnecessary work that teachers do. Teachers always complain about the unnecessary amount of administration work they have. How can teachers be spared of such administrative chores? Getting that kind of support from school leaders and heads of departments is very important. Teacher motivation and drive alone are not enough.

As I looked at the three cases presented, I asked myself these questions: What are some aspects that are common across all your cases? Are there anything that are unique in each case? All of you worked with in-service experienced teachers. Agnaldo from Brazil worked with pre-service students. I share similar sentiments as Kaycee, who said, “I do want to do lesson study at the pre-service level, but somehow I haven’t been able to do so.” We share the same experience in Singapore as it’s very difficult for us to lesson study at the pre-service level.

All of you were motivated because you saw a perceived gap in your work and thought lesson study could be one way to bridge that gap. In India, there was a gap between the professional identity of teachers and the kinds of CPD that teachers are exposed to. In Kaycee’s case, it was not so easy for her teachers to think and be engaged in research. Lesson study could provide a way for her teachers to think about designing and enacting lessons as a form of teacher research that’s different from traditional forms of research. In the Brazil case, there was a need to build the capacity of the teachers to use digital technologies for the 21st century learning.

The foci of the three cases were mainly on pedagogy. Also the lesson study protocol involves planning just one lesson. Brazil and India did virtual lesson study. Because of the pandemic, lesson study could no longer be in face-to-face settings but had to move more to online formats. We need further discussion as to what are the challenges Brazil and India had in doing virtual lessons study—what worked for you and what did not work for you?

This diagram (see Figure 1) may help us think about what it means to localize lesson study. There are two kinds of approaches to implementation. I think many of us are familiar with

fidelity implementation. In fidelity implementation, we implement lesson study exactly as understood and performed in Japan. But even in Japan, lesson study is done differently across the country. There are many variations. One example is Professor Manabu Sato's School as Learning Community. In his variation, there is no formal planning among teachers although informal planning and consultation do occur. One reason Professor Sato gave for not encouraging formal planning is the issue of power relations within lesson study teams. Beginning teachers are forced to follow what the more experienced teachers say and do. He focuses mainly on encouraging all teachers in a school to open their classrooms for observations followed by discussions. In implementing and adapting lesson study to a context outside of Japan, we borrow the ideas and use a *local adaptation approach* that allows for adjustment to the practice as long as teachers adhere to its core elements.

But what are the core elements of lesson study? When people tell me that they are doing lesson study and I asked, what do you do? And then I asked myself, is that really lesson study? I'm not sure because to me, some of the core elements are missing. The key question we need to address at this symposium are: what core features of lesson study have you retained in your adaptation of lesson study in your context and why? When you adapted lesson study, do you think your adaptation of lesson study reduces somewhat the power of lesson study in achieving its goals and why? Now that you have experienced lesson study over a year or two, what changes would you like to make in your next iteration of lesson study so that the power of lesson study is better achieved and not compromised. Very often in lesson study, we are more concerned with the *performative aspects* of lesson study, the step by step doing of things, the actions. We plan together, we do and we see (plan-do see) cycle. Are we focusing on the superficial dimensions of lesson study? How do we go underneath that and look at the substantive aspects of lesson study—the *ostensive aspects* in order for it to become routinized in the culture of schools. These are the three questions that I want to pose to the presenters to think about during the discussion we're going to have.

I do have questions for specific countries. For Indira from India, I just wonder why did you choose three cities in India and Singapore as your lesson study sites. Usually when we start lesson study, we begin with one site because culture building among the teachers and within the school is important. You also asked this question, "Can I really do lesson study because in India, we are so under-resourced?" But perhaps a more useful question could be "Is lesson

study something that's even more powerful for under-resourced countries? Other than seeing under-resource as a limiting factor, can we see lesson study as a liberating process for your teachers?" In the video you shared, the process seemed to be liberating for your teachers in spite of limited resources. For Brazil because of my own interest in your work with pre-service teachers, I like to know how teams among the student teachers were formed and "How did your student teachers respond to it? Were there other teacher educational faculty who were involved?" I have a specific question for the U.S. "Do you think your meetings that are bimonthly once every two months adequate? How many meetings do you think you should have in order to harness the power of lesson study?" These are some questions that I have specifically for the three countries.

When I started lesson study over 10 years ago in Singapore, I realized that in the initial phase of our experience, we focused on planning one lesson. But over time, we have encouraged our teachers to come together to focus on the development of a curriculum unit and not just one lesson. The research lesson is embedded within the curriculum unit. In so doing, we found our teachers studying the curriculum more closely. In Singapore, our curriculum is a national curriculum and given to teachers together with textbooks, workbooks, and teachers' guides. The teachers follow the curriculum slavishly without thinking more deeply about them. We want our teachers to think more deeply about the curriculum that they are teaching to our children. Over time, we try to shift our teachers to focus on the improvement of students learning as they study deeply the subject matter that they will be teaching.

In their lesson study teams, they will ask the following questions: "How can students learn? What are some difficulties that our students have in their learning? What are some misconceptions that they have?" We try to encourage our teachers to anticipate student responses. Teachers found it very difficult to anticipate how student would respond in a lesson and the kinds of questions that they have. So in the initial stages of lesson study, we too were focusing on the *performative* aspects of lesson study routine but over time we are trying to get our teachers to look at the principles and key ideas behind lesson study: to see lessons study as a research process and developing a research theme. This is a very difficult process—getting teachers to think deeply as to what the gaps are that they see in their students, asking "What do they want the students to be like at the end of the year and so on?" We also try to work with our teachers in Singapore to help them see that lesson study is about developing a shared vision

of education and that it is about observing students and not the teachers.

The key idea that we want to share is that, in trying to make lesson study routinized in schools outside of Japan, we have to attend to the substantive or *ostensive* aspects of the lesson study, —the principles and the key ideas of lesson study. On this note, I want to thank you all for sharing your work with us. It's really been inspiring and interesting. *Arigatougozaimasu.*

EVRI-HU PELSTE 2022
Localizing Lesson Study:
The Cases of America, Brazil
and India



An Institute of



Discussant

Christine Kim-Eng Lee

Policy, Curriculum, Leadership Acad. Group

christine.lee@nie.edu.sg



Localising Lesson Study: The what & the why

	UNITED STATES	BRAZIL	INDIA
Context	Inservice Rural Teachers	1. ITT chemistry teachers 2. Inservice elementary teachers	6 primary school teachers (including researcher) from 3 cities in India and Singapore
Why LS? Value of LS	Improve instructors' and student learning Increase educational equity for all students	Sense of Community within LS	Bridge a gap between teachers' professional identity and current PD approaches – a novel alternative PD approach
Focus of LS	Focus on Students thinking & evidence of learning through observation Cultural Sustaining Pedagogies for Latinx students	1. Focus on observing student learning 2. Focus on digital technologies because of Covid pandemic	???? Unclear from ppt slides Mathematics lesson on fractions



Localising Lesson Study: The how

	UNITED STATES	BRAZIL	INDIA
Protocol	<ol style="list-style-type: none"> 1. 4-day summer PD 2. Bi-Monthly PD meetings for 1 year 3. 6 steps – one meeting to plan the research lesson 	<ol style="list-style-type: none"> 1. Groups of student teachers planning and observing lessons with a focus on student learning – preparation of observation scripts 2. 25 teachers in a 180 hr improvement programme - Virtual format 	<ol style="list-style-type: none"> 1. Met once a month for 6 months 2. Virtual LS using google classroom and U-tube channel 3. Theory of LS before experiencing LS



Localising Lesson Study: Achievements

UNITED STATES	BRAZIL	INDIA
<ol style="list-style-type: none"> 1. Opportunities for cross-content and cross-contextual collaboration 2. The process is on-going 	<ol style="list-style-type: none"> 1. ITT programme (a) the change of teachers' perspectives for planning focusing on student learning, (b) the perception of the importance of observing the class without judgment, (c) some degree of sense of community Inservice programme 2. Inservice programme (a) develop a relevant sense of community; (b) changed their conceptions about the observation of classes from evaluation to how observations helped in the reflections and rethinking their classes; (c) improve their practices with the use of digital technologies with their students; (d) more confident and sharing their experiences in teacher groups (e) fostering a virtual community of practices 	<ol style="list-style-type: none"> 1. Develop collaboration 2. Multiple approaches to teaching 3. Potential for openness among teachers 4. Teachers become learners 5. De-construction and re-construction of lessons 6. Improve pedagogical and subject knowledge 7. Challenge one's traditional assumptions about teaching

Localising Lesson Study: Challenges

	UNITED STATES	BRAZIL	INDIA
Challenges	Teachers need support Need to build a culture of trust before teachers willing to open lessons	<ol style="list-style-type: none"> 1. Difficult to carry out LS activities remotely 2. Lack of experience of LS in undergrad courses 3. Increased workload of teachers because of the pandemic 	<ol style="list-style-type: none"> 1. Teachers need immense support 2. Skeptics among teachers 3. Dependent on institutional culture 4. Lack of buy in and acceptance 5. Needs individual drive and institutional support 6. Sustaining LS in under-resourced contexts



What's common and unique across the 3 cases?

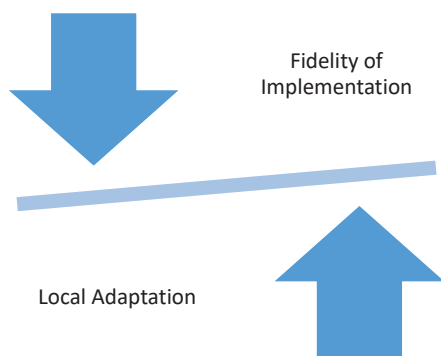
Commonalities

- LS with in-service teachers
- Motivation to improve a perceived gap
- Focus on pedagogy
- Plan one lesson
- Regularity of meetings with teachers
- Positive Experience with LS
- Challenges esp. in terms of support needed

Uniqueness

- Brazil – LS with pre-service teachers too
- Virtual LS because of Covid and geographical barriers (across cities/countries)





In a fidelity approach, lesson study should be understood and performed as in Japan. The local adaptations approach allows for adjustments to the practice as long as teachers adhere to its core elements.

1. **What core features of Lesson Study have you retained in your adaptation of Lesson Study in your contexts and why?**
2. **Do you think your adaptations of Lesson Study reduced somewhat the power of Lesson Study in achieving its goals in any way and why?**
3. **What changes would you make in your next iteration of Lesson Study?**



Specific questions about each case

INDIA

- Why did the LS group include 2 countries – 3 cities in India & Singapore? Why choose teachers from different sites for the study? What are the implications behind this decision?
- What lessons have you learnt about conducting virtual lesson study? What challenges have you faced?
- In under-resourced India especially in curriculum materials for teachers, do you see lesson study as a powerful tool in developing locally tested curriculum materials? If so, how can you lesson study for this purpose?

BRAZIL

- What lessons have you learnt about conducting virtual lesson study? What challenges have you faced?
- How did your student teachers respond to lesson study? How are teams among student teachers formed? Were other TE faculty also involved?

US

- Are the bi-monthly meetings after the 4-day PD adequate? How many meetings and how often do you think would be needed to help teachers do quality lesson study?



How can Lesson Study be an embedded practice in schools outside of Japan?

Developing

Initial

Focus on one lesson

Focus on instructional improvement (How can we teach better?)

Focus on performative lesson study routine – plan, do, see (specific actions, by specific people in specific places and times)

Focus on a curriculum unit within which is the research lesson (studying the curriculum - kyouzai kenkyuu)

Focus on improvement of student learning (How can students learn better? Anticipating student responses)

Focus on ostensive aspects of lesson study – the principles and key ideas behind lesson study - lesson study as a research process, focusing on a research theme, lesson study as a shared vision of education, observing students not the teacher etc

SINGAPORE TEACHERS' REFLECTIONS

As a teacher, I learnt that I can no longer assume that the students would learn what they were taught. I became more aware of why at times students grappled with difficult topics

I have learnt to observe the lesson from the lens of a student. By observing what the student say and write, their facial expression and body language, I have gathered some information about how the students think and learn.



An Institute of



THANK YOU



PART III

Answers to the Discussants

Chapter 7.

Beyond Localizing Lesson Study

Agnaldo Arroio
(University of São Paulo, Brazil)

Indira Subramanian
(National Institute of Education, Singapore)

Kaycee Rogers
(University of Wisconsin-Madison, USA)

Arroio : OK. Here we go. Thank you all for all these questions and all the previous presenters because we could learn a lot of and also some questions that was point out. I think that support us to rethink about how to go deeply, to understand it and to adapt it also lesson study for different contexts. Briefly, I would try to. I think that the main core for my point of view, it was the observation phase. I knew that the design it's really important to study, to prepare, but to change their mentality, their mindset. The observation is a very key step for them because they can face what they designed, and what happen in it, and how they can realize they could change to improve the learning of students. I think that the observation is really important. This was the core that we retain for the lesson study, but also it was a challenge to adapt it for virtual because the observation when you are in the classroom, you can observe all the students, the whole class, the interaction, the teacher and students. But when you are doing it virtually, even if we can put a camera that we can't guarantee an angle that you can observe the whole class, you are missing information. You cannot really observe the interaction between students and the position of camera and also something that we missed during this adaptation, it was because all day online, the real online transmission, it was based on data package of the teacher. They paid to do it. They didn't have the support of the institution to have this Internet access. It was their own interest their own motivation. And I think that in this sense, we missed it because we couldn't have multiple cameras in the classroom to observe different angles, for example. It's different when you are in your face. And I think that for change, for the next iteration, I think that is to develop this sense of research because now I think that we are on the way to develop the sense of community because as some of them as it was previously mentioned, geographically isolated. Now they have a partner that virtually. They are part of this virtual

community. They can exchange. But I think it is this sense of research to give them the authorship for the production, this autonomy that should develop with them, could be something that we need to focus on the next movement that we can adopt for the program, because this sense of community, I would like to point out it's clear for them, but to be a researcher for them, it's something so far away. So this is something that we need to make them to believe that it's possible because they are doing actually. I think that I tried to do it in three minutes, so.

Subramanian : OK. There were lots of questions, but I try I can to respond to the key questions. But firstly, thank you. Thank you for the summaries and for pointing out what was relevant in the presentations. . Firstly, in terms of what was the core of LS in my project, I wanted teachers, I wanted us to experience the six steps. Though it may have been, as was pointed out, initially it seems like a performative routine, but I wanted us to go through it to see why it works. And through that, it would hopefully lead to a shift in perception about the deeper meaning of LS. And I hoped that we were able to plant a seed in our minds about that. And what was perhaps missing or what I would have liked to have incorporated in my LS group was, unfortunately we didn't get a chance to see a lesson in a live situation. And I think that's often crucial because there are many important critical incidents that you can see, particularly when you're watching a live lesson, but we didn't have a chance to do that. So hopefully when things get better, unless we're doing an actual non-virtual LS will help us to achieve that. What we plan to do in our second round of LS in season two, as we call it, is to actually bring in the focus of the research lesson, which is a student-centered issue or a problem in what they're learning, but also in alignment with some of the new policy directives, which have just been introduced last year in India. We have a new education policy, which is a long term vision of education in India for the next 20 years or so. And we'd like to see what do teachers make sense of it, because again, education policy is always drawn up by experts, policy makers. It may not be as consultative with teachers. So, in our next version of LS or our next iteration, we want to see how do teachers interpret the research problem in light of the recommendations of this new education policy. So that in the sense then, they are getting to contribute to this interpretation or, how this education policy initiative will unfold in their own mind, in their own context, in their own institutional cultures. And maybe if we just have 20 seconds left? Dr. Christine, why three cities in India and not in one school site? I'll be very honest with you. It just worked. I just reached out to people who wanted to be a part of the group, and that was what worked. So

I hope that's the answer to the question. Thank you.

Rogers : Thank you. So, yeah, I think for me, the big takeaways are this sense of community and the idea of lesson study as a potential professional development structure to support teacher identity and agency. So I'm walking away with, last year I was walking away with how social justice and educational equity could also be part of lesson study, and this year, I'm walking away thinking more about teacher identity and agency and how lesson study might be a vehicle to support both student learning in the classroom, but also support teachers in that way. So I'm really excited to continue to think about that more. When I think about the question about the core features in our work, I see that we have, whereas the other two presenters talked about, like renewing the research focus, I feel like our focus has been the research focus. And one of the things that I would really like to do is to back up and to have our teachers experience lesson study in a more sequential way, because it really did arrive organically. So, you know, our teachers have the question piece. They have an overarching theme or question. They're working on reflection. They're gathering evidence via student learning, and they're adjusting and re-teaching. But I'd be really interested to start from the beginning and develop those questions collaboratively. I'm obviously really excited about the possibility, hopefully eventually, of doing observations either virtually or in person. And I do think our timing, we just used our timing from the original research proposal that we were working with of when we would be meeting. But I think in continuing, I think it'd be really interesting to do the cycle in a much more timely fashion. So working together to organically create meetings that makes sense, for meeting right after an observation and meeting again. So those are the things that I'm looking forward to. And I'm thinking about this idea now of focusing on a curriculum unit as well, which I think our teachers may appreciate because that's something that they can make multiple kind of changes and actions, versus focusing on one lesson. So thank you.

Closing Comments

Learning from PELSTE 2022

Agnaldo Arroio
(University of São Paulo, Brazil)

Indira Subramanian
(National Institute of Education, Singapore)

Kaycee Rogers
(University of Wisconsin-Madison, USA)

Catherine Lewis
(Mills University, USA)

Christine Kim Eng Lee
(National Institute of Education, Singapore)

Kazuhiro Kusahara
(Hiroshima University, Japan)

Jongsung Kim
(Hiroshima University, Japan)

Arroio : “*Ohayou*”, thank you for this opportunity again, and also especially for Hiroshima University to give this experience for me, with lesson study. As I said, I heard about lesson study. I read about lesson study from my colleagues from Lisbon University. But when I was in Hiroshima in 2020, I lived it because I could see lesson study in practice. The most remarkable experience that I had there, it was to see very young students debating about the experience that they had in the Peace Memorial Park. Yet, when we visited that room, and you could see very, very young children discussing about if it was allowed to run and scream on that memorial park. It was really make remarkable for me. So thank you so much for Hiroshima University which gave me a chance to see the lesson study in practice. Yeah, thank you. Thank you and for all of the audience and participants, discussants and all of the EVRI team that provide us these amazing and unforgettable experience. Thank you so much.

Subramanian : It’s been an absolute privilege to be a part of the PELSTE 2020-21 and 2022, and to learn from my colleagues and all the experts, the discussants and presenters and of course, the team at EVRI. You’ve planted more ideas into my head, especially in session about how I can use LS to truly consider empowering solutions for Indian educators

to think about taking control over their own professional development and to truly disseminate that and realize good quality learning outcomes in our classroom, which is of dire needs in our country. So I think that this session particularly has given me so much and leaves me very hopeful, despite all the challenges that the world has been facing even educationally in the last couple of years. But it leaves me with so much of hope and with inspiration that we can overcome these difficulties through collaborative and collegial and collective efforts, so thank you so much.

Rogers : Yes, I echo the thanks to both Hiroshima University and EVRI and INEI, our discussants and our presenters. I am again just really grateful for the opportunity to have my own professional development impacted as a teacher educator in this way. And I think it's been really valuable for me. And like Indira, I walk away with many more ideas and ways that I can continue to work on this and implement it. I think just a final thought is just thinking about the power and opportunity to empower teachers to impact student learning. So I think we all have shared a lot about what the work that we've done with teachers, but just a reminder that the ultimate goal for this work is to impact student learning and provide more equitable education opportunities globally. So I think there's a lot of opportunity here for us to continue to think about how our young people, young students can be impacted when their teachers are empowered in their professional development.

Lewis : Thank you very much to the whole Hiroshima and EVRI crew, this was an exceptionally well-organized experience and I really appreciate that. Thank you also to the panelists. Your work is very inspiring and I think all the problems and also the strengths that you identified. I hope you'll be writing about those. I hope you'll be sharing them because it's by sharing our knowledge that we learn. For example, you know, what are the little incidents that build trust or what are the little incidents that build teacher agency? And if we can bring those all together, we can do better. When I first started working on lesson study more than 20 years ago in the U.S., I was often told US teachers can't do this. They lack the content knowledge. US teachers can't do this. We lack the collaborative culture. And I knew those things weren't true. And US teachers, in fact, were eager to do this. And I think it's an important lesson that culture is created by people and culture can be changed by people, and I look forward to working with all of you to do that.

Lee : Yeah, I think, thank you very much, Dr. Kim, and Dr. Kazuhiro, for organizing this symposium. I think we form a community of learners here. I've learned so much from the panelists and from the comments that Catherine raised. So thank you for being my teachers this evening from Singapore. And I think for the rest of you, let's not give up in the work that we believe in and what we do and for our doctoral students in this panel, Kaycee and Indira. We do have a doctoral and special interest group for doctoral students in WALs, so please join us at our doctoral community of students involved. And this symposium is just an hour and a half. So you join us for three days in Kuala Lumpur and we have deeper conversations about lesson study there. So see you in Kuala Lumpur. We hope we can all travel to Kuala Lumpur this year. *Arigatougozaimasu*. Thank you very much.

Kusahara : I enjoyed the conference a lot. So now the PELSTE 2022 has just finished. But we have a long project, not only this year. We have the next opportunity, PELSTE 2023. So I want to get more long and collaborative partnerships among the INEI. Thank you very much for your cooperation.

Kim : OK, thank you all for your closing comments. So I hope you find the answer to today's question that I suggested at the beginning of this symposium. What is *Jyugyou Kenkyuu* and lesson study, and why is lesson study and *Jyugyou Kenkyuu* necessary? So as Drs. Lewis and Lee mentioned lesson study is not just the model. It is more about that. There is a core feature. There is the philosophy behind the models. So we need to think about how we can realize that philosophy, not just follow the model. That is the core of localizing lesson study, and I think you already realized that in the cases that three presenters shared today. Thank you very much for your participation, especially special thanks to the participants who participated in a very late night or early morning. I appreciate your decision to participate in this meeting. Bye-bye. Thank you very much.



EVRI-HU PELSTE2022

Localizing Lesson Study: The Cases of America, Brazil and India

February 5, 2022 (Sat.)

10:00 pm – 12:00 am JST (GMT +9:00)

* Please register by 6:00 pm JST on February 4, 2022 (Fri.)

Online symposium (via Zoom) in English

With lesson study projects from America, Brazil and India, this forum will discuss the potential of lesson study as an approach for teacher professional development and the elements necessary for localizing lesson study in a foreign context.

■ Program

Introduction (Kazuhiro Kusahara, Director, EVRI, Hiroshima University, Japan)

(Jongsung Kim, Hiroshima University, Japan)

Presentation 1 (Agnaldo Arroio, University of São Paulo, Brazil)

Presentation 2 (Indira Subramanian, NIE, Singapore)

Presentation 3 (Kaycee Rogers, University of Wisconsin-Madison, USA)

Discussion 1 (Catherine Lewis, Mills University, USA)

Discussion 2 (Lee Kim Eng Christine, NIE, Singapore)

Presenters answer to the comments of the discussants

Q&A with the audiences

Closing (Norio Matsumi, Dean, School of Education, Hiroshima University, Japan)

■ Host

INEI Committee in Hiroshima University

Educational Vision Research Institute (EVRI), Hiroshima University

■ Co-Host

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Educational Vision Research Institute (EVRI), Hiroshima University

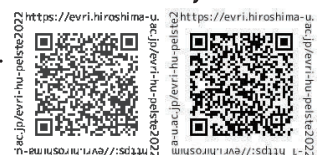
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