

Design, conduct and critically evaluate a close-to-practice research project (lesson study) focusing on the model of the transformative teacher in developing practice that has a positive impact on the learner.

Aims, Focus, and Purpose of Research

Oracy, being the 'ability to communicate effectively' (Voice21, 2018), has been stated as one of the largest obstacles young people have to exceeding and meeting their full potential (Worth, 2019).

Our small team of researchers in our placement school decided to focus on the effects of a particular Oracy intervention that we could use in our three classrooms, spanning the whole age range of the school (Reception/year 1 mix, year 4, and year 6).

We did not want to look at how Oracy is implemented day to day, rather we aimed to see if levels of engagement would increase or decrease when a specific Oracy intervention is implemented.

Our research purpose is; firstly, to see if learners are able to speak about a topic they have participated with, secondly to see if learners can retain and relay information from peers, and thirdly to ascertain if Oracy interventions advance the development of a learners understanding and knowledge of a topic.

Using peer learning was important to us because it provides the learners with an opportunity to have ownership over their learning. Hopefully this, in turn, will contribute to developing some of the four purpose aims such as; being a capable learner and a creative contributor (Donaldson, 2015).

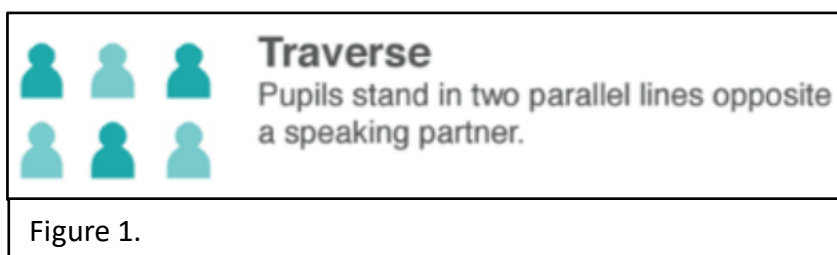
While researching, I will keep in mind the transformative teacher professionalism standard where practitioners seek to develop a creative curriculum with innovative pedagogues and come to conclusions about our research towards the end of the project (Mockler, 2005).

Research Context

Our research question came from our understanding of the importance of Oracy in the curriculum. We all agreed that it is imperative to include Oracy as an essential component of the curriculum, as a result of this our research question focusses on the effectiveness of implementing a specific Oracy strategy across the school. We finalised on '*Does implementing the traverse method improve engagement in primary school classes?*' as a title appropriate for our investigation.

As there are three students in our placement school the research will be conducted over three days beginning with an observation and pupil interviews in year 6, followed by repeating the process over the next two days in year 4 and a mixed class of reception and year 1 pupils.

The Oracy strategy we decided to use in our research is called the 'Traverse' method. Here, students are separated into two lines opposite each other. They then have a short amount of time to converse with their partner about a specific topic before one side moves along the line, switching partners and repeating the process (See Figure 1.) Following this, learners are to provide feedback to their peers about what their partner has said.



Having classes with a wide variety of ages demanded we keep just the Oracy intervention our fixed variable, we will be changing the class ages and topics learners have to discuss during the Oracy intervention.

Literature Review

Having researched Oracy interventions relationship to engagement by reading a variety of books, journal articles, government documents, and other relevant online material I found lots of prior research indicating the importance of Oracy in the classroom along with a few criticisms of how Oracy has been implemented in the past.

Teaching around the 60's and 70's was affected by the 'lone scientist' ideology where child develops cognitively by collaborating with physical objects. By the 80's this ideology had been overshadowed by the Vygotskian idea that a pupil's cognitive advancement also demanded they interact, using Oracy, with adults, peers, and the wider culture (Bruner & Haste, 1978; Vygotsky, 1962; Goswami & Bryant, 2007).

This brings us to modern day thought on the matter, there is an abundance of research literature suggesting a good knowledge and understanding of Oracy from a young age has momentous consequences for cognitive outcomes (Adey & Shayer, 2015; Topping & Trickey, 2015; Bishop & Snowling, 2004), social and emotional outcomes (Chiu, 2004; Ofsted, 2003), and over all life outcomes (Locke et al., 2002; Clegg, 2004).

With this idea, of Oracy as an imperative component of our curriculum, Alexander (2017), Bignell (2012), and Arnott (2014) argue classroom talk forms a basis of learning that enhances development in all other areas, specifically citing mathematics and English. Oracy, however, Alexander (2017) further presents, is not seen as important as other areas of learning and experience. Bringing forth a compelling assertion that "considerably lower educational status is ascribed to talk than to writing, and this difference is constantly reinforced." (Alexander, 2017, P.9). Learners are told, after exploring ideas through discussion, to write down their knowledge. Parents and inspectors looking for data on knowledge and understanding are shown written work.

Learning is assessed on what students have written, “Thus an educational culture has evolved in which writing is viewed as the only ‘real’ schoolwork and the most reliable medium for measuring pupils’ learning.” (P.9).

While I agree there is an imbalance given to the weighting of written and verbal work, maybe more so in a secondary environment, recording and assessing oral work brings a difficult set of challenges. It is not viable to expect oral and written work to be given the same weighting in the curriculum, however, I do agree Oracy is very much neglected in favour of written knowledge.

Mercer and Hall (2018) discuss the challenges facing the assessment of Oracy in the classroom noting that Oracy should be made as important as literacy or numeracy in the curriculum. They draw upon research conducted by Howe referencing three main challenges for Oracy’s assessment as “the fact that spoken language is ephemeral”, “the restriction on the number of pupils that can be assessed at a time”, and “the context specificity of speech acts”. (Howe, 1991. in Mercer & Hall, 2018, P.42).

Bignell (2012) compliments Alexander’s (2017) work by referring to classroom talk as a “powerful means of improving children’s success in all areas of the curriculum” (Bignell, 2012, P.1). This notion is recognised throughout Arnott’s (2014) research, stating its importance is beyond argument in the classroom setting.

Focussing in on engagement, there is a risk element in organising Oracy centred activities. Not all students may contribute appropriately.

This could be a confidence issue, or a lack of adequate vocabulary to communicate their ideas effectively (Arnott, 2014, P.13). Ideas similar to this are echoed in Harrison’s (2006) research, he states; “it is a brave learner who attempts to think aloud and make public that they cannot engage with the shared meaning that is evolving in the dialogue” (P.71).

While stating these difficulties, Arnott (2014) also expresses that non-participation due to confidence or lack of vocabulary is less of an issue in the younger classes where learners tend to worry less about such things.

Concluding, Arnott (2014) specifies that classroom talk is redundant unless it inspires learning. To inspire learning she recommends applying Oracy appropriately by minimising teacher talk and facilitating substantive conversations. (P.15).

This ideology has further been expounded on by Alexander (2017) where he lists six categories of talk that empower interaction, one of them being *exploratory talk*, the notion of exploring ideas and probing others' thinking. (P.38).

Ferre Leavers devised a model to measure well-being and involvement that has been labelled the 'Leuven Scale'. Here, he states that "involvement is about concentration. Being totally focussed on something, wanted to get that contact with the reality around you" (Family Blog, 2018; Leavers, 2017; Dubiel, 2014).

He further states that involvement is intense mental activity, where one functions at the limits of capability. Here, there are conditions for 'real development' and 'deep level learning' (Leavers, 2015, P.2).

An adapted model of the Leuven scale will be used in our research project (SCILT, 2012; see appendix 1:2).

While on a basic level it is easy to agree with the sentiments brought forward by Leavers, there are arguments against using task results to measure engagement. Newton (et al., 2020) remind us that we must not succumb to thinking positive results mean that there was a high level of engagement or vice versa (P.15). It is questionable whether it is possible to know the experiences of others. Research conducted has shown that observational

evidence can become cloudy as a result of when, where, and for how long we observe (Coen et al., 2011, P.457 and Groundwater-Smith et al., 2015).

This reading helped support our research question, we wanted to focus in on the importance of Oracy but because of the wealth of research already conducted we decided to analyse it from a different viewpoint; how an Oracy intervention increases or decreases engagement with a topic.

Explanation Lesson Study Design

The methodology used is lesson study research, is a form of action research. Simply put, our data will be self-reflective and aim to organise improvements as well as deepening understanding of practices (Carr and Kemmis, 1986, P.162).

We were particularly drawn to the ideology of action research as it gives ownership to the practitioner and will provide a way for us to be critical of our own work while improving upon our pedagogies at the same time.

Lesson study research methodology looks to act as a catalyst for change by simultaneously taking action and conducting an investigation culminating in critical reflection (McNiff and Whitehead, 2005).

The data we will collect will be comprised as a mixture of quantitative and qualitative research information. The interviews and observations will be our qualitative data that can be expressed as quantitative data in graphs and charts (Coen et al., 2011).

Our methods of data collection used are; a structured, non-participant observation, a semi-structured interview, and reflection based on Brookfield's (2005) four lenses.

Prior to undertaking our research project, we were all aware that while conducting the observations our presence in the classroom would have an effect on the participants actions. The Hawthorne Effect is a phenomenon that states the observed participants of a study will act in a way their observers expect them to. However, there is criticism stating the effects of

this ideology have been “potentially misinterpreted or over exaggerated” (Timothy Franz in Frey, 2018, P.768).

They further suggest six ways of minimalizing the Hawthorne Effect during observations, one of which is a naturalistic, unobtrusive observation.

This is something we aimed for in our project; to observe unobtrusively the behaviour and engagement levels of the participants. The organisation of our research practice did not allow us to fully encapsulate the idea put forward because there was no way for us to observe the learners without letting them know first (Franz in Frey, 2018. P.770). This would have been a violation of our agreed upon ethical considerations that I will briefly unpack later.

The structured non-participant observations were captured using an adapted model of the Leuven scale.

Our observations are going to be useful for gathering one-time data about the specific topic of engagement with a task, however, as a snapshot they can sometimes align poorly with student progress and our short time in the classroom recording our observations may give us insufficient reliable data (Fletcher-Wood, 2016, P.126).

This, when coupled with our lack of a baseline as instructed by a course mentor due to time constraints, could lead to inaccurate results or findings that include unexpected anomalies.

Graham Nuthall (2007) found the problem as beginning with the ideology that an active classroom where everyone is engaged in some kind of task which demands they think about issues and problems looks great.

If a classroom is like this, the practitioner is more than likely going to get a pat on the back. But this is based on the mistaken idea that you can recognise great teaching and learning from just looking (P.25-26).

Further criticisms of lesson observation state that learners will act differently depending on a varying number of factors including, but not limited to; time of day, home life, the weather, and what they have eaten (Didau, 2016, P.296 & Coe, 2013).

Our semi-structured interviews were designed by encompassing questions that would give direct answers about enjoyment and engagement followed by open ended questions about opinions and criticisms. Keeping the interview semi-structured will allow us to improvise and amend the questions dependent on age, attention, and any other contributing factors.

Reflections of our sessions encompassed completing a 'start, stop and continue' sheet followed by utilising Brookfield's (2005) four lenses reflection tool.

This reflection model is a critically reflective process that "happens when teachers discover and examine their assumptions by viewing their practice through four distinct interconnecting lenses" (P.xiii); The lens of their own autobiography as teachers and learners, lens of students' eyes, lens of colleagues experiences, lens of educational literature.

While this model of reflection is comprehensive and widely used, we were aware before starting our research that there are many features that could affect our research such as bringing our own biases to our lessons.

In addition to our biases, the evidence we collect could be interpreted ambiguously. Anything can be proved with evidence (Didau, 2015), so we chose to be particularly careful to try and begin the observations with as little preconceptions as possible.

The focus groups studied in each class were composed of learners showing the whole range of abilities within the classroom. As such we were careful to select a lower, middle, and higher ability pupil to give a holistic range of data.

Participants were limited to three per class because we wanted accurate data without being overwhelmed by having to record a high volume of results. The more we had to observe in a session, the higher the chances were that we would have inaccurate data.

Ethical Considerations

There are ethical considerations with doing research in a classroom, a priority for our research team was the safeguarding and wellbeing of the students as participants.

Ethics, referring to the rules of conduct; typically, to conformity to a code or set of principles (Robson, 2002, P.65). In education, this code is set out by the British Education Research Association.

We did not want any harm to come to participants, this could come in many forms such as how the data is collected, utilised, and if any inappropriate research methods are used. Harm can also come from releasing any unwanted information (Graham et al., 2013, P.31). Best practice requires appropriate consent to be provided, privacy to be respected, and the UNCRC Rights of the Child upheld (Graham et al., 2013; Save the Children, 2011; BERA, 2018).

To ensure our research met our desire to be ethical and safe we completed an ethics form outlining all details of the research, anticipating all possible risks, and organising data protection and storage.

Research ideas such as respecting the rights of the child, doing everything in our power to ensure participants are safe and aware of the implications of being part of the study are, and the recognition of our responsibilities as researchers and observers are (BERA, 2018, P.9).

Our ethics form also gave us the opportunity to coordinate ideas we had not originally considered such as how much information will need to be provided with the participants / the

participants carers (see ethics form, submitted separately). Once approved by the ethics committee, we were informed that our ethics form received particular commendation.

Lesson Study

Lesson 1: Results & analysis

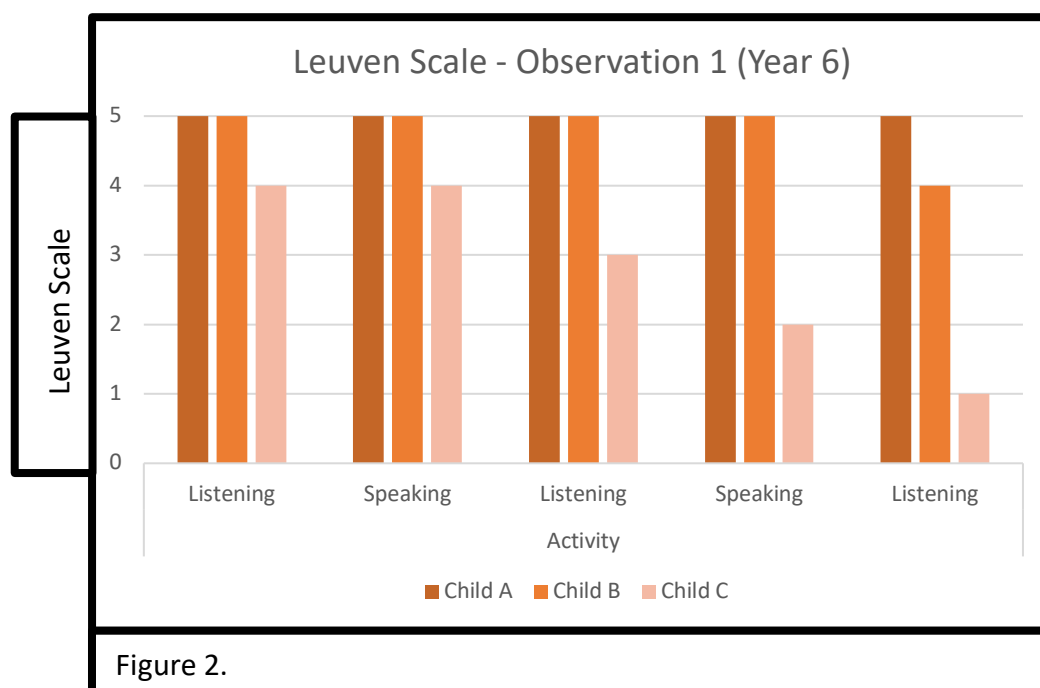
As mentioned previously, observations were scheduled to begin in year 6, followed by our observation in year 4, and ending with our final observation in reception/year 1.

Out of our three observations, the Oracy intervention in year 6 lesson was the most successful. Here, the class of 30 learners discussed their topic 'Icebergs' with their peers using the 'Traverse' Oracy intervention.

While observing the students using the Leuven scale during the Oracy intervention we found that the majority of students became less engaged over time, for one case (Child C) this was incrementally, for another (Child B) there was a small drop at the end, and for the last child (Child A) there was no drop at all and they retained perfect engagement with the task throughout (see figure 2. *Leuven Scale – Observation 1 (Year 6)*).

At the beginning of the session it was evident we would not be able to use the Leuven Scale as originally intended, observing the pupils every two minutes would mean we would miss out on valuable data.

As such, we decided that it was advantageous to record our observations when the learners changed their task (i.e. observe them once when they were listening to their partner, then again when they were speaking with their partner, and repeat). We found this gave us a holistic look at the data instead of snapshots two minutes apart.



With an anomaly of one learner (Child C), students were thoroughly engaged with the Traverse Oracy intervention.

A trend that may be perceived from this set of data is that students are more engaged when they are speaking opposed to when they are listening. Child B engaged throughout, but when it came to listen at the end of the task their engagement levels dropped.

Following the Traverse task learners were asked to recall information they had received from their peers, upon doing so it was evident that all students who were being observed took time to dwell on their peers' answers because they all provided answers to the questions asked by the class teacher.

When talking with the participants after the intervention during the interviews we found that they all enjoyed the task and that it made them more confident about the topic they were talking about.

The learners also gave comprehensive feedback and criticisms of the task, stating they enjoyed learning new facts and talking with others they would not usually converse with. Their criticisms came down to the organisation of the task; they all agreed that longer

thinking time and quieter classroom conditions would have given them a better experience with the intervention (see appendix 2:3).

With all this data to hand we reflected upon the first session and came to agreements about how our next session will be organised. Using both the start, stop and continue method followed by reflecting via Brookfield's four lenses we found that the task could have been organised easier by giving learners more thinking time and asking them to whisper.

The class teacher thought the intervention worked particularly well, stating it would add another dimension to their 'checkout time' on a Friday afternoon. The idea of thinking time during lessons is one we found was explored throughout Lemov's 2015 work and was something we intended to put into practice for the next session (Lemov and Atkins, 2015) (see appendix 2.5).

When organising our second session in year 4 we decided to stick with our amended Leuven Scale chart of observing learners once every time they switched task. Some aspects of the intervention needed to be amended to accommodate the preferences and criticisms given by the learners in year 6. To enhance the session, we decided to ask learners to whisper their ideas to their partners to allow for a quieter learning environment and following research findings from Lemov and Atkins (2015), we planned on providing students with longer thinking time before they had to give an answer to their partner.

We hoped this would allow for better quality answers and dialogue between pairs, leading to greater engagement with the intervention and the class topic.

Lesson 2: Results & analysis

Following our initial observation session, we proceeded to observe the traverse intervention in year four's class.

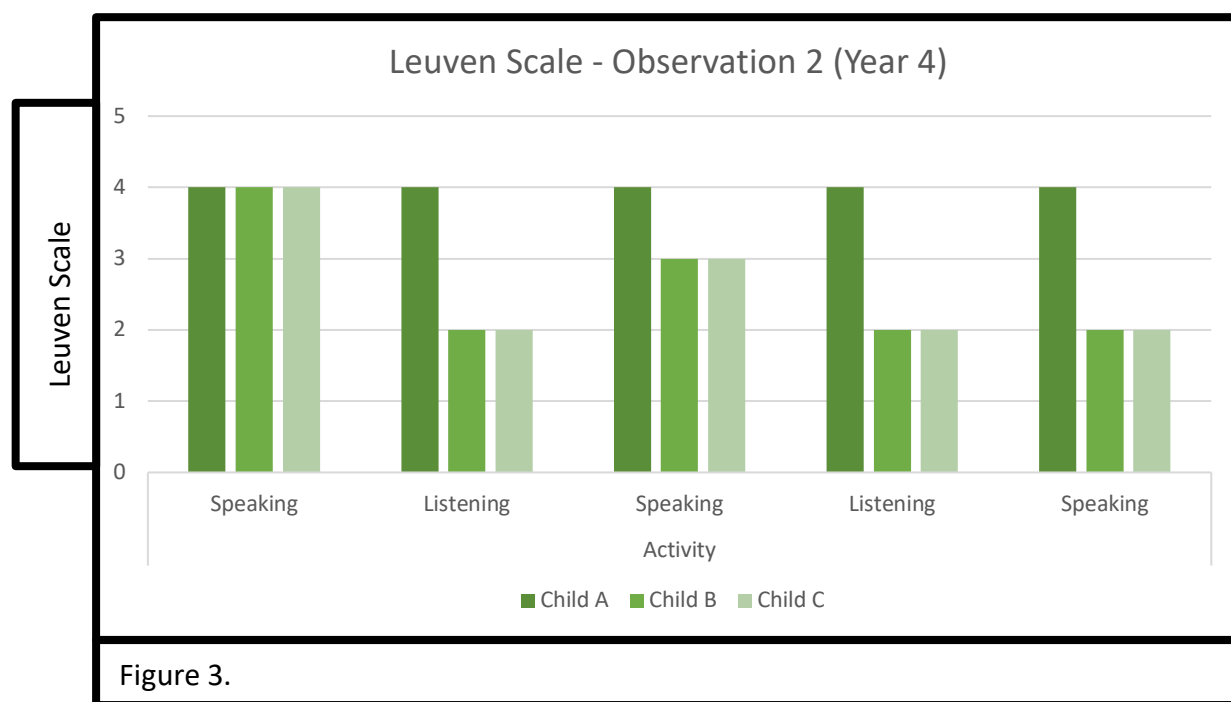
There were slightly more learners in this class, 33 in total, and their topic of discussion was 'punctuation' as this is what they found particularly challenging at the time.

Here, we found that engagement followed a distinct trend throughout the intervention.

As you can see, none of the learners observed were labelled as 'extremely high' (or a '5') on the Leuven scale, all began at 4 (high) with all bar one fluctuating their engagement levels.

The trend is that engagement decreased throughout the course of the study with two exceptions; firstly, Child A did not waver their engagement, secondly, engagement for both Child B and C spiked again after dipping when it was their turn to talk (Figure 3. *Leuven Scale – Observation 2 (Year 4)*).

These findings acknowledge Piaget's notion of cognitive development, particularly focussing in on the egocentrism ideology of the preoperational stage (Piaget, 1951)), this is something I will discuss in greater detail when analysing these findings.



Following our initial observation, we opted to encourage learners to whisper their answers to their partner and provide more thinking time for each question in the hopes that this would provide better quality of work for the learners.

After the intervention all participants were able to provide answers to questions about what their peers had said to the rest of their peers.

When the observers broke from the session, prior to interviewing the participants, we had a few ideas about why the session was less engaging for the learners than the previous one in year 6 that focussed on the size of the class and the fact that one or two students came in late to class, disrupting the session.

During the interviews, participants made it clear that they all enjoyed the task and that completing the traverse intervention made them all more confident about punctuation. Students feedback centred around enjoyment of peer learning as a different way to gain knowledge about a topic and criticisms focussed in on the topic learners had to discuss. While learners found that they developed understanding from talking about punctuation, they would have preferred to talk about Celts, their topic (see appendix 3:3).

With all of this data available to us we decided to reflect on the session using start, stop and continue followed by Brookfield's four lenses.

We found that there was no need for learners to whisper for this activity, students struggled to hear when speaking at normal volume in year 6 and speaking quietly in year 4. When learners are speaking at a normal level there is less chance their ideas will be misheard. We decided that low engagement came down to a variety of factors that included; low level disruptions (pupils coming in late), the egocentrism of younger learners, limited space to complete the activity in a comfortable environment, and most importantly, an unengaging topic.

The class teacher agreed with our conclusions in their survey (see appendix 3.5).

This holistic understanding of our second observation session allowed us to begin to organise the final session taking into consideration not only what we had discovered year 4 but also what we originally understood from the first session in year 6.

Taking into account the positive feedback we received from year 4 we looked further into peer learning and found that social and emotional gains are as developmentally important as cognitive gains (Topping, 2005). We will ensure to provide a suitable topic for discussion for our final observation along with providing enough time for participants to think of an appropriate answer.

Lesson 3: Results & Analysis

Our final session took place in a mixed reception/year 1 class of 33 students who would discuss dinosaur similes, from the outset it was clear to see the organisation had to be treated differently in this environment.

Participants could not move themselves into their separate rows independently and even after clear instruction staff needed to intervene to get students into the correct spacing.

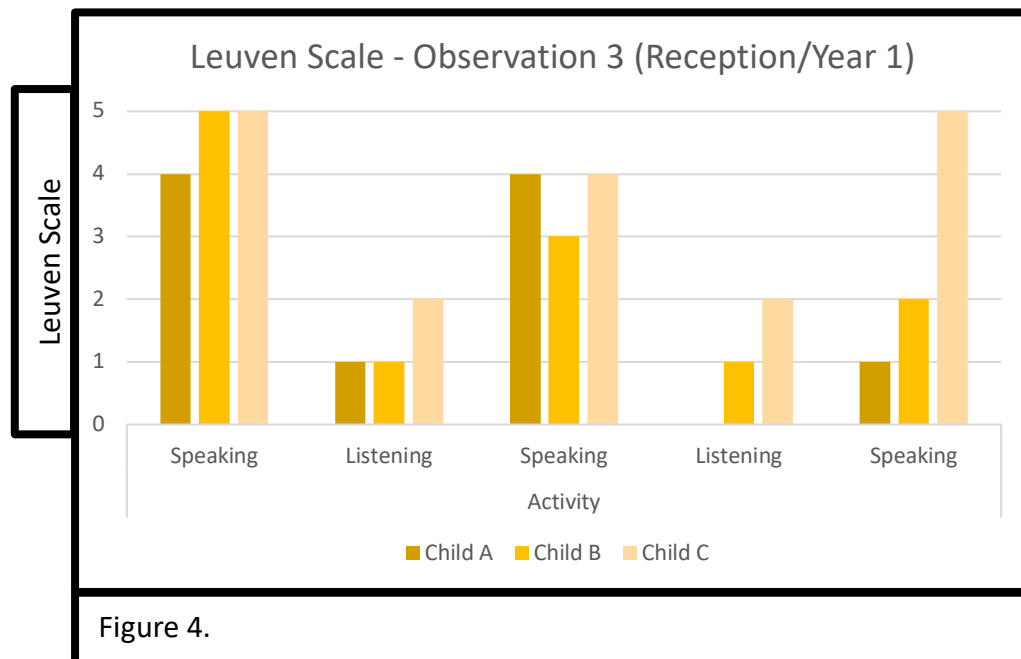
I took extra time to explain how the task was intended to work and gave learners a high level of scaffolding by providing them with the beginning of a sentence they had to finish. An example of this is 'the diplodocus' neck is as long as...'.

As you can see from Figure 4., the clear trends in this data show, once again, that the younger the learners are the more engaged they will be when they are at the centre of attention (i.e. when they are the ones talking). The scores for all three participants are higher when they are speaking compared to their results when they are listening.

While some learners scored a 5 at different points in the observations it is a fair to come to the conclusion that out of the three observations, we conducted this class showed the least engagement as a whole.

A situation of particular note came from Child A who, in between speaking and listening, asked to go to the toilet and was sent by the class teacher. This can be seen in the results table on the penultimate observation.

Following the intervention task, we interviewed the participants and found that they all enjoyed the intervention and thought their understanding of similes improved as a result.



Their feedback showed they liked conversing as a way to gain understanding, criticisms were that the task took too long and they would have preferred it with music in the background (see appendix 4.3).

From our interviewing annotations it is clear to see there is a lack of quality answers from the participants, this was to be expected. Our start, stop and continue reflection along with Brookfield's four lenses showed us that the intervention was too complicated for learners, coming in at 20 minutes to complete the task for 90 seconds of data it wasted too much time of the session. All students enjoyed standing up to learn, and the class teacher did not think this was a viable option for developing learning in future lessons (see appendix 4.5).

Discussion of Research Findings

An overall conclusion I can gather from our research is that the further down the class ages we went, the lower the engagement levels were.

There was an array of attributes that contributed to this, from bad topic choices to lesson disruptions such as people coming in late and pupils asking to use the bathroom.

The most prominent difficulty faced in the younger classes is Piaget's (1951) theory of cognitive development. Here, the younger learners in the preoperational stage are egocentric and unable to see a situation from another person's viewpoint.

Learners in this stage assume peers hear, feel, and see the same as the individual.

A suitable conclusion to come to about this research is that classroom talk with peers about a topic, regardless the levels of engagement in that task, helps learners grasp a higher level of knowledge and understanding about the topic.

Arnott (2014), finds similar conclusions to his research stating; "we should be consistently promoting a dialogic classroom as unless conversation is taking place, development of critical thinking skills will be limited" (P.15).

Similar arguments are brought forward by a wide variety of authors (Evans & Jones, 2007); Alexander, 2017; Bignell, 2012).

The literature points to Oracy being an important component of development for all pupils, helping them in succeed in all subjects. For it to be most effective it must be implemented appropriately as soon as possible.

Our research has shown that the traverse method was less successful the lower down the school we observed it.

Opposing to Newton (et al., 2020), the levels of engagement seemed to correlate with how much knowledge and understanding was gained form the task about the topic. The amount of knowledge gained depended on good engagement (Leavers, 2015).

However, the lower we went down the school the lower engagement levels became.

Evidence from the participant interviews showed that no matter what the levels of engagement were knowledge and understanding increased (see appendices 2.3, 3.3, 4.3).

Oracy may have more of an effect on the learners' social intelligence rather than enhancing their engagement, or even their knowledge and understanding, of a topic. Of course, the advancement of ones Oracy skills will have a substantial effect on engagement and a student's ability to become independent ambitious learners (Donaldson, 2015), but it should not be a means to an end. Rather, when used to scaffold other aspects of learning, Oracy is at its most effective (Evans & Jones, 2007).

These ideas are further disputed by Alexander (2017), where he brings the main focus of Oracy in the classroom back to child development calling it a social process as much as it is a biological process. The processes go hand in hand with each other and lead to a holistic development encompassing knowledge on both academic and well-being levels (P.11).

All of this means that while the Traverse method was very engaging in year 6, and much less engaging in year 1, it may have no effect on the learner's knowledge or understanding of the area.

What's most important is that even giving younger learners the opportunity to discuss, using whichever method, topic work is likely to develop levels of understanding, whether academic or well-being. I can only see this as a positive conclusion to come to at the culmination of our research.

Conclusion

One of the biggest limitations to our research was that no baseline was considered prior to beginning the formal observations. As mentioned previously, this was due to guidance from subject mentors at the university who discussed that as a result of time constraints and the

amount of observations that needed to be completed a baseline would need to be relinquished.

As such, we went into the first observation blind. Depending on how you look at it this has a positive or a negative aspect. It allowed us to begin our observations without any expectations from the observers or the participants, but it did not leave room for any possible anomalies.

Another factor that impacted our research, specifically in relation to the Traverse Oracy intervention we used, is that it cannot be differentiated. Learners had to be put into random pairs and were switching to new partners almost constantly throughout the task.

There is little you can do to encourage higher ability students to strive, while the lower ability pupils probably benefit more as a result of being paired with a 'more knowledgeable other', this however is completely random and it may turn out that only lower ability students are partnered with other lower ability students.

That being said, a strength of our research was that it had to be conducted in classrooms ranging from reception/year 1 all the way to year 6, giving us a holistic understanding of the intervention in a school wide context instead of isolating it to one class or phase.

Being placed in the foundation phase for my next placement, I may consider using the Traverse method going forward. While it did have the worst results out of all our observations, I believe this was down to the size of the classroom and the topics discussed. The method could have been more successful with the younger learners if completed as part of a plenary with a focus group instead of as a whole class activity. As shown in the reflections made by the classroom teacher (see appendix 4.5).

It is clear from the research discussed and by the sheer volume of available resources that Oracy is an imperative part of the curriculum that should be used to develop independent,

ambitious learners. However, from our research it is also clear that practitioners should be weary of finding a 'universal cure' to developing Oracy, and that "just because a teacher is doing something pedagogically interesting, doesn't mean its effective. Needless to say, observers are often unduly influenced by fashions and fads... teaching methods just don't matter" (Didau, 2016, P.294).

It's unclear if the traverse intervention could be a fad, the reality probably isn't that it is a 'magic bullet' for improving Oracy or engagement in the classroom.

What is crucial is that there is a clear understanding of the importance of Oracy and engagement from a young age and its effects on other aspects of school and home life.

It would be more worrying to see no 'fads' or 'fashions', such as Traverse, than to see what we are currently experiencing; practitioners trying their hardest to advance pedagogies in areas of Oracy and engagement.

Recommendations

For my practice, as mentioned above, I would stay clear of use the Traverse method as a whole class activity in the foundation phase. It wastes too much lesson time for little learning, knowledge gained, or thinking time.

Instead using this as a small plenary for a focus group would prove more beneficial for the learners.

When conducting future lesson studies, I will ensure that similar organisation and precautions are taken in reference to ethical considerations, prior research, and lesson planning in advance of participating in observations.

Gathering baseline data prior to researching is an extra factor I will consider enhancing my results.

In addition to this, I now believe that lessons studies should not be a one-off occurrence.

Repeating a study weeks, months, or years apart will give it validity and reliability.

Finally, good practice, including research developed in lesson studies, should be shared and collaborated with if it is to drive our pedagogical influence in and out of the classroom (McCarthy and Bagaeen, 2014, P.16). This idea is echoed through the transformative teaching model, stating “A transformative teaching profession cannot emerge without sustained and comprehensive support from educational leaders... such a profession is not only desirable, but essential” (Mockler, 2005, P.743).

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