Project: 2019-1-DE03-KA229-059672

Title: All together – Forming strong trusting relationships in schools

Period: 2019 - 2021

Working period: December 2019 to February 2020 / Strengthening relationships among staff

Short description of activities (including focus of relationship aspect, number of participants, organisational aspects, …)
a) Peer supervision, 6 participants have done 7 visits. They have each looked at one element of 10 to 30 minutes in length, which was selected before. At a joint planning meeting, in which supply and demand were compared, partner classes were found, who took on the further organisation among themselves.   b) **Creative Workshop**, 8 participants A creative workshop was wished and planned, which should precede the common theme “We in Frechen", which the group had already defined in the past. From the last international meeting, the school team had brought the aspect “Change of perspective as a relationship strengthening element in communication" as a task for the school. In order to take this aspect into account, the creative input was prepared in such a way that each group should look at the topic from a different perspective. Unfortunately, the implementation of this creative workshop in this form was not possible for reasons of school organisation (too little time, too few people). Therefore the participants decided to use the remaining time to develop and plan the basic structure of the teaching project together. However, the aspect of the change of perspective remained in the focus of the planning, as a new mascot for the school was to be developed within the framework of the theme “We in Frechen" and from its perspective (“I am new“, “I do not know anything yet") common experiences were to be written down as a story and presented to each other.

Difficulties (workload, organisational difficulties, emotional difficulties, …)
Peer Supervision Most of the Peer Supervision took place during class time, so that almost nobody had to work longer. Only one colleague had come in addition during her time off school. Here, however, the organisational problem arose that in some cases it was difficult for the colleague(s) remaining in the class to teach the class alone, so that appointments had to be postponed several times due to current events. The group considered whether an exchange of teachers could provide some relief and concluded that this would require individual arrangements. A further difficulty was that there was only a small selection of opportunities for observation due to the small number of participants. A larger pool would be desirable.

Creative Workshop
The failure of the creative workshop was due to the fact that many colleagues* are currently feeling highly stressed and did not want to take an additional appointment within their attendance time.

Benefit

(feedback of participants, examples of concrete experiences, effects on other relationship aspects, …)

Peer Supervision

- Suggestions for one's own activities in class, either by implementing the observed element in an adapted form or by developing one's own existing elements with the help of the observed. But even if what was seen could not be directly adopted, the colleagues formulated an enrichment in form of an expansion of their own pool of ideas, patterns of thoughts and options for activities
- Insights into the atmosphere of other classes
- Possibility to observe pupil-teacher-interaction or teacher-teacher interaction (teamwork)
- Occasions for exchange and communication; better basis for discussion through insights
- The pupils visited were happy about the visit and enjoyed the attention they received as a class. (“We're doing something great, and others are coming to see us.“)

Creative Workshop
Although the original plan was not implemented, planning a joint teaching project together was a new and very enriching experience for the colleagues involved. The cooperation of several colleagues improved the exchange and mutual understanding of the respective work situation. In addition, the planning and implementation of the teaching project also considers strengthening other aspects of relationship (runs until Easter):
- Pupil-pupil relationships: classes have a joint final event in which they present their experiences to each other
- Pupil-teacher relationships: adults and children have shared experiences that serve as occasions of communication
- The school community by having a new mascot enriching the school, for whose naming the pupils' assembly organised a voting in which all pupils of the school participated. Within this framework, students of different ages have intensively dealt with the incoming suggestions (could this name please everyone? Could this name be considered a dirty word? etc.) and practised acceptance and tolerance by adopting majority voting.

Ongoing work

(what do we take over? What do we change (why)? What do we overrule (why)? What are we going to do concretely in future?)

Peer Supervision
Colleagues will report on the experiences they have made through the peer supervisions during a staff meeting, in order to perhaps motivate other colleagues to participate. However, since the stress situation is so high at the moment, the group decided to pause the peer supervision after the experience report and to present the idea again in the next school year.

Creative Workshop
The teaching project resulting from the joint planning meeting will continue until the Easter holidays in 2020. For the rest of the school year no new joint teaching project is planned

(very short school year, school trips, school events etc.). The decision on the continuation of the joint planning work will be made at the end of the school year. However, joint planning and joint implementation of teaching projects has undoubtedly proved to be a relationship-strengthening element among colleagues, so that a continuation is likely.

The idea of using teambuilding games or even aspects of them to strengthen staff relationships has not worked so far, despite several attempts. The reasons for this include in a high stress situation at school, which makes it difficult for the colleagues to open up for something that is not part of the core work. The new mascot has “arrived” with the pupils and will from now on have a permanent place in school life. Ideas how to use the mascot as a community-building element have already emerged, e. g. classes can take the mascot with them on class trips, a photo album with the mascot's experiences is to be created and it is to be used in a ritualised way in the weekly assembly of all pupils.