

Lesson study approach for teachers' professional growth in mathematics education and comparison of three examples

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Teachers' growth is one of the most important factors to consider in each country where the quality of education is directly connected to the level of intelligence and thus level of economy. It is, however, regarded as a lifelong continuing process and not easy to grow in a short period. Teaching Gap (Stigler et al 1999) has caught attention on the lesson study from educators all over the world. With such a trend, the lesson study approach is a unique approach to address the issue of lifelong continuing process and collective aspect of professional growth. This lesson study approach was born and has been grown in Japan more than one hundred years. It has certainly become a part of the Japanese education culture, and on the other hand, Stigler et al. (1999) clearly has pointed out that the lesson study has a potential to influence culture of teachers and classrooms with time. While JICA has introduced the lesson study approach since 2003 in various countries, the cultural aspect of the lesson study is not well paid attention to. Thus this paper is to address the cultural and contextual factors of the lesson study through comparison of three cases in Japan, Bangladesh and Zambia.