Evaluation of Hayes School Lesson Study Pilot – June 2013

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| Describe your role in the Lesson Study pilot: |
| I was one of the teachers whose lesson was being observed |
| 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:  This was by far the most in-depth experience of being observed in my teaching career. Because of the time and detail, along with the number of colleagues involved in the planning and feedback which went into the Lesson Study, made this a highly effective and worthwhile tool.  Main features of the effectiveness of this process for me were:   * The number of ideas and discussion regarding their possible efficacy for ALL the different stages of the lesson * High quality feedback – particularly relating to the progress of particular students and how they responded individually to my input at the different stages of both lessons * Outstanding pupil progress in both lessons * The non-judgemental ‘tone’ – comments and suggestions were so focussed on the lesson and the impact on students, it felt much more developmental than judgemental. |
| How do you think lesson study can contribute to the development of subject specific pedagogy and the subject knowledge of teachers? |
| Planning  At the collaborative planning stage of the Lesson Study the combined subject knowledge of the teachers in the room would inform a good deal of the planning: through shaping the objectives and success criteria; through planning activities which create the best possible learning experience for students.  Regardless of the teacher’s experience and areas of subject expertise, this ‘stage’ of the process could be a very powerful tool for developing subject specific pedagogy.  Feedback  Different member of the team observing me had focussed on different parts of the lesson and had also been ‘assigned’ different students on which to focus during the two lessons. It was very clear where (which students) there were misconceptions or understanding was not as strong. It was also clear which parts of the lesson had been more effective. Any ‘gaps’ in content which the students needed to make progress could be addressed quickly.  The opportunity to ‘revisit’  Lesson Study took place over two lessons. This meant that the second lesson gave me not only a range of ideas for consolidating and building on the last lesson’s work – it also meant that I was able to **compare** the effectiveness of a range of techniques (for example questioning; different types of activity; AFL techniques) across a **range of students** and **over the course of two lessons**. This was one of the most valuable, and genuinely illuminating, parts of the process. |
| What did you learn from the lesson study experience? |
| * I learned, in more detail than ever before, how my teaching had an impact on a range of students across the class and over two lessons. * I got a number of strong ideas for different kinds of activities at different stages of the lesson * I had very high quality, detailed feedback from the other teachers in the room * I had a non-judgemental opportunity to ‘be brave’ and try things I wouldn’t otherwise have tried * The potential value of collaborative planning – I think this happens very rarely in most teachers’ day-to-day practice * I felt the direct impact of the feedback I had had from the first lesson when I implemented suggestions and ideas from the feedback in the second lesson * A valuable opportunity to reflect on things which have become ‘embedded’ or ‘second nature’ to my own classroom practice and evaluate their impact on students |