**School2**

Researcher: So they had, uh, lesson plans, that I kind of made them do. But of course there was no obligation for them to do them, they had to do a two page report thing of what they were going to do. So I was thinking if we did this again next year, instead they could do an overview and then a lesson plan, and you know that would get sent to teachers to tweak. I was envisioning a little bit more back and forth, but it wasn’t hugely clear to the students and holidays as well… I don’t know what your thoughts would be about that- like “5 minute lesson plan” type things-

Teacher2: Yeah I think so, those were- you’ve left left the microbits with us?

Research: Yup

Teacher2: And then you could have left the lesson plans with us, and then it’s just a standalone thing. That’s that’s- I don’t know how people would follow up on this but-

Researcher: It’s nice to have an idea though, right? Instructions to follow…

Teacher2: I’m a convert to lesson plans. I always felt like they were something you just had to do, but um. Where do I start to put things together… I don’t think it’s an issue for the project that we’ve just had, but as a general thing, you can see from a lesson plan, from a good lesson plan, not only what they’re doing but the context, how it fits in.

Research: hmm.

Teacher2: You can see quite clearly where the person wants to take it-

Researcher: Yeah.

Teacher2: Well I didn’t need it because it was quite clear what was in lesson, what was going to happen and assured the kids what they were trying to work towards. But yeah, in future, if it’s possible, if it’s not to onerous, yeah a lesson plan, and a bit of dialogue back and forth would have been okay.

Researcher: Yeah, I’m looking at how we could set something like this up as a 20 credit module for undergrads. It would be, kind of, required to do these, these things would be a submission eventually-

Teacher2: It also, it also makes you think about when you actually start, not just preparing your material but thinking about planning a lesson and as I say, a context where you’ve got to go-

Researcher: Yeah-

Teacher2: It makes you go through pedagogical scenarios and issues that they’ve actually discussed and met. And you could have maybe- they couldn’t, if that’s the first time- it’s just ridiculous you can’t know, you’ve never seen it before. But once you get in the swing of it, that’s what a lesson plan can do.

Researcher: And I definitely think they were- just at the end there, they were just saying “oh a student did this.” And they responded and obviously if that had happened in the first lesson, they might have been more- but by this lesson, they kind of got to know what was the appropriate response for that. Like “oh I told them to get on with, and blah blah blah” and I was like “oh, you’ve got it. You’ve taken something away from this.” So, I think, yeah, doing a little bit- One of my other suggestions as well is, instead of doing three lessons is the students have a lesson and they are classroom assistants, and then they teach-

Teacher2: Yeah-

Researcher: They can still be working on their lessons, but as they go along they can see “oh that’s too difficult”. You know, maybe add in some bits- So they’re kind of learning across the weeks and between the lessons of week one and week three they can really finalise it. Then they get to meet the teachers, meet the class, and not just being… parachuted in like “Hello, we are here to teach the first lesson!” [laughs].

Teacher2: Yeah, yeah there’s that angle as well. I mentioned the CLC before, you could at Key Stage 3- uh it’s all the admin and fitting it in, but you could have done it like a CLC type task-

Researcher: hmm.

Teacher2: And maybe seen if you could have the class for a morning-

Researcher: Yeah.

Teacher2: Now, when, when you do that and you take up three or four lessons, you’d have to make sure that it’s structured in such a way that you can keep their concentration. So that brings other issues, but what that means is some of the disjointedness of going away and the level that they’re at, you uh, you get rid of that. So it’s like a standalone- and because it’s a special project it’s not like a regular thing, that might be a possibility. At key stage 3 I don’t see why it shouldn’t be, why it should work. Just get the teachers and the rooms are available, but in principle I don’t see why people would have an issue. Especially if you say there’s a focus on disadvantaged children or engagement-

Researcher: Yeah.

Teacher2: -or gifted and talented. You can make it fit whatever you want effectively, so that’s another option.

Researcher: yeah absolutely.

Teacher2: Do it, do all, do the whole thing in a oner.

Researcher: As much because, you know, they’re bringing in these, thinking about the idea of building these stronger- How can teachers and pupils be more involved in this process? It was very much, you said you wanted to do it and the students came in and they did something-

Teacher2: I think we could start a dialogue sooner- if you’re thinking of the same time next year, or-

Researcher: I’m not sure around the BBC-

Teacher2: What you could do is, uhm, start a dialogue now for whenever. Then, you mentioned, uh, an example you came up with, about logic gates and things-

Researcher: Yeah, based on something you would need-

Teacher2: I’m thinking about putting that into the scheme of work for next year, so at a very early stage, rather than me fudging something together and making a hash of it first time round, it could be something we could work on collaboratively.

Researcher: Yeah, exactly.

Teacher2: Even if it’s not a success, if it’s like, if it’s the same sort of structure as what we’ve had with this project, we’ve got plenty of sound uh, learning points to work on and then what you leave us with hopefully… hopefully you’ve left, if it’s the same sort of format, you’ve left us with some engaged students and something sound that will improve the curriculum, so uh I don’t know if that answers your question?

Researcher: yeah, that’s kind of what I was thinking