Title Building teacher pedagogical capacity: Connecting syllabus with practice in the English language school-based curriculum
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Building Teacher Pedagogical Capacity: Connecting Syllabus with Practice in the English Language School-based Curriculum

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Abstract

School leaders do recognise that there is an emerging new generation team of teachers with different abilities and life experience in our schools. These teachers bring into the classrooms diverse talents and they approach lesson planning and development in creative ways to motivate and engage their students to learn in school. A greater interplay among teachers would be useful to provide a more sustained approach for innovative and effective pedagogies to scale up across to other subjects and levels. The project allowed veteran teachers with deep teaching experiences working together with other teachers with new perspectives. Five teachers from a secondary school introduced media materials into their teaching of oracy in English Language (EL). The aim was to increase opportunities for high ability students to learn and interact with the materials outside the classroom. The focus of the paper is on the curriculum work as seen through the eyes of these five teachers in providing a more challenging school-based curriculum to engage their high ability students. The teachers planned a series of lessons guided by a modified lesson study protocol. Learning materials were packaged to achieve the syllabus and instructional objectives through the use of class tasks and small group discussions, role-modelling and in-depth study of specific interest areas in the media materials. The five dimensions in the PETALSTM Framework, namely, pedagogy, experience of learning, tone of environment, assessment and learning content were used to examine their pivotal role in predicting students’ engagement levels. Data analysis of the survey as well as interviews with some students highlighted areas for future work in the use of media materials for EL teaching and learning
Outline

1. What is the research?
   – Objectives
   – Significance
   – Context & Background

2. What is the method?
   – Research Design
   – Instrument

3. What are the Key Findings?
   – Quantitative
   – Qualitative

4. What are the propositions?

5. What is learned?
   – Future Plans
Research Questions

RQ1
• Did lesson study provide an effective support framework for the delivery of the EL curriculum in secondary schools?

RQ2
• Did the enactment of LS processes change teachers’ perception towards learner-centred pedagogy and the learning of skills and content?
What is the research?

1. **Objective**
   - To investigate the integration of multimedia materials in the teaching of English Language (EL) oracy skills through one Lesson Study Cycle.

2. **Significance**
   - Study potentially seeks to
     - Understand Lesson study practices in Singapore secondary schools
     - Gather best practices in the teaching and learning of English from within communities of practice

3. **Context & Background**
   - Implementation of EL Syllabus 2010 (wef 2010)
   - Focus: curriculum planning curriculum implementation
What is the method?

Research Design

• Participants – 6 EL teachers & 2 Sec One classes
• Lesson Study Duration – 6 SVs (TTT time) in Term 2, 2010
• Lesson Component - teachers adapted multimedia resources to explicitly teach Oral Communication skills to Sec 1 English students
• Methodology – Mixed method; data gathered based on a case study approach
• Case study
  – Nan Hua High School out of 18 schools (purposive sampling)
  – Principal (leadership)
  – LS since 2008 (process)
  – Effort and enthusiasm of Teacher J (mediation)
What is the method?

1. **Quantitative Instruments**
   1. **PETALS™** Engagement Indicator (students)
   2. Students achievement Test (students’ pre-post tests based on reading aloud and picture discussion)
   3. Teachers’ Perception Survey on the PLC (teachers)
What is the method?

2. **Qualitative** Data gathered from:
   1. Notes of meeting at the planning sessions
   2. The observers’ field notes
   3. Transcriptions of Research Lesson 1 and Research Lesson 2
   4. Transcriptions of Post-Observation Review 1 and Post-Observation Review 2
   5. Semi-structured interviews with teacher i/c and RL teachers
   6. Video recordings of the planning meetings, Research Lessons and Post-Lesson observation review sessions
   7. Artefacts – Lesson Plan
   8. Artefacts – Teaching materials and handouts for students
   9. Focused group discussions with students
Report of Quantitative Findings
## Participants’ Profile

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# Teachers’ Perception Ratings

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Report of Qualitative Findings

4 School Visits
RL1 & Colloquium 1
RL2 & Colloquium 2
Qualitative Findings

1. To facilitate the LS process, basic but necessary mediated practices become integral to the curriculum (LP tools, ground rules, composition of team, roles, power distribution) to bring the community of learners together.

2. \textbf{RL1} closed the gap between curriculum planning and curriculum delivery by providing the platform for lesson observation, analysis and improvement.
Qualitative Findings

3. RL2 encouraged heightened awareness of PCK through contrastive analysis of student responses and use of teaching strategies.

4. In RL2, teachers derived teaching-learning principles for future practice, and relate the principles to the scaffolding present within the first 15 minutes of a lesson.
Qualitative Findings

5. Where the teaching tool (e.g., multimedia resource) was a part of and not apart from the lesson unit and exemplified deliberately by teachers, it appeared to enhance the teaching and learning of English.
What are the propositions?

Theorising

Proposition 1

• LS results in the professional development of the teachers through the explicit creation of a culture of sharing and mediated practices (e.g., presence of instructional leadership).

Proposition 2

• The appropriate infusion of teaching strategies/tools (e.g., multimedia resources) seemed to be effective in the EL class, provided they are well scaffolded and integrated into the overall lesson unit.
Reflections of the
Observed Practice of Lesson Study

- The formation and composition of the team is a superficial feature. It has to be purpose driven with the aim to plan, develop and carry out lessons for teaching/re-teaching in order to improve teaching and learning in the classroom.

- School vision, mission and goal need to be aligned with classroom teaching and learning.

- Observe live lessons so that teachers can immediately see the evidence of learning enacted before them.

- The colloquium is centred on improving learning through examining evidence of learning and ways to improve learning.

- Research evidence, when gathered, is drawn from the classroom as ‘laboratory’ with the observers bringing different lenses to observe the classroom phenomenon and report objectively on it.
Student Achievement Scores

- Reading
- Picture
- Total_score

Comparing different groups:
- Control Pre
- Control Post
- RL1 Pre
- RL1 Post
- RL2 Pre
- RL2 Post
Future Plans

• Study the **local adaptations and refinements** to the Japanese Lesson Study cycles by observing and documenting the overall lesson study implementation process, the research lessons as well as teachers’ review of their research lessons (process);

• Characterize the **levels of practice** in order to depict the experiences of schools with LS and to identify the seminal cases from among them which will exemplify LS practice as applied to the subject of English in Singapore secondary schools (product).
Acknowledgements

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• Principal, HOD/EL, Teachers of Nan Hua High School (participation in 2010)
  • DDELL (support of the project)