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# Collaborative Lesson Planning Practices as Part of Lesson Study-Based Supervision in Selected Public Primary Schools in Bagamoyo

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**Abstract** : This study explored collaborative lesson planning practices as part of lesson study-based supervision in selected public primary schools in Bagamoyo District, Tanzania. The study was guided by Social Constructivist Theory and employed a qualitative case study design, with Bagamoyo District as the bounded case and four selected public primary schools as embedded units of analysis. A total of 34 participants, comprising 28 classroom teachers, four head teachers, and two Ward Education Officers, were purposively selected. Data were collected through semi-structured interviews, focus group discussions, observation, and document analysis and were analysed thematically. The findings revealed that collaborative lesson planning was widely practiced in the selected schools through joint preparation of lesson plans, discussion of learning objectives and teaching strategies, development of teaching aids, and sharing of instructional knowledge and resources. Teachers reported that these practices enhanced professional learning, teaching confidence, pedagogical knowledge, and collective problem-solving. However, the implementation of collaborative lesson planning was constrained by heavy teaching workloads, limited time, inadequate instructional resources, and competing administrative responsibilities. The study concludes that collaborative lesson planning constitutes an important foundation of lesson study-based supervision and provides teachers with opportunities for continuous professional learning and improvement of instructional practice. The study recommends that school leaders and education authorities allocate adequate time and resources for collaborative lesson planning, strengthen institutional support, and minimise competing responsibilities that interfere with regular lesson study activities

**Keyword :** Collaborative Lesson Planning; Lesson Study; Lesson Study-Based Supervision; Teacher Professional Development.

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## INTRODUCTION

Lesson study-based supervision has increasingly gained attention as a collaborative approach to teacher professional development and instructional improvement. At its core, lesson study involves teachers working collectively to plan a lesson, observe its implementation, examine learners' responses, and engage in reflective discussions aimed at improving teaching practices. Collaborative lesson planning is therefore a central component of lesson study because it enables teachers to share professional knowledge, anticipate learners' needs, identify appropriate teaching strategies, and jointly develop lessons that can subsequently be examined through classroom observation. Takahashi and McDougal (2016) describe lesson study as a process in which teachers collaboratively plan and teach research lessons, observe classroom practice, and engage in reflective discussions about teaching and learning. Unlike conventional supervision that may emphasize inspection, evaluation, and compliance, lesson study-based supervision emphasizes collaborative inquiry, professional learning, reciprocal support, and continuous improvement of instructional practices.

The practice of lesson study originated in Japan and has subsequently spread to education systems in different parts of the world as an approach for strengthening teacher learning and instructional practice. Its implementation in different contexts has particularly emphasized collaborative lesson planning, classroom observation, and systematic reflection on teaching and learning. In the United States, for example, Lewis and Perry (2017) found that lesson study enabled teachers to examine students' thinking more closely and refine instructional strategies through collaborative examination of classroom practice. Similarly, the implementation of lesson study in different educational settings has demonstrated that joint lesson planning can create opportunities for teachers to exchange pedagogical knowledge, consider alternative teaching strategies, and develop shared understandings of effective instruction. Nevertheless, lesson study requires adequate time for collaborative planning, classroom observation, discussion, lesson revision, and reflection, which may create practical challenges for teachers (Buchner & Taylor, 2006). These experiences suggest that the quality of collaborative lesson planning within lesson study may depend not only on teachers' willingness to collaborate but also on the organisational conditions under which the practice takes place.

In Europe, evidence further indicates that collaborative lesson planning within lesson study can strengthen teachers' professional learning and collegial relationships. In the United Kingdom, Cajkler et al. (2014) found that lesson study provided teachers with opportunities

to collaborate, jointly plan and evaluate lessons, and develop a stronger sense of professional community. Similarly, Mewald and Mürwald-Scheifinger (2019) reported that lesson study supported teacher learning through collaborative planning, guided classroom observation, and reflection. However, these studies also indicate that effective implementation requires supportive organisational conditions and professional learning environments. In African contexts, the implementation of lesson study has similarly been associated with opportunities for collaborative professional learning, although contextual challenges remain. In Nigeria, Moju and Fashakin (2024) reported that heavy teaching loads, limited time, and inadequate supervisory support could constrain teachers' participation in collaborative professional learning. In South Africa, Ogegbo et al. (2019) found that unequal power relationships among teachers could create tensions during lesson study and make constructive criticism and collaborative reflection more difficult. Such evidence highlights the importance of examining how collaborative lesson planning is actually practiced within lesson study-based supervision rather than assuming that its intended collaborative processes are automatically achieved.

Within East Africa, collaborative approaches to teacher professional development have also received increasing attention. In Rwanda, lesson study has been incorporated into teacher professional development through processes involving joint lesson planning, classroom observation, and post-lesson discussions focused on learners' responses and areas for instructional improvement (Rwanda Education Board [REB], 2019). Similarly, evidence from Kenya emphasizes the importance of professional learning communities and school-based professional development embedded within teachers' routine practices (Kariuki et al., 2024). In Tanzania, efforts to strengthen teacher professionalism and instructional supervision have likewise promoted collaborative approaches, including lesson study, as a means of encouraging teacher learning and improving instructional practices. However, Komba and Mwalongo (2021) reported that many teachers and school heads in Tanzania have limited understanding of lesson study procedures and limited opportunities for professional training. Teachers may also experience challenges associated with inadequate resources, heavy teaching loads, insufficient institutional support, and limited time for collaborative professional activities. These circumstances raise questions about how teachers engage in the collaborative lesson-planning component of lesson study and whether the practice is implemented as

a meaningful professional learning process.

Against this background, Bagamoyo District provides an important context for examining collaborative lesson planning as part of lesson study-based supervision in public primary schools. Although lesson study has the potential to shift supervision from conventional inspection-oriented practices towards collaborative professional learning, the extent to which teachers actually engage in joint lesson planning, share pedagogical knowledge, anticipate learners' needs, and collectively develop lessons remains insufficiently understood. In particular, contextual issues such as limited time for collaboration, teachers' understanding of lesson study procedures, administrative support, and prevailing supervisory practices may shape how collaborative lesson planning is practiced. Therefore, examining collaborative lesson planning practices within lesson study-based supervision is important for understanding how the approach operates in the day-to-day context of public primary schools in Bagamoyo. This study consequently focuses on collaborative lesson planning practices as part of lesson study-based supervision in selected public primary schools in Bagamoyo, with attention to how teachers engage in the planning process and the conditions that shape their collaborative practice.

**Theoretical Framework**

This study is guided by Social Constructivist Theory, particularly the work of Vygotsky, which views learning and knowledge development as processes constructed through social interaction and participation in culturally and socially mediated activities. Vygotsky (1978) argues that individuals develop knowledge through interaction with others and through cultural tools such as language. The theory is particularly relevant to collaborative lesson planning because teachers jointly discuss lesson objectives, content, teaching strategies, learning materials, and possible learner responses, thereby constructing professional knowledge through interaction and dialogue. The concept of the Zone of Proximal Development (ZPD) further explains how individuals can accomplish tasks with guidance from more knowledgeable others than they could independently (Vygotsky, 1978). In the context of lesson study, teachers with different experiences and expertise can support one another through collaborative planning, observation, discussion, and feedback. This perspective is consistent with Lewis (2015), who describes lesson study as a collaborative professional learning process through which teachers jointly investigate teaching and learning, and Lewis et al. (2006), who emphasize the connection between collaborative inquiry, classroom practice, and instructional improvement.

The theory assumes that knowledge is actively constructed through social interaction, dialogue, shared problem-solving, and participation in meaningful activities (Vygotsky, 1978). These assumptions provide a useful lens for examining collaborative lesson planning as part of lesson study-based supervision because teachers learn from one another by exchanging experiences, explaining instructional decisions, questioning existing practices, and developing shared understandings. The theory also recognizes the importance of professional dialogue and collective engagement in developing knowledge and skills. Evidence from lesson study research shows that collaborative examination of instruction can support teacher learning and professional development (Lewis & Perry, 2017; Lewis et al., 2012). However, the effectiveness of such collaboration may depend on the quality of professional relationships, institutional arrangements, and the conditions under which lesson study is implemented (Lim-Ratnam et al., 2019; Stigler & Hiebert, 2016). Therefore, Social Constructivist Theory is appropriate for this study because it enables the researcher to understand collaborative lesson planning not merely as a procedural component of supervision, but as a social process through which teachers interact, exchange pedagogical knowledge, jointly analyse instructional needs, and construct shared understandings of effective teaching practice.

**Empirical Literature Review**

Collaborative lesson planning is a central component of lesson study, in which teachers jointly identify learning goals, examine curriculum content, anticipate learners' difficulties, select teaching strategies, and prepare lessons for classroom implementation. Lewis (2015), for example, explains that lesson study provides a structured process through which teachers collaboratively investigate teaching and learning. Similarly, Lewis et al. (2006) argue that lesson study connects collaborative planning with classroom investigation and instruction improvement. Evidence from the United States demonstrates the potential of collaborative lesson study for improving teaching practice. Lewis and Perry (2017), in a randomized controlled study of lesson study, found that collaborative lesson study can support teachers in developing research-based knowledge for improving instruction. The study is important to the present research because it demonstrates that collaborative planning is not simply an administrative activity but can be used as a mechanism for developing teachers' instructional knowledge.

In another study, Lewis et al. (2012) examined whether improving teaching through lesson study also improves teachers. Their findings demonstrate that participation in

lesson study contributed to teacher learning and professional development. This suggests that collaborative planning can provide teachers with opportunities to examine instructional problems collectively and develop practical solutions. Furthermore, in Europe, research has demonstrated the value of collaborative lesson study for teacher professional learning. Willems and Van den Bossche (2019), through a best-evidence synthesis, found that lesson study can be effective for teachers' professional learning when the process is adequately supported. Their findings emphasize the importance of the quality and organisation of lesson study rather than merely the existence of collaborative activities. Dudley et al. (2019) provide further empirical evidence from the European context. Their study examined the impact of lesson study on students' achievement, teachers' professional learning, and institutional development. The findings demonstrate that lesson study can contribute not only to individual teacher learning but also to wider professional and institutional development.

Evidence from Asia is particularly relevant because lesson study originated and developed strongly within the Japanese education system. Murata (2011), for example, explains that lesson study involves a cycle in which teachers jointly plan a research lesson, observe its implementation, and subsequently examine evidence from the lesson. The collaborative planning stage is therefore closely connected to classroom observation and reflection rather than an isolated planning activity. Takahashi and McDougal (2019) further explain how school-wide collaborative lesson research can be used to implement educational standards and improve student learning. Their work demonstrates that collaborative lesson planning can become part of a wider school-based professional learning process when teachers are provided with opportunities to work collectively on instructional improvement.

Research from Africa demonstrates the potential of lesson study for teacher professional development. Ono and Ferreira (2019), for example, in a South African study, examined continuing teacher professional development through lesson study. Their findings indicate that lesson study can provide a platform through which teachers engage in collaborative professional learning. This evidence is relevant to the present study because it demonstrates that lesson study can be adapted and implemented within an African educational context. The reviewed literature indicates that collaborative lesson planning can strengthen professional dialogue, teachers' instructional knowledge, and collective approaches to solving classroom problems.

However, the effectiveness of collaborative planning depends on how the process is organised and supported. Lim-Ratnam et al. (2019) caution that adapting lesson study across different contexts can create challenges because practices developed in one educational culture may not automatically transfer successfully to another. In the Tanzanian context, the African evidence is particularly important because the implementation of lesson study cannot simply be assumed to operate in the same way as in Japan, Europe, or North America. The present study therefore focuses specifically on how collaborative lesson planning is actually practiced in public primary schools in Bagamoyo District and the institutional conditions that facilitate or constrain it.

Generally, the reviewed literature demonstrates that collaborative lesson planning is an important foundation of lesson study-based supervision. However, there is a need to examine how teachers in specific Tanzanian school contexts experience the process, including the practical challenges affecting regular participation, availability of teaching resources, time, leadership support, and the connection between planning and subsequent classroom observation.

## RESEARCH METHODOLOGY

The study adopted a qualitative case study design, with Bagamoyo District representing the broader bounded case and four selected public primary schools serving as embedded units of analysis. A qualitative approach was appropriate because it enabled an in-depth exploration of participants' perspectives, experiences, and practices regarding lesson study-based supervision within their natural school contexts (Creswell & Poth, 2018; Merriam & Tisdell, 2016). The case study design further enabled the researcher to examine collaborative lesson planning, peer classroom observation, reflective discussion, and feedback within their real-life context (Yin, 2017). The target population comprised teachers, head teachers, and Ward Education Officers (WEOs), from whom 34 participants were purposively selected, including 28 classroom teachers, 4 head teachers, and 2 WEOs, based on their direct involvement and experience with lesson study-based supervision. Purposive sampling was employed to obtain information-rich participants and perspectives across classroom, school leadership, and administrative levels (Palinkas et al., 2015).

Data were collected through semi-structured interviews, focus group discussions (FGDs), observation, and document analysis. Interviews with head teachers and WEOs explored their understanding, roles, experiences, and challenges related to lesson study-based supervision, while FGDs with classroom teachers generated collective perspectives on collaborative lesson planning and other lesson study practices (Creswell & Poth, 2018; Kallio

et al., 2016; Braun & Clarke, 2018). Observation provided first-hand information on how collaborative lesson planning, preparation and use of teaching aids, peer classroom observation, and reflective discussions were practiced in schools (Merriam & Tisdell, 2016; Busetto et al., 2020). Document analysis complemented the primary data by examining relevant records, including lesson plans, supervision schedules, lesson study reports, meeting minutes, and professional development materials, thereby providing additional evidence of institutional practices (Hennink et al., 2019; Saldaña, 2021). The combination of these data sources supported triangulation and provided a comprehensive understanding of lesson study-based supervision (Flick, 2018; Denzin & Lincoln, 2017). The collected qualitative data were analyzed thematically by systematically immersing in the data, coding relevant segments, identifying patterns and themes, and interpreting the findings in relation to the study objectives (Braun & Clarke, 2021; Nowell et al., 2017; Clarke & Braun, 2018).

## RESULT AND DISCUSSION

The purpose of the study was to determine how collaborative lesson planning is practiced as part of lesson study-based supervision in public primary schools in Bagamoyo District. Analysis of interview data from head teachers and the Ward Education Officer (WEO), and observations and Focus group discussions by classroom teachers revealed that collaborative lesson planning was widely practiced in selected schools, despite the level of implementation varying depending on school context, availability of resources, and institutional support. The participants discussed that teachers hold regular meetings to prepare lessons jointly, share instructional ideas, develop teaching materials, and discuss strategies for improving classroom instruction. They viewed collaborative activities as enhancing professional competence and improving the quality of teaching and learning. Three sub-themes emerged from the analysis, namely: collaborative preparation of lessons, sharing instructional knowledge and teaching resources, and challenges that affected collaborative lesson planning.

### Collaborative Preparation of Lessons

The interview, focus group discussions, and findings revealed that collaborative preparation of lessons is one of the major practices through which lesson study-based supervision is implemented in the selected public primary schools. Teachers explained that they regularly meet before classroom instruction to jointly prepare lesson plans, discuss learning objectives, agree on teaching strategies, and identify appropriate teaching and learning materials. Such collaborative planning enables teachers to learn from one another while ensuring that

classroom instruction is well organized and responsive to learners' needs.

A classroom teacher from Primary School C explained:

> *"Whenever teachers teach the same class level, we normally meet before the lesson to prepare together. We discuss the lesson objectives, teaching methods, classroom activities, and teaching materials before entering the classroom. Everyone contributes ideas, which improves the quality of the lesson."* (FGD2-School C, 2026)

Similarly, another classroom teacher from Primary School D stated:

> *"During the Mewaka (Mafunzo Endelevu Ya Walimu Kazini) programme, we meet every Wednesday to assist each other in preparing lessons together. Teachers teaching the same subject exchange ideas, prepare teaching resources, and review lesson plans before going to class. These meetings have improved our confidence in teaching."* (FGD3-School D, 2026)

A head teacher from Primary School A also noted: Collaborative lesson planning has become a routine in our school. Teachers jointly prepare schemes of work, lesson plans, and teaching materials instead of working individually. Through these meetings, teachers support each other professionally. (HT1-School A, 2026)

Likewise, the Ward Education Officer emphasized: Schools implementing lesson study are encouraged to organize regular collaborative planning sessions where teachers jointly prepare lessons, discuss teaching approaches, and identify suitable instructional materials before teaching. (WEO1, 2026).

During the observation, teachers were seen working together to identify appropriate materials that could help pupils understand the planned lesson more easily. The teachers discussed the type of teaching aid required, the materials available in the school environment, and how the materials could be used during classroom instruction. For instance, during one observation session at School A, six teachers were observed working together to prepare teaching aids for a Mathematics lesson of Standard III. The teachers used locally available materials to prepare visual materials that could be used to demonstrate mathematical concepts. One teacher was cutting pieces of cardboard, another was writing numbers and symbols, while the others discussed how the materials could be used during group activities. The teachers also reviewed the materials together to ensure that they were appropriate for the intended learning objective.

The observation further showed that the preparation of teaching aids was not simply a process of producing materials. Teachers further discussed how the aids would support pupils' participation and understanding. For example, they discussed whether the materials would be available to all

pupils, whether pupils could handle them during group activities, and whether the materials would be appropriate for the pupils' understanding. One observable example was the preparation of fraction cards. Teachers prepared different cards to represent fractions like 1/2, 1/3, and 1/4 and discussed how pupils could use them to compare fractions. This illustrated how teachers' collaborative preparation of teaching aids was tied to the intended learning objective.

The findings indicate that collaborative lesson planning has become an important professional practice among teachers in the selected schools. Instead of planning lessons individually, they collaborate to analyse curriculum content, identify suitable teaching methods, and prepare instructional resources before classroom implementation. This collaborative process fosters collegiality, boosts teachers' confidence, and provides avenues for professional learning. The findings further imply that lesson study-based supervision transforms supervision from an inspection-oriented approach to one that values teamwork, shared responsibility, and collective advancement of instructional practice.

The findings showed that collaborative lesson planning created opportunities for teachers to exchange instructional ideas, discuss classroom problems, and improve lesson preparation. This finding is consistent with Fernandez and Cannon (2005), who found that collaborative lesson construction provided opportunities for teachers to discuss instructional content, consider students' thinking, and make instructional decisions collectively. These findings are reflected in the present study, where teachers acknowledged that planning together improved lesson preparation and classroom confidence.

Similarly, Saito, E. (2022) found that collaborative lesson planning enabled teachers to anticipate learners' difficulties and improve instructional strategies before classroom implementation. Participants expressed similar experiences to those reported above, indicating that collaborative planning meetings gave them a platform to discuss teaching methods and prepare suitable instructional materials before stepping into the classroom.

In Africa context, the findings are consistent with Kihwele and Mwamakula (2023), who found that collaboration and teamwork positively influenced the implementation of lesson study in Tanzania. Their study also showed that lesson study supported teachers' professional development and encouraged innovative and creative teaching practices, although time requirements and other institutional factors affected implementation. These findings are also related to the present study, where teachers reported that collaborative lesson planning provided

opportunities to exchange instructional ideas, discuss classroom problems, and improve lesson preparation. Collectively, these findings suggest that collaborative lesson planning is an important component of lesson study-based supervision because it creates opportunities for teachers to learn from one another and improve their instructional practices.

**Sharing Instructional Knowledge and Teaching Resources**

The study further revealed that collaborative lesson planning gives teachers a chance to share instructional knowledge, share teaching resources, and mentor one another. Participants explained that lesson study meetings provide a platform where teachers exchange classroom experiences, compare teaching methods, prepare teaching aids collectively, and support colleagues in tackling teaching challenges. Such collaborative interactions foster professional development and improved classroom instruction.

A classroom teacher from Primary School B explained:

> *"Whenever we meet together to prepare lessons, every teacher shares ideas based on his or her classroom experience. Sometimes we learn new teaching methods, better ways of using teaching materials, and improved classroom management techniques. These discussions have made our teaching much bette"r.* (FGD2-School B, 2026)

Another teacher from Primary School D further added:

> *"Working together during lesson study has helped us gain more knowledge on difficult topics. We share different teaching strategies, learn alternative methods of teaching, and improve the way we explain concepts to pupils".* (FGD4-SD, 2026)

A teacher from Primary School C further added:

> *"The meetings boost our confidence since experienced teachers freely share their knowledge with younger teachers. We prepare teaching aids together, discuss challenges, and support one another until everyone knows the lesson well".* (FGD3-SC, 2026)

In support of these views, a head teacher from Primary School A commented:

> *"Lesson study has created a culture among teachers where they do not work in isolation. They exchange professional ideas, prepare teaching materials together, and mentor one another. We have noticed improvement in teachers' instructional competence".* (HT1-SA, 2026)

These findings suggest that lesson study-based supervision works as a school-based professional learning community, where teachers continuously acquire new pedagogical knowledge through collaboration. The

exchange of classroom experiences and teaching materials boosts teachers' professional competence while fostering a supportive culture of teamwork and mutual learning. The findings further imply that collaborative lesson planning enables experienced teachers to mentor their younger colleagues, thus improving overall instructional quality.

The findings coincide with Fernandez and Cannon (2005), who found that collaborative lesson planning enhanced professional dialogue and improved lesson quality through the continuous exchange of ideas among teachers. Similarly, the present findings are consistent with Gutierrez (2021), who found that collaborative lesson planning supported teachers' continuous learning, improvement of professional practice, and reflective and professional support. Collaborative planning provided teachers with opportunities to discuss instructional practices, exchange ideas, and reflect on ways of improving lesson preparation and classroom teaching. This finding is also supported by Mendoza et al. (2022), who identified collaborative lesson planning as an important component of teachers' professional development and showed that it provides opportunities for teachers to share, develop, and apply pedagogical knowledge. In the present study, participants similarly reported that sharing instructional knowledge, discussing teaching experiences, and preparing teaching materials together increased their confidence and supported improvement in classroom practice. Within the African context, the findings are consistent with Kihwele and Mwamakula (2023), who found that collaboration and teamwork positively influenced the implementation of lesson study in Tanzania and supported professional development and innovative teaching practices. These findings suggest that collaborative lesson planning is an important feature of lesson study-based supervision because it creates opportunities for teachers to learn from one another, share professional knowledge, and improve their instructional practices.

**Challenges Affecting Collaborative Lesson Planning**

Despite acknowledging the benefits of collaborative lesson planning, participants further identified a number of challenges that constrained its effective implementation. The interviews and focus group discussions revealed that heavy teaching workloads, inadequate instructional resources, shortage of time, and competing administrative responsibilities often affected the regular organization of lesson study activities. A classroom teacher from Primary School C explained: "We understand the importance of planning lessons together, but sometimes it becomes difficult since we have many teaching periods and other school

responsibilities. By the time we finish our daily duties, there is very little time for lesson study meetings". (FGD3-School C, 2026). A teacher from Primary School B further added: "Sometimes, we prepare lessons together but fail to produce the teaching aids we have planned because instructional materials are not enough. This reduces the effectiveness of our lesson study activities." (FGD2-School B, 2026). A head teacher from Primary School A observed: "Administrative responsibilities and pressure to complete the syllabus sometimes interfere with collaborative lesson planning. Teachers are willing to participate, but finding enough time is a challenge." (HT1-School A, 2026). Similarly, the Ward Education Officer explained: Lesson study is effective, but schools continue to face challenges such as inadequate resources, shortage of time, and limited financial support for organizing regular professional learning activities. (WEO2, 2026).

The findings are consistent with Lewis et al. (2019), who describe lesson study as a collaborative process in which teachers jointly study a teaching problem, plan a lesson, observe its implementation, and reflect on student learning. However, effective participation in these activities requires sufficient opportunities for teachers to work together.

The present findings also agree with Kihwele and Mwamakula (2023) in Tanzania, who found that time requirements negatively affected the implementation of lesson study, although collaboration and teamwork supported its implementation. Their findings are relevant to the present study because teachers in the selected schools similarly reported that heavy teaching responsibilities and other school duties reduced the time available for collaborative lesson planning.

Similarly, Ndihokubwayo and Hashituky (2019) in Rwanda identified lack of time and inadequate teaching materials among the challenges affecting lesson-study practice. This is consistent with the present findings, where teachers reported that limited time and shortages of instructional materials affected their ability to implement lessons that had been jointly planned.

The findings also correspond with evidence from Kenya, where challenges affecting lesson-study implementation included limited time, lack of funds, heavy workload, and competing programmes Chiira et al., 2023). The Kenyan evidence further showed that school leadership could support collaboration, peer observation and team teaching, although implementation was still affected by several organizational constraints.

Therefore, the findings suggest that teachers' willingness to participate in collaborative lesson planning alone is not sufficient to sustain lesson study. Adequate time, instructional resources, financial support, and supportive school leadership are also important for

maintaining regular lesson-study activities. This implies that school leaders and education authorities need to create opportunities within school schedules for teachers to plan, observe, and reflect together. The first objective shows that collaborative lesson planning is the foundation of lesson study-based supervision in the selected public primary schools. Through joint lesson preparation, professional knowledge sharing, and collaborative problem-solving, teachers have improved their instructional competence and classroom practices. However, lesson study goes beyond collaborative planning and encompasses observation of actual classroom teaching, where teachers learn from one another's instructional practices. The following section therefore presents findings related to the second objective, which examined the role of peer classroom observation in supporting lesson study-based supervision in public primary schools in Bagamoyo District.

## CONCLUSION

The study concludes that collaborative lesson planning is an important and widely practiced component of lesson study-based supervision in the selected public primary schools in Bagamoyo District. Teachers regularly work together to prepare lesson plans, discuss learning objectives and teaching strategies, develop and share instructional materials, and exchange professional knowledge and classroom experiences. These practices have created opportunities for professional learning, mentoring, increased teaching confidence, and improvement of instructional practices. However, the implementation of collaborative lesson planning is constrained by heavy teaching workloads, limited time, inadequate instructional resources, and competing administrative responsibilities. The findings therefore indicate that the effectiveness and sustainability of collaborative lesson planning depend not only on teachers' willingness to work together but also on supportive organisational conditions that provide sufficient time, resources, leadership support, and opportunities for meaningful professional collaboration.

**Recommendations**

The study recommends that school heads and education authorities in Bagamoyo District strengthen collaborative lesson planning by formally allocating adequate time within school schedules for teachers to meet, jointly prepare lessons, develop teaching materials, and reflect on instructional practices. Schools should also strengthen the provision and sharing of teaching and learning resources, while school leaders should provide continuous support, encouragement, and coordination of lesson study activities. In addition, education authorities should consider reducing unnecessary competing

responsibilities during scheduled lesson study sessions and provide appropriate professional development to strengthen teachers' skills in collaborative lesson planning. Such measures would help sustain regular lesson study practices and enhance teachers' professional learning and instructional competence.

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**Conceptualization**: All Authors ;

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