

## **PGCE LESSON STUDY EE MATERIALS**

### **Extension and Enrichment Phase Activity: PGCE students using a Lesson Study approach**

This is a unique opportunity to work with another PGCE student during the Extension and Enrichment Phase to do a Lesson Study during a 2 week period in place of a Focused Reflection.

Lesson Study (LS) is a collaborative reflective professional development approach which has its origins in Japan in the late nineteenth century that has been adopted and adapted internationally in over 40 countries, especially over the last twenty years. LS combines practice and theory, with the aim of promoting a deep look into students' learning, on one hand, and teaching and curricular programmes, on the other. It can be thought of as a kind of action research focussed on classroom teaching and learning.

To do this activity, 2 students need to work together and involve the Lead Mentor in whose class they will do the lesson study (see more details below).

Two trainees who have had their placement in different schools can do a lesson in one school. This needs to be arranged by the 2 trainees with the Lead Mentor in the school where they will do the lesson study. Trainees must gain permission from their placement school and the activity should be recorded on their E&E action plan on the DI FRAP. They must inform the ITE Partnership Office if changing school to enable a DBS Letter of Assurance to be provided.

Trainees should record that Lesson Study is being undertaken in place of a two week Focused Reflection on the WDM in the E&E phase, and upload any Lesson Study templates to the IDP.

This activity is being offered by the Lesson Study Network in the University of Exeter School of Education (a PGCE Tutor, some with experience of researching lesson study and teacher professional learning; see names below).

By engaging in this Lesson Study activity you will learn how to plan teach and review lessons jointly, focus on the specific learning of specific pupils in the lesson, review the lesson based on observation and pupil voice data, revise the lesson based on this review process and in doing so engage in what is a very well regarded professional development model.

If you are interested in this opportunity, there will be online support available from tutors in the School of Education who have knowledge and experience of lesson study.

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**FOR LEAD MENTORS (IN WHOSE CLASS) TRAINEES DO THE LESSON STUDY**

## **Extension and Enrichment Phase: PGCE students using a Lesson Study approach**

PGCE students who are in the Extension and Enrichment Phase can select a Lesson Study to complete in place of a Focused Reflection. This will be completed in pairs during this 2 week period. This will enable them to take turns in teaching a topic of their interest. They will collaborate with you, receive feedback through observation and learn how to actively engage with pupil voice in the learning process.

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Two trainees who have had their placement in different schools can do a lesson in one school. This needs to be arranged by the 2 trainees with the Lead Mentor in the school where they will do the lesson study. They will also need to gain permission from their placement school and inform the ITE Partnership Office who can supply a DBS Letter of Assurance.

This activity is being offered by the Lesson Study Network in the University of Exeter School of Education (a group consisting of a PGCE Tutor and those with experience of researching lesson study and teacher professional learning; see details below).

There will be online support available to students to help set up the lesson study and during the process who take up this opportunity.

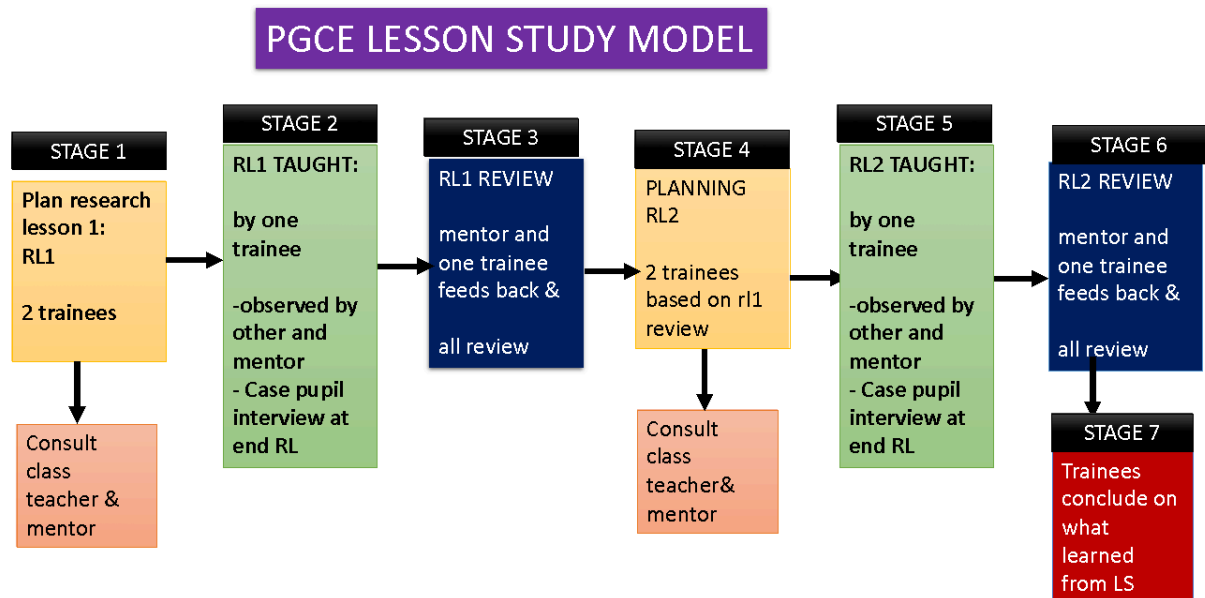
There is a guidance document for '**Using a lesson study approach for PGCE students**' and an accompanying set of '**Templates to use for each stage of lesson study**'. The guidance document explains the process while the templates cue the steps in the process and have sections where records and planning details are recorded.

As shown in the lesson study guidance, these trainees will involve their Lead Mentor in the process. This will be in keeping with Lead Mentor involvement with other Extension and Enrichment Phase activities:

*For Lead Mentor* – to observe some pupil learning in the two research lessons and give feedback at the subsequent review meetings (trainees will brief them on what

and how to observe in the lesson study style). Trainees will record on the WDM in the E&E phase that they are undertaking a Lesson Study in place of a Focused Reflection, they can then upload their Lesson Study template into the IDP.

*For the Lead Mentor* – to be consulted by trainees about planning research lesson 1 and 2 (see lesson study process in the figure below):



If you have any questions about this, please contact ....

**Lesson Study network group:**

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**Guidance Booklet:**

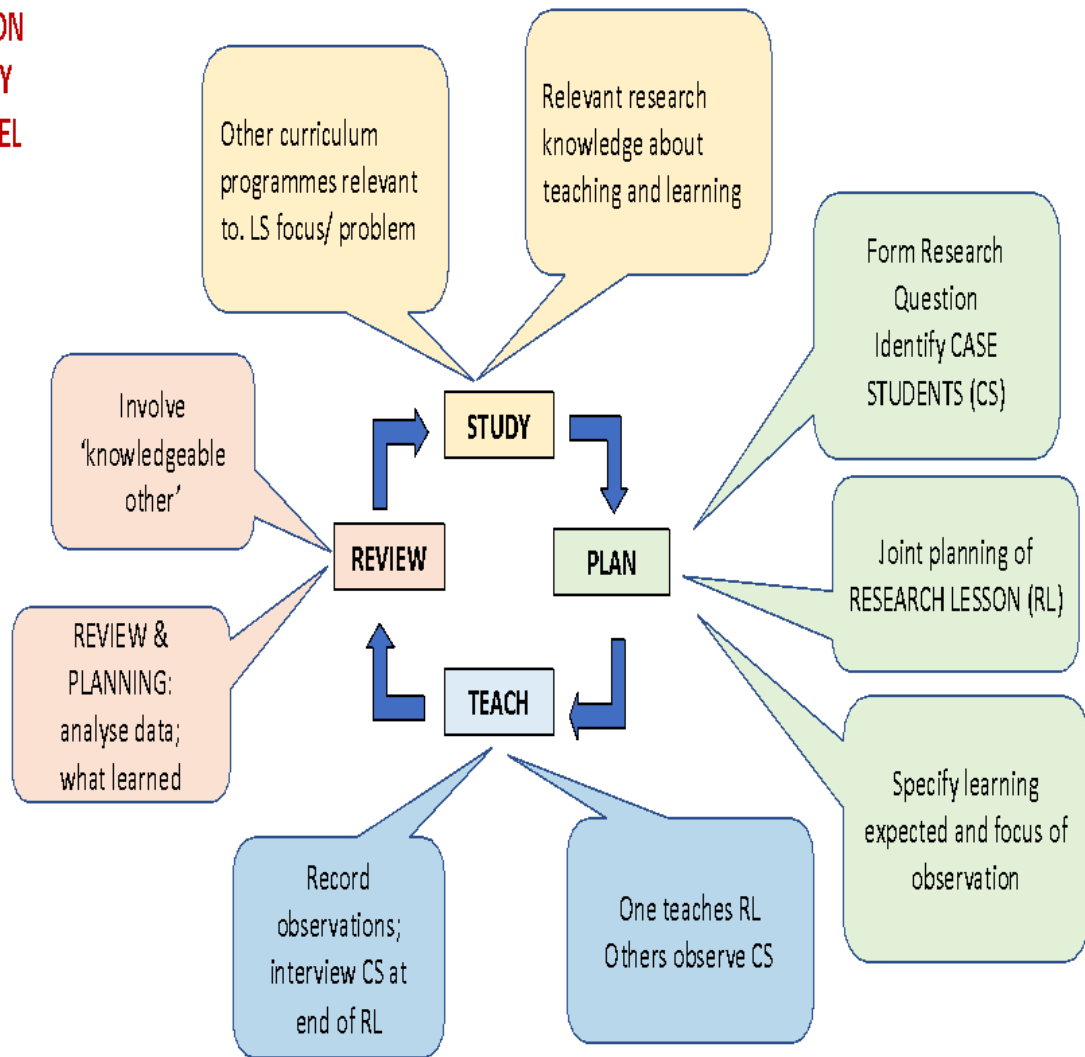
# **Using a Lesson Study approach for PGCE students**

**(for 2 research lesson model)**

## **INTRODUCTION**

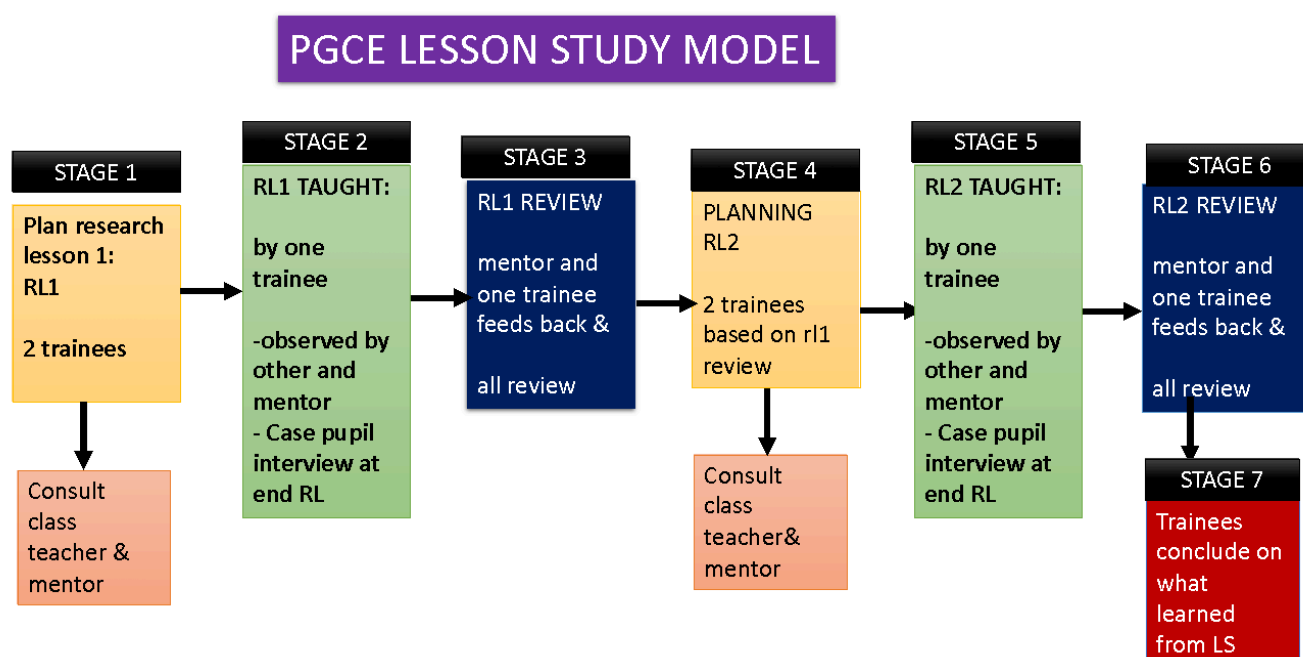
Lesson study (LS) is a collaborative reflective professional development approach which has its origins in Japan in the late nineteenth century that has been adopted and adapted internationally in over 40 countries, especially over the last twenty years. LS combines practice and theory, with the aim of promoting a deep look into students' learning, on one hand, and teaching and curricular programmes, on the other. It can be thought of as a kind of action research focussed on classroom teaching and learning. It involves a: STUDY> PLAN>TEACH > REVIEW cyclical model as shown below.

## LESSON STUDY MODEL



**Key Language:** see model of lesson study below

Phrase	Description
<b>Lesson Study</b>	A sequence of 2 (or more) research lessons preceded and followed by review and planning team meetings usually taking place over a period of time. <b>For this model the lesson study will be over 2 weeks.</b>
<b>Research Lesson</b>	A single research lesson forms part of the lesson study sequence. It is jointly planned and then subsequently reviewed by the team.
<b>Case pupils</b>	These are the pupils who have been identified as the focus of the lesson study process – around whom the planning is done and whose learning is monitored and reviewed for subsequent research lessons. Usually between 1-3 case pupils are identified for a lesson study
<b>Review and planning meetings</b>	These are the meetings in which the <b>lesson study team</b> jointly review and plan the focus of the lesson study. It is good practice for the review meetings to take place soon after the research lessons.



**TO BE USED WITH ASSOCIATED TEMPLATES:**

**THE STAGES ARE TO BE DONE OVER THE 2 WEEK ENRICHMENT PERIOD**

	ACTIVITY	
<b>STAGE 1:</b>  Set up LS and plan RL1	DECIDE ON THE PEDAGOGIC FOCUS AND GOALS	<ul style="list-style-type: none"> <li>• Subject content area for LS</li> <li>• Specific problem to address by LS: LS broad goals</li> <li>• Research informed knowledge and/or alternative curriculum teaching materials to be used?</li> </ul>
	IDENTIFY CASE PUPILS, LEARNING GOALS AND RESEARCH QUESTIONS	<ul style="list-style-type: none"> <li>• Case pupils for LS</li> <li>• Case pupils' characteristics and starting levels relative to LS goals</li> <li>• Research questions (how questions) that capture what teaching the research lesson will be designed to answer</li> </ul>
	IDENTIFY RESEARCH LESSON: CONTEXT AND PLAN DETAILS	<ul style="list-style-type: none"> <li>• Class and lesson context</li> <li>• Research Lesson Plan: showing how LS team sees the lesson help the case pupils progress</li> <li>• Consult mentor and class teacher about RL etc.</li> </ul>
	SPECIFY EXPECTED - OBSERVED CASE PUPIL RESPONSES AND CASE DECIDE PUPIL INTERVIEW ABOUT RL1	<ul style="list-style-type: none"> <li>• Expected and observed responses for case pupils</li> <li>• End of research lesson case pupil interview</li> </ul>
<b>STAGE 2:</b>  RL1 TAUGHT AND MONITORED	-TRAINEE(1) TEACHES PLANNED RL1 -TRAINEE (2) AND MENTOR OBSERVE RL1 -TRAINEE INTERVIEWS CASE PUPILS END OF RL1	<ul style="list-style-type: none"> <li>• Trainee (1) teaches RLs based on jointly planned RL1</li> <li>• Mentor and other trainee use expected responses of case pupils from Stage 1 as focus for case pupil observations</li> <li>• Other trainee interviews case pupils at end of RL1 or soon after – using questions prepared in Stage 2</li> </ul>
<b>STAGE 3:</b>  RL1. REVIEW	REVIEW RESEARCH LESSON 1 LEARNING AND PLAN NEXT RESEARCH LESSON	<ul style="list-style-type: none"> <li>• Feedback from mentor and trainee who observed / interviewed</li> <li>• Summary of case pupils' learning</li> <li>• Further analysis</li> </ul>
<b>STAGE 4</b>  RL2 PLANNING	REVISIONS FOR RESEARCH LESSON 2	<ul style="list-style-type: none"> <li>• Research Lesson 2 Plan: what changes to research lesson 1 are to be made?</li> <li>• Consult class teacher</li> </ul>
	EXPECTED - OBSERVED CASE PUPIL RESPONSES AND CASE PUPIL INTERVIEW (RL1)	<ul style="list-style-type: none"> <li>• Expected - observed case pupil responses and case pupil interview</li> <li>• End of research lesson case pupil interview:</li> </ul>

STAGE 5 RL2 TAUGHT	-TRAINEE (2) TEACHES PLANNED RL2 -TRAINEE (1) AND MENTOR OBSERVE RL2 -TRAINEE (1) INTERVIEWS CASE PUPILS END OF RL2	<ul style="list-style-type: none"> <li>• Trainee (2) teaches RL based on jointly planned RL2</li> <li>• Mentor and trainee (1) use expected responses of case pupils from Stage 1 as focus for case pupil observations</li> <li>• Trainee (1) interviews case pupils at end of RL2 or soon after – using questions prepared in Stage 4</li> </ul>
STAGE 6 RL2 REVIEWED	REVIEW RESEARCH LESSON 2 LEARNING	<ul style="list-style-type: none"> <li>• Feedback from mentor and trainee who observed / interviewed</li> <li>• Summary of case pupils' learning</li> <li>• Further analysis</li> </ul>
STAGE 7 EVALUATION AND CONCLUSIONS	REVIEW OF OVERALL LS CYCLE	<ul style="list-style-type: none"> <li>• Summary of case pupils' learning</li> <li>• Final analysis</li> </ul>
	SUMMARY EVALUATION OF LESSON STUDY	<ul style="list-style-type: none"> <li>• Impact on pupil learning and progress</li> <li>• Impact on teaching practice and future teaching</li> <li>• Personal reflections about lesson study</li> <li>• Communicating and disseminating</li> </ul>

## TEMPLATES TO USE FOR EACH STAGE OF LESSON STUDY (LS)

*(red italics text in templates are prompts of what to record in the cells: delete while filling cells)*

### STAGE 1: Set up LS and plan RL1

SECTION 1: DECIDE ON THE PEDAGOGIC FOCUS, GOALS AND CASE PUPILS. RECORD THESE BELOW:
COMPLETE TEMPLATE BY WRITING YOUR TEXT IN RESPONSE TO THE QUESTIONS IN RED – THEN DELETE RED TEXT
1.1 Subject content area for LS
1.2 Specific problem to address by LS: LS broad goals
<i>State the problem briefly here; what are questions you are asking?</i>  <i>What are goals of this LS? (1-2 goal)</i>  <i>How do the problem and goals link to National Curriculum?</i>
1.3 Research informed knowledge and/or alternative curriculum teaching materials to be used?



*What and why is this research informed knowledge?*  
*What and why alternative teaching curriculum materials consulted?*  
*How does this knowledge base relate to LS goals?*

## **SECTION 2: CASE PUPILS, LEARNING GOALS AND RESEARCH QUESTIONS**

**2.1 Case pupils for LS: Identify 2-3 pupils to be focus of LS planning that are relevant to the specific LS goals:**

*Pupils' names?*

*Why select them?*

**2.2 Case pupils' characteristics and starting levels relative to LS goals (as in 1.2 above)**

**Case pupil 1**

*Age, gender, other relevant characteristics and attainments, learning behaviours related to LS goals*

**Case pupil 2**

*Age, gender, other relevant characteristics and attainments, learning behaviours related to LS goals*

**Case pupil 3**

*Age, gender, other relevant characteristics and attainments, learning behaviours related to LS goals*

**2.3 Research questions (how questions) that capture what teaching the research lesson will be designed to answer.**

*Are research questions common or different to the case pupils identified?*

*Question/s take form: for example - **How can P1 become more engaged in group activity when using key maths vocabulary?***

## **SECTION 3: RESEARCH LESSON: CONTEXT AND DETAILS**

**3.1 Class and lesson context**

- *Year group, Number of pupils in class, Ability grouping: mixed or 'ability' set?*
- *Learning activities and approaches used with these learning goals previously?*

**3.2 Research Lesson Plan: showing how LS team sees the lesson help the case pupils progress**

Sequence of learning activities	Teacher questions	Assessment
<i>Steps, sequence of learning activities / events, tasks / how problems posed, what materials &amp; resources to use</i>	<i>initial and back-up questions</i>	<i>To decide:</i> <ul style="list-style-type: none"> <li>• <i>What does the teacher need to focus on to decide how to continue with the lesson?</i></li> <li>• <i>What do observers need to focus on to assess if the lesson has intended outcome/s?</i></li> </ul>

SECTION 4 IS TO SET OUT WHEN PLANNING THE RL WHAT IS EXPECTED OF THE CASE PUPILS AND THE QUESTIONS TO ASK IN INTERVIEWS AFTER THE RL  
THE TEMPLATE IS THEN TO BE USED IN STAGE 2 BELOW FOR DATA COLLECTION DURING THE RL: RL OBSERVATION AND CASE PUPIL INTERVIEWS

SECTION 4: EXPECTED - OBSERVED CASE PUPIL RESPONSES AND CASE PUPIL INTERVIEW		
Columns A to be completed before research lesson 1; Column B to be completed during RL observation		
	A. EXPECTED RESPONSES	B. OBSERVED RESPONSES
CASE PUPIL 1	<i>To be based on details from templates 1 and 2 above for each case pupil</i>	<i>Summary of observations of case pupil learning</i>
CASE PUPIL 2		
CASE PUPIL 3		
End of research lesson case pupil interview:		
CASE PUPIL 1	<i>Questions to be adapted to age and level of understanding of the pupils</i> <ul style="list-style-type: none"> <li>• <i>What did you enjoy most about that lesson?</i></li> <li>• <i>What did you learn?</i></li> <li>• <i>What aspect of the teaching worked best for you?</i></li> <li>• <i>If the same lesson is being taught to another group, what would you change?</i></li> <li>• <i>Why would you change that aspect?</i></li> </ul>	

CASE PUPIL 2	<i>As above</i>
CASE PUPIL 3	<i>As above</i>

**STAGE 2: RL1 TAUGHT AND MONITORED**  
**USED PREPARED SECTION 4 TEMPLATE ABOVE FOR DATA COLLECTION**

### **STAGE 3: RL1 REVIEW**

SECTION 5: REVIEW RESEARCH LESSON 1 LEARNING AND PLAN NEXT RESEARCH LESSON	
Summary of case pupils' learning	
1 Case pupil	<i>What progress was made?; What were the obstacles to learning? What is the evidence for this?</i>
2 Case pupil	<i>What progress was made?; What were the obstacles to learning? What is the evidence for this?</i>
3 Case pupil	<i>What progress was made? What were the obstacles to learning? What is the evidence for this?</i>
Further analysis	
<ul style="list-style-type: none"> <li>• <i>What did we find out?</i></li> <li>• <i>What progress are we making towards answering our initial questions about pupil learning and progress?</i></li> <li>• <i>What further research-informed and teaching-curriculum knowledge and understanding might be relevant to make sense of what we found out?</i></li> </ul>	

## STAGE 4 RL2 PLANNING BASED ON RL1 REVIEW

SECTION 6: DESIGN OF RESEARCH LESSON 2		
Research Lesson 2 Plan: what changes to research lesson 1 are to be made?		
Sequence of learning activities	Teacher questions	Assessment
<i>Changes to steps, sequence of learning activities / events, tasks / how problems posed, what materials &amp; resources to use</i>	<i>Changes to initial and back-up questions</i>	<i>Changes to what teacher to focus on to decide to continue with lesson? What observers to focus on to assess if lesson having intended outcome/s?</i>

SECTION 7: EXPECTED - OBSERVED CASE PUPIL RESPONSES AND CASE PUPIL INTERVIEW		
Columns A to be completed before research lesson 1; Column B to be completed after research lesson.		
	A. EXPECTED RESPONSES	B. OBSERVED RESPONSES
CASE PUPIL 1	<i>To be based on details from templates 1 and 2 above for each case pupil</i>	<i>Summary of observations of case pupil learning</i>
CASE PUPIL 2		

CASE PUPIL 3		
<b>End of research lesson case pupil interview:</b>		
CASE PUPIL 1	<i>Questions to be adapted to age and level of understanding of the pupils:</i> <ul style="list-style-type: none"> <li>• <i>What did you enjoy most about that lesson?</i></li> <li>• <i>What did you learn?</i></li> <li>• <i>What aspect of the teaching worked best for you?</i></li> <li>• <i>If the same lesson is being taught to another group, what would you change?</i></li> <li>• <i>Why would you change that aspect?</i></li> </ul>	
CASE PUPIL 2	<i>As above</i>	
CASE PUPIL 3	<i>As above</i>	

**STAGE 5: RL2 TAUGHT AND MONITORED**  
**USED PREPARED SECTION 7 TEMPLATE ABOVE FOR DATA COLLECTION**

**STAGE 6 RL2 REVIEWED**

<b>SECTION 8: REVIEW OF RESEARCH LESSON 2 AND OVERALL LS CYCLE</b>		
<b>Summary of case pupils' learning</b>		
1	Case pupil	<i>What progress was made?; what were obstacles to learning"</i> <i>What is evidence for this?</i>
2	Case pupil	<i>What progress was made?; what were obstacles to learning"</i> <i>What is evidence for this?</i>
3	Case pupil	<i>What progress was made? what were obstacles to learning?"</i> <i>What is evidence for this?</i>

**FINAL ANALYSIS**

- *What did we find out?*
- *What progress are we making towards answering our initial questions about pupil learning and progress?*
- *Given the Research questions in template 2.3 what has been learned overall from the LS cycle?*
- *What can be communicated to others?*

**STAGE 7: EVALUATION AND CONCLUSION****TEMPLATE 9: SUMMARY EVALUATION OF LESSON STUDY**

Impact on pupil learning and progress

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*To what extent, if at all, do you anticipate this lesson study changing the case pupils or other pupils learning and progress in future?*

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Impact on teaching practice and future teaching

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*To what extent, if at all, do you think the lesson study is going to affect your teaching, the teaching of others in future?*

**Personal reflections about lesson study**

*What are your evaluations of the lesson study against your expectations?*

**Communicating and disseminating**

*How are you as a team going to share your professional learning and disseminate to others, e.g. presentation to staff, produce powerpoint slides and/or poster to display etc. ?*