

Creative Curriculum Project 2017-19

Feedback and Evaluation Form – End of Theme

Q1 – How many teachers/non-teaching staff were involved in the project? How many pupils were affected by the project? Were other people (e.g. parents, external organisations etc.) involved in the project?

Involved people

The number of participants has remained more or less the same, but two classes were not involved any more. Two new classes joined the project. One class invited an external expert on fossils, one class took a trip to the school museum.

Q2 – How did you plan the project theme? How did you work collaboratively?

- Planning meeting of the Erasmus group of the school on 17. 9. 2018 (see presentation "time")
 - ➔ more exchange through a creative approach,
 - ➔ greater, broader access to the issue
 - ➔ more creative material design
 - ➔ extensive implementation of the announced aspects
 - ➔ took up additional considerations and seized opportunities to integrate emerging issues into the project theme
 - ➔ A new perspective on the topic, to understand "time"; not only as a historical topic.
- Exchange with WhatsApp group
- Meeting of the Erasmus group during the work on the topic (29. 10. 2018) to exchange views on the state of play.
- Further cooperation in classroom teams
 - ➔ One team rejected the original ideas and reconsidered them. It has opted for an action-oriented approach with real objects.
 - ➔ Colleagues noted that the planning work for "normal"; teaching has not changed so much, but point out that this would be different for project days.
 - ➔ One team described the further planning work in the class team in the following steps: a) planning in the team, b) reviewing the existing materials, compiling a list of what needs to be done (each colleague for herself, exchange in the team), c) collecting decoration and toys on the subject, d) dividing the teaching aspects according to the subjects taught by each colleague (and then individual preparation), e) decorating the class together, f) planning interdisciplinary activities together.

Q3 – How do you feel about the project now? Did you get more energy and motivation? Was it a heavier workload? (If yes, why? Are there any changes possible for the next theme?)

- The impression of a "worthwhile additional burden" prevailed as a common feeling throughout the entire group. The colleagues did a lot of work on the topic and felt the corresponding strain, but in return received highly motivated, much more balanced pupils. (One colleague described the lessons as labour-intensive, but gentle on the nerves.)
- It turned out to be very motivating for the pupils and therefore also helpful for the teachers when toys were offered on the topic with which the children were allowed to play freely. Pupils from other classes who had experienced this through visits also developed an interest in the topics and an exchange developed between the classes within which pupils from different classes played with each other.
- The children particularly enjoyed classes in unusual places of learning, e. g. on the playground or when going to the letterbox.
- In two teams it turned out that the time it would take to carry out a teaching aspect was underestimated. These teams then restricted themselves to fewer aspects than they had planned.
- Colleagues participating in the Erasmus group alone (without their classroom team partners) felt more burdened than those who could work in the team.
- Altogether all colleagues spoke of a lot of fun!

Q4 – What did you do well during this project theme? What will you do differently next time?

- It was pointed out that experts in the school / out-of-school learning activities greatly enhance the motivation and attention of pupils, which is why it is essential to maintain them. This can be very different for younger and older pupils also in the dimension.
- One team decided to work more focused the next time and not be tempted by the many possibilities of a topic to address too many aspects.
- With regard to the documentation of the work, the difficulty of teaching and photographing at the same time was once again addressed. If possible, another person (co-teacher, intern, etc.) should take over the photographing.
- One team had good experience with making the form of teaching more flexible. So the children made lanterns in 1:1 care, while for the rest of the group other lessons took place. Teachers and pupils were able to devote themselves to their task in a relaxed and concentrated manner. The pupils experienced themselves as successful and had no moments of frustration.
- This has proved its worth: Toys on the subject, small workbooks, unusual highlights in everyday life

Q5 – Any other comments?

- All in all, the atmosphere in the group was lively and exuberant. There was a lively exchange about the concrete, individual teaching activities (for which there is usually little space between the teams).
- The idea developed to create a list in which colleagues could indicate on which topic they had already produced teaching materials so that they could lend them to each other (with personal delivery). (independent of the themes dealt with in the Erasmus project)