

Poster – Maged Almadi

Impact of School-Based Professional Development as a New Strategy for Teachers' Development in Saudi Arabia

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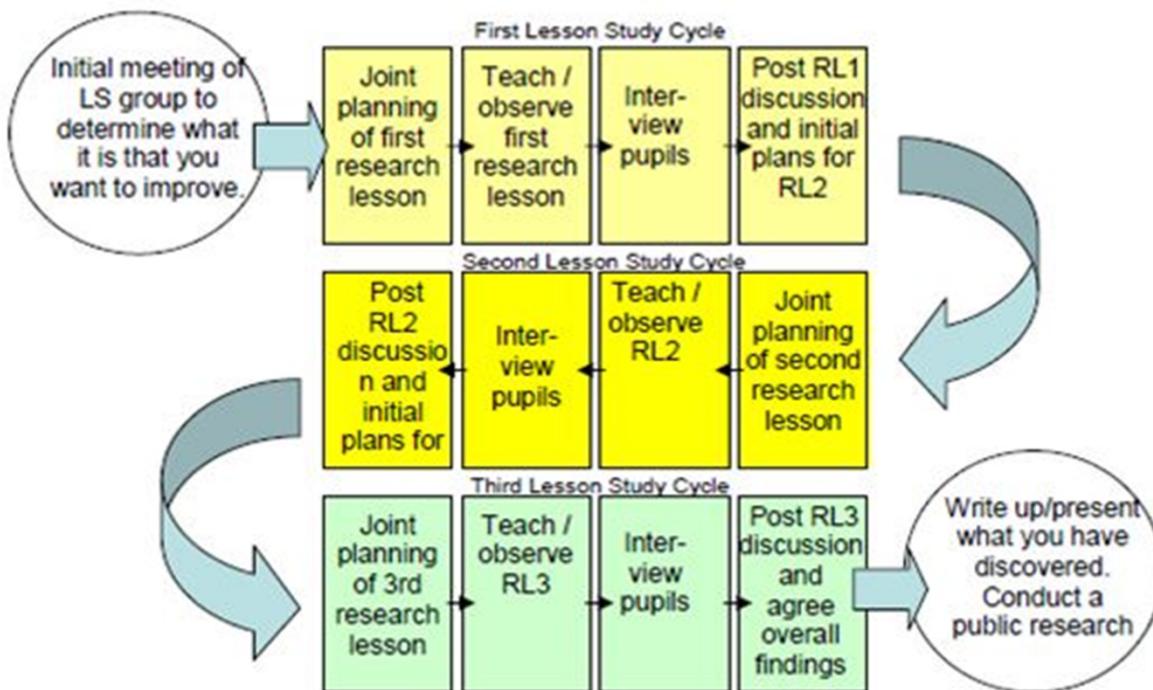
Background

Started over a century ago the origins of Lesson Study (hereafter, LS) as a model of school-based professional development is traceable to Japan (Murata, 2011). The model, essentially, is a professional learning method that is based on collaboration amongst teachers, in order to improve their professional (as well as student) learning (Wood & Cajkler, 2017). LS has since become one of the most popular models used for professional learning for teachers globally (Warwick, Vrikki, Vermunt, Mercer, & van Halem, 2016).

Similar to many school-based teaching models, LS accommodates the needs of teachers and helps to improve their teaching practices focusing on the development of their professional teaching and learning communities (Engelbrecht, Ankwicz, & de Swardt, 2007; Gettly, 2002; Stoll, Bolam, McMahon, Wallace, & Thomas, 2006). LS is also seen as an appropriate way of tailoring professional development both to the needs of the individual teacher and of the school. This paper therefore focuses on the use of LS as a school-based professional development strategy for teachers in Saudi Arabia. The poster is part of a bigger project that seeks to explore perceptions of teachers and principals about using LS as a model of professional development in Saudi Arabia.

It has been identified that the conventional Japanese system of LS was a useful tool for developing teachers through learning in action, since it enables teachers to be better educators through continuous professional development (Loucks-Horsley, Hewson, Love, & Stiles, 1998). According to Fernandez and Chokshi (2002), the LS model is systematic and more focused on the student learning experience and classroom needs with the sole aim to aid teachers to improve their work practices. LS also assists teachers to identify learning challenges that are related to specified area of action, like a particular skill or field of subject content because the model is based on a critical review of learning students (Wood and Cajkler, 2017). The distinctiveness of the LS model lies on its concentration on the learning (observing pupils learning), as opposed to the performance of teacher; and on the collective work of the teachers, instead of the performance of an individual teacher (Stigler & Hiebert, 1999; Yoshida, 2002; Stepanek, Appel, Leong, Mangan, & Mitchell, 2007). The model is currently implemented in a number of countries including: Singapore, China, Hong Kong, Indonesia, UK, Sweden, Norway, Spain, and the US based on its envisaged benefits. Figure 1 below illustrates a typical LS model consisting of a cycle of at least three 'research lessons' that are jointly planned, taught/observed and analysed.

Methodology



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The study uses a mixed-method research design incorporating elements of both quantitative and qualitative methods.

Phase I: Quantitative Method - The quantitative data will be collated using a purposefully developed 40 items questionnaire consisting of four sections of multiple options questions. This will be distributed to a sample size of 100 consisting of teachers who have used and are still using the LS model.

Phase II: Qualitative Method - Data will also be collated through one-to-one semi-structured interviews. The interviews will be conducted with 10 primary school principals across various cities in Saudi Arabia who have adopted and are continuing to follow the LS model for professional development purposes in their schools. Teachers in the selected schools that have implemented and are still using the LS model will also be interviewed. The interviews will be supplemented with case studies to provide more in-depth understanding of the processes, experiences and outcomes, from the perspectives of individuals involved in the pilot and those working with them.

Ethics

All research participants will be provided with an information pack about the study and their written and signed consent obtained before participation. The eligibility criteria includes teachers and principals of primary schools which must have been part of the LS pilot, must have completed the implementation of the model, and must have continued to use the model.

Finding

There are no results for this study yet, as it is still in progress. However, since the Saudi government has shown leadership by implemented an LS strategy, providing financial support

for the project, and preparing the requisite infrastructure for the project to succeed, it is hoped that the findings of this study will be embraced by the Saudi Ministry of Education.

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