Evaluation of Hayes School Lesson Study Pilot – June 2013

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| Describe your role in the Lesson Study pilot: |
| I acted as an observer to the Lessons, focusing on specific groups of learners. I also took an active part (with my 5 other colleagues – 2 from Hayes School and 3 from Singaporean schools) in the co-constructing of two lessons to enable to class teacher to trial different strategies to raise engagement within the lessons. |
| 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:  All teachers involved gain from the sharing of experiences and practices. Shared best practice in school to school partnerships helps all teachers to develop their own practice (no matter what their experience and expertise) |
| How do you think lesson study can contribute to the development of subject specific pedagogy and the subject knowledge of teachers? |
| Shared planning and feedback of professionals from the same subject area allows teachers to gain from others’ experience and ideas and grow this out in their own faculties / schools. |
| What did you learn from the lesson study experience? |
| Explicit differentiation should be encouraged. Teachers should not be afraid to explicitly split the class according to level of ability in a particular skill.  Gained additional class room resources to use within and share with my own school.  Focusing on specific learners provides the classroom teacher with valuable insights and knowledge into **how** learners respond and subsequent lessons can be tailored accordingly.  Satisfying to be given the time to grow professionally in a format that still feels beneficial to the learners that you are responsible for.  Both teachers and learners benefit from Lesson Study. What’s not to love?? |