


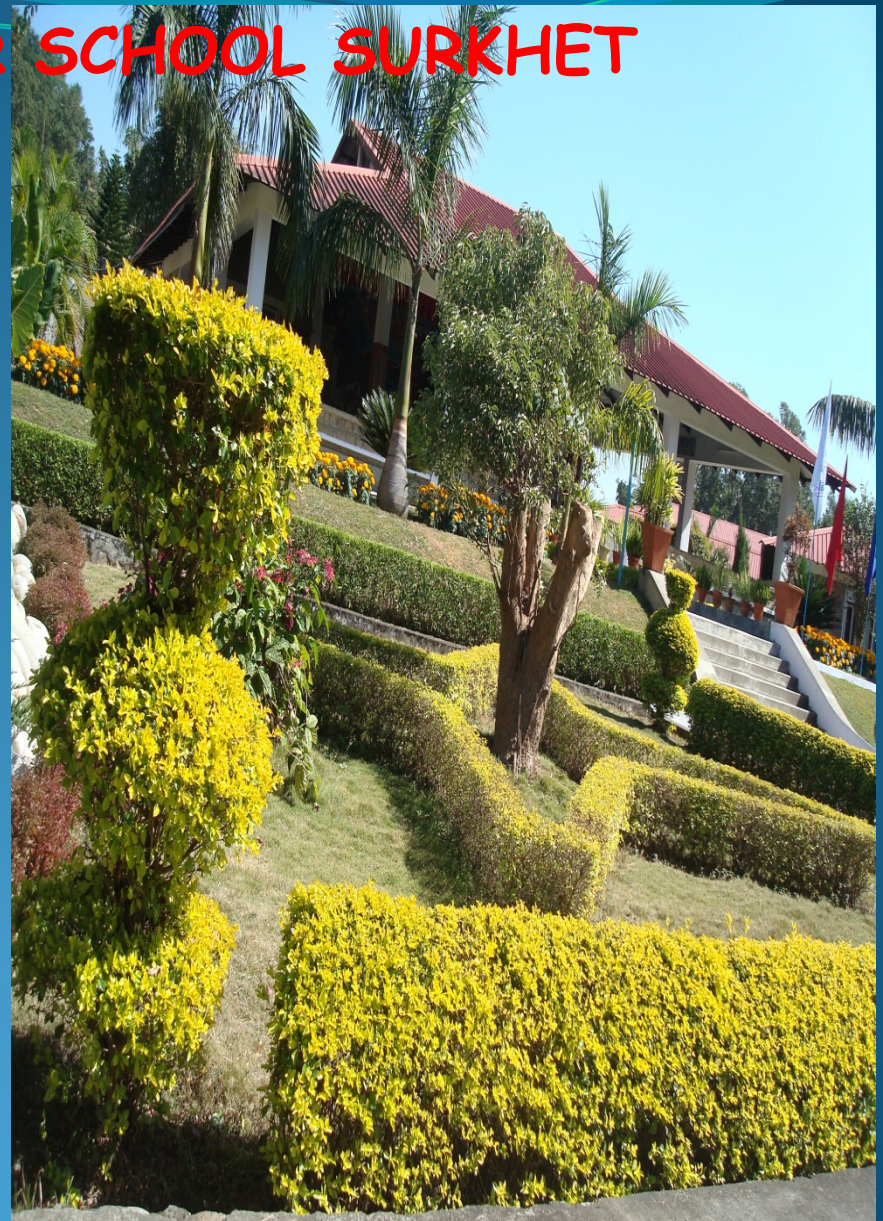
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- Nobody knows everything but every body knows something.

A Report of the Impact
of Japanese lesson study in Teacher Prof.
Devt.

Educational Training Center,
Surkhet Building and Staff



SOS HERMANN GMEINER SCHOOL SURKHET





Title of the study:

Japanese Lesson Study
Approach for Teacher
Professional Development

Rationale of the Study:

SOS Hermann Gmeiner School Surkhet has been implementing different Teacher Training approaches since its inception.

We train our teachers to integrate approaches in teaching learning process through practical sessions, assignment of preparing lessons and making presentation.

During experiment teaching the teachers implement their lessons and let the students explore their own ideas and solutions.



➤ SOS Children's Villages Nepal has made the internal and external training of teachers for adequate classroom teaching.

➤ This prompted us to study the extent of actual new approaches in the teaching learning process at school with the requisite facilities.

Objective of the study:

❖ To study the impact of the use of Lesson study approach in teacher Profession Development (Math)

Delimitation

- This lesson study approach is delimited to SOS Hermann Gmeiner School Surkhet.

Learning value of the study:

- To make teachers and students familiar with the approach.
- ❖ To support teachers to prepare lessons and required teaching materials in connection with the approach.
- ❖ To build up collaborative sharing environment in the school.

Procedure:

- Professional Development Program to disseminate lesson study approach.
- Presentation in the classroom.

Mr. Hamal disseminating Lesson Study Approach to the teachers.



Teachers discussing and preparing lessons. (PLAN)



Teachers delegating lessons & observing class. (DO)



Teachers discussing and reflecting. (SEE)



Findings:

After completing three phases of the lesson study approach, teachers were asked the following questions regarding impact of this study approach and the findings are based on the answers given by the teachers.

Questions:

- Three meritorious aspects you found in this approach.
- Did this approach help you teach more easily?
How?
- What kinds of challenges did you face while applying this approach in your classroom teaching activities?
- What suggestions would you like to make this approach better applicable?

Outcomes:


- ❑ Most of the teachers think that lesson study approach has a positive impact on teaching learning process in the following way.
- ❖ Creating interest among the students.
- ❖ Increasing the involvement of the students.
- ❖ Creating sound helping environment among the students.


❑ Almost all the teachers agreed that the use of lesson study approach helped them to deliver their lessons more easily. They also felt that this approach is more collaborative and the discussion with the friends helped them to prepare effective lessons, select appropriate instructional materials and find shortcomings.

Suggestions:

- Furniture and number of students should be restructured so as to apply the approach more effectively.
- Management should encourage and support the teachers to form group of like minded friends.
- Work load of the teachers should be reduced.

- Some confusion should be addressed by inviting experts in the school.
- Teachers should not restrict their knowledge and expertise of using approaches for their professional growth and development but should plan out activities for contributing to the growth and development of the institution.

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- The concern organization should plan to allocate required resources and budgets to the selected schools to implement the positive outcomes of the lesson study approach.

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- It would be better if concern organization could manage constant follow up to acknowledge whether the approach is being well implemented or not.

some other activities related



Participant Using
ICT in mathematics
and preparing d-
book

school principle and vice principle
orientation on JLSA and Mathematics
teaching.



Ohayo Gozaimasu!

**School Education/Curriculum
System of Japan & Japanese
Lesson Study Approach**

- Yubraj Adhikari
- Bishnu Prasad Gotame

lesson study orientation for pre and in-service teacher



JLSA orientation by Bishnu Prasad Gotame collaborating with Higher Secondary school teacher organization



- Every big thing in the world only comes true, when somebody does more than he has to do.

Prof. Dr. Hermann Gmeiner

