



# Mentoring and Lesson Study

教學啓導與課堂學習研究

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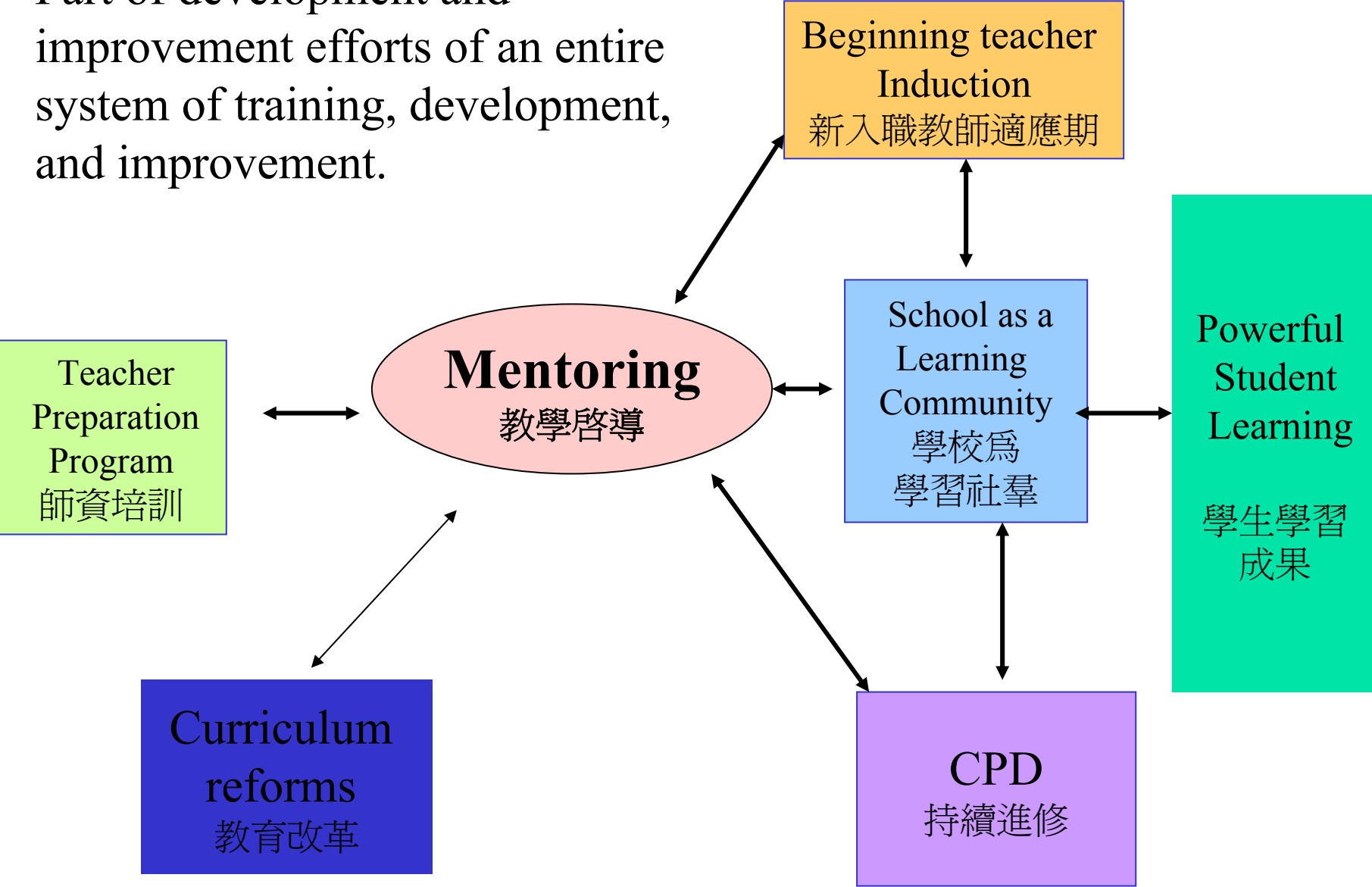
**Lo Mun Ling** 盧敏玲

# Different conceptions of mentoring

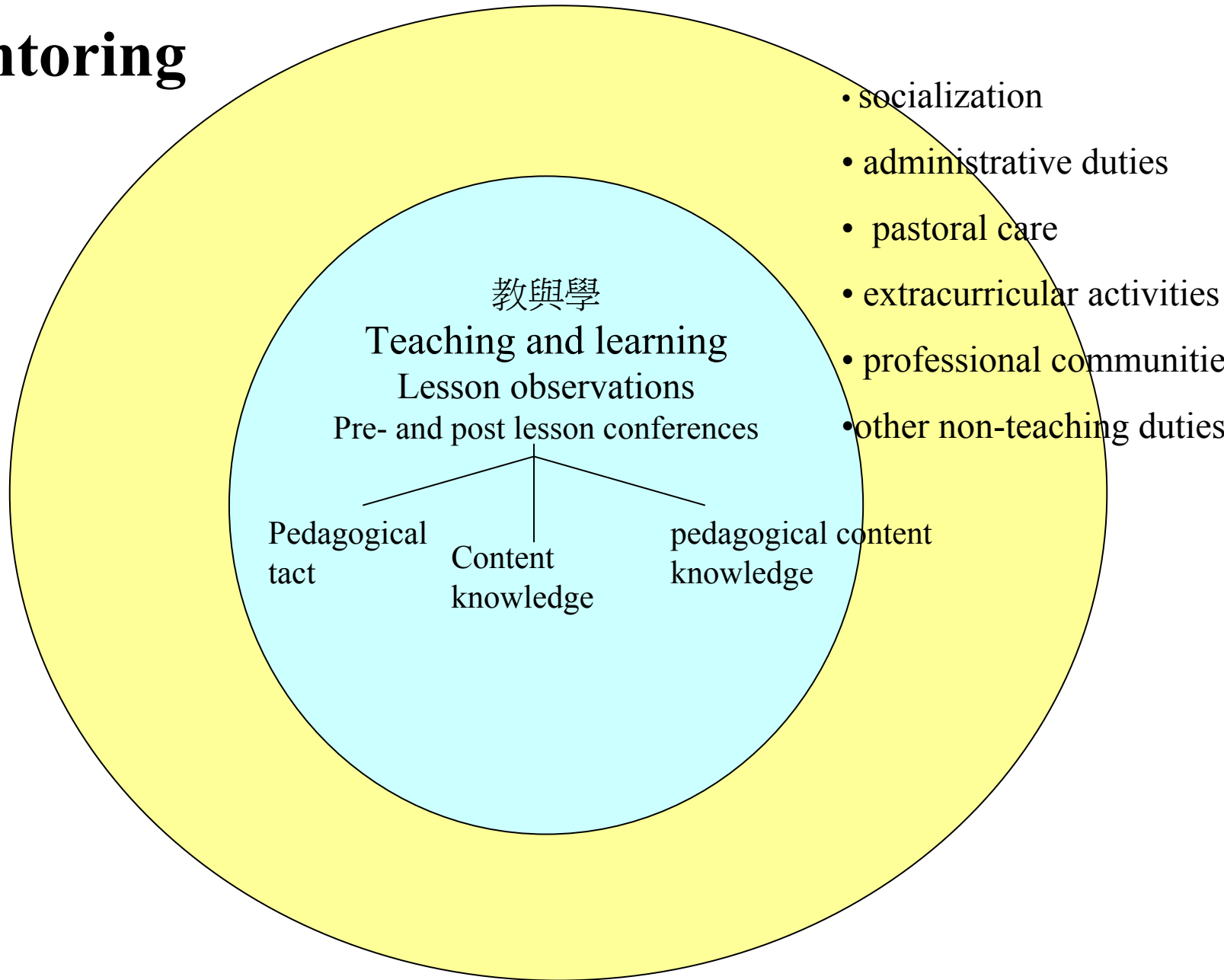
## 教學啓導的不同理念

- **Conventional mentoring approaches** (人道主義取向)
  - emotional support, occupational socialization and short-term assistant
  - hierarchical relationships between experienced teachers and novices
  - humanistic approach(Feiman- Nemser, Schwille, Carver & Yusko, 1999)
- **Reform-minded mentoring** (改革取向)
  - teachers as change agents (Feiman-Nemser, 2001; Hargreaves and Fullan, 2000; Wang and Odell, 2002)
- **Teacher learning communities** (學習社羣)
  - focus on learning about teaching and learning
  - teachers as learners(Hargreaves & Fullan, 2000; Mitchell and Sackney, 2000; Green and Meyer, 2002)

Mentoring as an integral Part of development and improvement efforts of an entire system of training, development, and improvement.



# Mentoring





# Ideal model of mentoring

## 理想的啓導模式

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- **Prepare teachers to become change agents**  
培育教師作為改革的先導者
- **Supported by a strong community of colleagues**  
受到教師團隊的支援
- **As part of a learning community which focuses on learning**  
成為學習社羣的成員

**This can be achieved through a powerful tool –  
Learning Study**



# What is Learning Study?

## 什麼是課堂學習研究？

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- “Learning Study” draws its inspiration from systematic and intensive investigation by Japanese and Chinese teachers into particular lessons—“research lessons”  
沿自中國及日本的課研活動
- It is a systematic process of enquiry into teaching and learning, employing action research methodology  
採用行動研究的方法
- The primary focus is on an object of learning, not teaching methods  
聚焦於學習內容而非教學策略
- It differs from a “Lesson Study” as described by Stigler and Hiebert (1999): It is theoretically grounded  
以變易學習理論為基礎

# A Learning Study is theoretically grounded 理論基礎

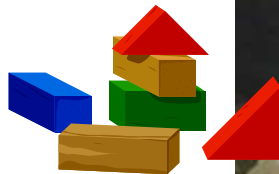
- The theoretical framework of variation is used to achieve the object of learning
- It is guided by three types of variation (變易理論):
  - V1:** Variation in **students'** ways of experiencing the object of learning  
學生對學習內容的不同理解方面的變易
  - V2:** Variation in **teachers'** ways of dealing with the object of learning  
教師對處理學習內容的不同方法方面的變易
  - V3:** Using variation as a **pedagogical tool**  
利用變易以幫助學生學習

# A Learning Study consists of the following steps:

## 課堂學習研究的主要步驟

- **Choosing and defining the object of learning**

選取教學內容及研究其關鍵特徵



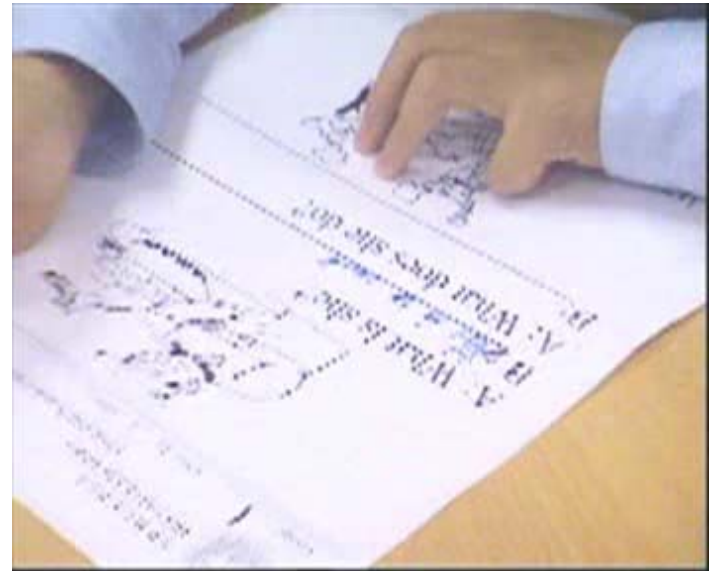


# A Learning Study consists of the following steps:

## 課堂學習研究的主要步驟

- **Ascertaining students' prior knowledge and understandings of the object of learning**

找出學生的已有知識



# A Learning Study consists of the following steps

## 課堂學習研究的主要步驟

- Planning and implementing the research lessons

設計教學及施教



# A Learning Study consists of the following steps:

## 課堂學習研究的主要步驟

- Evaluating the lessons  
檢討



# A Learning Study consists of the following steps

## 課堂學習研究的主要步驟

- Reporting and disseminating the results 報告



Bridge the gap  
between the reform  
goals and practise

把教改理念實踐

Build capacity for  
collegial learning  
同儕互相學習

Provide a contest  
for peer review  
and classroom  
observation and  
conferencing  
同儕觀課及考職

**Lesson Study**  
課堂學習研究

Empower teachers  
教師專業的提昇

1. Sensitize Ts to good lesson

什麼是好的一課

2. Learn subject matter better

加深本科知識

3. Develop “the eyes to see students”

更認識學生

# ***Phase 1 : 2000-2003***

- In 2000, research project commissioned by the Curriculum Development Institute.
- The project was carried out in two schools over a period of three years.
- A total of 29 Learning Studies were carried out in the subjects of Mathematics, Chinese language, General Studies, and English language, resulting in 29 research lessons.

## ***Result and impact***

- improving the curriculum, pedagogy, assessment
- In particular, we found that it has profound effects on TPD and school development.

## ***Phase 2 (2002-03)***

- Methodology refined
- 40 Learning Studies - Progressive and Innovative Primary Schools (PIPS) project.

## ***Phase 3 (2003-2004)***

- 50 schools in the STEM project
- Over 30 from other sources

# **Aims of Mentoring: Socialization**

follow routines; part of school culture; Nurturing of professionalism

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## **Traditional mentoring model**

- Depends on relationship between mentor and mentee
- Influence of only one person

## **Learning community model through Learning Study**

- Member of a whole team
- Influence of many dedicated and professional teachers



# Aims of Mentoring: Improving teaching and learning

## Understanding of the planning process

### **Mentor-mentee model**

Pre-lesson conference with mentor to focus on a limited number of aspects

### **Learning community model**

Lesson Study meetings (6-10) to consider all aspects in detail:

- how students learn, their pre-conceptions, learning gaps.
- Identify worthwhile objects of learning and critical aspects
- Assessment of and for learning (pre- and post tests)
- Teaching strategies to achieve learning outcomes

# Aims of Mentoring: Improving teaching and learning

## Evaluation of the teaching process

### **Mentor-mentee model**

- Observation by mentor
- Post-lesson conference with mentor
- Focus on what has been done, lesson improvement may not materialized until next year
- Evaluation based on mentors perception and students' classwork
- Lesson owned by mentee, mentor as outsider

### **Learning community model**

- Observation by all team members
- Whole team takes part in post-lesson conferences (2-6) after each observation.
- Focus on what can be done next, lesson improvement realized in next research lesson
- Overall evaluation based on theoretical framework and student data, Pre- and post test results, student interviews and video record of lesson.
- Lesson owned by the team

# Aims of Mentoring: Improving teaching and learning

Contribution to teachers' professional development

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Who benefits?

## **Mentor-mentee model**

Mentee and mentor

## **Learning community model**

- All teachers involved in the LS in the school
- Participants in dissemination seminars- in school, to the public
- Contributes to the development of the school as a learning organization

# Aims of Mentoring: Improving teaching and learning

Contribution to teachers' professional development

Contribution to the profession

## Mentor-mentee model

- Reflective journal/  
teaching portfolio  
contributes to  
professional growth of  
mentor and mentee

## Learning community model

- Learning Study case report,  
Presentation CD Rom,  
Video recording of research  
lessons all  
contribute to the knowledge base  
on
- a. curriculum improvement
  - b. student learning difficulties
  - c. teachers' professional  
development

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- Is it worthwhile?

值得嗎？

- What is its impact? (depth & scope)

影響有多大？

- Where can teachers find time to engage in mentoring? (partnership)

有時期空間嗎？