

## **SYMPP - (18634) - EDUCATING LESSON STUDY LEADERS: WHAT GOES WRONG IN A LEARNING BY DOING TRAINING COURSE?**

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### **Short Abstract**

In Malta much work has been done by Collaborative Lesson Study Malta ([www.clestum.eu](http://www.clestum.eu)) to promote lesson study in schools. Prospective educational leaders can take a postgraduate course on leading lesson study. This 35-hour course is taught over a period of eight weeks and adopts a practice-based approach. This presentation focuses on what may go wrong for the participants taking this course. I explore these issues using Spillane's (1999) zones of enactment theory. Data was gathered through participants' reflective journal in which the nine participants documented each stage of their journey, their lesson study report and a focus group discussion held with participants at the end of the course. Findings suggest a number of issues for course participants. As novice lesson study leaders, they encountered issues related to three key aspects: (1) the course (its structure, timing, workload and timeframes), (2) school contexts (teacher buy-in, lack of teacher collaboration and finding time to meet), and (3) themselves as learners (their pre-existing lesson study and leadership knowledge, disposition and persistence). These findings indicate that it is challenging to learn to lead and enact lesson study concurrently. Novice practitioners are likely to encounter issues with contextual, personal and professional aspects that they might not have any control on. Hence, as lesson study promoters and mentors, one needs to be aware that things may go wrong. In other words, what is promoted by course designers may be quite different to what is enacted by course participants when they lead lesson study in their schools.

### **References**

Spillane, J. P. (1999). External reform initiatives and teachers' efforts to reconstruct their practice: The mediating role of teachers' zones of enactment. *Journal of Curriculum Studies*, 31(2), 143–175.