Evaluation of Hayes School Lesson Study Pilot – June 2013

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| Describe your role in the Lesson Study pilot: |
| Having observed Lesson Study in Singapore during the British Council Visit, I led a lesson study as facilitator with a series of Year 7 English lessons, 2 Singaporean teachers and a UK teacher from Hayes School. |
| How effective do you consider Lesson Study to be as a tool for the professional development of teachers? |
| 1 2 3 4 **5**  Not effective Extremely effective  Give reasons/evidence for your view:  The Lesson Study model we used was a hybrid of the Singapore model (focussed on sharing departmental practice and teacher planning and teaching strategies) and UK/Japanese model which is learner focussed. During research lesson observations and pre- and post- discussions we looked at the teacher’s prior assessment of students’ learning and strategies to address the performance of specific individual learners and groups of learners. The number of observers facilitated our focus on different groups and individuals and provided especially valuable feedback to the class teacher which informed planning for research lesson observation 2 and subsequent lessons.  There were clear benefits in terms of reciprocal learning between countries, between teachers and between schools. As a facilitator and observer from another subject area I was able to contribute and share pedagogical approaches from the teaching of modern foreign languages to English language teaching. |
| How do you think lesson study can contribute to the development of subject specific pedagogy and the subject knowledge of teachers? |
| Involvement in collaborative lesson planning ensured a greater sense of ownership in the lessons from all participants (including observers). There was a real spirit of collaboration and experimentation which resulted in the class teacher experimenting with new techniques and strategies e.g. methods for developing self and peer assessment and ensuring the accuracy of this assessment.  Carrying this out within departments is an ideal way to share practice and develop teachers at different stages of their career.  The lesson study was challenging because it focussed on the impact of teaching strategies on learners. There were “key takeaways” for all teachers involved. |
| What did you learn from the lesson study experience? |
| Alternative approaches to lesson observation and feedback from standard practice, which I have used as a teacher and leader over many years.  The value and impact of collaborative planning  The impact of a “research-based” approach to lesson observation and planning focussed on students and student learning taking into account underperforming students and the adoption of different strategies. |