

6th World conference on Psychology Counseling and Guidance, 14 - 16 May 2015

## Principal Support in Lesson Study

Tang Keow Ngang<sup>a\*</sup>, Lim Chap Sam<sup>a</sup>

<sup>a</sup>*School of Educational Studies, Universiti Sains Malaysia, Penang and 11800, Malaysia*

---

### Abstract

Lesson Study is a model of professional development that has its origins in Japan. The aim of this study is to explore to what extent school administrators that is headmaster or headmistress of elementary schools support the implementation of Lesson Study. Because of teachers who are involved in Lesson Study need to collaboratively plan, deliver, observe and discuss lessons that have a particular pedagogic focus often related to difficult aspects of the subjects or focused on the learning of particular groups of pupils, therefore headmasters' support is very important to ensure a successful Lesson Study process. Qualitative data was collected through in-depth interviews with the nine elementary school administrators from three types of schools in Malaysia, namely national, national Chinese type and national Tamil type schools who have more than 5 years of administrative work experiences. Findings indicate that changes that occur in those schools before and after Lesson Study cycles are done as such teachers use alternative methods and good strategies to teach, support students' ideas, help and correct each other mistakes, loyal to school, have high expectation for excellence, improve professional growth. In addition, school administrators also provide support by release time either during the school day or after school for teachers to finalize the lesson plan, prepare materials and revise the lesson. Besides, school administrators also release time on staff development to conduct, observe and discuss the lesson as a whole team in order to allow revision of the lesson.

© 2015 Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of Academic World Research and Education Center.

**Keywords:** Lesson Study, principal support, elementary school administrators;

---

### 1. Introduction

Lesson Study is a professional development process that Japanese teachers engage in to scientifically inspect their practice, with the objective of becoming more effective. Operating on Lesson Study involves planning, teaching, observing, and critiquing the lessons. While working on a study lesson, teachers cooperatively prepare a detailed plan for the lesson, which one of the teachers uses to teach the lesson in a real classroom and other group members

---

\* Tang Keow Ngang. Tel.: +6-017-5396315; fax: +6-04-6572907.

E-mail address: [tang@usm.my](mailto:tang@usm.my)

(for example: teachers in the same area) observe the lesson. Then the group comes together to discuss their observations of the lesson. Generally the group revises the lesson, and another teacher implements it in a second classroom while group members look on the lesson again. The group will gather together again to discuss the observed lesson. Finally, the teachers produce a reflective report of what their study lessons have taught them, particularly with respect to their solution of problems in their teaching (Dudley, 2008).

In short, Lesson Study is a system of classroom inquiry in which several teachers collaboratively plan, teach, observe, revise and share the results of a single class lesson. In a Lesson Study, teachers wisely explore how pupil learning, thinking and behavior change as a result of the lesson. The practice of Lesson Study can lead to instructional improvement as teachers become more well-informed about how their pupils learn and think and how instruction affects pupil thinking. The uniqueness of Lesson Study is it involves backward design which starts with the clarification of the aim or endpoint of the learning process and then the design of instructional experiences that lead to the aim. During the lesson design phase, teachers exchange ideas about how pupils are probably to react to each section of the lesson.

Headmaster or principal in school provides his or her support in Lesson Study in order to play a key role in the delivery of quality instruction. School administrators' responsibilities include ensuring educational strategies are in position that support effective learning for all pupils. Therefore school administrators serve as a facilitator, guide and supporter of quality instructional practices. The responsibility for outlining effective practices for pupil instruction is an administrator's task that should be shared with teachers and may include support from the curriculum department and consultants. In conclusion, Lesson Study should be utilized wisely, as part of a whole-school approach to improving classroom practice led by senior teachers and supported by a school leader. Lesson Study has the potential to drive focused improvements in teaching and learning and consequent improvements in pupil outcomes (Stetson & Associates Inc., 2011).

## **2. How does Lesson Study work?**

Teachers in the Lesson Study group work together over a period of time and in the following phases (Bush, 2009).

### *2.1. Group agreement as to the intend focus of the Lesson Study*

The study lesson provides a valuable opportunity for a department in the school to identify a challenging aspect of teaching and learning that would gain from a detailed investigation by a supportive, collaborative group with the help of the leading teacher and the support from principal.

### *2.2. Plan together*

The group considers the learning needs of the class to be taught and collaboratively designs an innovative lesson or sequence of lessons that uses the techniques to be focused upon. The planning is comprehensive and identifies resources, teaching approaches, projected student activity, predicted pupil responses and outcomes.

### *2.3. Teach the lesson and observe the learning*

One teacher agrees to teach the lesson and the rest of the group observes closely the way pupils react, how excellently they learn and make improvement and how well the design of the lesson meets pupils' needs and engages them in learning.

### *2.4. Review the lesson and its impact on the pupils*

Following the lesson, the group meets to review its success and share their observations about its effect on pupils' learning. They consider what functioned and what needs to be adjusted, and what has been learned about the pedagogical approaches being concentrated on.

Download English Version:

<https://daneshyari.com/en/article/1108291>

Download Persian Version:

<https://daneshyari.com/article/1108291>

[Daneshyari.com](https://daneshyari.com)