

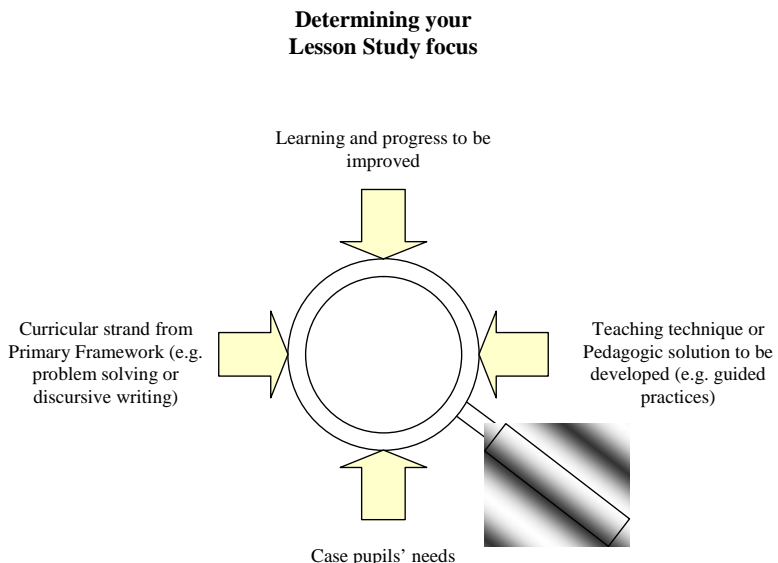
Headteacher CPD Session 3 Improving practice and progress through Lesson Study

2 hours in total

	<p>For this session each participant will need:</p> <ul style="list-style-type: none">• a copy of Handout A Improving practice through Lesson Study: a handbook for headteachers, leading teachers and subject leaders;• a copy of Handout 1 Why we cannot ignore the research;• a copy of Handout 2 Group record of discussions;• a copy of Handout 3 Practitioner views;• a copy of Handout 4 Opportunity, risk, solution and action analysis;• a copy of Handout 5 Year 5 Lesson Study – improving writing;• a copy of Handout 6 Year 5 Lesson Study – improving mathematics; <p>NB Handouts 5 and 6 are also provided in the day 2 teacher CPD.</p>	
5 mins	<p>This session addresses the points in the slide.</p> <p>Slide 2</p> <p>Session 3 Improving practice and progression through Lesson Study</p> <p>At the end of this session participants will:</p> <ul style="list-style-type: none">• know the research rationale for taking this approach to improving practice;• understand how to lead the use of Lesson Study to improve practice and pupil progress;• have begun planning to use Lesson Study to develop guided writing and guided mathematics teaching in Years 1, 3 or 5;• understand how leading teachers can support this model and adapt it for coaching.	

	<p>The afternoon will provide participants with opportunities to become familiar with the research behind this approach to improving the development of pedagogic practice in schools.</p> <p>They will become familiar with a handbook for leading its introduction and use for heads.</p> <p>They will have started to plan to introduce it in school with either the Year 1, Year 3 or 5 teacher who has been involved in the teacher CPD day 2, which covers similar issues.</p>	
<p>4 mins</p>	<p>Slide 3</p> <p>What is collaborative classroom professional learning (CCPL) and why is it important?</p> <ul style="list-style-type: none"> • Overwhelming research evidence shows CCPL makes the biggest difference to classroom practice. • Coaching and Lesson Study are two examples. • Coaches improve their own performance as well as that of the people they are coaching. • Lesson Study – has been attributed with improving pupil achievement through The International Mathematics and Science Study (TIMSS). <p>Key message</p> <p>We need to respond to the overwhelming evidence for increasing the emphasis on CCPL in the way doctors respond to important research on advances in treatments. Not by choosing whether we adopt them – but working out how we can best adopt them.</p> <p>Lesson Study is a model for collaborative classroom professional learning that embodies all the features of effective CPD.</p> <p>High-quality input [C1] (for example a professional development meeting, a</p>	

	<p>coaching session or a demonstration session) which is followed by activity where:</p> <ul style="list-style-type: none"> • two or more teachers work together, developing practice in the classroom, focusing on the needs and learning of real pupils and trying to solve a teaching- or learning-based problem which is affecting pupil progress; • they are engaged in developing a teaching technique that is designed to improve a specific aspect of learning for identified pupils; • they keep a record of what they learn and they pass on the practice knowledge that they gain to others, for example by coaching, leading a professional development meeting or providing a demonstration lesson. 	
<p>2 mins</p>	<p>Slide 4</p> <p>Follow-up activity from today</p> <p>Before we meet again in May we will ask you to carry out one Lesson Study cycle in your school focusing either on:</p> <ul style="list-style-type: none"> • developing guided writing in Years 1, 3 or 5; or • developing number concepts or mental calculation using guided practice in Years 1, 3 or 5. <p>Today is a key opportunity for planning.</p> <p>Key message</p> <p>There is an expectation that in the summer we will share the outcomes of the work we have done in schools in terms of:</p> <ul style="list-style-type: none"> • what practices have been developed; • what were the barriers we overcame in leading it and what practices we can share for others to use. 	

<p>2 mins</p>	<p>Slide 5</p> <p>What is Lesson Study? (1)</p> <ul style="list-style-type: none">• Lesson Study is a professional learning process in which a group of teachers develop a pedagogic technique in order to improve pupil learning.• They collaboratively plan a lesson – or part of a teaching sequence – using the identified approach with three ‘case pupils’ in mind who represent groups of learners in the class.• Their question is always ‘How can we teach X better?’• One of them teaches the lesson – the others observe – focusing their observation on the case pupils’ learning. <p>Refer participants to pages 1 and 2 of the handbook ‘Improving practice and progress through Lesson Study: a handbook for headteachers, leading teachers and subject leaders’.</p>	
<p>5 mins</p>	<p>Slide 6</p> <p>Determining your Lesson Study focus – diagram</p>  <p>Determining your Lesson Study focus</p> <p>Learning and progress to be improved</p> <p>Curricular strand from Primary Framework (e.g. problem solving or discursive writing)</p> <p>Teaching technique or Pedagogic solution to be developed (e.g. guided practices)</p> <p>Case pupils' needs</p>	

	<p>Key message</p> <p>It is key to get the right focus for the Lesson Study. Failure to take account of well-evidenced information and guidance about what might work can lead to people reinventing wheels or, worse still, recycling mediocre practice.</p> <p>Therefore it is important to weigh four things – especially in the first few goes at doing Lesson Study.</p> <ol style="list-style-type: none"> i. Identify what aspect of learning and progress you are focusing on from your SEF, monitoring information, etc. ii. Identify the curricular strand from the Primary Framework and gather the materials around describing objectives and progress in that strand. Try to focus on one that is shared with many others – such as the improvement of writing or number concepts, calculation, use and application of mathematics, etc. iii. Identify a pedagogic approach that will support this – such as guided writing. Your Years 1, 2 or 5 teachers will have ideas following the input he or she has had on the teacher-focused version of this day. iv. Ensure that the Lesson Study group has analysed the level of operation and needs of the case pupils they identify with some real detail. They can refer to the Assessing Pupil Progress materials we looked at this morning which are available on the Primary Framework Assessment tab from end of January (25th). 	
<p>2 mins</p>	<p>Slide 7</p> <p>What is Lesson Study? (2)</p> <ul style="list-style-type: none"> • After this ‘study lesson’ they conduct a post lesson discussion. This 	

	<p>involves:</p> <p>(a) comparing what had been planned for the case pupils' learning and progress with how they were observed to learn/progress; and</p> <p>(b) accounting for any differences.</p> <ul style="list-style-type: none"> • The Lesson Study Group agrees and records what has emerged that might inform subsequent teaching or study lessons. • After a series of two, three or more study lessons, the LSG identifies key points learned about the pedagogic approach that others could use, and what the measured impact on pupil progress has been. 	
<p>2 mins</p>	<p>Slide 8</p> <p>What is Lesson Study (3)?</p> <ul style="list-style-type: none"> • A key part of the process is to share what has been learned – either through a PDM, coaching colleagues, making a PowerPoint presentation with video embedded. • In Japan when an important technique has been developed it is shared through a public research lesson where the lesson is retaught before an audience of teachers from neighbouring schools who watch the lesson and then engage in a discussion with teachers and pupils. 	
<p>56 mins</p>	<p>Slide 9</p> <p>Summarises the notes on carrying out the action learning activity set out below. Overall timing – 5 minutes to set up the activity, 45 to conduct it and 10 to take key feedback from the groups.</p> <p>Person A will need to refer to Handout 1.</p> <p>All others will need to refer to the handbook (Handout A).</p> <p>Key message</p> <p>This is an active, very pacy 'action learning' session. It works very well if</p>	

people stick to the rubrick and the timings. It is good after lunch because it gets people focused and active.

1. People work in fours – A, B, C and D. It is important to give all the instructions for the activity before you start it and to double or treble check on people's understanding.
2. They read their allocated pages from the handbook or Handout 1 for 7 minutes. They underline or make notes for things they are going to feed back to the group.
3. A feeds back to their group for 3 minutes on what they've read. Key points. C keeps some notes in column A of the A3 Handout 2. While this is happening, B prepares 2 questions to ask A when they have finished. At the end of the 3 minutes B asks the 2 questions (3 minutes) and C makes notes on this. Then for 2 minutes C sums up the notes in that column and they agree them (2 minutes). D needs to keep the group to time. Facilitators also need to keep groups to time.
4. This process is repeated with B feeding back, C preparing and asking questions, D noting and summing up and A keeping the group to time. Then C feeds back, D prepares questions, A makes notes and B time keeps. Finally D feeds back, A prepares and asks questions, etc.
5. The group then agree 3 overall points to feed back to the group (3 minutes).
6. There is then whole-group feedback, which will need to be led by a facilitator with perhaps another making some notes.
7. ENSURE THIS SESSION KEEPS TO TIME. People get quicker at it after the first couple of goes.
8. End the plenary by returning to any points made on the pupil involvement interview so it moves smoothly into the next slide.

<p>3 mins</p>	<p>Slide 10</p> <p>Involvement of pupils</p> <p>In England, Lesson Study practitioners often involve pupils in the process by:</p> <ul style="list-style-type: none"> • eliciting the views of the case pupils on what aspects of the teaching worked for them; • finding out how they would change the lesson if it were taught again to another class. <p>Refer to page 7 of the handbook.</p>	
<p>2 mins</p>	<p>Slide 11</p> <p>Why does it work?</p> <ul style="list-style-type: none"> • Teachers jointly focus on real needs of real children, adapt and develop expertise in pedagogic techniques that have an evidential basis (e.g. guided practices). • The joint ownership of the lesson encourages risk taking. • The focus on the pupils' learning rather than the teacher allows the lesson to be adapted to the pupils' needs. • It creates dedicated, quality time for people to develop and share practice as a community of practitioners. <p>Key message</p> <p>Evaluation shows that these are the reasons why it works as a process.</p>	
<p>3 mins</p>	<p>Slide 12</p> <p>What does successful Lesson Study involve?</p> <ul style="list-style-type: none"> • Leaders giving the approach priority, attention, support, visibility – a 'working wall' in the staff room. • Leaders getting involved – in Lesson Study groups normal hierarchies 	

	<p>do not count – everyone is equal as an enquirer and learner.</p> <ul style="list-style-type: none"> • Leaders ensuring what has been learned is shared – even if it did not quite work – it is important we learn from failure: ‘We fail forward towards success’ (Edison). • Leaders building the process into the systems of the school – SDP, CPD, PM, SEF. <p>Key message</p> <p>Leading professional learning like Lesson Study is complex and tricky. This is because it does not fit easily around the primary school timetable or around the habits of professional learning established over the last 20 years – of people going on courses off site and out of the classroom.</p> <p>There is also a feeling among teachers that observation = monitoring or inspection rather than professional learning.</p> <p>This final part of the day we will look at what are the barriers and drivers to getting Lesson Study going in school.</p> <p>e.g. staffroom working wall for practice development</p>	
<p>20 mins</p>	<p>Slide 13</p> <p>Analysing risks, barriers and solutions to getting Lesson Study going in your school – table</p> <p>Participants will need to use Handouts 3 and 4.</p> <p>Ask participants to refer to Handouts 3 and 4. Handout 3 gives some views of people who have used Lesson Study.</p> <p>Handout 4 is for participants to complete and take away.</p> <p>This is the point where table groups discuss the opportunities, risks and barriers as well as identifying together possible solutions and planned actions for back in school.</p> <p>Have a brief plenary where tables are asked to choose one key opportunity,</p>	

	one key barrier/risk and the solution to share with the group.	
2 mins	<p>Slide 14</p> <p>Links to Framework and School Improvement</p> <ul style="list-style-type: none"> • Use evidenced approaches in the Primary Framework and CPD, e.g. guided writing, calculation, getting from L3 to L4. • Build into the school improvement and development plan so it forms key aspects of your staff meeting and professional development timetable. • Use as part of existing professional learning approaches with new and recently qualified teachers, and teachers collecting evidence for threshold assessments, etc. <p>Note to presenters</p> <p>This is the beginning of the summing up – restating the links to the Primary Framework work and links to the Years 1, 3 and 5 teachers' CPD.</p>	
3 mins	<p>Handouts 5 and 6</p> <p>Refer participants to these handouts used with teachers. They fully illustrate the process from start to finish in writing and mathematics. They also unpack the roles of senior leaders and subject leaders.</p>	
4 mins	<p>Slide 15</p> <p>How leading teachers can support Lesson Study</p> <p>Leading teachers or consultants can support the Lesson Study process if they:</p> <ul style="list-style-type: none"> • demonstrate a technique (such as shared or guided writing) in the school immediately prior to a Lesson Study cycle beginning; • join a Lesson Study group as they plan a study lesson and contribute ideas and suggestions; 	

	<ul style="list-style-type: none"> • sit with a Lesson Study group and discuss the study lesson they have prepared – contributing to suggestions about how the pedagogic technique could be developed; • join a study lesson as an observer (with equal status) and participate in the post lesson pupil interview and discussion. <p>Subject leaders can play a similar role – especially if they have participated in a lesson study cycle themselves and become a champion in school.</p> <p>Key message</p> <p>Use this slide to take forward the thinking about Lesson Study and how heads can link it to outside support such as leading teachers, ASTs etc. Make reference to the fact that leading teachers will play an increasing role in local delivery and support for improvement.</p>	
<p>5 mins</p>	<p>Slide 16</p> <p>Sharing WhatWorksWell</p> <ul style="list-style-type: none"> • When a school has developed an approach which others could benefit from knowing about they can place an entry on a new practice transfer web tool whatworkswell.standards.dcsf.gov.uk • A brief ‘case-led’ account is created by the onscreen prompts and any materials, outcomes and resources that you want to share with others can be uploaded. • The site is searchable as well – so the more good content there is the more we can all benefit from each other’s practice. <p>Key message</p> <p>We want schools to try this approach out and there will be an opportunity in the summer term to come back and share what has been learned. In</p>	

	<p>addition, there is an opportunity to share what you have developed through the <i>WhatWorksWell</i> practice transfer web tool. This can be accessed by the URL onscreen and the process for adding or searching for case studies is explained there. This is a key response to the 2020 Vision ‘Gilbert review’.</p> <p>Key opportunity for sharing practice nationally and locally.</p> <p>Close</p>	
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