



Dr. Sui Lin Goei

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Sui Lin Goei is Professor at Windesheim University of Applied Sciences, and Assistant Professor at VU Amsterdam, Netherlands. Her research focuses on training teachers' self-efficacy for inclusive teaching. For this purpose, she uses the professional development strategy known as *Lesson Study*. She is one of the founding members of the Dutch consortium Lesson Study NL (www.LessonStudyNL.nl), in which seven Dutch universities are united. She was the co-author of the first practical guide on Lesson Study in the Netherlands and is involved in numerous Lesson Study implementation trajectories in schools (inter)nationally. Sui Lin also serves as a member of the Executive Committee in the World Association of Lesson Study (<https://www.walsnet.org>) where she heads the PhD and Early Researchers group. From 2010-2014, she was a visiting professor at the National Institute of Education (NIE) of Nanyang Technological University of Singapore, where she was first introduced to Lesson Study.

“Teacher Learning through Talk in Lesson Studies”

In this presentation I will focus on teachers learning from their students' learning when participating in Lesson Studies. Teachers do so by trying to understand and challenge different perspectives on the learning of their students. Their talk can provide them an opportunity to explore different perspectives beyond one's own already acquired perspective. Teacher talk in Lesson Studies can be a mediating component of teacher learning for this popular professional development approach.

Already a century ago, Lesson Study was developed in Japan by teachers. Since a few decades it is spreading across the world. Throughout Europe, it can be considered a relatively new teacher professional development. It is characterized by teachers' collaborative and inquiry learning, a strong alignment with teachers' own teaching practice, and a combined focus on student learning and subject matter content. Lesson Study can be characterized as a system for building and sharing practitioner knowledge that involves teachers in learning from colleagues as they research, plan, teach, observe, and discuss a classroom lesson. An important feature is the collective focus on student learning via teachers' dialogue and activities are centered on promoting student learning and development.

After an interactive talk about talk during a Lesson Study, I will share examples of teachers' learning through their talk in several Lesson Study contexts. For instance, one in which teachers try to understand their students' learning in a subject matter, and one in which they focus on the function of behavior when – from their teachers' perspective - students show disruptive behavior.