

# COLLABORATIVE LESSON RESEARCH

England & Wales - Charity number 1183454

## Details

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**Other names** CLR, Collaborative Lesson Research - UK

**Status** Registered

**Legal form** CIO

**Registered** 2019-05-16

**Register** [View on the Charity Commission register](#)

## Contact

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Horsley  
Derby  
Derbyshire  
DE21 5BQ

**Phone** 07597027053

**Email** [admin@collaborative-lesson-research.uk](mailto:admin@collaborative-lesson-research.uk)

**Website** <https://www.collaborative-lesson-research.uk>

## Activities

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**Objects:** FOR THE PUBLIC BENEFIT, IN ENGLAND AND WALES, TO ADVANCE EDUCATION THROUGH ENHANCING STUDENT LEARNING BY (A) PROMOTING THE DEVELOPMENT OF PRACTICAL KNOWLEDGE FOR TEACHING SPECIFIC SUBJECT CONTENT; (B) IMPROVING PROFESSIONAL DEVELOPMENT OF TEACHERS; (C) DEVELOPING PROFESSIONAL NETWORKS AND COMMUNICATION CHANNELS THROUGH WHICH TEACHING RELATED KNOWLEDGE CAN BE SHARED; AND (D) INFORMING AND EDUCATING THE WIDER PUBLIC ABOUT TEACHING AND LEARNING PROCESSES

**Activities:** (1) Develop good practices for collaborative lesson research fit for the UK environment - through establishing CLR Development Group, a group of volunteer practitioners willing and qualified to work in key clusters around England; (2) Disseminate information and advice about how to conduct CLR open to anyone with interest; (3) Develop CLR as a viable organization

## Classification

- **How:** Provides Services, Provides Advocacy/advice/information, Sponsors Or Undertakes Research
- **What:** Education/training
- **Who:** Children/young People, Other Defined Groups

## Geography

- Throughout England And Wales

## Finances

Period end	Income	Expenditure	Assets	Employees
2024-08-31	£6,327	£7,239	-	-
2023-08-31	£1,096	£3,575	-	-
2022-08-31	£2,000	£0	-	-
2021-08-31	£0	£815	-	-
2020-08-31	£24,400	£17,568	-	-

## Trustees

Name	Role	Appointed
<b>Prof. Geoffery David Wake</b>	Chair	2018-10-17
Dr Sachi Hatakenaka PhD.MA.MPA		2018-10-17
Matthew Lewis		2018-10-17
RACHAEL HORSMAN		2018-10-17
Sarah Rhian Seleznyov		2018-10-17

**COLLABORATIVE LESSON RESEARCH**

England & Wales - Charity number 1183454

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# Accounts

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## **Collaborative Lesson Research (CLR)**

Registered Charitable Incorporated Organisation Charity Number 1183454

### **REPORT OF THE TRUSTEES**

### **FOR THE PERIOD ENDING AUGUST 2024**

The Trustees present their report with the financial statements of the charity for the period starting 1<sup>st</sup> September 2023 and ending 31 August 2024.

## **I. Objectives and Activities**

Our mission is for every teacher to have an entitlement to high quality professional development through lesson study.

We aim to achieve this by advocating for such entitlement, providing professional learning opportunities and resources, and working with education partners to help make lesson study widely available. We support school leaders and teachers to implement, improve and sustain lesson study to re-professionalise teaching and improve learning. CLR-UK also provides a bridge between academic research and classroom-based practice.

By working with partners at all levels of the system, CLR-UK aims to impact curriculum design and policy in a cyclical way through the expansion of lesson study.

We continued to work closely with the CLR group led by Dr. Akihiko Takahashi in Chicago and colleagues working as IMPULS at Tokyo Gakugei University. In shaping the objectives and planning our activities, the Trustees have considered the Charity Commission's guidance on public benefit.

Events that took place in this period included

#### **1. October 2023 Tsukuba Teachers**

We held a second event to showcase Japanese Lesson Study conducted by Japanese teachers who we organised to visit us in the UK. The visitors came to the event having participated in a similar few days in Copenhagen, Denmark.

This event followed a successful event that we held in the previous year, in October 2022.

As we reported last year we worked with Tsukuba University attached Elementary School is one of the leading 'model' schools in Japan, well known for their innovative lesson

design and their role in professional development of Japanese elementary school teachers, both of which are based on Japanese Lesson Study. Tsukuba teachers play a key role leading Japanese elementary schools in this practice through their open Research Lessons, and often assist other schools as advisors and commentators). They also are key players in informing textbook development in Japan

The two-day event aimed to provide an opportunity for teachers and other educators to engage directly with expert Japanese teachers working with English pupils in a Japanese-style mathematics lesson and lesson study processes. This provided participants with the experience of Japanese Lesson Study in the U.K. The event took place at the University of Cambridge Primary School on 12th and 13th October 2023. The maths topic that was central to the event was proportional/multiplicative reasoning. The teachers provided a very informative workshop on the topic on the afternoon of the 12th October. This drew on their expert curriculum knowledge and insights into the textbooks that they work with. This was followed by a lesson on the topic on the morning of the 13th October.

This event attracted 35 participants. A number of participants were repeat attendees having attended the similar event last year.

This is the second time we have been able to host Japanese teachers in England, observing them teach, and it again allowed for close observation of both curriculum and pedagogical approaches to the teaching of mathematics.

Outcomes from the event have included two blogs: see these (Blogs 2 and 3) on the CLR website at: <https://www.collaborative-lesson-research.uk/blog> and a conference session titled "Trusting learners to think mathematically: learning from observing Japanese teachers in the UK" at the Joint Conference of the Mathematics Subject Associations in April 2023.

The event was supported by a small grant awarded to CLR by the Sasakawa Foundation.

2. Publication of edited volume. October 2023.

*The Mathematics Practitioner's Guidebook for Collaborative Lesson Research  
Authentic Lesson Study for Teaching and Learning*

In close collaboration with the Lesson Study Alliance (LSA: <https://www.lsalliance.org/>) in the USA members of CLR contributed 16 chapters to the volume which was published by Routledge (<https://www.routledge.com/The-Mathematics-Practitioners-Guidebook-for-Collaborative-Lesson-Research/Takahashi-Wake/p/book/9781032450759>). The volume was edited by Akihiko Takahashi and Geoffrey Wake, Chair of Trustees of CLR-UK. The book was launched in advance of WALs (see below).

This book provides mathematics educators with tools for conducting Collaborative Lesson Research (CLR), setting out the essentials for impactful Lesson Study. Uniquely it provides the dual perspectives of maths education researchers and teachers who have used CLR when reflecting on their own classroom pedagogy. CLR as a professional learning activity is defined and the book provides examples of successful CLR using real-life case studies, as

well as introducing pathways for getting started and practical suggestions for implementation into different school environments

### 3. Curriculum event held in London November 2023.

A CPD Saturday was held in London in partnership with the National Association of Maths Advisers, on November 25<sup>th</sup> at the Institute of Education, UCL. The event was over-subscribed, and we had a lively and absorbing day, led by Tad Watanabe, Professor of Mathematics Education, and an assistant chair of the Department of Mathematics at Kennesaw State University. Tad has a wealth of experience, knowledge and understanding of maths education in both Japan and the US and was on his way to the World Alliance of Lesson Study WALS (see below), so we were delighted that he agreed to divert to London for a couple of days prior to the conference in the Netherlands. The day focused on teaching through problem-solving and teaching problem-solving.

### 4. Sessions at the World Alliance of Lesson Study. November 2023.

The World Alliance of Lesson Study annual conference was held in Zwolle, Netherlands during the period 27<sup>th</sup> - 29<sup>th</sup> November. The CLR group was well represented with four attendees all presenting work related to their contributions to the edited volume (see above).

### 5. Day conference March 2024.

CLR held a day conference on 16<sup>th</sup> March at the University of Nottingham. This was well attended with 23 participants and 12 research presentations by CLR members and other advocates of Lesson Study in the UK, and a keynote with a personal reflection by Pete Dudley, a leading proponent of Lesson Study in the UK.

All paying attendees were given a copy of the CLR Practitioners' Guide reported above.

### 6. Online CLR webinar. June 2024

Learning from Lesson Study a free online webinar focussed on analysing a research lesson from a Collaborative Lesson Research cycle held in collaboration with Devon Education Services. There were 35 attendees.

This webinar provided an opportunity for teachers and leaders to explore a collaborative lesson research cycle, based on a new video-recorded research lesson.

The lesson focused on the research theme Pupils making their mathematical thinking visible and teachers shaping lessons around the mathematical thinking emerging from the pupils and had a mathematical focus of 'understanding the array' as a representation of multiplication. The lesson video, its accompanying lesson proposal, the mathematical task for the lesson, and children's solutions were available online for viewing and examination before the webinar. The webinar highlighted some of the learning arising from the Y2 lesson study cycle in relation to both the research theme and the mathematics focus, with implications for teaching and learning mathematics across and beyond the primary years. Members of an invited panel of CLR members and experts, Mike Askew, Sarah Leakey, Stefanie Burke, Jackie Mann, Laurie Jacques, and Ruth Trundley, shared and discussed observations and there were opportunities for comments and questions from

participants.

7. Visit to IMPULS (Tokyo Gakugei University) and Tsukuba University attached Elementary School in Japan by Chair of Trustees and other CLR members from the University of Nottingham, June 2024

Geoff Wake, Chair of Trustees of CLR and Professor of Mathematics education at the University of Nottingham introduced CLR members to his contacts in Japan at Tokyo Gakugei University and Tsukuba University attached Elementary School during a visit (10th - 14th June). The visit was funded by the University of Nottingham and focused on an introduction to lesson study.. This was of benefit to CLR in building capacity in lesson study expertise within the CLR community.

## II. Organisational development

During this period the main focus of activity in terms of organisational development has been with the Strategy Group. The work of the Development Group has diminished to the extent that Trustees in the next period will consider a reorganisation of the structuring of CLR to streamline the work of the strategy and development groups.

**Strategy Group** (SG) our executive advisory group comprises 5 Trustees with up to 10 additional members. The strategy group met on a handful of occasions during the year to assist with .

## III. Financial review (financial year ends 31<sup>st</sup> August)

**Sept 1<sup>st</sup> 2023 - August 31<sup>st</sup> 2024**

**Balance September 1<sup>st</sup> 2023 £9430.43**

**Balance August 31<sup>st</sup> 2024 £8517.97**

**Income for the period September 1<sup>st</sup> 2023 – August 31<sup>st</sup> 2024**

<b>Total</b>	<b>£6326.64</b>
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**Expenditure for the period September 1<sup>st</sup> 2023 – August 31<sup>st</sup> 2024**

<b>TOTAL</b>	<b>£7239.10</b>
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## IV. Structure, governance and management

Charitable Incorporated Organisation: Charity Registration Number 1183454  
Governing document: constitution effective dated 16 May 2019

### Trustees:

Professor Geoffrey Wake, Chair  
Sarah Seleznyov, Secretary  
Dr. Ruth Trundley, Treasurer  
Prof Mike Askew, Trustee  
Laurie Jacques, Comms  
Sarah Leakey

### Strategy Group Members in period 1<sup>st</sup> September 2023 – 31<sup>st</sup> August 2024: all Trustees plus

- Dr. Julie Alderton, University of Cambridge
- Dr. Rosa Archer, Manchester University
- Bob Sawyer, Independent Advisor
- Matt Woodford, Nottingham Trent University

**Approved by order of the board of trustees on 10 June 2025 and signed on its behalf by:**

Trustee 1



Geoffrey Wake

Trustee 2



Laurie Jacques



**COLLABORATIVE LESSON RESEARCH**

England & Wales - Charity number 1183454

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# Accounts

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## **Collaborative Lesson Research (CLR)**

Registered Charitable Incorporated Organisation Charity Number

1183454 **REPORT OF THE TRUSTEES**

**FOR THE PERIOD ENDING AUGUST 2023**

The Trustees present their report with the financial statements of the charity for the period starting 1<sup>st</sup> September 2022 and ending 31 August 2023.

### **I. Objectives and Activities**

CLR's ultimate objective is to improve student learning through school-based action research into classroom teaching and subject knowledge. More specifically, our aim is to promote: (a) practical knowledge about how best to teach, how to build curricular coherence, and how to produce better textbooks; (b) professional development of teachers; (c) professional networks and communication channels through which new teaching-related knowledge can be shared. This is to be achieved through the implementation of a form of Japanese lesson study, adapted to the UK environment. We also strive to inform and influence the wider public and policy makers about teaching and learning processes with a view to improving the educational context.

Our activity reported in this annual report has continued to be affected badly by the Covid 19 pandemic which persisted during the period and continued to be disruptive in schools and consequently affected our ability to work with teachers in pursuit of lesson study in schools. Consequently, most activity in this period, as last year, took place online.

We continued to work closely with the CLR group led by Dr. Akihiko Takahashi in Chicago and colleagues working as IMPULS at Tokyo Gakugei University. In shaping the objectives and planning our activities, the Trustees have considered the Charity Commission's guidance on public benefit.

Events that took place in this period included

### 1. *October 2022 Tsukuba Teachers*

We held an event to showcase Japanese Lesson Study conducted by Japanese teachers in the UK. This had been originally planned for October, 2021 but due to Covid restrictions this was reorganized and took place in October 2022. Tsukuba University Primary School is one of the leading 'model' schools in Japan, well known for their innovative lesson design and their role in professional development of Japanese primary teachers, both of which are based on Japanese Lesson Study. Tsukuba teachers play a key role leading Japanese primary schools in this practice through their open Research Lessons, and often assist other schools as advisors and commentators).

The project aimed to provide an opportunity for teachers and other educators to engage directly with expert Japanese teachers working with English pupils in a Japanese-style mathematics lesson and lesson study processes. This provided participants with the experience of Japanese Lesson Study in the U.K. The project took place at the University of Cambridge Primary School on 13th and 14th October 2022.

13th October – 35 visiting participants.

The morning focussed on an open research lesson on geometric reasoning with a Y2 class. Prior to the lesson there was a discussion and chance to ask questions based on the translated lesson plan provided. The post-lesson discussion was managed by a member of the CLR UK group, and a final comment was given by another member of the group. In the afternoon the visiting teachers held a workshop exploring the teaching of fractions in Japan, the progression within the curriculum which is different to England.

14th October – 35 visiting participants (many the same as 13th but with some changes).

The morning focussed on an open research lesson on multiplicative reasoning, introducing the idea of multiplication as scaling, with a Y5 class. Prior to the lesson there was a discussion and chance to ask questions based on the translated lesson plan provided. The post-lesson discussion was managed by a member of the CLR UK group, and a final comment was given by another member of the group.

This is the first time we have been able to host Japanese teachers in England, observing them teach, and it allowed for close observation of both curriculum and pedagogical approaches to the teaching of mathematics. One of the striking things about the event is that even though the experience required another teacher to be translating from Japanese this in no way had a negative impact on the experience for the learners and in fact exposed places where assumptions might be made by the UK observers and challenged these assumptions.

The event also allowed us to explore how we use lesson study and lesson study events to

provoke thinking about the teaching and learning of mathematics; this was a unique opportunity for two English educators to provide the final comments on lessons taught by Japanese colleagues and this provided a sharp focus on how the curriculum is shaped differently in the two countries and the impact on thinking and understanding.

The two days flowed as had been hoped and stimulated more thinking, discussion and learning than we had anticipated. Comments from participants reflect this: “A really stimulating and interactive (although cerebrally tiring\_:-) event! Thank you so much for all the time and effort in organising it.!” “Absolutely the professional development highlight of my year, thank you” “I asked a number of attendees WHY they had chosen to come to the event and they all said it was because they knew they would learn SOMETHING. Lots of work goes into planning events like this but it was appreciated and was definitely worth it! Thank you!”

Outcomes from the event have included blogs “Thinking Space - for both pupils and teachers” and “Reflections on a Collaborative Lesson Research cycle” by participating teachers on the CLR website at: <https://www.collaborative-lesson-research.uk/blog> and a conference session titled “Trusting learners to think mathematically: learning from observing Japanese teachers in the UK” at the Joint Conference of the Mathematics Subject Associations in April 2023.

## *2. Visit to IMPULS Japan of Chair of Trustees*

Geoff Wake, Chair of Trustees of CLR and Professor of Mathematics education at the University of Nottingham attended the IMPULS Level 2 Immersion programme in Japan in June 2023. His visit was funded by the University of Nottingham and focused on leadership in Lesson study. This was of benefit to CLR: in particular in re-establishing contact with our Japanese partners and in gaining insight into issues involving leadership in lesson study.

This personal re-establishment of

3 Writing of a book with editing and contributions from/by CLR members including members of the Trustees and the Strategy Group.

The Mathematics Practitioner’s Guidebook for Collaborative Lesson Research  
Authentic Lesson Study for Teaching and Learning

Edited By Akihiko Takahashi, Geoffrey Wake

This book to be published in the next reporting period was worked on substantially by many members of the CLR community.

## **II. Organisational development**

Organisational development was again an important focus for CLR during this period of

operation. We continued to consider strategic directions to ensure the effective participation of volunteers in shaping the organisational work.

**Strategy Group (SG)** our executive advisory group comprises 5 Trustees with up to 10 additional members. There has been some change in membership of the SG and they continue to (a) help shape our charity’s vision, (b) commit time and energy to advise on the future direction of CLR, and (c) take on key roles to plan and organise activities/events as and when appropriate.

**Development Group (DG)** The work of the DG has been heavily curtailed because of our inability to work directly with schools. We have considered disbanding the DG at least until conditions are more supportive towards making this operational.

### III. Financial review (financial year ends 31<sup>st</sup> August)

**Balance as at September 1<sup>st</sup> 2022 £11909.88**

**Balance as at August 31<sup>st</sup> 2023 £9430.43**

**Income for the period September 1<sup>st</sup> 2022 – August 31<sup>st</sup> 2023**

<b>Total</b>	<b>£1095.56</b>
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**Expenditure for the period September 1<sup>st</sup> 2022 – August 31<sup>st</sup> 2023**

<b>TOTAL</b>	<b>£3575.01</b>

### V. Structure, governance and management

Charitable Incorporated Organisation: Charity Registration Number  
1183454 Governing document: constitution effective dated 16 May 2019

**Trustees:**

**16 May 2019 for the term of 3 years renewable up to 5 years**

Geoffrey Wake, Chair

Sarah Seleznyov, Secretary

Rachael Horsman, Treasurer

Matt Lewis, Trustee

**1st December 2021 for the term of 3 years renewable up to 5 years**

Prof Mike Askew, Trustee


Dr. Ruth Trundley, Trustee

**Strategy Group Members in period 1<sup>st</sup> September 2022 – 31<sup>st</sup> August 2023: all Trustees plus**

- Dr. Julie Alderton, University of Cambridge
- Dr. Rosa Archer, Manchester University
- Laurie Jacques, Educational Consultant
- Luke Rolls, Assistant Head, Cambridge University Primary School
- Bob Sawyer, Independent Advisor
- Matt Woodford, Nottingham Trent University

**Approved by order of the board of trustees on 15 June 2023 and signed on its behalf by:**

Trustee 1  Geoffrey Wake

Trustee 2  Matt Lewis

Balance at start of period period £ 11,909.88

Date	Event	Notes	Speaker fees	Speaker hotel/meal	Transport	Event hospitality	other	Event
07/10/2022	CUPS/Denmark/Tsukaba	Refund as paid twice					£ 25.00	
10/10/2022	CUPS/Denmark/Tsukaba	Teacher supprt	£ 1,190.00					
10/10/2022	CUPS/Denmark/Tsukaba	charge for international transfer					£ 25.00	
14/10/2022	N/A	gift for Sachi (ex-Chair of trustees)					£ 30.00	
14/10/2022	CUPS/Denmark/Tsukaba	Hotel for Japanese guests & Tfujita, meal and gifts		£ 1,218.41				
24/10/2022	CUPS/Denmark/Tsukaba	Fees from Eventbrite for attendance						£ 1,095.56
02/11/2022	CUPS/Denmark/Tsukaba	train travel			£ 149.90			
02/11/2022	CUPS/Denmark/Tsukaba	refund					£ 15.00	
17/11/2022	CUPS/Denmark/Tsukaba	refreshments at CUPS				£ 840.00		
02/12/2022	CLR strategy group meeting	CLR strategy group meeting			£ 47.30			
02/12/2022	CLR strategy group meeting	CLR strategy group meeting			£ 34.40			
			£ 1,190.00	£ 1,218.41	£ 231.60	£ 840.00	£ 95.00	£ 1,095.56
						<b>Expenditure</b>	<b>£ 3,575.01</b>	
						<b>Income</b>	<b>£ 1,095.56</b>	
						Profit Loss	-£ 2,479.45	

Balance at end of period period £ 9,430.43

**COLLABORATIVE LESSON RESEARCH**

England & Wales - Charity number 1183454

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# Accounts

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## **Collaborative Lesson Research (CLR)**

Registered Charitable Incorporated Organisation Charity Number  
1183454 **REPORT OF THE TRUSTEES**  
**FOR THE PERIOD ENDING AUGUST 2022**

The Trustees present their report with the financial statements of the charity for the period starting 1<sup>st</sup> September 2021 and ending 31 August 2022.

### **I. Objectives and Activities**

CLR's ultimate objective is to improve student learning through school-based action research into classroom teaching and subject knowledge. More specifically, our aim is to promote: (a) practical knowledge about how best to teach, how to build curricular coherence, and how to produce better textbooks; (b) professional development of teachers; (c) professional networks and communication channels through which new teaching-related knowledge can be shared. This is to be achieved through the implementation of a form of Japanese lesson study, adapted to the UK environment. We also strive to inform and influence the wider public and policy makers about teaching and learning processes with a view to improving the educational context.

Our activity reported in this annual report has continued to be affected badly by the Covid 19 pandemic which persisted during the period and continued to be disruptive in schools and consequently affected our ability to work with teachers in pursuit of lesson study in schools. Consequently, most activity in this period, as last year, took place online.

We continued to work closely with the CLR group led by Dr. Akihiko Takahashi in Chicago and colleagues working as IMPULS at Tokyo Gakugei University. In shaping the objectives and planning our activities, the Trustees have considered the Charity Commission's guidance on public benefit.

Events that took place in this period included

**1. Online events for professional development and knowledge exchange.**

We continued to work in consultation with IMPULS and CLR – USA, using an online model of lesson study two courses were developed and organised to take place in this reporting period.

Module 3: Division without remainders  
9th November 2021 - 15th November 2021

Module 4: Division of fractions  
25th January 2022 - 31st January 2022.

Important in support of these events has been the role of the UK CLR group in hosting daily sessions for UK participants to follow up the online lesson study sessions hosted by the IMPULS group in Japan and CLR/LS Alliance in USA..

2. We continued to plan our project to showcase Japanese Lesson Study conducted by Japanese teachers in the UK. We originally planned a short visit (2 working days over 3 nights) by three Japanese teachers from Tsukuba University Primary School to the UK between 13th and 16th October, 2021.

(Tsukuba University Primary School is one of the leading 'model' schools in Japan, well known for their innovative lesson design and their role in professional development of Japanese primary teachers, both of which are based on Japanese Lesson Study. Tsukuba teachers play a key role leading Japanese primary schools in this practice through their open Research Lessons, and often assist other schools as advisors and commentators).

The visit did not go ahead on the dates planned due to Covid restrictions. We reorganised the visit with colleagues in Denmark and it is to go ahead in October 2022 (in our next reporting year).

3. A CLR cycle in Devon was recorded during June and July 2021. Planning and preparation for this cycle to be used for an online webinar event in 2023 took place during 2021/2; the lesson proposal and video were edited for sharing more widely, with children's work from the lesson included.

## **II. Organisational development**

Organisational development was again an important focus for CLR during this period of operation. We continued to consider strategic directions to ensure the effective participation of volunteers in shaping the organisational work.

**Strategy Group (SG)** our executive advisory group comprises 5 Trustees with up to 10 additional members. There has been some change in membership of the SG and they continue to (a) help shape our charity's vision, (b) commit time and energy to advise on the

future direction of CLR, and (c) take on key roles to plan and organise activities/events as and when appropriate.

**Development Group (DG)** The work of the DG has been heavily curtailed because of our inability to work directly with schools. We have considered disbanding the DG at least until conditions are more supportive towards making this operational.

### III. Financial review (financial year ends 31<sup>st</sup> August)

**Balance as at September 1<sup>st</sup> 2021 £9909.88**

**Balance as at August 31<sup>st</sup> 2022 £11909.88**

**Income for the period September 1<sup>st</sup> 2021 – August 31<sup>st</sup> 2022**

<b>Total</b>	<b>£2000</b>
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**Expenditure for the period 1<sup>st</sup> September 2021 – August 31<sup>st</sup> 2022**

<b>TOTAL</b>	<b>£0</b>
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### V. Structure, governance and management

Charitable Incorporated Organisation: Charity Registration Number  
1183454 Governing document: constitution effective dated 16 May 2019

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Dr. Ruth Trundley, Trustee


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- Laurie Jacques, Educational Consultant
- Luke Rolls, Assistant Head, Cambridge University Primary School
- Bob Sawyer, Independent Advisor
- Matt Woodford, Nottingham Trent University

**Approved by order of the board of trustees on 15 June 2023 and signed on its behalf by:**

Trustee 1  Geoffrey Wake

Trustee 2  Matt Lewis

**COLLABORATIVE LESSON RESEARCH**

England & Wales - Charity number 1183454

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# Accounts

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## Collaborative Lesson Research (CLR)

Registered Charitable Incorporated Organisation Charity Number 1183454

### REPORT OF THE TRUSTEES

### FOR THE PERIOD ENDING AUGUST 2021

The Trustees present their report with the financial statements of the charity for the period starting 1<sup>st</sup> September 2020 and ending 31 August 2021.

## I. Objectives and Activities

CLR's ultimate objective is to improve student learning through school-based action research into classroom teaching and subject knowledge. More specifically, our aim is to promote: (a) practical knowledge about how best to teach, how to build curricular coherence, and how to produce better textbooks; (b) professional development of teachers; (c) professional networks and communication channels through which new teaching-related knowledge can be shared. This is to be achieved through the implementation of a form of Japanese lesson study, adapted to the UK environment. We also strive to inform and influence the wider public and policy makers about teaching and learning processes with a view to improving the educational context.

Our activity reported in this annual report has been severely affected by the ongoing Covid-19 pandemic which has persisted during the entire period and been particularly disruptive in schools and badly affected our potential to work with teachers in pursuit of lesson study in schools. Consequently, most activity in this period has taken place online.

To this end we worked closely with the CLR group led by Dr. Akihiko Takahashi in Chicago and colleagues working as IMPULS at Tokyo Gakugei University. This included facilitating online discussion groups of our growing online UK community.

In shaping the objectives and planning our activities, the Trustees have considered the Charity Commission's guidance on public benefit.

Events that took place in this period included

1. **Online events for professional development and knowledge exchange.** Activities to share knowledge and information about Lesson Study and how to improve teaching and learning, targeting teachers and educators at large, but open to anyone with an interest. These events built on workshops that CLR had working with Akihiko Takahashi of CLR – USA about the role of the Koshi – or knowledgeable other – that had been held in late July 2021. In consultation with IMPULS and CLR – USA, CLR developed an online model of lesson study and held four courses over the period of 12 months with the first two of these taking place in this reporting period and the last two of these in the next reporting period. These were preceded by two online lesson study events that IMPULS developed with educators in Australia. In September 2020 IMPULS orchestrated the first of these CLR

arranged a pre-meeting amongst UK participants in these two events, which established an online CLR 'discussion group' and learning community. These were followed up by CLR with meetings with Professor Fujii of Tokyo Gakugei University and Akihiko Takahashi of CLR – USA which helped key members of CLR discuss new modes of working and learning as well as curriculum matters at a deeper level. CLR members of the online community then participated in IMPULS's first online sessions working with teachers in Kenya.

This transpired to be a key step for implementation of the first IMPULS/CLR online session in Spring 2021 (April 26<sup>th</sup> – 30<sup>th</sup>), and our being invited to take active part - e.g. with Wake and Hatakenaka participating as observer/lecturers. The second such 'course' took place June 28<sup>th</sup> – July 2<sup>nd</sup> 2021. Important in support of these events has been the role of the UK CLR group in hosting daily sessions for UK (and South African) participants to follow up the online lesson study sessions hosted by the IMPULS group in Japan.

2. The Nuffield funded project *Lessons for Mathematical Problem Solving* (LeMaps) formally reported outcomes in March 2021. This was hosted by the University of Nottingham team online and included contributions from IMPULS (Prof Keiichi Nishimura), CLR – USA (Dr. Akihiko Takahashi), the National centre for Excellence in Mathematics Teacher (Director, Charlie Stripp), as well as Chair of the World Alliance of Learning and Lesson Study (Dr. Pete Dudley). This was a well-attended event with over 100 participants and helped establish CLR as a key stakeholder in lesson study and teacher collaborative learning in the UK.
3. In January 2021 we submitted a bid to obtain funding to the Sasakawa Foundation to partly facilitate a project to showcase Japanese Lesson Study conducted by Japanese teachers in the UK. The project was to comprise of a short visit (2 working days over 3 nights) by three Japanese teachers from Tsukuba University Primary School to the UK between 13<sup>th</sup> and 16<sup>th</sup> October, 2021. (Tsukuba University Primary School is one of the leading 'model' schools in Japan, well known for their innovative lesson design and their role in professional development of Japanese primary teachers, both of which are based on Japanese Lesson Study. Tsukuba teachers play a key role leading Japanese primary schools in this practice through their open Research Lessons, and often assist other schools as advisors and commentators). Although our bid for funding was successful the visit did not go ahead due to Covid restrictions. We now seek to host this event one year later in October 2022.
4. In June / July 2021 CLR hosted two activities that were more directly involved with lesson study in school:
  - (i) Lesson study was carried out supported by CLR at Cambridge University Primary School (with Trustee Mike Askew and Strategy Group member Luke Rolls). This was to have been viewed/ shared with teachers and educators from Shanghai, China but again Covid-19 intervened.
  - (ii) Lesson study work that had been carried out by teachers working with a member of our Strategy Group (Bob Sawyer) in the Sheffield area was shared widely with CLR members via online meetings.These events have been very influential in informing alternative modes of CLR working to inform the future work of CLR particularly at a time when working directly in schools with teachers was impossible. Covid-19 impacted substantially on all school-based and other educational activity throughout the entire reporting period.

## II. Organisational development

Organisational development was again an important focus for CLR during this period of operation. We continued to consider strategic directions to ensure the effective participation of volunteers in shaping the organisational work.

**Strategy Group (SG)** our executive advisory group comprises 5 Trustees with up to 10 additional members. There has been some change in membership of the SG and they continue to (a) help shape our charity's vision, (b) commit time and energy to advise on the future direction of CLR, and (c) take on key roles to plan and organise activities/events as and when appropriate.

**Development Group (DG)** work has been somewhat curtailed because of our inability to work directly with schools. (Our aim is to develop good Lesson Study practices fit for the UK environment, with a view to developing geographical clusters to support the development of communities of good practice.)

## III. Financial review (financial year ends 31<sup>st</sup> August)

**Balance as at September 1<sup>st</sup> 2020    £10 724.38**

**Balance as at August 31<sup>st</sup> 2021    £9909.88**

**Income for the period September 1<sup>st</sup> 2020 – August 31<sup>st</sup> 2021**

<b>Total</b>	<b>£0</b>
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**Expenditure for the period 1<sup>st</sup> September 2020 – August 31<sup>st</sup> 2021**

Public events for professional development and knowledge exchange	£814.50
<b>TOTAL</b>	<b>£814.50</b>

## V. Structure, governance and management

Charitable Incorporated Organisation: Charity Registration Number 1183454

Governing document: constitution effective dated 16 May 2019

**Founding Trustees: 16 May 2019 for the term of 3 years renewable up to 5 years**

- Geoffrey Wake, Chair
- Sachi Hatakenaka, Deputy Chair
- Sarah Seleznyov, Secretary
- Rachael Horsman, Treasurer
- Matt Lewis, Trustee

**Strategy Group Members in period 1<sup>st</sup> September 2020 – 31<sup>st</sup> August 2021: all Trustees plus**

- Dr. Julie Alderton, University of Cambridge
- Dr. Rosa Archer, Manchester University
- Prof. Mike Askew, Wits University
- Simon Mazumder, Director, Alliance for Learning
- Luke Rolls, Assistant Head, Cambridge University Primary School
- Bob Sawyer, Independent Advisor
- Dr. Ruth Trundley, Team Lead/Primary Maths Advisor, Babcock LDP
- Matilde Warden, Vice Principal, Bluecoat Beechdale Academy
- Matt Woodford, Nottingham Trent University

**Approved by order of the board of trustees on 17 June 2021 and signed on its behalf by:**

Trustee 1  MIKE ASKEW

Trustee 2  SARAH SELEZNYOV

**COLLABORATIVE LESSON RESEARCH**

England & Wales - Charity number 1183454

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# Accounts

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# Collaborative Lesson Research (CLR)

Registered Charitable Incorporated Organisation Charity Number 1183454

## REPORT OF THE TRUSTEES FOR THE PERIOD ENDING AUGUST 2020

The Trustees present their report with the financial statements of the charity for the period starting 16 May 2019 and ending 31 August 2020.

### I. Objectives and Activities

CLR's ultimate objective is to improve student learning through school-based action research into classroom teaching and subject knowledge. More specifically, our aim is to promote: (a) practical knowledge about how best to teach, how to build curricular coherence, and how to produce better textbooks; (b) professional development of teachers; (c) professional networks and communication channels through which new teaching-related knowledge can be shared. This is to be achieved through the implementation of a form of Japanese lesson study, adapted to the UK environment. We also strive to inform and influence the wider public and policy makers about teaching and learning processes with a view to improving the educational context.

There have been two types of activities during this start-up period:

1. **Public events for professional development and knowledge exchange.** Activities to share knowledge and information about Lesson Study and how to improve teaching and learning, targeting educators at large, but open to anyone with an interest
2. **Research and Development.** Developing (a) good practice of Japanese Lesson Study fit for the UK environment, and (b) improved mechanisms to introduce such good practice to develop and sustain communities of practice

In shaping the objectives and planning our activities, the Trustees have considered the Charity Commission's guidance on public benefit.

### II. Organisational development

Organisational development was an important focus for CLR during this first period of operation, particularly to ensure the effective participation of volunteers in shaping the organizational work.

**Strategy Group (SG)** was set up as an executive advisory group comprising 5 Trustees with up to 10 additional members. SG members have: (a) helped to shape our charity's vision, (b) committed time and energy to advise on the future course of CLR, (c) taken on the key roles to plan and organise activities/events

**Development Group (DG)** has been under development to create a group of enthusiastic and competent practitioners who would work collaboratively with CLR to develop good

Lesson Study practices fit for the UK environment, with a view to developing geographical clusters to support the development of communities of good practice.

**Partnerships.** In recognition that some institutions with similar visions are already active, CLR has focussed on identifying and working with them, particularly in our research and development projects.

### III. Achievements and performance

#### Public events for professional development and knowledge exchange

- **Public workshop on curricular coherence and lesson study (July 2019)**

CLR arranged this as a free public event, in collaboration with Loughborough University. It comprised 2 expert speakers from Tokyo Gakugei University, who have been key partners for CLR and who lead efforts to reform Japanese maths lessons through LS in Japan, as well as British academics from Loughborough and Nottingham Universities. The workshop was attended by a highly diverse group of educators, including teachers, academics, advisors and other maths education experts.
- **Professional development workshops on lesson study (December 2019).**

CLR organised four one-day workshops for maths educators, two in each of two locations, each one featuring a well established Japanese Lesson Study speaker. Participants were charged a fee. In each location, one workshop was designed as an introduction to Lesson Study for educators new to Lesson Study, and the other was designed at intermediate level for those with some previous experience of Lesson Study. The workshops were implemented in collaboration with 'Babcock International' in Exeter and with 'Learning Unlimited Teaching School Alliance' in Sheffield.
- **Newsletters**

Over this period, seven issues of the CLR newsletter have been shared with the community. Newsletters included: articles written by members of the community sharing their experiences of collaborative lesson study; reports of CLR events; links to recent research (national and international); information about lesson study events in which members are encouraged to participate.

#### Research and Development for Good Practices

- **Exploratory Visit to Japan on Curricular Coherence and Lesson Study (Nov 2019)**

The visit was implemented with financial support from **Daiwa Anglo-Japanese Foundation**. Five delegates from CLR joined a research trip organized by academics in Loughborough and Nottingham Universities in order to explore (a) the nature of Japanese curricular coherence, (b) how curricular coherence emerges as a result of Lesson Study practices, (c) what institutional arrangements underpinned such knowledge creation and dissemination. The group observed lesson studies, interviewed academic and text book publishers and considered the applicability of their observations to the English context.
- **An experimental online course for training “final commentators”**

This course was implemented with a Japanese expert based in the US. ‘Final commentators’ play a critical role in ensuring high quality learning in the Lesson Study process in Japan, but it has not been easy for UK educators to assume such a role. The experimental course demonstrated that there was a healthy appetite amongst educators for such professional development, and that CLR could offer some variant of such on-line courses in the future.

- **Shanghai-UK Lesson Study Comparison Project**

CLR launched this project with collaborators in Shanghai, mediated by **Lesson Study UK**, in order to compare the lesson study experience in Shanghai with CLR’s current practice in the UK. The main motivation was to explore what could be learned from Shanghai’s Lesson Study practice, given that Shanghai Maths has been an important influence in the UK. A preparatory grant from **Cambridge Maths** (£10,000) was obtained to support a pilot project in Autumn 2019, the purpose of which was to improve the quality of CLR’s lesson study processes, through (a) sharing good practice across participating schools and advisors, and (b) developing curricular information resources to support teachers to deepen their research. A partnership with an online professional development company, **IRIS Connect**, was developed, so that project teams could use its technological platform to take and share videos of the lesson study cycles. Unfortunately owing to the Covid-lockdown, the project could not be completed as planned. The Shanghai lesson video was shared with the UK participants in Spring 2020 and a web-based discussion session was conducted to summarise their observations.

#### IV. Financial review (financial year ends 31<sup>st</sup> August)

**Balance as at May 16<sup>th</sup> 2019**                      **£2 392.71**  
**Balance as at August 31<sup>st</sup> 2020**                **£10 724.38**

##### Income for the period May 16<sup>th</sup> 2019 – August 31<sup>st</sup> 2019

<sup>1</sup> Reimbursement from University of Nottingham	£1 500
Daiwa Anglo-Japanese Foundation grant	£7 000
Cambridge Mathematics sponsorship for lesson study project	£10 000
<b>Total</b>	<b>£18 500</b>

##### Income for the period 1<sup>st</sup> September 2019 – August 31<sup>st</sup> 2020

<sup>2</sup> Income from lesson study events held in Exeter and Sheffield	£7 400
<b>TOTAL</b>	<b>£7 400</b>

##### Notes:

1. In advance of CLR holding a bank account, funds were held by the University of Nottingham. Accumulated funds were later transferred.
2. The proceeds, net of catering, venue and administration costs incurred by the collaborating organizations.

## Expenditure for the period May 16<sup>th</sup> 2019 – August 31<sup>st</sup> 2020

Public events for professional development and knowledge exchange	£4 776.59
Research and Development	£11 864.45
Governance and administration	£927.29
<b>TOTAL</b>	<b>£17 568.33</b>

## V. Structure, governance and management

Charitable Incorporated Organization: Charity Registration Number 1183454

Governing document: constitution effective dated 16 May 2019

### Founding Trustees: 16 May 2019 for the term of 3 years renewable up to 5 years

- o Geoffrey Wake, Chair
- o Sachi Hatakenaka, Deputy Chair
- o Sarah Seleznyov, Secretary
- o Rachael Horsman, Treasurer
- o Matt Lewis, Trustee

### Strategy Group Members: all Trustees plus

- o Dr. Julie Alderton, University of Cambridge
- o Dr. Rosa Archer, Manchester University
- o Prof. Mike Askew, Wits University
- o Simon Mazumder, Director, Alliance for Learning
- o Luke Rolls, Assistant Head, Cambridge University Primary School
- o Bob Sawyer, Independent Advisor
- o Dr. Ruth Trundle, Team Lead/Primary Maths Advisor, Babcock LDP
- o Matilde Warden, Vice Principal, Bluecoat Beechdale Academy
- o Matt Woodford, Nottingham Trent University

Approved by order of the board of trustees on 17 June 2021 and signed on its behalf by:

Sachi Hatakenaka



Rachael Horsman

