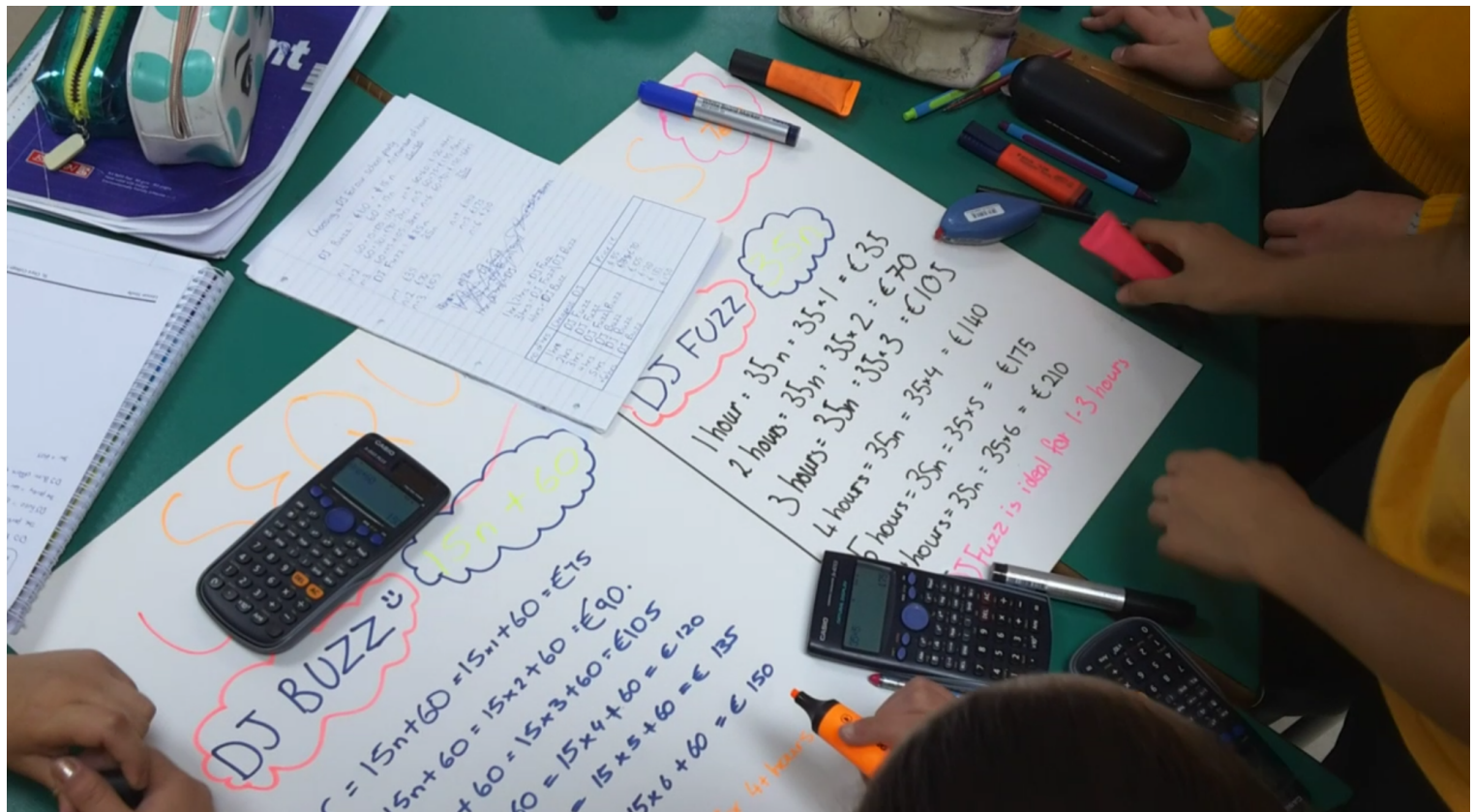


# LESSON STUDY REPORT



## MAKING MATHEMATICAL CONNECTIONS

Report compiled and written by:

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## OBSERVER EVALUATION SHEET 1

### Looking for evidence

*What do students do? What questions do they ask? How do students respond to the questions posed? What do they discuss? What do students write? How do they react? What do students struggle with?*

Students ...	Yes	No	How is it evident?
<b>Part 1: Individual/Pair work</b>			
Understand their work on the task			
Offer mathematical topics linked to the task			
Contribute ideas based on the problem posed			
<b>Part 2: Whole-class discussion</b>			
Offer ideas about ways to solving the problem			
Show understanding of a valid method to use			
<b>Part 3: Group work</b>			
Contribute ideas to the group			
Challenge what is offered by members of the group			
Explain their thinking when solving task			

## OBSERVER EVALUATION SHEET 2

### Looking for evidence

*What do students do? What questions do they ask? How do students respond to the questions posed? What do they discuss? What do students write? How do they react? What do students struggle with?*

Students ...	Yes	No	How is it evident?
<b>Part 4: Whole class presentation</b>			
Present their ideas clearly to the whole-class			
Question the work presented by others			
Make connections between the methods presented			
<b>Part 5: Teacher summary of the main points</b>			
Understand that task links to different topics			
Draw conclusions from the summary presented			
Make other inferences from the two graphs			

**Thank you for your feedback!**

*The Lesson Study Mathematics Team  
St Clare College Secondary School, Pembroke*

*Making connections is what life is all about. This lesson study sheds light upon the advantages of shifting from isolation towards active teacher collaboration. Collaboration, as practised by these teachers, involves the sharing of expertise and experience, whilst reflecting upon what constitutes deep learning. Such projects provide further proof of the ability of teachers to create knowledge whilst enhancing their own professional development. All educators who are innovative and who work to achieve higher goals should be acknowledged and rewarded for their professional attainment.*

**GAETANO BUGEJA**

**Director Learning and Assessment Programmes, MEDE**

*Creating partnerships with schools, collaborating with teachers as well as acknowledging and valuing their expertise are a priority for the Faculty of Education. This lesson study provides insights into how an initiative taken by James Calleja reaches out to teachers in schools and takes on a process which is beneficial to all those involved, especially learners. Furthermore, this professional learning process represents an example to be followed in other subject areas and within other institutions. This is a practical example of how a learning community is formed and of how one can make the most of all resources at one's disposal. It augurs well for the future and shows how the Faculty and teachers can indeed support one another.*

**SANDRO CARUANA**

**Dean and Head of the Department of Languages and Humanities Education, University of Malta**

*Here we have a clear example of how CPD can lead to school improvement. James and his collaborators experience collegiality, programme integration, a developmental approach, data-based development and relevant learning activities. Two fundamental principles behind this initiative are strong leadership and support on the one hand, and that educators embarking in this exciting and fruitful experience believe that professional learning is a way of life. I encourage the reader to focus on what these educators have done to 'elevate the essentials' for improving students learning and get engaged in similar learning experiences.*

**CHRISTOPHER BEZZINA**

**Deputy Dean and Head of the Department of Leadership for Learning and Innovation, University of Malta**



For further information about **Lesson Study**

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