

ABSTRACT

The thesis deals with a subjective description of the impact of the Lesson Study on teachers' professional development. The aim of the thesis is to introduce Lesson Study as a specific form of teacher training based on teachers' collaboration in improving the quality of teaching through planning, implementation and reflection of lessons. Lesson Study is based on the Japanese school environment, but in the Czech environment it is an unexplored form. The thesis is divided into two parts, theoretical and empirical. The theoretical part, based on the literature, describes the origins of Lesson Study, its gradual development, characteristics and also its implementation outside the Japanese environment. The empirical part then identifies, through its own qualitative research, the subjectively perceived positives and negatives of Lesson Study for the professional development of the teachers who were part of the research. Teachers cite collaboration, classroom interaction, and connectedness to direct student learning as the main benefits. The most common barrier to implementing Lesson Study is the perceived time-consuming nature of the cycle, which is detailed in the paper. The research was conducted in a second level primary school in Prague in the school year 2023/2024. The main research method was a semi-structured interview conducted with seven teachers. The respondents included both beginning teachers and teachers with longer teaching experience. The discussion compares the research findings with the literature used and makes recommendations for the implementation of the Lesson Study as well as for further research.

KEYWORDS

Lesson Study, Teacher Professional Development, Collaborative Professional Learning, Japanese Education, Middle School