

Creative Curriculum Project 2017-19 Feedback and Evaluation Form – Fly

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?

Participants directly involved in the project

- 16 students with SEN at secondary school
- 21 students in regular class at primary school
- 22 students in regular class at primary school
- 4 teachers
- 5 special education support teachers
- 2 assistants
- 5 therapists

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

Planning work and working on theme: Fly

- Brainstorm of ideas with the students about the theme.
- Planning activities with the students.
- Students participatory methods, inquiry, search and project work.
- Interdisciplinarity.
- Team work among teachers working collaboratively (sharing ideas, planning activities, project activities monitoring and evaluation).
- Teachers meeting every month.
- Collaboration of other technicians.

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?)

Teachers and students are very motivated with the project, they developed new ideas and new methodologies. As the project progresses, we have many ideas and we try to manage by meeting the expectations and interests of the students.

At this moment the project is a pillar of pedagogical practice.

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

The teachers team feel that they are working well in the ongoing project. Teachers and students improved their language, social and cultural skills.

The main aspects are:

- The collaborative work among teachers in planning, development of the activities and evaluation.
- The students participation in project activities
- The transversal approach of the curriculum in a creative way and the learning of the different disciplines in an integrated way.

The exchange between the various students of the schools where the project is being developed.

Q5 – Any other comments?

The teachers and students are really motivated and participate actively in the project. The inclusion of students with students with special educational needs in all activities allows the improvement of the participation and social interaction.

The diversity of methodologies and the approach of the curriculum in a creative way has improved students' learning, autonomy and social and cultural skills, and increase their active participation in the project and school activities.

With this theme were created ludic moments that pleased students to participate in them.