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Contribution Of Lesson Study To The Professional Development Of Teachers And To Teachers' Perception Of Learning



Outline

- Professional Capital
- What Lesson Study is
- Lesson Study Constraints
- Research Questions
- Methodological Background
- Findings and Discussion



The conception of professional capital as a theoretical framework for improving classroom practice.

(Hargreaves and Fullan, 2012)



The framework of professional capital indicates 'an integration of human, social and decisional capitals'

Hargreaves and Fullan, 2012.



The concept of Lesson Study might be an impetus for the development of professional capital.

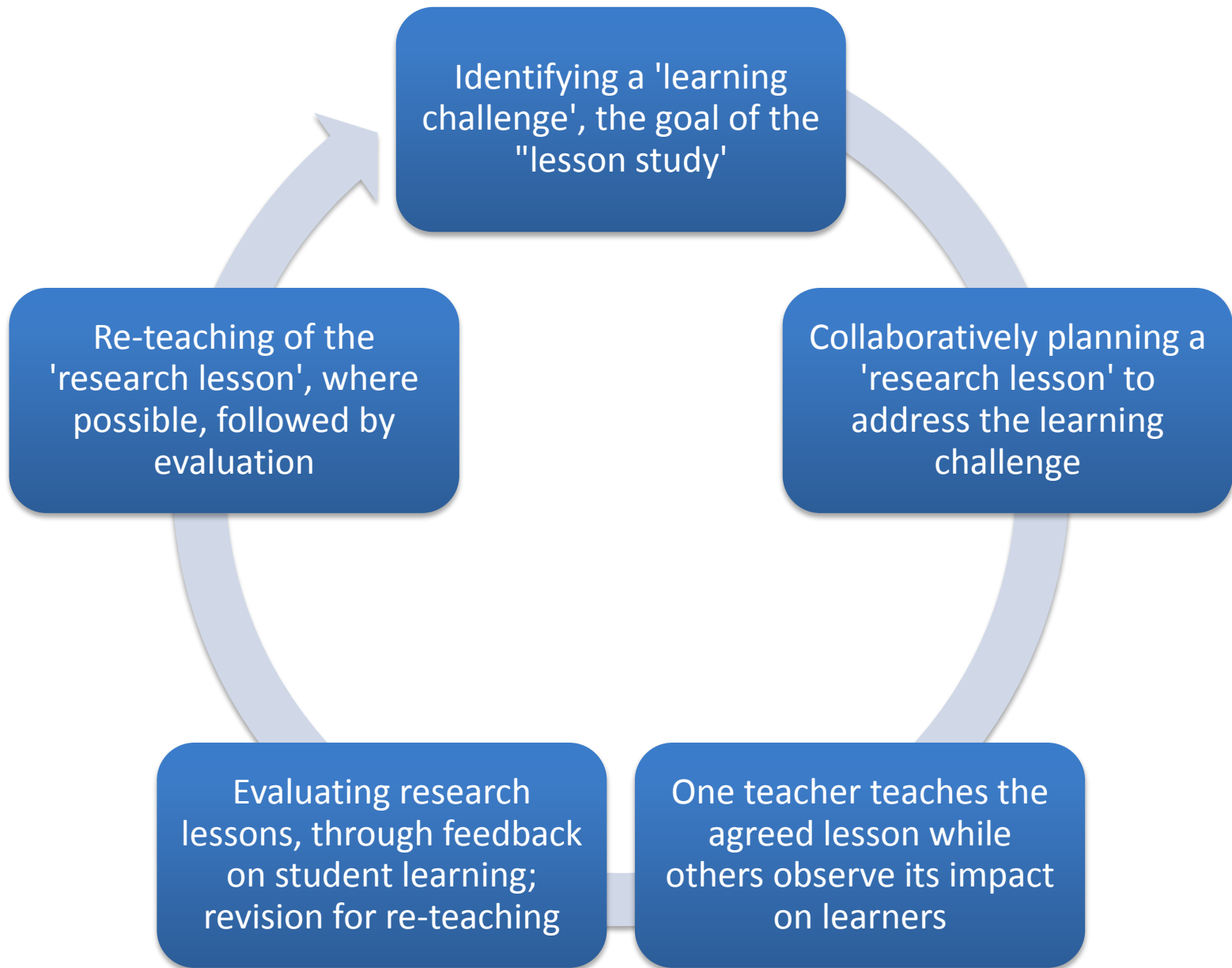
Cajkler et al. (2014)



Lesson study is an iterative cyclical process of a 'deceptively simple sequence of collaborative reflective practice'

Dudley, 2015.





Outline of lesson study cycle adopted from Cajkler and Wood (2016)

Lesson Study Constraints

- **difficulties in questioning commonly accepted beliefs and assumptions that rely on simplistic explanations**
- **authoritative politics of the experienced teachers in collaboration with new teachers**
- **the shortage of an adequate amount of time to implement the whole cycle appropriately**



The Research Questions

- **To what extent does Lesson Study contribute to the professional development and pedagogy of a group of secondary school teachers in Kazakhstan?**
- **Does the use of Lesson study change the teachers' perception of the learning as a process?**
- **What is the Kazakh teachers' general attitude towards the Lesson Study project?**

Methodological Background

Case Study

The intension of the case study approach is to investigate the effect of an embedded intervention which is new or unusual for the determined context.

Yin, 2003.



Mixed Methods

A sequential explanatory mixed methods (qualitative and quantitative) approach is used in this research to allow different and complementary perspectives by highlighting the strength and suppressing the weakness of each data collection method and exploring the corresponding benefit of lesson study

Johnson and Onwuegbuzie, 2004.



Ethical Considerations



Purposive Sampling

The phase of purposive sampling allows an approach to particular people who were involved in the process in different ways and could offer different perspectives about the contribution of lesson study.



Demographic table of teacher-participants of the lesson study project at the focus school.

Number of teacher on the range of subjects	Chemistry	ICT	Russian language	Kazakh language	English	History	Biology	Math	Physics	Geography
	5	3	4	3	2	4	7	4	3	2
Age range of teachers	21-30		31-40		41-50		51-60		61-70	
	7		15		10		3		2	
Gender of teachers	Female					Male				
	29					8				
Total work experience at focus school	Less than a year		1 year		2 years			3 years		
	3		2		6			26		
Total work experience	1-2 years	3-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years	31-35 years		
	1	5	8	7	4	7	2	3		

Data Collection

- Questionnaire from 37 teachers (5 to 7 teachers form 5 sub-group within the total group)
- Analyse of 5 Annual Reports of Lesson Study coordinators of 5 sub-groups
- Semi-structured interview with 5 Lesson Study coordinators of 5 sub-groups



Findings and Discussion



Contribution of lesson study on teachers' professional development



- ***Collaboration with other teachers to plan the research lessons helped me to acquire new methods of teaching that involves transmission of below average attainment students to the averages attainment level.***

(translated from Kazakh)



- By involving into lesson study, teachers had a chance to know each other better. The atmosphere during the group work of teachers eventually became more friendly. Teachers were captivated by professionalism of their co-workers and admitted that they did not know their colleagues so well before. After completing the reflection part of the third research lesson, teachers decided not to stop meeting and continued to collaboratively plan the other lessons.

(translated from Kazakh)



However

- Every teacher in this school were employed through the strict competitive selection, that is why most of them have a worldview of being an excellent teacher who does not need any support. In addition, it was difficult for them to share their best teaching ideas.

(translated from Kazakh)

- I volunteered to conduct the first research lesson to show other teachers that it is not painful to allow people to attend your lessons.

- (translated from Kazakh)



Teachers' perception of the learning as a process.



- *I understood that students get involved and actively engage into lesson process and learn something when the teacher can arise their interests and can motivate by offering challenging teaching strategies. It is easy and efficient to create this type of right lessons with the appropriate strategies collaboratively with other teachers.*

- *(translated from Kazakh)*



- ***Prior, I used to think that to know a lot of teaching strategies is important and sufficient to be an effective teacher, however, lesson study explained me that teaching strategies are not important if they do not influence on student learning progress.***

- *(translated from Kazakh)*



Teachers' general attitude towards lesson study



- *I changed the way of estimating the lesson process. I look at students now during the observation of the lessons rather than at teacher.*

(translated from Russian)



- It is a very good approach which helps teachers to develop their professional skills. Participation in lesson study made me to realise that development of teachers can affect student learning progress.

(translated from Russian)



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