



## Teachers' feedback on observing lessons Europe for Inclusion Ikšķile, Latvia, March 20-24, 2017

A significant part of the teachers' formation was devoted to observing lessons. Participants of the project were divided into smaller groups and observed lessons in different subjects (math, native language, sport, integrative lessons). During the lessons students acquired various competences (to create a traditional sign with peas, to listen to the sound of water, to paint light, to explore honesty in Latvian folklore, to develop reading skills, math skills, to play Frisbee).

After the observation practice visiting teachers submitted their country reports on experiences acquired and hosting school Tautskola 99 Baltie zirgi asked teachers of the school to give feedback and reflect on how this experience has contributed to their professional and personal development.

Most teachers noted that lesson carried out was not much different from the original design. Some teachers mentioned that most lessons in school are planned in blocs and the allocated time frame (40 minutes) was not enough to implement all activities necessary for one class, therefore practical excerses and individual work was done in the next lesson and this was explained to teachers observing lesson.

Teachers did not notice visible changes in students' behavior. One teacher described that kids were a bit excited, but it was positive excitement and they were interested in seeing how guests will participate in the lesson and they enjoyed working together. One teacher mentioned that each student was working according to his/her capacity and tempo as it is in any other class. Two teachers noted slight changes in one of the groups of students, some students were louder than usual.

Regarding the influence of this experience on teachers' professional development, some teachers noted that more feedback from visiting teachers would be beneficial, sometimes insufficient English skills prevented from communication. Some of the comments teachers received relate to the fact that students do not raise their hand to speak, they interact with each other and find a proper time to express their opinion or raise a question, as well as to the skills to work independently. Also visiting teachers noted that students in working groups can choose various settings to work (for example, to work on the floor and not necessarily by the desk).

This experience has helped teachers of Tautskola to pay more attention to planning the lesson, to put the lesson in a more clear structure, to evaluate and reflect on your own work, to overcome nervousness. This experience has also given a positive feedback from visiting teachers and more appreciation of your own work. One teacher raised a question on how to balance the necessity of such "model" lessons to achieve all aims of the lessons and individual tempo of students, which may not always coincide.

Teachers were inspired by this experience and this has motivated them to appreciate their work more, they have learned through reflection and feedback of their colleagues of other countries.