

Strengthening Inclusive Practice through Lesson Study

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What is Lesson Study?

“the collaborative development of a lesson” - Dudley

Lesson observations which fall outside of performance development

Joint observations, planning and reflection sessions

A cycle of enquiry to support the continual improvement of teaching

“Design Decisions” (Norwich, 2014)



Teachers of the same subject refining the “same” lesson so that it is more inclusive the next time it is taught



Teachers of the same pupils using Lesson Study to refine the strategies for use with those pupils



Cross-curricular focus such as “cognitive load theory”

1/ First Session with Lead Researcher-Facilitator

Establishing a focus for the enquiry (eg: a particular class, pupil(s) or area of learning)

Exploring the principle of Inclusive Pedagogy



2/ Planning Meeting between teachers

Teachers involved in the Learning Study meet, to collaboratively plan a lesson and/or T+L activities. Teachers to consider ways in which the principle of Inclusive Pedagogy might support their planning.

Teachers to record planning using chosen proforma



3/ Teaching and observation of lessons/learning

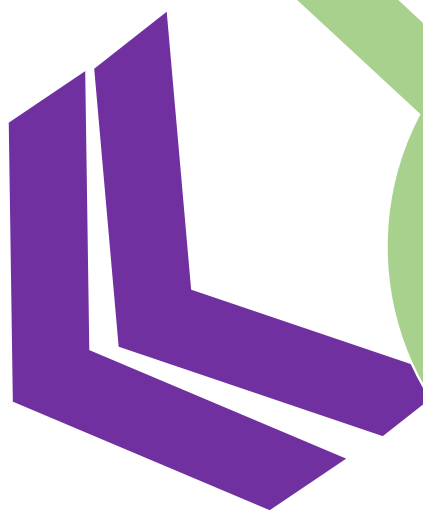
Teachers complete and discuss observation proforma, based on case pupil(s)

Steps 2-4 can be repeated as appropriate



4/ Post-Observation meetings between teachers

Discussion of observed lesson(s)

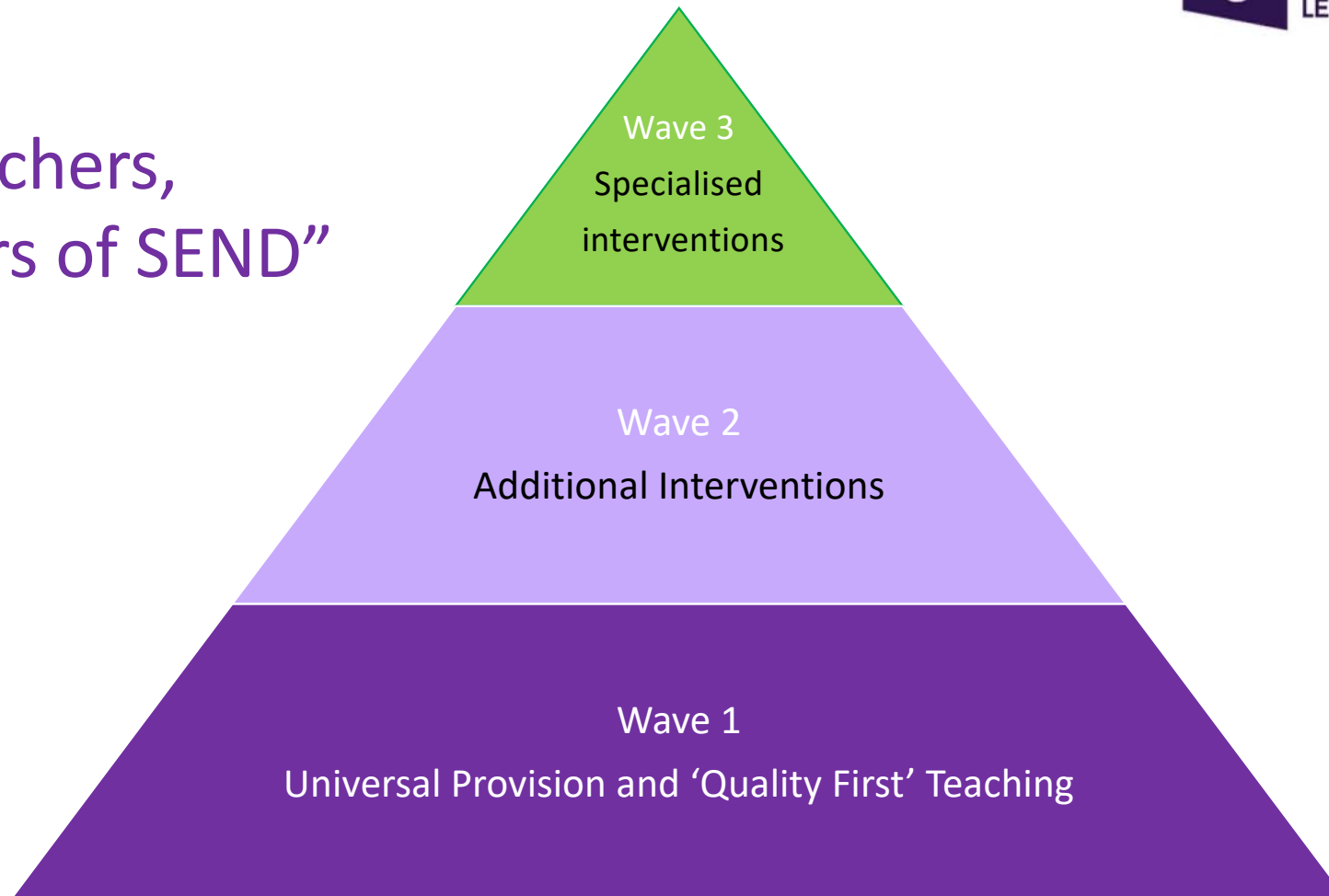


5/ Second session with Lead Researcher-Facilitator

Coming together and present reflections and new learning, using PowerPoint template provided (as appropriate)



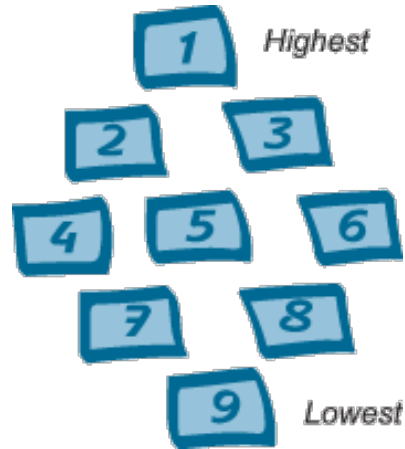
“All teachers,
teachers of SEND”





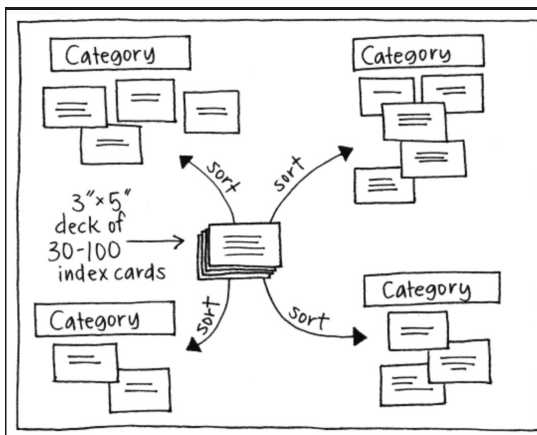
10 Habits of Inclusive Teachers

- They view all pupils as their responsibility
- They view the challenges that learners present with as a learning opportunity
- They situate themselves as learners of their pupils
- They avoid most/some planning
- They have faith in their learners
- They focus on teaching the child rather than the curriculum/accreditation
- They view behaviour developmentally
- They plan and prepare for surprise
- They are committed to continual professional learning
- They take risks

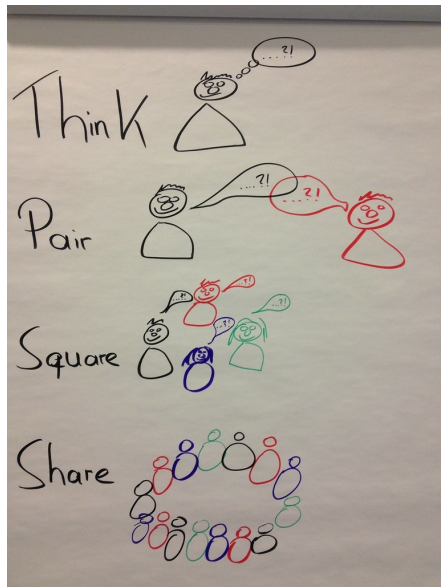


Sort each of the '10 Habits' in anyway you choose

- Ranking into categories
- Order of importance/value
- Ones you agree/disagree with
- Order "easy habit to develop" to "difficult habit to develop"
- Another idea?



“extending what is ordinarily available to all”



<p>multiply times product lots of groups of multiplied by multiple of</p> <p>X</p>	<p>add plus total sum more than increase altogether score double</p> <p>+</p>	<p>subtract minus half halve less than fewer than take away decrease difference between</p> <p>-</p>	<p>divide halve share division factor remainder equal groups of divided by divided into shared equally</p> <p>÷</p>
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Reflection and Discussion

What do you think of the idea of “extending what is ordinarily available to all” learners? Can you think of any ways this can be applied at your school?

A photograph of a woman with dark hair and a teal sweater, and a young girl with blonde hair and a pink bow, both smiling and holding markers. The woman is holding a yellow marker and the girl is holding a blue marker. They are sitting at a table. The text "Inclusion or Inclusive ?" is overlaid on the image.

Inclusion or Inclusive ?

You will need

- Consent forms
- Handbook
- PowerPoint template
- The video on 'The 10 Habits of Inclusive Teachers' may also be helpful

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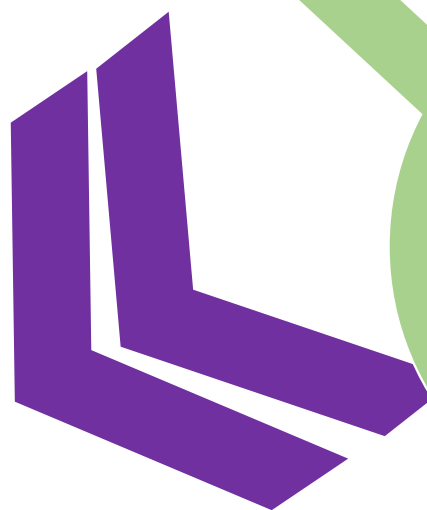
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