

Research as a form of facilitator training

Dr John Paul Mynott

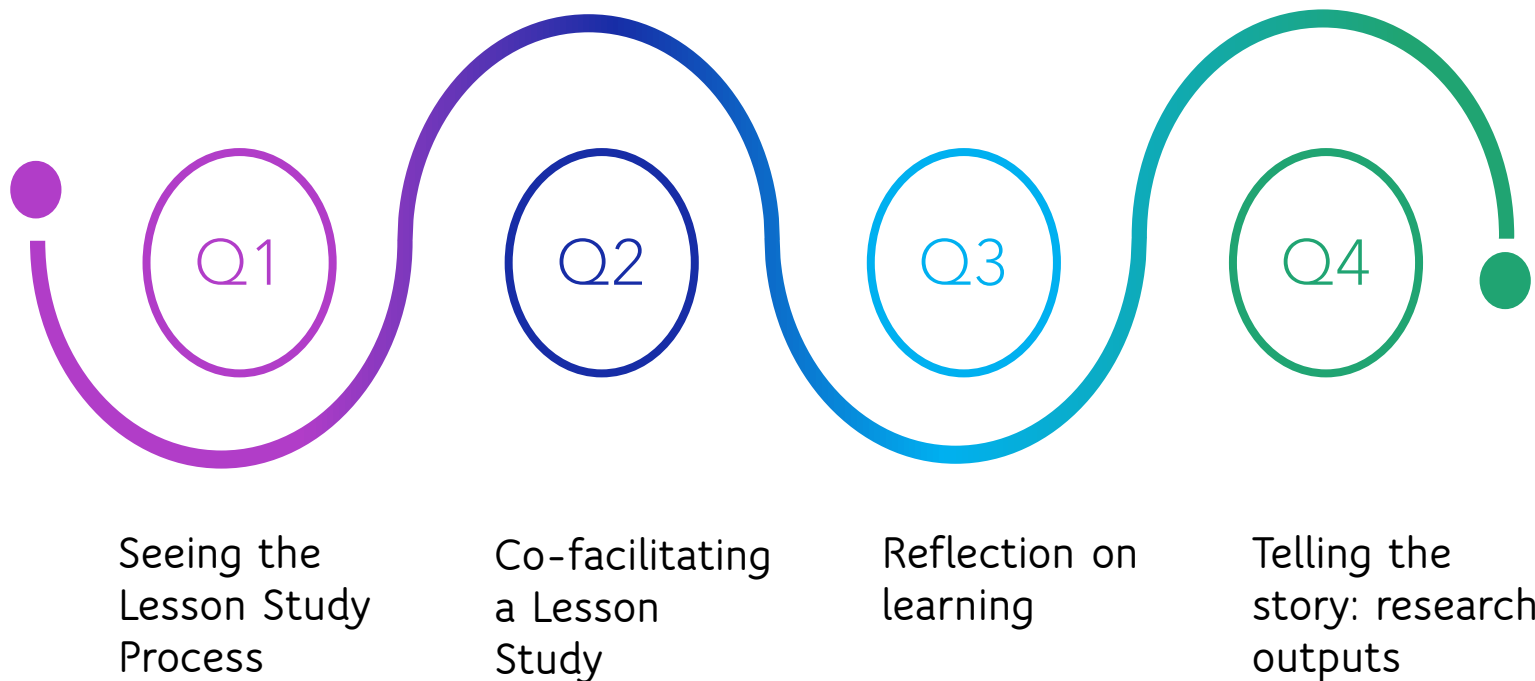
School of Education

University of Aberdeen, Scotland

john.mynott@abdn.ac.uk

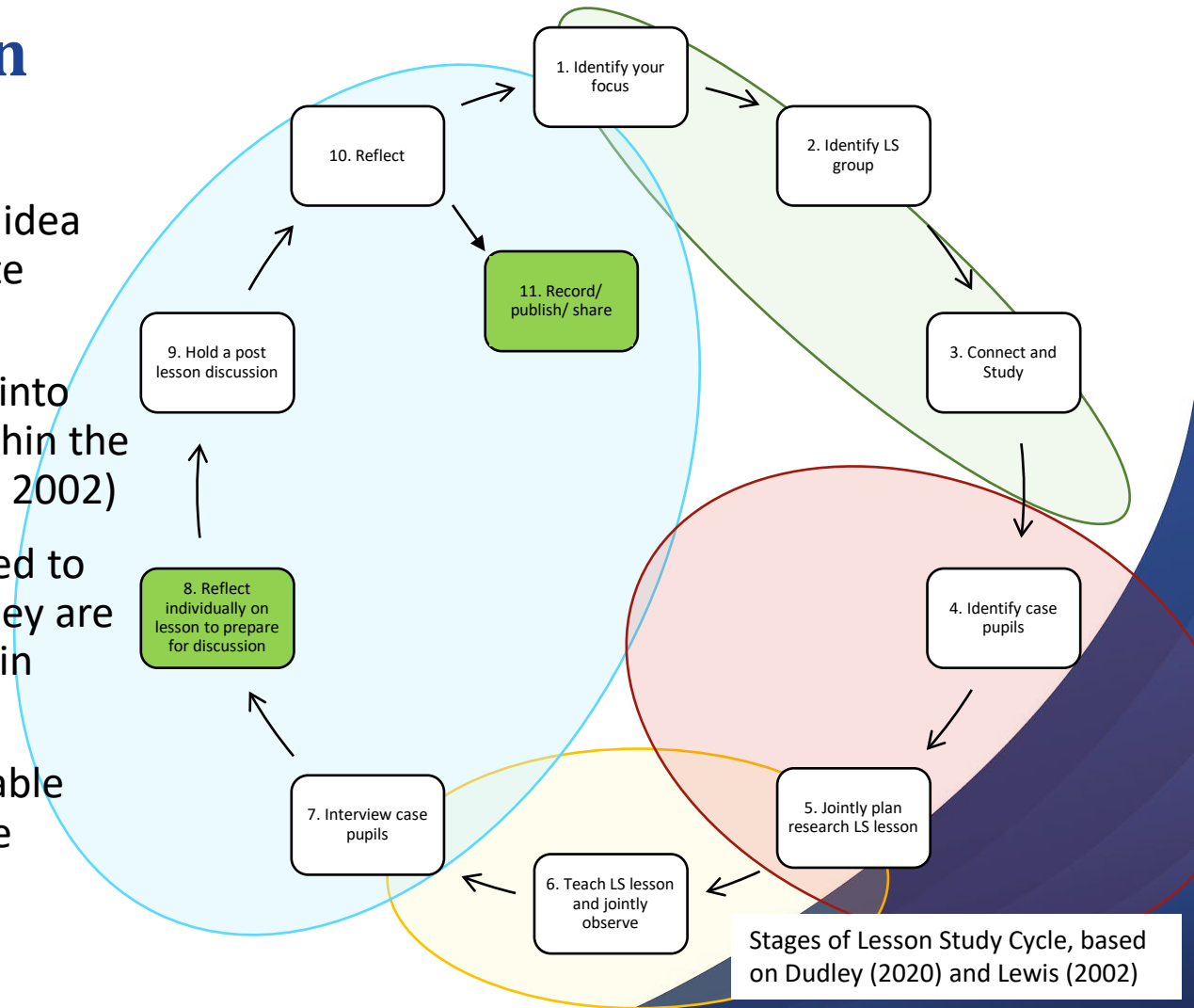
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RESEARCHING AS A FORM OF FACILITATOR TRAINING



Seeing the Lesson Study Process

- Lesson Study (LS) is a simple idea that is complicated to execute effectively
- Models of LS break down LS into stages which form blocks within the process (Dudley, 2020; Lewis 2002)
- The LS cycle components need to be seen, discussed so that they are revealed to the LS facilitator in training
- Knowing the LS cycle will enable reflection on each part of the process.



Stages of Lesson Study Cycle, based on Dudley (2020) and Lewis (2002)

Co-facilitating a Lesson Study

- Working alongside a more experienced facilitator enables discussion and engagement about the LS.
- Models of facilitation (Clivaz et al, 2023; Clivaz & Clerc-Georgy, 2021; Morago & Grigioni Baur, 2021) show that facilitators can have multiple and different roles.
- Each facilitator seeing different things.

Dysfunctional Collaboration		D.1 Disciplines (or individuals) that have a reputation for being superior.	D.2 Group ideologies conflict with dominant messaging from the environment. D.3 Consensus (if it occurs) includes opportunities for alternative views and active dissent. D.4 Collaboration involves diversity of affiliation and beliefs.	D.5 May need external facilitation to support collaboration. D.6 Safe space for professional discussion is not established. Participants do not feel confident expressing their views D.7 Lesson Study protocols (Dudley, 2020) are not followed D.8 Participants within the group act in individualistic ways. D.9 Power imbalance impacts collaborations.	D.10 Individual diversity of affiliation and beliefs is involved in discussion.	D.11 Insecure or dominant ego effect collaboration. D.12 May focus on an individual and their perceived failings/successes. D.13 An individual may refuse to take part. D.14 There is a lack of joint endeavour.
Limited Learning Collaboration	L.1 Focus of work is around enquiry, research question. L.2 New knowledge/ expertise is developed and accessed by the group (knowledgeable other or literature). L.3 Collaboration is structural and supportive of learning through participatory methods.	L.6 Enquiry focus of Lesson Study cycle is poorly defined/ non-existent. L.7 Over focus on structural elements/ organisation of the LS group distract from the professional learning opportunities. L.8 Participants do not fully comprehend LS processes before commencing LS.	L.11 Leaders look for opportunities to link with other entities. L.12 Leaders emphasise the importance of making plans and clear agreements prior to collaborative work in their context. L.13 Team generates and manages dissonance to support generation of moments of potential learning	L.18 Departmental compartmentalisation/ relational issues and subject boundaries can hinder collaboration. L.19 Interactions among participants that seem to normalise (reduce) problems in practice impact on professional learning opportunities. L.20 Group dynamics might be hidden, and this	L.25 Joint endeavour exists and focus of work is on 'we' not 'I'. L.26 LS acts as a way of revealing collaborations that already exist. L.27 LS enables participants to take risks. L.28 Tools/ focus points within LS can support participants to generate feedback.	L.29 Anxiety or perceived inadequacy in comparison to other participants (externalised or not). L.30 A sense of frustration that hard work in LS is overlooked. L.31 Individuals might lack observation/ feedback skills.

Extract from collaboration matrix (Mynott & O'Reilly, 2022)

Reflection on learning

- Planned opportunities to think and consider each part of the LS process
- Meeting more than once between LS sessions, to review, initial thinking, then potential actions/ supports to be put in place.
- Using transcripts and mapping participant talk, helped reflect on tools, and understand more about facilitator moves, and strategies (Mynott, 2018).
- Linking up with other researchers and facilitators in the LS community to build learning and share ideas.
- Deliberately reflecting on learning through academic research.

Telling the story: research outputs

- Sharing the learning from LS is a key part of the cycle.
- Case studies were made with/ by the participants and shared within their wider school teams.
- Encouraging facilitators to write about their learning, their reflections and their moves, helps the LS community understand more about the role of facilitators.
- The more we know and share, the more we can refine facilitator training and development.



6 Analysing and facilitating collaboration in online lesson study
John Paul Mynott and Stephanie O'Reilly



How should facilitators be trained?

We look forward to discussing this key question with you on May 9th.

Please submit your thoughts through the online form in advance as this will help us coordinate the discussion online.

Dr John Paul Mynott

School of Education, University of Aberdeen, Scotland

john.mynott@abdn.ac.uk

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