

Evaluation whole project

HOW MANY PEOPLE ARE INVOLVED AT THE BEGINNING AND AT THE END OF THE PROJECT?
All the people in the school: teachers, educators, substitute professors and specialists (speech therapist and physiotherapy). With this project people are really very interested, we learn different ways to work and methodologies. We tried to involve the families too.
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?
1- Improve more experimental methodology 2- Use more experiential practices 3- Add more scenic arts inside classrooms 4- Use more recycling products 5- Use the new technologies
HOW DID YOU FEEL? DID IT GIVE YOU MORE ENERGY AND MOTIVATION? WAS IT A HEAVIER WORKLOAD?
The subject of the project has been 100% motivating. In the beginning of the project everybody was excited, in the last year of the project the whole school are inside in a big problem with administration and parents. We are a small school with big problems. This situation creates doubts on how to solve Erasmus planification (meetings, classrooms, staff, travel...) Our conclusion is that the work load isn't about the project by him-self, there are about infrastructure and planification. The bosses who start de project aren't the same, and didn't support us in our job.
DOES THIS WAY OF WORKING FIT WITH YOUR NATIONAL CURRICULUM?
Our national curriculum does not indicate ways to work for projects. However, we have used the children's and primary school curricula to build on the objectives and content, such as: artistic education, social, cultural and natural environment, etc.
ANY OTHER COMMENTS?
The whole staffs were very sad but how it ended the Project. But we can't do nothing, that's very frustrating for us, because, we work a lot, we are very implicates in the whole project, and that's a way of work with other different schools we like a lot.