**Professional Development – reports from visitors**

**Erasmus+ teachers Timetable Wed 7th and Thursday 8th March**

Wed p3 French, (Sieglinde)

Wed p3 Science (Hanna)

Wed p3 Maths (Juha)

Wed p4 French (Susanne)

Wed p4 English Withdrawal (Johanna)

Thurs p2 1:1 Literacy (Johanna)

Thurs p3 Maths (Juha)

Thurs p4 Geography (Anja)

**Juha**

I visited two lessons of Maths during our meeting in Ounsdale. There were 20-25 students in those groups and one teacher and one assistant. The furniture consisted of formal desks and a pair of students were seated around each desk. There were smartboards in the classrooms which teachers used. Students worked with pencils and booklets. They practiced for example percentages. The teachers and assistants gave a lot of time and attention for students. The atmosphere in the classrooms was peaceful and I found that students made progress in their Maths during the lessons. It was very interesting to see how teachers in another school worked with their students.

**Susanne**

During my stay in Britain I observed one French lesson in Ounsdale High School. The students had to do several tasks in their notebooks during the lesson. Through a process of deduction, the students first solved which description matched a certain occupation. After that, they played a game called *Lingo bingo*, a bingo with sentences. The students saw sentences in French while the teacher called out the sentences in English. As a follow-up, the students had to write a short essay using at least seven of these sentences in their text. I liked the idea of giving the students some ready-made sentences they could use or modify in their texts, which both makes the process of writing easier and makes the students more aware of the right grammatical structures.

After they had completed their assignment, the students had to self-evaluate their writing. They had to fill in the sentence *I think my work is … level because…* They also had to underline the best bit of their work and write *This is my best bit because….* Finally, the students had to think how they could improve their writing by completing the sentence *Even better if…*

I found the French lesson very interesting and I will try to get *Lingo bingo* in my teaching in the future. In Finland, we are assigned to increase the amount of student self-evaluation and I found the above mentioned system quite simple and effective I can see how this will be useful in my own school in the future.

**Johanna**

The first lesson I visited was a small group of five students preparing for their English exam. They all needed extra help, both with their work; to understand what to do and how to do it, and to focus on the right things. It was interesting to see how the teacher helped them, how she explained what to do and how to do it in the right order, i.e. what they needed to do first (give examples) and how to continue (to find evidence in the text). The teacher had a somewhat relaxed relationship with the students and we talked afterwards about the importance of not being too strict with this type of students. That it is easier to help them and get them to work if they feel more relaxed. It was also interesting to see what an exam can look like and to get more familiar with the British school system.

The second lesson I visited was also an English lesson, but this time with younger students (a whole class) practicing reading in the library. They were using a computer program caller Accelerated Reader. The program helped the students to find books at their own level and to improve as readers. This sort of programs can really be of help, both for the teacher and the students. It was interesting to see how the teacher easily could guide the students to what to do, and the students could work at their own pace and level. Some of them were reading, others were taking a quiz about a book they just read or were looking for a new book to read. The teacher documented what the students did and could easily follow their improvements. This was also a very interesting lesson to watch.

**Sieglinde**

I visited a French lesson during our stay at Ounnsdale High School. I was surprised that the tables were arranged in such a way. At our school we arrange our desks like this only to work in groups. I liked the different posters of grammar on the wall which are a help for students. The lesson itself dealt with small jobs students can do to earn some extra money. At first there were five or six pictures and some sentences to describe various jobs. It was necessary to find the right pair. These sentences were the basis for a lingo bingo game. I play bingo as well in my lessons but only to repeat single words. In this part of the lesson the teacher used whole sentences which is more difficult. In one of my next lessons I will try this in this way, too. Writing a short report what students themselves do to get some extra money or to support family followed the lingo bingo game. It was a good preparation for their GSCE exam. The students could choose how many sentences they would like to write, the minimum was seven and maximum twelve. It was necessary to remember to include a range of connectives, opinions with justifications, time phrases and comparisons. Some words or phrases were given to support their writing. After writing the report the students had to evaluate their work. That means they marked their best sentence, gave points to them and they were thinking about how to make work better next time. The sentences on two sheets-" What have I done well" and " How can I develop my work " are a great help.

**Anja**

I attended a geography lesson. It was quite similar to my lessons. I use the same material and organize the lesson in the same way. The teacher has used modern methods and equipment.

The fitting of the room was interesting to me, especially the shelves at the wall. They were used to put in the material from the students of every year. Such shelves I want to have, too. The tables are arranged in a way to work easier in groups, in my room the tables are arranged in a row. Than it is not so easy to organize group work periods. Both opportunities have their advantages, it depends on, what you need or what you want to do in your lessons.

The pupils were interested in the lesson and participated actively.

I liked the group work periods, in which the students worked together. The students watched an educational film about the river from the source to the mouth. They solved tasks during watching.

At the end of the lesson the students were able to tell the essential facts about the rivers.