

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?

This topic was dealt with by the pupils of six classes, which corresponds to half of the pupils of the school (approx. 72 pupils). Since not all teachers working in the class teams were involved in the planning, the percentage of teachers is lower (about 15 teachers, about 35%). In addition, interns, BfD students and school assistants took part in the teaching. It is particularly gratifying that a large number of trainees and new colleagues are enthusiastic about working on the project.

External experts were not consulted this time. There were also no out-of-school places of learning visited.

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

Creative meeting on 17. 12. 2018. Number of participants: 11

A short evaluation questionnaire:

	yes	no	perhaps
I had a good time.	11		
I have found access to the topic.	11		
I think such an approach can influence my planning work.	8	1	2
I have come to terms with the nature of the task.	11		
That was a waste of time.		11	

Wishes /criticism / suggestions for improvement / comments

- Very entertaining. (Super!)
- Always so creative -> produces many ideas and approaches
- Great idea, great fun!
- I think it's good to try different methods 😊.

The results obtained during the meeting were later used as decoration in the classrooms.

During the evaluation meeting for this topic on 29. 04. 2019 (after the actual implementation in class) the colleagues commented on the benefits of the creative meeting as follows:

- motivating
- the approach is not so sophisticated and therefore leads to new ideas
- such an event has a positive effect on teambuilding (joint fun)
- the preparation of the meeting was suspected to be elaborate (the preparer herself did not feel that way)

All in all, the colleagues described such an approach as "opener" for a topic that facilitates their own approach. The announcement that there would be a similar meeting in July 2019 with the whole staff on the subject of "new school rules" met with great approval. Some colleagues were relieved to learn that they would be supported by such an introduction to the difficult, supposedly dry topic for which a project week is to be organised in the next school year.

The lesson planning of the topic took place in the class teams. As a rule, each class has developed its own concept and the individual colleagues have then prepared themselves in detail for the lessons in their subjects. In addition, a cross-team exchange took place between teams of similar grades.

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?)

All in all, the integration into everyday school life was very successful this time, so that the colleagues did not experience the work on the project as “on top” and thus as an additional burden. There had been hardly any additional effort compared to other classes. On the one hand, the group saw the reasons for this as being the topic itself, which could be implemented in many subjects, and on the other hand a certain (positive) routine in the implementation of interdisciplinary topics developed over the past 15 months. The colleagues reported on feedback from the pupils who were able to find connections between the teaching contents of the individual subjects and also communicated and discussed these on their own initiative. This indicates a more holistic and therefore more sustainable learning success. The interest of the students was awakened.

In case of a difficult team situation in the class (illness, change of staff) the common planning proved to be difficult.

The colleagues described as pleasant that the handling of the topic was not checked in the individual classes or was subject to a rigid scheme. This made them feel free to follow their ideas and try something new. The group agreed that competition between the teams should be avoided at all costs and that small ideas should also be appreciated. So everyone feels encouraged to try things and develop further.

The documentation of the work done (e. g. for the blog) was perceived as additional work. However, it was generally regarded as a great gain that the documentation has made the teaching work of the school on the school's homepage much more lively and above all offers parents a better insight. In this context, it was also mentioned that the presentation of the project at the school festival adds an important dimension to the celebration and that the teaching work thus receives the appropriate appreciation and meaning.

Overall, the mood in the group is relaxed and positive. The thoughts of the colleagues go into the future. There are many conversations about how to continue the creative lesson planning and the joint work on topics in the future (after the project's end). This applies both to structural aspects, such as the regular holding of creative meetings, and to practical aspects, such as securing the exchange between each other and making available the materials created for a larger circle of colleagues.

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

Overall, the colleagues involved were satisfied with their work.

Ideas for improvement:

- A necessary change of perspective was discussed, which had to progress further in the minds of the teachers: From subject-oriented thinking to project-oriented thinking, so that the teacher does not limit himself in his possibilities, because the focus of an idea happens to be on another subject.
- The idea of material exchange has not yet worked in all areas. It has been noted that this idea needs to be more clearly defined. The group has agreed to put together a “weather box” as an example until the summer holidays:
 - o all materials purchased from Erasmus funds will be used and made available to the whole college
 - o List: Colleagues enter on a list which materials they have created or own privately. Colleagues are willing to lend these materials (personal communication).
 - o Stick: all files created or used by colleagues are stored on the stick and are available to all colleagues. The stick is passed on from one colleague to the next for creation.

- For the next topic, more teaching activities at extern learning locations are planned again.
- The planned design of a room with the work results has not yet worked in all areas. Alternatively, it will be tried out whether it is easier to have classes that have developed something invite each other and present their results or, for example, the decoration of their room to other students.

Q5 – Any other comments?

The development of the group from the cautious trial last year to the structural planning of the future during the last evaluation meeting is impressive.