

# Helping teachers to learn more from lesson study for learning community (LSLC)

*Nguyễn Văn Khôi- Bac Giang City Bureau of Education and Training  
E-mail: khoik358@gmail.com*

## 1. Introduction

### Purpose of this study

- To introduce changes in the ways teachers learn when they move from traditional PTM to LSLC

### Background

2006-07: 5 pilot primary schools in Bac Giang

2010-11: 2 pilot lower sec in Bac Giang

2012-13: 100% primary schools in Bac Giang

2013-14: MOET & NGOs projects for primary

Lower Sec: MOET planning expansion

→What is a difference from  
old model of lesson observation?

## Differences between two models

Old Model (from 1980's)

Teachers  
Teaching



LSLC (from 2007)

Children's  
learning

Evaluation  
of teaching



Learning of  
teachers

## Issues & challenges of LSLC in Vietnam

- Challenges
  - Habit of evaluating teachers' teaching  
→ caused by traditional mentality in PTM
  - Difficulties in lesson observation & reflection  
→ understanding children's learning
  - Lack of expert/time/video camera
  - Inadequate pre-service teacher training
- Issue:
  - **How to help teachers to learn more?**

## 2. Methods

- Case study: participant observation + expert consultation
- Data: 2 lower sec, 4 primary schools  
in Bac Giang & Quang Binh Provinces
- Data collection: Oct 2006 – now



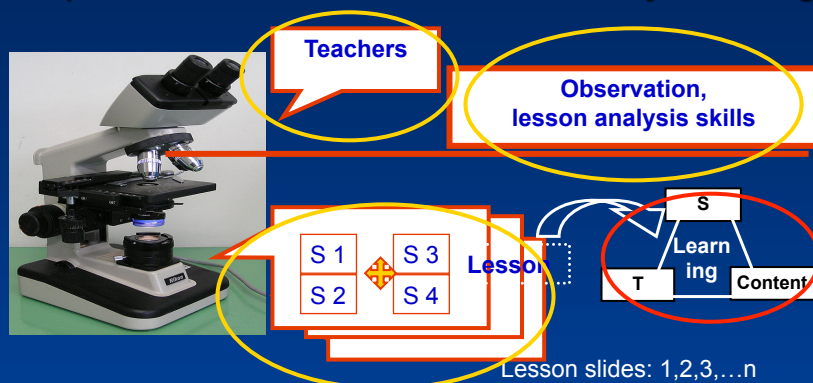
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Eisuke Saito

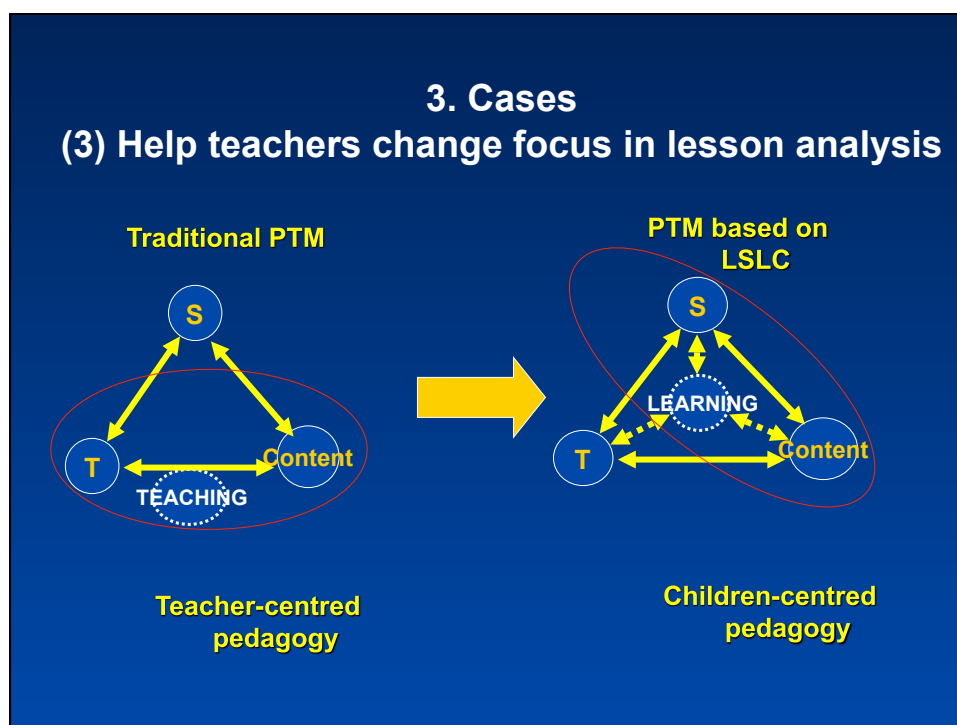
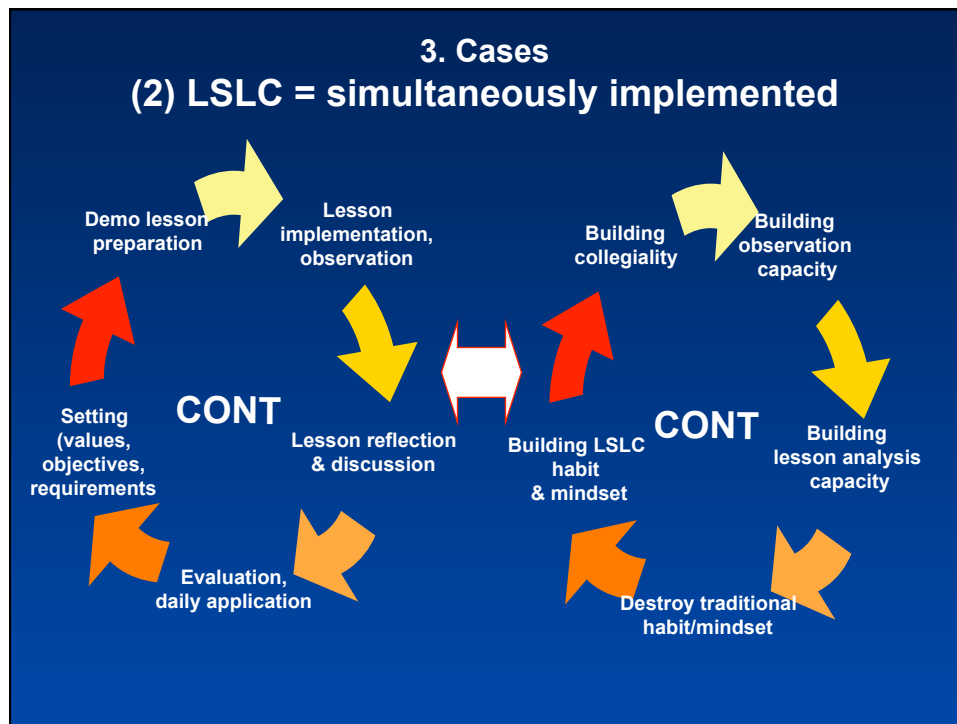
## 3. Cases

(1) Help teachers better understand what they are doing



2 rules

1. Classroom= lab room for teachers to learn and research
2. Use of video and photos to study children's learning more deeply



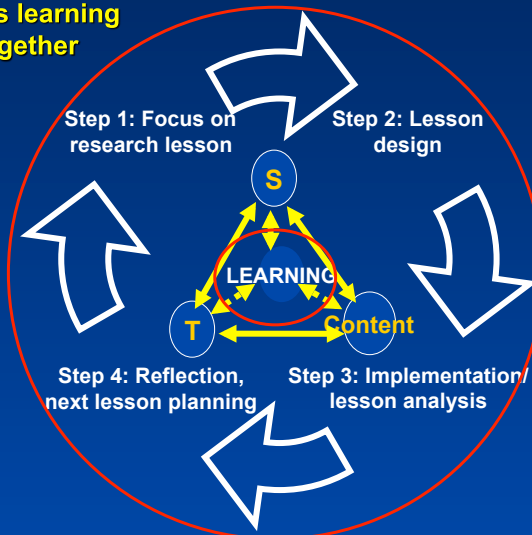
### 3. Cases

#### (4) Help teachers have observation skills, lesson analysis and learning analysis skills

Teachers learning together

- 3 components of lesson analysis: S, T, Content
- 5 “keys” to analyse children’s learning (Sato, 2011)

- (1) *attitudes*
- (2) *participation*
- (3) *relationships*
- (4) *cognition*
- (5) *quality, efficiency*



### 3 questions for teachers to train up reflecting on & discussing children’s learning

#### 1. Issues

- 1- Chldrn’s attitudes
- 2- Participation
- 3- Relationships
- 4- Children’s cognition
- 5- Quality & efficiency of learning



#### 2. Causes

- Teachers
- Lesson content
- Children’s psychology
- Classroom relationships...



#### 3. Learning

- Improve reality
- Learning from demo teacher
- Learning from children
- Learning from observers’ sharing

#### 2 levels:

1. Analyse short selective clips typical of children’s learning
2. Analyse on video, observe and analyse one full lesson

### 3. Cases

- After 20 sessions, schools conducting LSLC themselves (4 primary schools)
- Habit changes: listening, collaboration, mutual learning
- Collegiality: 2 lower sec first time across subject boundaries
- Increase in time and number of ideas shared
- From “evaluation, classification” to “what has been learnt” in discussion

#### Principals and teachers learning together







Developing capacity to understand Children



Teachers can change in next lessons (1)

Before



After



#### 4. Discussion

(1) LSLC in Vietnam = 2 phases

Phase 1: “Foundation & consolidation”  
Teachers learn how to learn together

Phase 2: “Advanced”

##### ■ Phase 1:

- Objectives: Building new ways of observation, reflection, and sharing; building new collegiality (change traditional habits)
- More focus: Recognise realities (How? Why?)

##### ■ Phase 2:

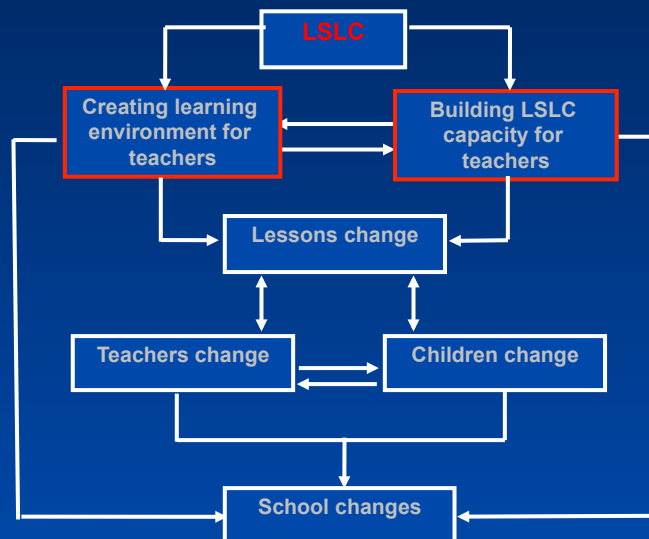
- Objectives: Study the issue, causes, solutions to improve quality of lessons, subjects, classes, school
- More focus: How to....?

#### Discussion (2)

Success lesson: School reform through LSLC

2 LSLC foundations at school:

1. Self-control, determined to learn about LSLC
2. Learning environment for teachers





### Discussion (3) Meaning of LSLC for teachers and schools

