

A 3-WAY PARADIGM OF LESSON STUDY STRATEGY ON TEACHERS' PRODUCTIVITY, TEACHING PROFESSION AND TRAINEE PROFICIENCY: A CONTEMPORANEOUS PARADIGM

Dr. Akinwamide T. K.

Deeper Life Bible Church Secretariat, Ido Ekiti, P.O. Box 150, Ekiti State, Nigeria.

ABSTRACT: *This paper is showcasing a tripartite interwoven interactions in Education, that synchronously run to address a-3Way-Paradigm through the Lesson Study Strategy in the new millenium classroom. The quest for professionalism and functionality will continue to make all educational stakeholders dive for strategies that will pave way for maximum productivity in the ocean of knowledge economy of the world. Lesson Study is a pedagogical strategy that is capable of producing productive interactions that revolve roundabout the 21st Century Classroom Teachers, the acts of Teaching and the Trainees. The process opens with a team of concerned teachers collaborating on a common discipline of interest. The goals of teaching and learning, how and what to employ in order to achieve the identified goals in the classroom are discussed. Classroom presentation is a collective responsibility of everyone in the team. One of the team members presents the teaching interactions with tthe students while others are in the classroom as observers. The team reviews and scrutinises the classroom interactive outcomes outside the classroom thereafter and effective remediation is put in place for the overall achievement of the identified goals. In this paper therefore, the productivity of the teacher, process of teaching and proficiency of the trainees are independently focused. Lesson Study as a teaching strategy is capable of producing professionalism in the Teacher, productivity in Teaching and proficiency in the Trainees.*

KEYWORDS: Pedagogy, Collaboration, Remediation, Interaction, Tripartite, Performance, Professionalism,

INTRODUCTION

The dynamism of Education and the prevalent evidential proofs of innovative discoveries have continued to proffer solutions to the numerous challenges besetting educational stakeholders. Lesson Study that was first developed in Japan and later found its way to America, has opened a vast frontier of knowledge development and transformation of professionals in all these countries. The recorded enviable development in Japan through this tested 'enhanced collaborative teaching strategy' viz, Lesson Study is becoming a launching pad for a result oriented teaching and learning in the global educational landscape. Admittedly, any strategy that is capable of offering a better performance for learners is usually applauded hence when a strategy therefore can showcase a contemporaneous impact on teachers' productivity, teaching profession and trainee proficiency, it becomes unique and academically, a cynosure to all education stakeholders.

Globally, some innovative educational research strategies have been found to alter the altars of pedagogical assumptions, classroom approaches, and progressively spreading across the full range of private, professional and public sector areas and skyrocketing with a momentum that bewilders; this is what Lesson Study is to the Japanese where it originated. Lesson study could be seen as a unique pedagogical strategy for offering a synchronous benefits in a tripartite

arrangement that independently covers the three basic classroom variables of teachers' productivity, teaching profession and the trainee proficiency.

Philosophical Goals Inherent in the Background of Lesson Study

The synergic relationship that exists in Lesson Study is quite evidential in the independent observation of the principal variables of Teacher's productivity, Teaching Profession and the Trainee Proficiency. The relationship is also highly reciprocal, viewing the effects of classroom interactions on the three identified variables.

The Teacher's Productivity

- ❖ Confidence is built in teachers for productive class interactions
- ❖ Better ideas are garnered from others for service delivery
- ❖ Illustrative skill is developed in the teachers by observing others
- ❖ Personal deficiency is corrected by learning from others
- ❖ Teachers are encouraged when the students are successful
- ❖ Teachers learn better ways of using teaching auxiliaries
- ❖ Personal problem is given collective solution by the team

The Teaching Pedagogy: the goal here is to enhance classroom interactions. The following are the possible effects the collective research lesson of Lesson Study could have on the teaching pedagogy.

- ❖ Sharing ideas for information on achievement of set goals
- ❖ Collective thorough planning before class interactions
- ❖ Delivery is equipped is made better by observers' ideas
- ❖ Feedback on classroom interaction by observers for remediation
- ❖ Identification of oversights by observers
- ❖ Results and responses on evaluation are well analysed by the team
- ❖ Appropriate remediation package is collectively provided

The Trainee Proficiency

The trainees are the targetted beneficiary of the research lesson of Lesson Study when the overall goals of the lesson are achieved. This is made possible through well informed teachers and well packaged classroom interactions.

- ❖ The students are exposed to better ideas
- ❖ The students listen to better illustrations
- ❖ Non-inclusive students become included in classroom interactions

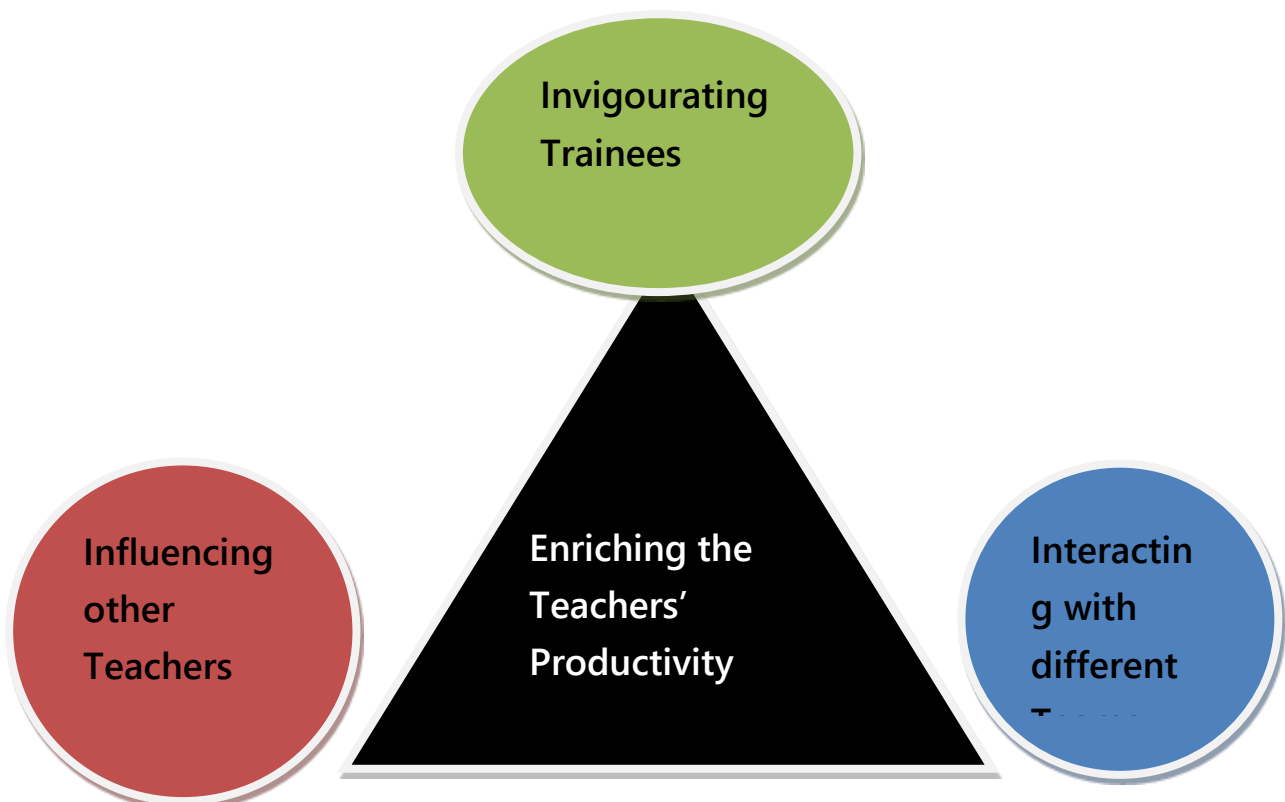
- ❖ Students personal problems receive collective attentions
- ❖ Below average students are discovered and assisted through remediation package
- ❖ Positive attitude are developed when personal problems are solved
- ❖ Successful students are productive students in life endeavours

In this paper therefore, a thought provoking beamlight is put on the inherent benefits of Lesson Study to reveal what educational stakeholders can derive from its inclusion in the school curriculum.

The Independent Turnouts of Lesson Study on Teachers, Teaching & Trainees Variables

Chassels et al (2009) found that Japanese lesson study provides opportunities for teachers to build professional learning communities, to deepen understanding of curriculum and pedagogy, and to develop habits of critical observation, analysis, and reflection. This is what could metamorphose into highly rewarding outcomes for the participating teachers by enriching their service deliveries.

(A) ENRICHING THE TEACHERS' PRODUCTIVITY

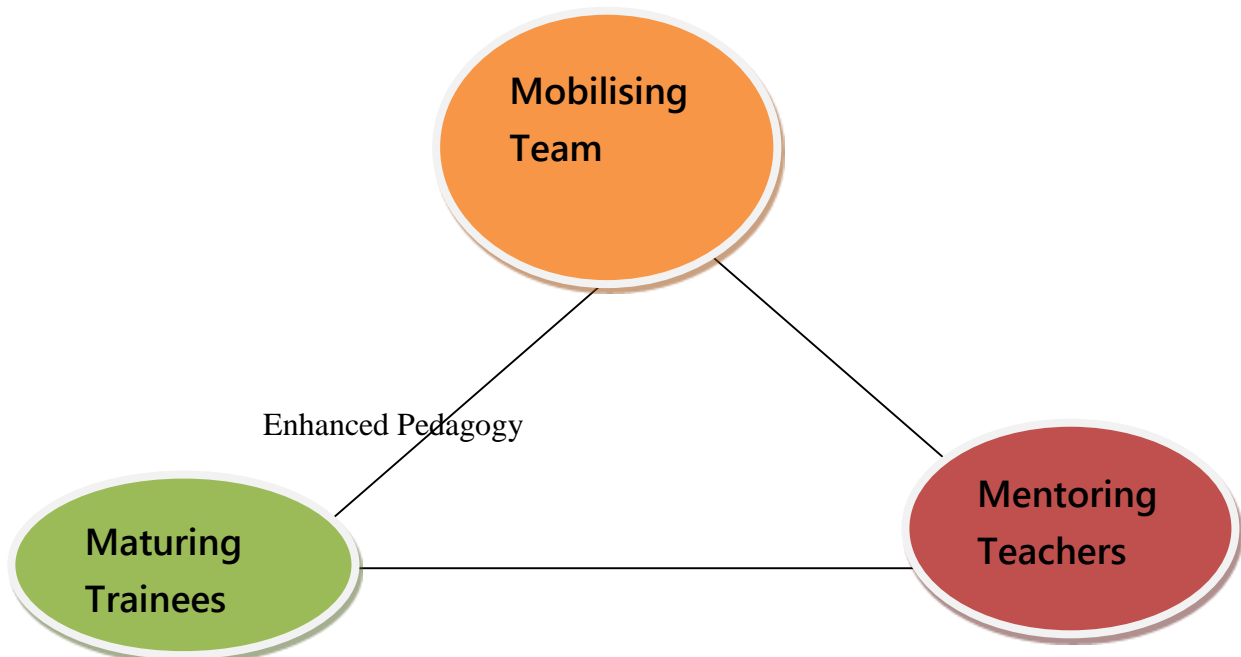


Akinwamide T.K. 2018

Lenski, S. J., & Caskey, M. M. (2009) say as teachers engage in the process of Lesson Study, they are collectively examining practice; they are functioning as communities of practice. “Communities of practice are groups of people who share a concern. This explains why the benefits of Lesson Study are contemporaneous in the final analysis. Lenski et al say further that, as teachers participate in Lesson Study groups, they actively discuss instructional interventions and share knowledge about how students will respond and culminating from those discussions, teachers produce a lesson plan that is the result of collective wisdom and experience. The following are the possible outputs from the Teachers’ Productivity.

1. **Invigouration of the Trainees:** the students are taught to display a behavioural change which is the primary goal of teaching and learning. Students become active and lively as a result of skill and knowledge aquired. When students bare brought to higher altitude of knowledge through the effort of teachers, this in turn produces better attitude in students towards education.
2. **Influencing other Teachers:** collective interactions produce diversified ideas which are shared, scrutinised, negotiated, and argued upon for decision to be taken. These position and experience provide teachers with better and result oriented outcomes which would have been elusive in the traditional teaching strategy.
3. **Interacting with different Teams:** the teachers are proned to interact with different teams as a result of success recorded in a earlier team’s work. Experience generates stability and urge to launch out. The whole process then becomes easier and faster to summon others for new professional collaborations.

(B) **Enhancing the Pedagogy**

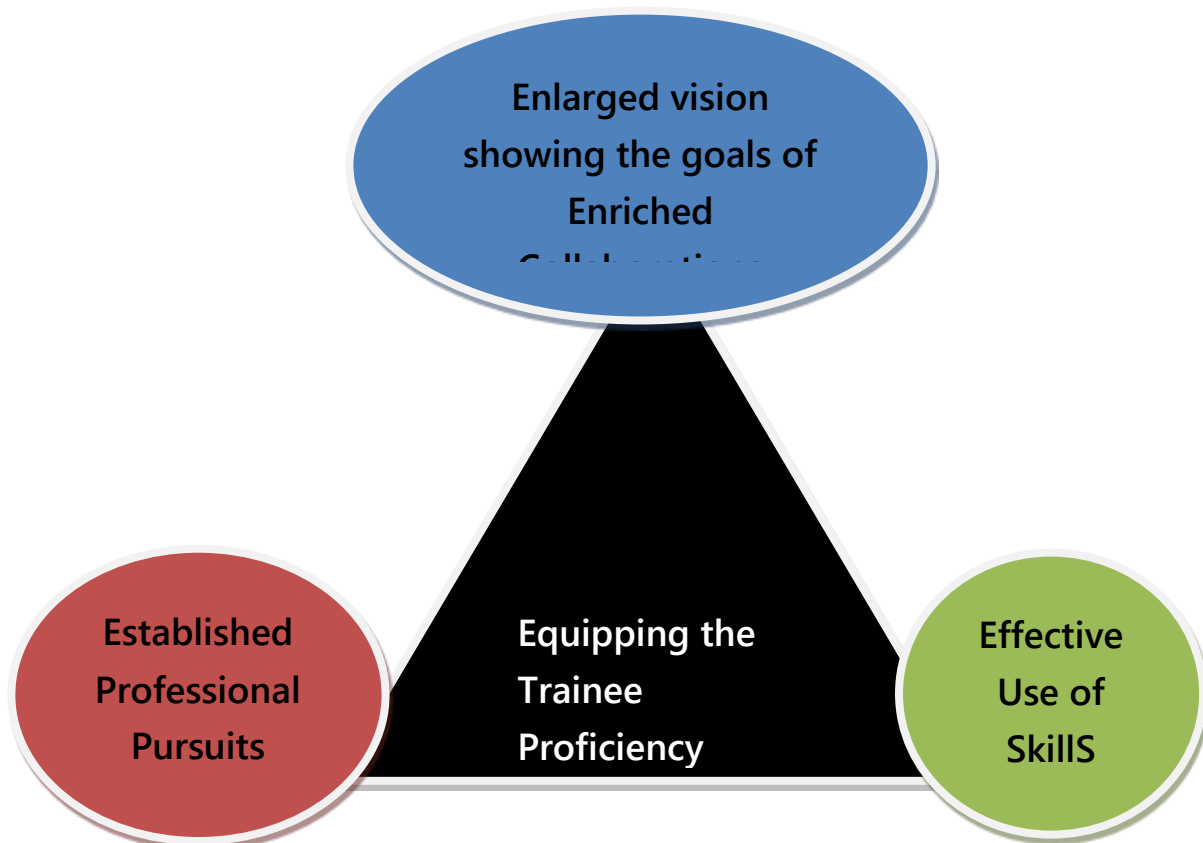


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The Enhanced Pedagogy of a Lesson Study Strategy is a collective responsibility of the collaborating teachers. The classroom interactions are planned and developed towards producing evidential outcomes in the team, trainees and individual collaborating teachers. Collaboration of the team is for the purpose of progressive transformations of the students, the teachers and the strategy of teaching. In a synchronous tripartite arrangement, the team mobilises to enhance pedagogy which in turn touch the following.

1. **Mobilisation of the team.** The team usually spend a considerable length of time to design interactive plan and adequate attention is given for the procedural execution of the plan. The team is monitored through the classroom observers who serve as unbiased umpire whenever the teaching is in progress.
2. **Maturing Trainees.** The pedagogy is enhanced to mature the trainees. The trainees move progressively from known to unknown and proper evaluating mechanism is planned to elicit how far the recipient trainees have comprehended the lesson.
3. **Mentoring of Teachers.** The entire work of the collaborating team is anchored by the classroom teacher while the rest of the team stand to examine the classroom interactions observers. Constructive remediation is put in place to assist teachers on how well and better the classroom interactions can be presented.

(C) **EQUIPPING THE TRAINEE PROFICIENCY**



Hubbard 2008, says the proof of the Teachers' professional interactions with the students are the students who can go out and manifest productivity and turn situations for better. Hollingsworth and Oliver (2005) states that the key to the lesson study work is the hypothesising of anticipated student responses, the testing of those hypotheses, and the Implementation of Lesson Study. The enriched trainees are to manifest the following as a result of the contact with the 'equipped teachers' of the Lesson Study Strategy.

1. **Enlarged vision showing the goals of enriched collaborations.**

In the post class analysis, the team of teachers study the feedbacks from the class evaluation and observers information. They identify the areas of deficiency to plan the appropriate remediation towards achieving the goals of the lesson. With the goals of the lesson realised, this commonly translates into behavioural change in the trainees. The outcomes of students success is a good development to the students, teachers, parents, the society and the government.

2. **Effective Use of Skills.** There is utilisation of skills in inter/intra personal interactions. New hypotheses are drawn by the students which may lead to deeper and greater realisations in skill and knowledge acquisitions.

3. **Established Professional Pursuit.** The knowledge and skill acquired by the students eventually become the springboard through which they launch at the future professional pursuit. One of the educational goals entrenched in the National Policy of Education in Nigeria (NPE 1977 Revised) is 'the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society. The realisation of this is quite germane for a country that wants to develop a strong and self reliant economy.

CONCLUSION

Right from the Japanese model of Lesson Study, Arani et al (2010) found that the Japanese model of lesson study supported schools in managing micro-level educational reform in practice, bringing teachers together to learn from each other and to develop the school's capacity for promoting learning and fostering shared values. This is evidentially making Lesson Study result oriented synergy where all the participants are benefitted. As a matter of fact, newly employed Teachers can use the platform to develop and launch out into the field for a productive professional career.

According to the duo of Chokshi and Fernandez, (2004), the focus of Lesson Study remains the collaborative intellectual process rather than the output of isolated products in a collection of model lessons. In a private research work in Lee (2008) studied the professional development of English Language Teachers in Hongkong using Lesson Study Strategy. The result of the research study showed that, teachers developed a high mastery of subject matter, personal confidence through metacognition analysis, dexterity in pedagogical skills, and this had significant positive effect on students.

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