

Ensuring Instruction Changes: Evidence Based Teaching – How Can Lesson Study Inform Coaching, Instructional Rounds and Learning Walks?

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For those who are committed to Lesson Study as a means of developing teacher capacity and bringing about innovation of mathematics teaching and learning, there is value in looking at related strategies, now widely in use in several countries, which aim to achieve similar goals. In this paper, three related strategies will be examined alongside Lesson Study. These are Coaching, Instructional Rounds and Learning Walks. Each has built up a substantial literature and attracts strong support from teachers and school systems. All are intended to enhance teachers' capacity and to improve the quality of teaching and learning. Coaching, Instructional Rounds and Learning Walks appear to be driven by a strong focus on school improvement and school accountability. The great strength of Lesson Study is its focus on how teaching can foster deep mathematical learning for all students. How then do these different strategies complement each other? More importantly, what does Lesson Study have to offer to other approaches to improve instruction and student learning?

Key words: Lesson Study; Professional Development; Coaching; Instructional Rounds; Learning Walks, School change