



# EVRI-HU PELSTE 2021

## Lesson Study Section

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# Overview

## 1. Introduction - Telling my Story

- About myself – role, interests
- National Context

## 2. Why LS? My takeaways on Lesson Study (LS)

- Significance of LS in my work

## 3. How would I like to use LS? Guiding Questions

- Unpacking the questions for myself

## 4. Concluding Thoughts

- Comments and Suggestions on LS



# 1. Telling my story

About myself – role, interests

- 2 decades of experience in education – teaching and teacher education in India
- Help in school improvement through professional development, coaching, mentoring and school-based support
- Doctoral student at NIE, Singapore – research area – teacher knowledge in Social Studies



# 1. Telling my story

## National Context

- India has a complex system of education with tremendous diversity – socio-economic, cultural, linguistic, geography etc.
- 350+ million children enrolled in schools (public and private)
- Structural and systemic challenges in teacher education
- How can LS serve to improve educational quality in a sustainable manner?



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## 2. Why LS? My takeaways on LS

Significance of LS in my work

- LS provides a way to have coaching conversations with educators
- Acts as a practical supportive structure in schools which are under-resourced
- Provides a way out to address inequities in Indian educational system which requires systemic solutions
- Helps teachers challenge their own thinking about teaching and learning as they are also victims of a suboptimal education system

# 3. How would I like to use LS?



Try out LS with a cohort of 6 to 8 teachers



A discussion on LS using guiding questions

What are your immediate observations about LS?

What did you feel LS was really about?

Have you experienced something similar to LS in your previous training/PD?

How can we see LS outside the Japanese experience?

What did you experience as the 'core' of LS?

What are your lingering questions about LS?



Goal setting – sustaining and carrying forward LS

# 3. How would I like to use LS?



## Unpacking the guiding questions for myself

### What are my immediate observations about LS?

- Process of reflective practice on teaching-learning
- Developmental continuum for teachers nurtured through collaboration and mentoring
- Content and pedagogical focus on achieving better learning outcomes for students

### What did I feel LS was really about?

- Creating enriching spaces to discuss aspects of teacher practice
- Building teacher capacity via continuous dialogue and feedback
- LS is a larger conversation on what it means to be a teacher and what teaching entails

### Have I experienced something similar to LS in my previous training/PD?

- Discrete elements of LS in modular forms
- Intensive coaching and mentoring programs over one school year

# 3. How would I like to use LS?



## Unpacking the guiding questions for myself

### How do I see LS outside the Japanese experience?

- Context and its consequences
- Co-constructing a conducive environment for buy-in and ownership
- Tailoring LS to the unique socio-cultural requirements of teachers

### What do I see as the 'core' of LS?

- A highly sophisticated and embedded system of teacher professional development
- Aimed to raise the quality of learning
- Requires an ethos built around the values of collaboration, cooperation, and a democratic spirit

### Lingering questions about LS

- How can I "measure" the outcomes of a successful LS session?
- How can I map different outcomes for diverse groups of teachers (e.g. experience, subject expertise)?





## 4. Concluding Thoughts

### Perspectives and Suggestions on LS

- LS as a rich and valuable legacy of the Japanese education system – so makes it prone to re-interpretation and re-contextualization
- Using the advantages of technology to collaborate across geographies – fostering educational exchanges
- A question on the way forward – in what ways do we need to re-imagine LS in a world confronted by enormous flux?