

Learning from collaborative, reflective and iterative lesson study with special education students in a school in Singapore

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Abstract

This paper will explore (a) teachers' perspective of lesson study to teach goal setting in a secondary social emotional learning programme, and (b) students' responses during the enactment of the research lessons. Goal setting is selected because it is a significant outcome that is valued by people with disabilities for adult living and has been found to improve task performance through developing the sense of control, ownership and autonomy. Students with disabilities require opportunities to learn the skills necessary to make sound choices, evaluate decision and solve problems. This lesson study involves 6 teachers who met for planning, observation and discussion of the research lessons which were document. Four students, aged 15 years old, with mild intellectual disability and an IQ range between 50 and 70 were also interviewed. Documentation of this process allows for critical reflection on teacher professional learning and student learning development in the next iteration. Findings revealed that teachers need to adopt an inquiry stance through restructuring their knowledge and beliefs and integrating new information in their practice. Through an iterative process of collaborative observation and analysis, greater insights into the needs of their students, the curriculum and teaching strategies emerged. This study demonstrated that lesson study provides a model to engage teachers meaningfully with inquiry into teaching and holds much promise for social emotional education but its implementation is without obstacles.

Keywords: Lesson study, reflective practice, teacher collaboration, disabilities and goal setting