Inter-professional

Lesson study to

develop teaching approaches for pupils with special educational needs

TEMPLATES



Graduate School of Education

**USE THESE TEMPLATES DURING THE LESSON STUDY TO GUIDE YOU THROUGH THE LESSON STUDY PROCESS AND TO KEEP NOTES ABOUT KEY POINTS. THESE TEMPLATES ARE TO BE USED WITH THE ASSOCIATED GUIDELINES. THEY CAN BE SAVED AND COMPLETED ON A LAPTOP DURING AND AFTER LS MEETINGS.**

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| **Step 1: WHO WILL BE CASE PUPILS AND WHAT IS LESSON STUDY FOCUS and GOALS OF LESSON STUDY** |
| **CASE PUPILS**  **Who will be case pupils and why?** |
| **Case pupil 1**  **Male / female:**  **Age / class:**  **Reason chosen:** |
| **Case pupil 2**  **Male / female:**  **Age / class:**  **Reason chosen:** |
| **WHAT IS FOCUS OF LESSON STUDY?**  **Subject area of learning?**  **Learning behaviours?** |
| **WHAT EXPECT TO GAIN FROM LS – up to three intended outcomes**  **express as know-how and know-that goals for the LS team** |
| **1.**  **2.**  **3.** |

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| **Step 2: WHO IS IN THE LESSON STUDY TEAM?** | |
| **Name school role** | **LS roles:** |
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| **Step 3: WHAT KNOWLEDGE BASE WILL INFORM THE LESSON STUDY PROCESS and WHY?** |
| **What Curriculum Programmes** |
| **What Pedagogic Practice** |
| **What Learning or other theory relevant to learning** |

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| **Step 4: DECIDE ON RESEARCH QUESTIONS RELEVANT TO THE CASE PUPILS** |
| **LS research questions for case pupils (1-2 questions)** |
| **Pupil 1:**   1. What teaching can enable P1 to… 2. How teaching can enable P1 to…   **Pupil 2:**  1. What teaching can enable P2 to  2. What teaching can enable P2 to |

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| **Step 5: TIMING: Decide on timeline** | |
| **LESSON STUDY ACTIVITIES** | **DATE SET** |
| 1st review and planning meeting RP1 |  |
| 1st research lesson RL1 |  |
| RP2 |  |
| RL2 |  |
| RP3 |  |
| RL3 (if planned) |  |
| RP4 (if planned) |  |
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| Step 6 part I: 1st Review and Planning meeting | | | |
| **The subject area and key stage** | |  | |
| **The curriculum topic** | |  | |
| **Intended learning outcomes (class)** | |  | |
| **lesson context**  **(e.g. ability grouping)** | |  | |
| **Intended learning outcomes (targets) for case pupils:** | |  | |
| **Case pupil 1** | |  | |
| **Case pupil 2** | |  | |
| **Teaching activities / strategies and rationale** | |  | |
| **Materials and resources** | |  | |
|  | |  | |
| **Detailed planned sequence of activities during research lesson** | | | |
| Research lesson timing | Teaching activity (if stages) | Student activity | Observation focus |
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| **Step 6 part II: Research lesson expect and observe template** | | | |
| **Stage of lesson (if applicable)** | **Stage 1** | **Stage 2** | **Stage 3** |
| **Case pupil 1** | | | |
| How expected to respond |  |  |  |
| How observed to respond |  |  |  |
| **Case pupil 2** | | | |
| How expected to respond |  |  |  |
| |  | | --- | | How Observed to respond | |  | |  |  |  |

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| **Step 7: Research lesson: pupil interview** |
| 1. What did you enjoy most about that lesson? |
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| 1. What did you learn? (What can you do now that you could not do before?) |
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| 1. What can you do to improve? |
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| 1. What aspect of the teaching worked best for you? |
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| 1. If the same lesson is being taught to another group, what would you change? Why would you change that aspect? |

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| Step 8 Part I: Summarising and analysing evidence collected in 1st research | | |
| **Summary of key aspects of case pupil learning** | | |
| What were case pupils able to do? What learning progress was made?  What difficulties and obstacles became evident? | | |
| Case pupil 1 |  | |
| Case pupil 2 |  | |
| **Further analysis** | | |
| What further knowledge and understanding might be relevant to make sense of what we found out? | | |
| What changes to the learning objectives and teaching approaches might be made? And why? | | |
| **Step part ii: Planning next RL** | | |
| **Intended learning outcomes (targets) for case pupils:** | | |
| **Case pupil 1** | |  |
| **Case pupil 2** | |  |
| **Teaching activities / strategies and rationale** | |  |
| **Materials and resources** | |  |
|  | |  |
| **Detailed planned sequence of activities during research lesson** | |  |
| Research lesson timing | | Teaching activity (if stages) |
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| **Step 8 part IIi: Research lesson expect and observe template** | | | |
| **Stage of lesson (if applicable)** | **Stage 1** | **Stage 2** | **Stage 3** |
| **Case pupil 1** | | | |
| How expected to respond |  |  |  |
| How observed to respond |  |  |  |
| **Case pupil 2** | | | |
| How expected to respond |  |  |  |
| |  | | --- | | How observed to respond | |  | |  |  |  |

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| **Step 9: Research lesson: pupil interview** |
| 1. What did you enjoy most about that lesson? |
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| 1. What did you learn? (What can you do now that you could not do before?) |
|  |
| 1. What can you do to improve? |
|  |
| 1. What aspect of the teaching worked best for you? |
|  |
| 1. If the same lesson is being taught to another group, what would you change? Why would you change that aspect? |
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| **Step 11: Evaluating the Lesson Study** |
| * What was learned about pupil learning? * What was Impact of the LS on pupil learning and progress? |
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| * What was learned about teaching? * What was impact of the LS on teaching practice and future teaching |
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| * Reflections about lesson study |
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| * How will the team communicate and disseminate the LS outcomes. |
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