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Following observations of lessons taught by Shanghai teachers both in Shanghai and England, Teacher Research Groups identified many cultural and pedagogical differences in the planning and teaching of lessons. The following are the key *transferable* characteristics of Shanghai-style lessons that were identified:

## High expectations

- Accurate and consistent use of technical language
- Difficult and confusing examples planned for, not avoided
- Students give answers with reasons and referring to rules and prior knowledge, using full sentences

## Step-by-step

- Explore a concept from the beginning, proceeding without making assumptions
- Clearly defined procedural steps identified, once the conceptual understanding is secure
- Link old knowledge to new knowledge
- Lesson structure: Review – Think – Learn – Apply – Challenge

## Making the implicit, explicit

- Each lesson has a single, clear focus
- Use visual representations to link the concrete to the abstract
- Conceptual variation – what is and what isn't

## The answer is only the beginning

- Procedural variation – find three ways
- Routine use of estimation of calculations
- Analysis of students' work to identify errors and explore misconceptions

## Effective questioning

- Always ask: why?
- What is the same, what is different?
- True and false questions
- Intelligent practice

In order to critically consider these characteristics, you may find it useful to look out for them when viewing this online video lesson which we feel is broadly representative of a Shanghai approach

<https://www.youtube.com/watch?v=16pphPJKTfM>

(It is 36 minutes long so do some selective fast forward if you are short of time)