



Teacher Development Through Lesson Study: Theory and Practice

Presented by the Department of Science, Mathematics & Technology Education, University of Pretoria

Lesson Study is a credible teacher development approach which has its origins from Japan and is currently being implemented globally. Due to the unique educational needs of each country, including South Africa, there are numerous variations of Lesson Study. Through Lesson Study, a team of teachers work collaboratively to identify a problematic topic/concept, plan the lesson, observe the lesson while one teacher teaches, and then engage in reflective exercise to improve the lesson.

The **Teacher Development Through Lesson Study: Theory and Practice** short course is aimed at improving classroom practice by enhancing teachers' content knowledge and pedagogical skills. Although Lesson Study has been predominantly used to develop mathematics and science teachers in primary and junior secondary schools, it can be used to develop teachers (pre- and in-service) across the subjects.

Course Leader



Dr David Sekao's experience in the education environment ranges from being a teacher, education specialist and teacher educator. During his tenure with the Department of Basic Education as a Chief Education Specialist responsible for mathematics in the General Education and Training band, he was part of the team that developed the Curriculum and Assessment Policy Statement (CAPS), writing of the state-owned textbooks and the recently introduced framework for the teaching of mathematics in South Africa, namely Teaching Mathematics for Understanding (TMU).

Dr Sekao was first introduced to Lesson Study in 2012 and during the training offered by Miyagi University of Education in Japan in 2013, and again in 2016/2017 in Naruto University of Education, Japan. Due to the growing interest and passion in Lesson Study, he affiliated in the World Association of Lesson Studies (WALS) and presented papers at WALS conferences in Nagoya (Japan), Beijing (China), Amsterdam (The Netherlands), SAJU conference hosted by the University of Pretoria, as well as a Lesson Study lecture at the public seminar under the auspices of the Center for Japanese Studies (CJS). In addition, with the support from JICA, he led the delegation of subject advisors from Eastern Cape, North West, KwaZulu-Natal and Free State provinces to be trained on, inter alia, Lesson Study in Japan. Dr Sekao is currently a teacher educator in the Faculty of Education, University of Pretoria and has started the Lesson Study Unit to support pre- and in-service teachers as well as postgraduate students whose masters and doctoral studies are focus on LS in Mathematics Education (www.up.ac.za/lesson-study).

NEXT PAGE

Shifting knowledge to insight



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Course content

- Introduction to Lesson Study
- Diagnostic assessment/analysis
- Collaborative lesson planning
- Lesson presentation and observation
- Post-lesson reflection
- Application of Lesson Study (PoE)

Learning outcomes

After successfully completing this course, you will be able to

- Demonstrate deep understanding of the Lesson Study approach
- Apply the Lesson Study approach in your subject
- Conduct diagnostic analysis
- Plan collaborative lessons effectively
- Present and/or observe the lesson competently
- Conduct post-lesson reflection effectively

Who should enrol?

This course is ideal for teachers (including school management teams), teacher educators and education practitioners (including researchers).

Course fees

Course fees must be paid in full 14 days prior to course start dates. Proof of payment can be submitted to enrolments@enterprises.up.ac.za.

Admission requirements

Prospective delegates should at least have relevant teaching experience.

Accreditation and certification

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Registration and enquiries

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