

ACRE Annual Conference, 2018



Edge Hill
University

‘Being taught’ by Lesson Study:
A pedagogy of virtuosity for the
oppressed teacher?

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In Troubling Times - Where Are We Going?

1. The *Troubling* of Lesson Study [LS]: The presentation will link LS to ACRE theme of social justice in *troubling times*, establishing why **teachers need access to Social Justice**. Specifically, examining why teacher CPD or teacher professional learning so far has hindered and not helped in this endeavour.
2. Starting from **Biesta's** alternative position of the need for *teaching not learning* and drawing on the theory of *ecological agency*, several of Biesta's theoretical lenses will be applied to empirical findings to examine how LS as 'a pedagogy of the event' might provide a way forward.
3. In this way the presentation seeks to offer a response to respond to the question recently raised: '*What constitutes the ethical and political basis of knowledge creation in LS?*' (Stylianou and Zembylas, 2018:12).



Easter 1916

I have met them at close of day.....

I have passed with a nod of the head
Or polite meaningless words.....

And thought before I had done
Of a mocking tale or a gibe
To please a companion
Around the fire at the club
Being certain that they and I
But lived where motley is worn....

**Enchanted to a stone
To *trouble* the living stream....**

**Now and in time to be,
Wherever green is worn
Are changed, changed utterly:
A terrible beauty is born.**

(W.B. Yeats)

Troubling towards Change



LS @ EHU

The Edge Hill University Lesson Study Research Project was a two year national project jointly funded by the Education Endowment Foundation & Edge Hill University

.The focus to raise attainment through the use of a Lesson Study approach. The pedagogic focus is using *talk for learning* in literacy and mathematics:

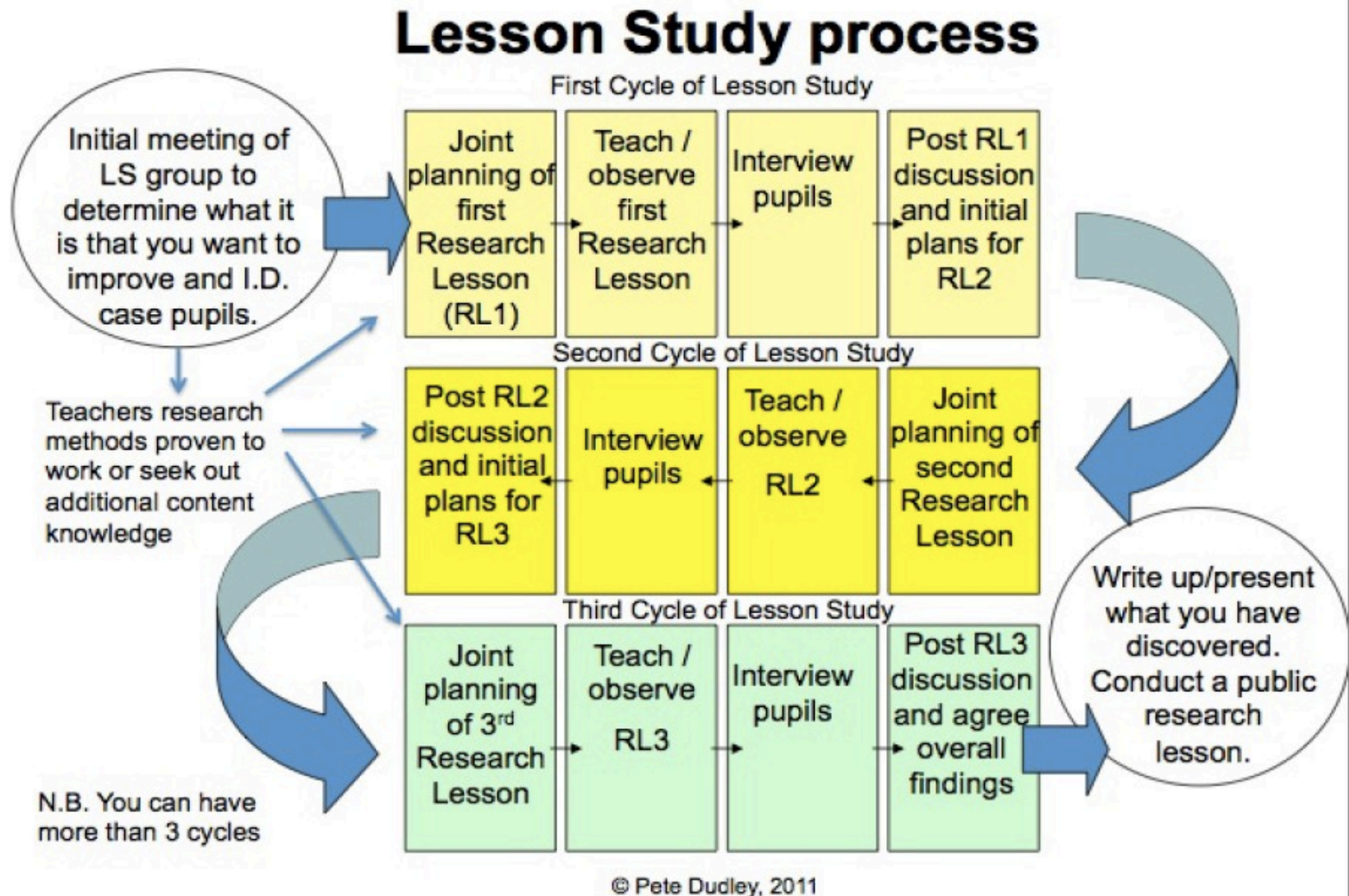
- 35 schools in North West
- Participating teachers (3-6 per school) with a pupil focus on Y4 and Y5
- Three cycles of LS per year, per school (9 lessons)

The delivery is led by Edge Hill University and supported by a team of expert advisors and trainers.

National Evaluation: LSE - a randomised control trial.



The Lesson Study Cycle (Dudley, 2011)



The Japanese says a lesson is 'like a swiftly flowing river' (Lewis, 1988)



RESEARCH First Cycle

31 interviews in 11 schools

peer review event: 100+ teachers.

Grounded theory approach to analysis. Inductive, iterative approach (Charmaz, 1999) following Carr (1986) and others, building on the Grounded Theory Approach of Glaser and Strauss (1967) similar to Perry & Lewis (2009)

Themes emerged - coding using Nvivo.

‘Experience centred narrative research’ (Squire, 2015)

Narrative inquiry tradition Connelly and Clandinin (1990); Riessman (2008) – taking into account Bruner’s argument of the need to recognise ‘narrative intelligence’ and meaning making.

‘Theoretically commensurable, methodologically complementary’
(Lal, Suto and Ungar, 2012:14)

for researchers with a dual concern - interested in individual experiences and processes as well as those common across a group.

Narrative Inquiry for Social Justice?

To consider what teachers say *about lesson study itself*, to gain an 'insight into the educational experience as lived' (Connelly & Clandinin, (1990:3).

Telling stories is an astonishing thing. We are a species whose main purpose is to tell each other about the unexpected and the surprises that upset the expected, and we do so through the stories we tell.

(Bruner , 2002: 8)

Social justice research is most commonly understood as research that sets out to explore, understand and theorise existing social justice issues (Denzin and Lincoln, 2000).

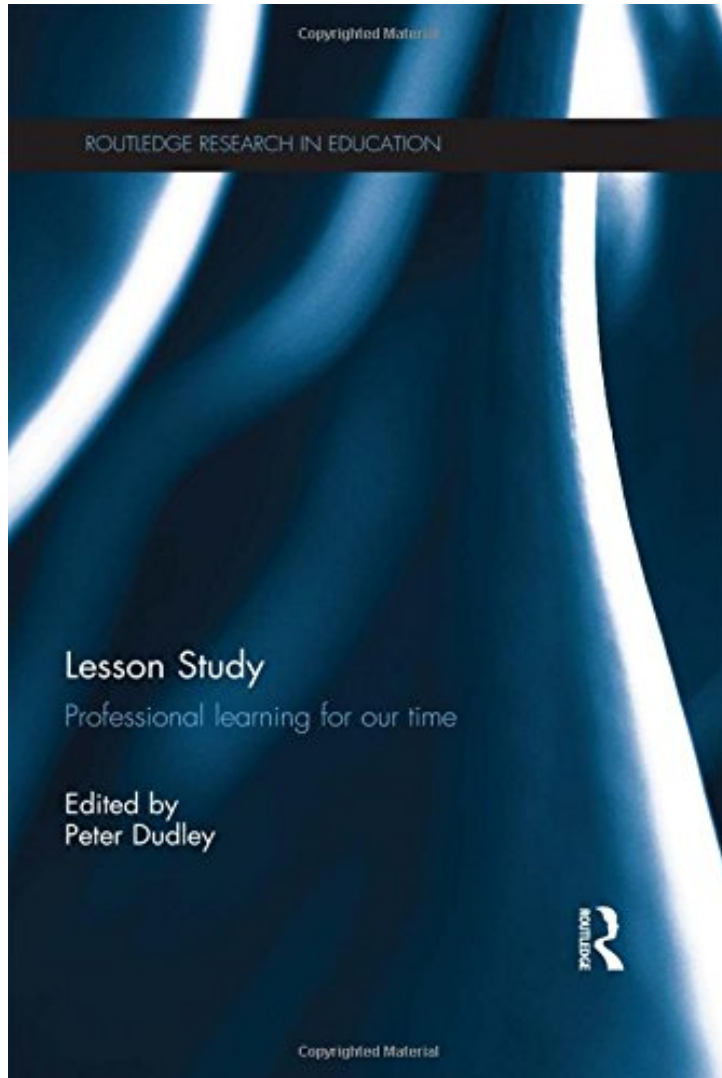
The starting point is the practices or policies which are seen as problems. However this is not the starting point for narrative inquiry (Clandinin and Connelly, 2000).

When social justice concerns are predetermined people can be denied a voice...cover over experience.. (Caine et al, 2018).

BUT

Rosiek (2018) drawing on Dewey's pragmatism (Biesta, 2003): significance is 'located in the horizon of possible consequences that follow from [the] inquiries'

A GAP in the LITERATURE

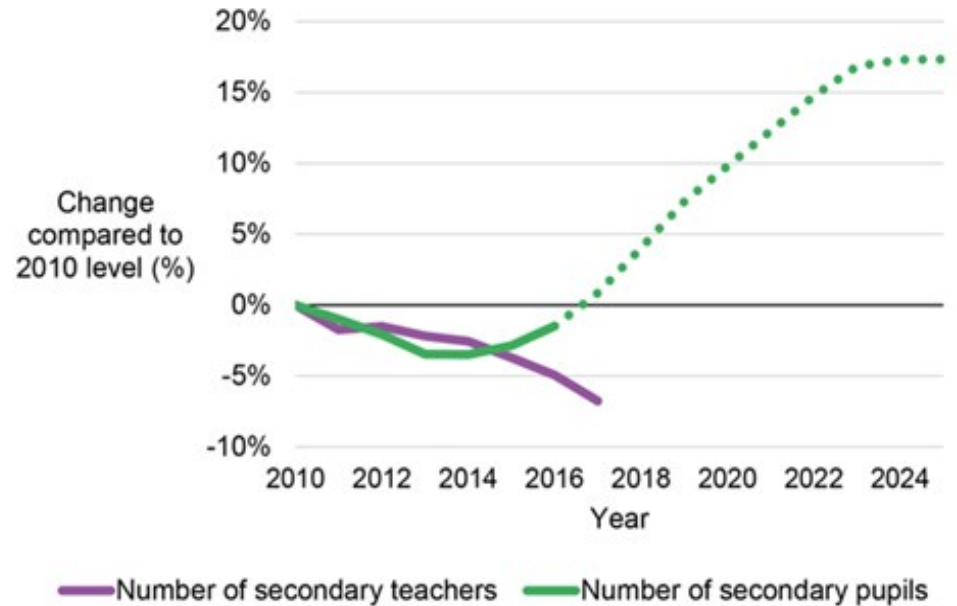
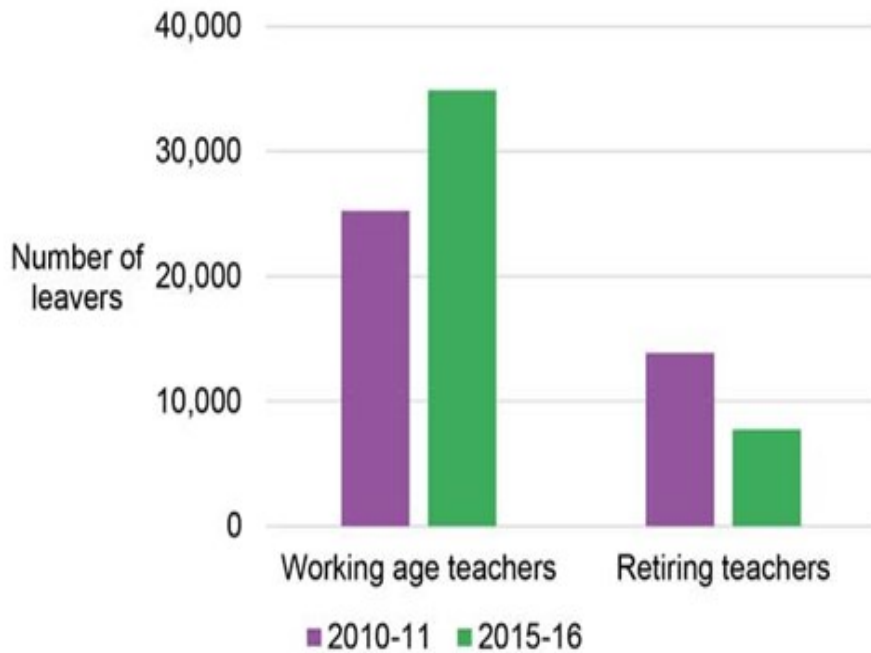
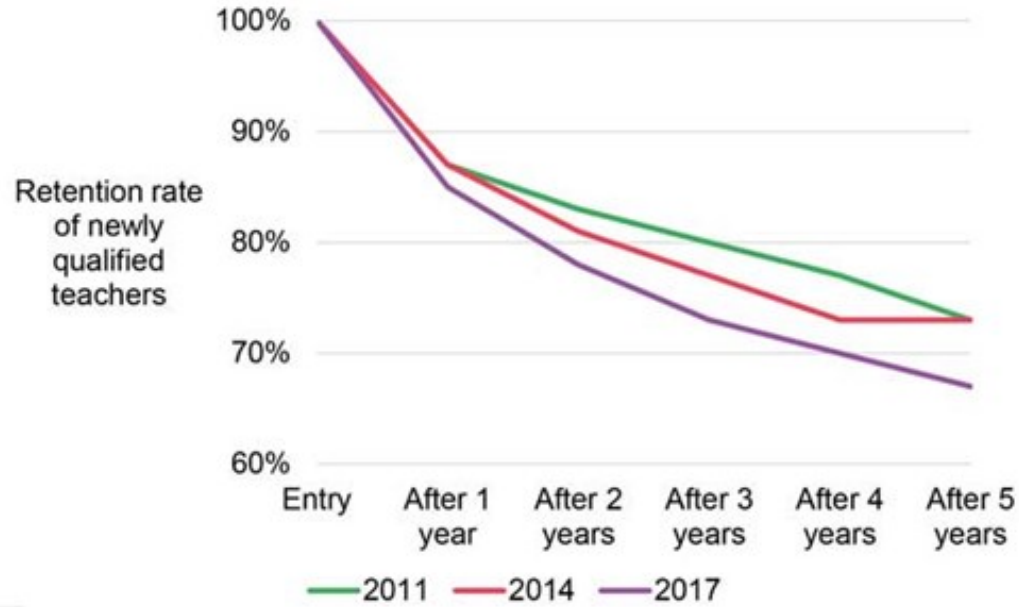
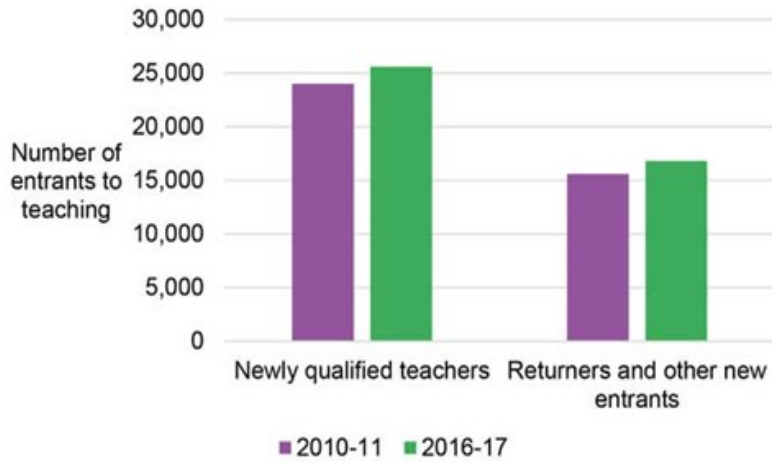


In almost all the studies, there is a lack of attention to important questions related to the **micropolitical dimensions** of teachers' collaborative work in LS contexts, such as the building of trust....'

...' there is a need at the same time to give consideration to **the macropolitical** context for teachers' collaborative work in LS

(Xu and Pedder, 2015: 49)

A PERFECT STORM (NFER, 2018)



Why? - 'Teachers are servants'



PEAK INEQUALITY

BRITAIN'S TICKING TIME BOMB

DANNY DORLING



Mary Bousted (ATL, 2016).....“We know 50,000 teachers left last year, that’s 11% of the workforce, and. It’s largely due to the toxic mix of accountability pressures, curriculum and qualification reform...

Teacher stress and well-being (NASUWT, 2017). ..93% of teachers feel they are not empowered. Factors that disempower teachers include:

- Constant change: 80%
- Blame culture: 71%
- Lack of respect: 65%

And 85% believe the job has impacted negatively on their wellbeing, while 60% believe the job has adversely affected their mental health. 77% have seriously considered leaving their current job, While 71% have considered leaving the profession altogether.

Professor Danny Dorling, Halford Mackinder Professor of Geography

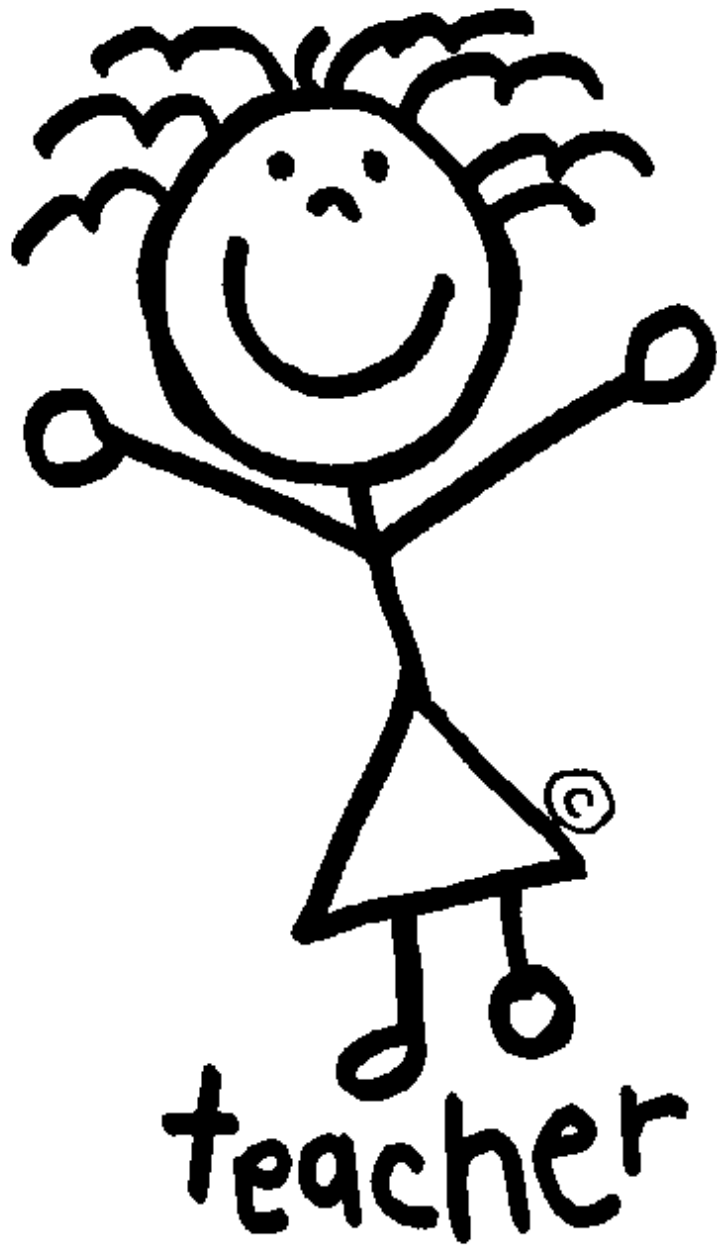
The Terrors of Performativity



Performativity, it is argued, is a new mode of state regulation.... It requires individual practitioners to organize themselves as a response to targets, indicators and evaluations. To set aside personal beliefs and commitments and live an existence of calculation.it portends inner conflicts, inauthenticity and resistance.

(Ball, 2003:215)

The threat now that the 'technologies of the self' embedded in tropes of self-improvement and reflexivity (Perryman, 2017) can trouble the soul of the teacher (Ball, 2003).

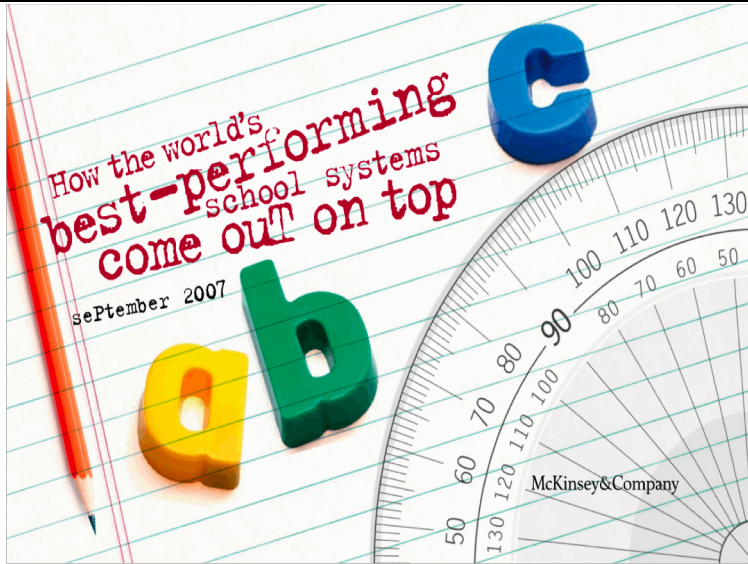


The Need for Change

The importance of what Hargreaves calls, 'emotional politics of teaching' (1998:316)

Fook (2010:49) 'the ideological role of the emotions in preserving power relations at individual and social levels

Teacher Quality and The Discourse of *In*Equality



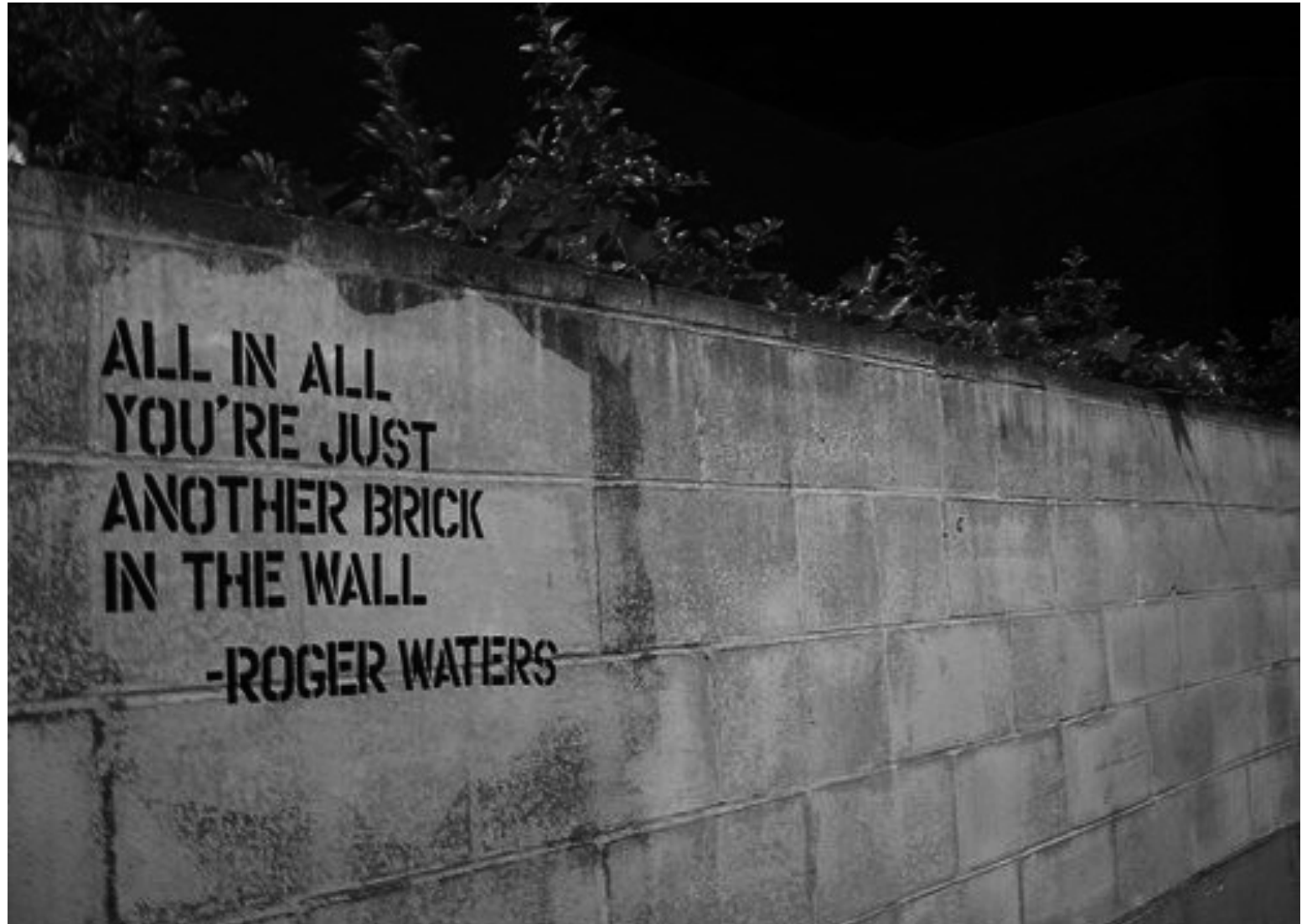
1. The quality of an education system cannot exceed the quality of its teachers.
2. The only way to improve outcomes is to improve instruction.




Critique .. is rebuffed by playing the social justice argument... because of the confused connection between means and ends.. People get away with more than they should be able to get away with...'
(Biesta, 2017a:317)



The Problem of Teacher CPD



COACHING



Dialogue
Question
Develop
Learn
Listen
Improve
Reflect
Feedback
Support

CfBT
Education Trust

Coaching for teaching and learning:
a practical guide for schools

Guidance report

Rachel Lofthouse
David Leat
Carl Towler

Providing education for public benefit worldwide

National College
for leadership of schools
and colleges



Mentoring and Coaching CPD Capacity Building Project National Framework for Mentoring and Coaching

Contents:

Principles of Mentoring and Coaching

Mentoring and Coaching: Core Concepts

Skills for Mentoring and Coaching

Mentoring and Coaching: A Comparison

department for
education and skills
creating opportunity, releasing potential, achieving excellence



**Primary and
Secondary**
National Strategies



Centre for the Use of Research and Evidence in Education (CUREE)

A **consistent narrative** emerges from a series of systematic and umbrella literature reviews of international and national research, for example: Cordingley *et al.*, (2015a, 2015b); Bell *et al.*, (2012, 2010) and Timperley *et al.*, (2007) which all identify core elements of effective teacher CPDL that.....

The Lost Promise of Teacher CPD (Opfer and Pedder, 2011)



Hierarchical differences between mentors and coaches and professional learners **affect the learning process** (Cordingley, 2005:6)

The main findings emerging from the Schools and Continuing Professional Development (CPD) in England *State of the Nation* research project are rather depressing. The state of teacher CPD is rather 'depressing' (Earley, 2010:482)

Lofthouse *et al.*, (2010b:10; 2010a:8) 'research reveals an all too common '**clash of cultures**' as schools '**confuse coaching with performance management**'.

Troubling the Discourse of Teacher CPD



Standard for teachers' professional development

Implementation guidance for school leaders, teachers, and organisations that offer professional development for teachers

July 2016

For Hargreaves and Skelton (2012:136) the micro-politics of coaching means that if coaches are to help teachers to take their place at the cutting edge of their profession there is a need to **'stand up for the moral purpose of their work: 'building capacity rather than enforcing compliance; and giving colleagues a professional service rather than delivering them into ideological servitude'**.

The FREEDOM to FAIL



In an context of increasing educational uncertainty, it is absolutely vital that teachers **are given the basic security of being trusted ..so that they are not afraid to fail, and are keen and ready to experiment, to take risks and to try new approaches which support the moral purpose they pursue together.....** This moves our analysis beyond the sphere of emotions and identity to that of the emotions of power and powerlessness'

(Hargreaves, 1998:326)

PROFESSIONAL CAPITAL



Decisional capital: The essence of professionalism is the ability to make discretionary judgements.....decisional capital is sharpened when it is mediated through interaction with colleagues (social capital)

(Hargreaves and Fullan, 2012: 93-96)

Lesson Study is *not* Coaching

Network leadership in action:

Getting started with Networked Research Lesson Study



"Classrooms are busy places. Networked Research Lesson Study helps slow lessons down. You can see much more. You can improve, innovate and transfer practice more effectively."

Take steps also **to distinguish between RLS and mentoring and coaching** arrangements in place in the school. Practices innovated through RLS may feature in subsequent specialist coaching or other transfer – but **RLS is not a coaching process**. It is for innovation, capture and transfer of practice.

(Dudley, 2005:6)

So, LS: The Freedom to Learn?



Lesson Study: a handbook

Pete Dudley

Appendix I

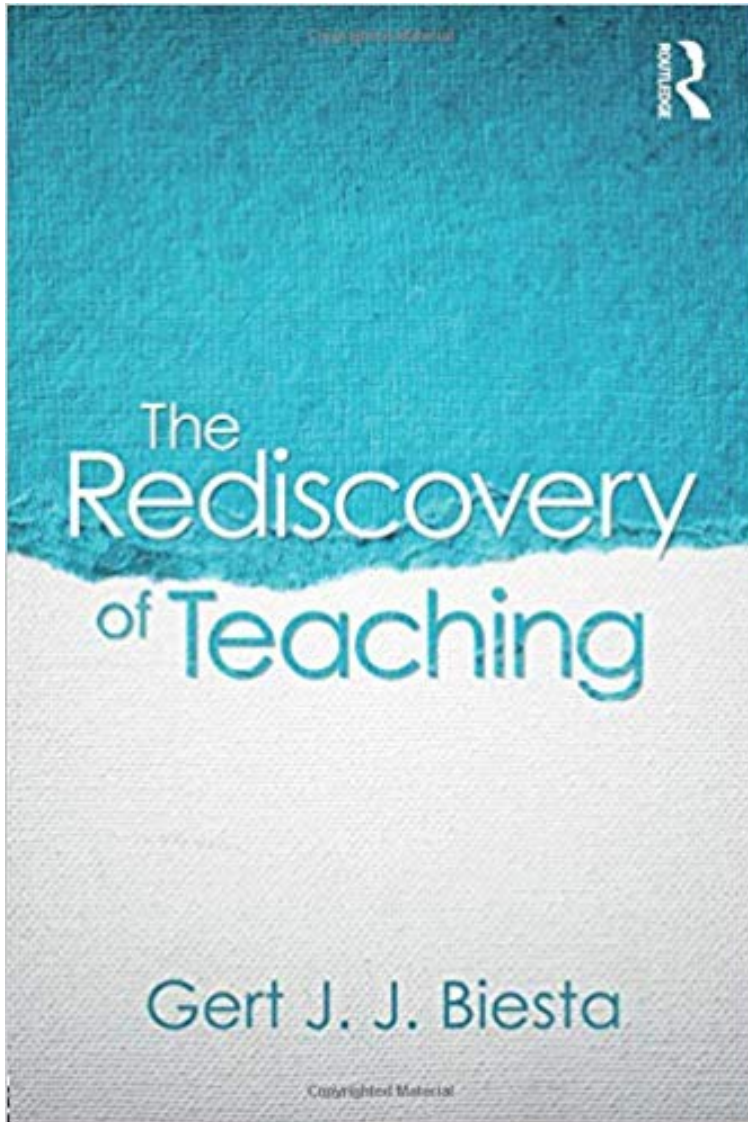
'It is important to keep lesson study separate **from performance monitoring**'

(Dudley, 2011:16)

LS: The Freedom to **Teach**?



The REDISCOVERY of **TEACHING** (Biesta, 2017)



Biesta (2013, 2015:76) called for ‘an interruption of the politics of learning’. The new language of ‘learnification’ - a discursive shift turning political problems into learning problems, away from education as a relational processes, a responsibility of the collective.

Led to the near disappearance of the teacher in policy discourse. This matters because here, ‘the language of learning operates as an ideology, making what ‘really goes on invisible and inaccessible’ (Biesta, 2012a:44).

Teaching goes beyond the currently popular idea of the facilitation of learning (Biesta, 2012). **Teaching .. that is essential to learning ..that radically comes from ‘outside’.. as revelation** Teachers bring something radically new to the situation, in this sense teaching is always an interruption of some kind,an encounter that offers the opportunity of resistance (Biesta. 2017).

ECOLOGICAL AGENCY (Biesta and Tedder, 2007; Priestly *et al.*, 2015)

Approaches agency as something achieved through the active engagement of individuals with aspects of their contexts for action.



Agency denotes a 'quality of the engagement of actors within temporal- relational contexts-for-action'

Actors always act by *means* of an environment rather than simply in an environment.

**Agency is something to be *achieved*..
Agency is *not something people have*; it is something *people do*.**

Methodologically, an ecological approach focuses attention on the unique configurations of 'factors'

Lens 1: EMANCIPATORY TEACHER

Contradictions in the logic of modern emancipation, a dependency between the emancipator and the one to be emancipated....a fundamental inequality... (Biesta, 2017)

For Biesta (2017b) emancipation is 'using one's intelligence under the assumption of equality'. By this the emancipator teacher is inscribed within the political project

Assumption
of Equality

Biesta (2017a) rejects the notion developed from critical pedagogy (Paulo Freire) of the *teacher as facilitator* – as leading to the disappearance of the teacher.

The emancipatory teacher is one who does not allow for the denial or refusal of the possibility for subjectification (Biesta, 2017b)

....certainly I felt that everyone was very equal and you know your opinions were equally valued and it wasn't you know nobody pulled rank or anything like that [LS17]

LS and the Emancipated Teacher

Yes, we plan together, we see it as a group thing, it is not about... you succeed together, if you fail, you fail together, there is no finger pointing, ... If I make a mess of it, they're going to be thinking... about my future... [LS7]



you've realised they're not looking at you — they're looking at the individual children – it makes it a lot less threatening so you're getting the benefit of gaining expertise from your colleagues but in an unthreatening way. [LS49]

..so this is a non-scary way of doing observations, a non-critical way, so that was useful...So I think it freed up sort of our senses in a way that was a big thing for me. [its]...often [a] critical exercise that is linked intrinsically to er performance pay, things like that.... go through thresholds But I think also because we planned the lessons together, if the lesson fell, it fell because we had planned it and so we all take that, Ha!, that sort of joint responsibility. So that that was where I thought it was safe. [LS16]

Lens 2: TEACHING as DISSENSUS

‘..what is interesting about **trust** is that it is only needed in those situations where we have no secure knowledge about how another human being will act’ (Biesta, 2006; 2017:92)

(Biesta, 2007:14) ‘**experimentation** is the is the only way in which we can learn anything at all; we learn because we do and subsequently undergo the consequences of doing. .. Dewey. **intelligent action**...

• The intervention of reflection



Dissensus

Asking the impossible....

..... ‘teacherly gesture’ that opens up the possibility of ‘that which cannot be foreseen as a possibility...an **orientation towards the unforeseen**’

(Biesta, 2017: 83-84)

Osberg and Biesta (2007:47) what is required is **an emergent epistemology** as’ we cannot rely on the rules of the past to dictate what we should do in the future’.

..we actually needed it to almost fail to a degree,just so we can see what went wrong and pin point that rather than fix things before we even know what we are fixing really..... So the first lesson was always a bit of... let's see how things go and lets identify what's going wrong.. [LS7]

So it, it's that being able to try it out – and, you know, to be able to take risks. It feels safer doesn't it? [LS50]

I think one of the big things that I learnt was that I need to be more *flexible* in terms of a..it's OK if things change in the lesson and you can kind of go off with that and let the children lead....., I think I learnt to be more *flexible and fluid* with what happens in lessons. [L22]



for an observed lesson ...you know and you want to do things that you know necessarily work,and that they can do, .. structures that you have already put in place and you know work. Whereas I had children hot seating and acting out and yes that was quite – it put me out of my comfort zone.

LS as Dissensus

... I slowed down as a teacher..... so I think that is the definitely the philosophy I have tried to take on board and sometimes it is just reigning in some of the lesson content. Personally, it gives you confidence, doing lesson study,I think it builds spirit within teachers as well, and I think that is important as well [LS7]

LENS 3: TEACHING not Learning

Biesta (2017a: 55) has referred to what he calls 'the new dogma of contemporary educational thought....the teacher can only exist as a facilitator of otherwise autonomous learning....'the sage on the stage.. guide on the side..

Teaching..' provide insights about ourselves and our ways of doing and being; insights that we were not aware of or did not want to be aware of. They are inconvenient truths' (ibid:53) or 'difficult knowledge' (Britzman, 1998)

The Gift of Teaching

Teaching as an act of transgression

..to learn from someone is a radically different experience from the experience of being taught by someone.. (Biesta, 2017:53). Teaching relies on 'interaction and encounter'

Foucault's notion of '**eventualisation**' – an intentional act which can bring about a situation in which people no longer know what they do that unsettles what is taken for granted through the pluralisation of truth: 'It is a challenge directed to what is' (Foucault, 1991:84)

I think just as I've said already that was, being in the profession so long, I think that **was a real eye opener**, for me [LS17]

...there was a girl who I always thought was just constantly talking and, it turns out, she was actually just rehearsing what she was going to say under her breath and getting ready to give her answer and taking everything in, and apparently she had had hearing difficulties when she was younger, so that was her way of processing it – it does open your eyes completely – I thought she was just a nuisance who wouldn't shut up (laughs) but actually she was doing exactly what she had been asked to do in her own way. [LS47]

you get to think there's a lot of things I don't know about those children in terms of what they already know and what they don't know

LS as Teaching not Learning



....I chose a couple of children that seemed to go under the wire a lot.....[LS31]

And he's just one of the children that's sat at the back, he's one of those, they call them like the middle children, don't they, the children that you seem to miss? [LS2]

..we've seen some quite critical evidence which wouldn't have come about.'....we all have our own viewpoint..... [LS4]

Actually we found out loads about the children that we didn't really know. [LS8]

Lens 4: THE VIRTUOUS TEACHER

‘.. Part of the strategy for reclaiming professionalism in education requires ... **critique of the ways in which the space for professional judgement is being constructed and confined**’

(Biesta, 2015: 84)

.. the very heart of teaching.. The need for concrete **situated judgements about what is educationally desirable.... a practical wisdom** .. The teacher should become orientated towards becoming **a virtuous professional**

(Biesta, 2012:45)

Wise Judgement

Democratic deficit-

‘**post-democratic distortions**’ (Biesta, 2017a)a technocratic model in which it is assumed that the only relevant research questions are **questions about the effectiveness of educational means....** A causal model of professional action (Biesta, 2007:5)

The focus on ‘what works’ makes it difficult if not impossible to ask what it should work for and for whom.

Professionals [must] **play a key role in defining needs**a process of collective needs definition.

(Biesta, 2007; 2012)

LS as *Virtuous Teaching*

.....sometimes when you look at a curriculum and you look at objectives, you think I need to get them to this and I've got to de, de, de, de, de. But actually, you need, sometimes you need to go back to the beginning And it's that fear of ... will I make enough progress with the children if I start doing things like that ... and sometimes you need to do it... [LS7]

.....and I had to have the strength to be able say “this curriculum doesn't fit this child” not “this child doesn't fit the curriculum”..

[LS48]

we've kind of changed our curriculum for maths, we kinda came off. [LS32]

in a classroom situation where everything is so 'pacey' very often you feel pressure to move on and move on and move on, and it's actually giving us greater confidence just to step back....



It was spotted through lesson study ... it was from our level as a teacher,and we said “this is what we think should happen ... this is what we need to do,” and then we went to the Head and said “right, this is what's happened, this is what's come up, this is what we plan to do,” and she just said “fine, do it”

[LS31]

A PEDAGOGY of the EVENT

Biesta and Osberg (2007:33) argue for an **'emergentist' conceptualisation of education**, of properties that 'have never existed before and more importantly are inconceivable from what has come before'.

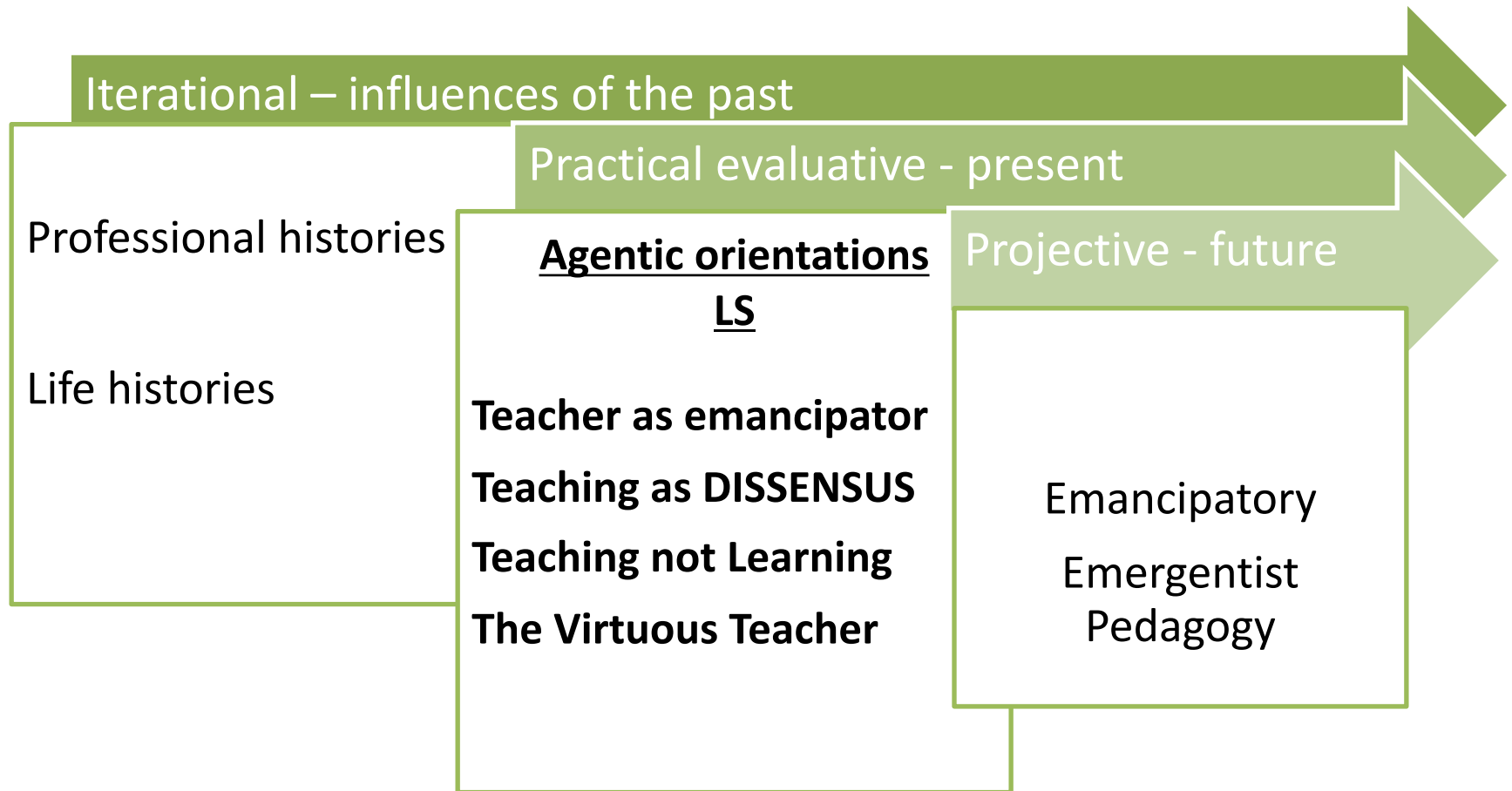
For this, we do not need a pedagogy of cause and effect.. We rather need **a pedagogy of *the event***. This requires teachers who are able to make wise situated judgements about what is educationally desirable.

(Biesta. 2013)



An Ecology of Emancipation

Lesson Study as a Pedagogy of the Event



Emirbayer and Mische 'chordal triad of agency' (1998:972) of past, present and future

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