

CREATIVE CURRICULUM

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Erasmus+-group
introduces new theme

At the end, the topic
must be presented in a
suitable form.

Primary and Secondary
schools decide about
form of project (e.g.
project week, days,
lessons...)

class teams take over
further planning

The complete process
is in the hands of the
teams. Only the
framework topic is
prescribed.

Each team is
responsible for the
content and
methodology of the
project.

PLANNING PROCESS



visit a
museum

craft, build,
manufacture

research in
books or
internet

excursion

paint a
picture

write texts

class teams collect
ideas for project

present

perform a
song

make a film

examine



RESULTS OF SUBJECT „FLIGHT“

Class 1/2 on the track
of planes

Flying animals

Experience gliding



Class teams give feedback

Erasmus-group discusses possible changes

Erasmus+-group introduces new theme

EVALUATION PROCESS



Feedback and Evaluation Form – End of Theme “Flight”

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?

All classes took part in the project and contributed to the results. This means that all staff and all pupils from our school were involved (in numbers about 190 children and 50 teachers).
Two classes from primary school visited the regional airport. One class from secondary school went to a gliding airfield and some pupils made gliding flights with professional pilots.

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

The members of the Erasmus+-group presented the theme to the colleagues. A time span was fixed in which the theme had to be completed. All other planning was done by the teachers in the classes, there were no specifications for methods or other aspects. The documentation of the work was obligatory.

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?)

Unfortunately, because the topic was worked on shortly before the summer holidays, the motivation of the colleagues for this topic was not as high as on other themes. Nevertheless, all classes did dedicated work on the theme.
All teachers noticed that this theme (exactly as the other themes before) offered good opportunities for multidisciplinary teaching.

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

It is advantageous to involve all colleagues and offer transparent planning. Towards the end of the school year, some teachers found the additional work burdensome.

Q5 – Any other comments?

Feedback and Evaluation Form – End of Whole Project

<p>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?</p> <p>(Summary and analysis from previous end of theme questionnaires).</p> <p>We worked on all subjects with the staff of our primary school (25 persons) and of our secondary school (20 persons). All pupils from these locations were involved, so that more than 150 pupils worked on the subject. In some themes there were external people involved.</p> <p>The Erasmus+-group presented the main outlines of the project. Every class team independently prepared for the subject, but all teams were in exchange about the project. In some themes, the primary school started a whole project week, where all pupils could choose between several offers, while the secondary school worked internally in the class groups for two days.</p> <p>The results were presented in the children and youth conferences. The school homepage was updated regularly, so that the public could also see the results.</p>
<p>Q2 – How do you feel about the project now? Did you get more energy and motivation? Was it a heavier workload?</p> <p>(Summary and analysis from previous end of theme questionnaires).</p> <p>The project days have been accepted by colleagues and students. The project theme offered many possibilities for approaches to the subject. Realising the project days led to activation. The subject raised interest and action in students who otherwise are not interested in subjects we dealt with.</p> <p>The workload was adequate.</p> <p>All themes offered good opportunities for multidisciplinary teaching.</p>
<p>Q3 – Does this way of working fit with your National Curriculum? Why, or why not?</p> <p>All contents discussed in the project are reflected in the national curriculum. Some areas are dealt with more intensively, others tend to be neglected. The interdisciplinary approach was characteristic for all topics of the project. For our school, this is the greatest benefit of the project.</p>
<p>Q4 – Which key points will you take away with you and integrate into your curriculum and practice? Which points do you feel were not as relevant?</p> <p>In any case, we will maintain the nature of the work, namely small projects on a specific topic within the class. This kind of teaching motivates the students and they learn a lot.</p> <p>The national curriculum actually contains all contents that were dealt with in the project. Some topics are dealt with in other years. The work in the Erasmus project has facilitated the creative use of one's own curriculum.</p>
<p>Q5 – Any other comments?</p> <p>The project aroused our curiosity and ultimately contributed to our school applying for another Erasmus project as a partner school.</p> <p>The interdisciplinary and international exchange was very enriching.</p>

