

Project: 2019-1-DE03-KA229-059672

Title: All together – Forming strong trusting relationships in schools

Period: 2019 – 2022

Feedback and Evaluation Form – End of Whole Project

Janusz-Korczak-Schule

<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> <ul style="list-style-type: none"> • nearly 180 pupils attending primary school (pupils at the age of six to eleven) and secondary school (pupils at the age of eleven to seventeen) identified with emotional and behavioural difficulties; especially three classes of twelve to sixteen children taking part in offered activities and workshops • especially a working group consisting of four to six teachers working in primary and secondary school; nearly 65 teachers/non-teaching staff (e.g. social education worker, secretary, teachers) taking part in offered activities and projects • parents or legal guardians • extracurricular cooperating partners offering workshops for teachers/non-teaching staff (e.g. making pottery; building bumblebee boxes)
<p>Q2 – How do you feel about the project now? Did you get more energy and motivation? Was it a heavier workload?</p> <ul style="list-style-type: none"> • lots of meetings didn't take place because of the pandemic situation; temporarily frustrating and disappointing because of the missing face-to-face-contact • difficult to imagine, to compare and to adopt the ideas of other schools • blog and online meetings as a basic medium for exchange • lots of ideas, workshops and projects couldn't be implemented because of home-schooling/the pandemic situation; thinking about other ways to strengthen relationships • significance of strengthen relationships came to the fore; especially parents-pupil-relationships and teacher-parents-relationships • having more energy and motivation in connection with personal meetings
<p>Q3 – What have you gained from the exchange with other European schools?</p> <ul style="list-style-type: none"> • experiencing the school culture of other European schools • arguing with constituent school programs parts of the participating schools • adopting ideas, projects, methods, ... of other European schools • strengthen the relationships in our school on different levels (e.g. pupil-pupil; pupil-teacher; parent-teacher) • finding new friends in other European schools; staying in contact to exchange about current situations and parts of the school program
<p>Q4 – Which key points will you take away with you and integrate into your school programme and practice? Which points do you feel were not as relevant?</p> <ul style="list-style-type: none"> • parent café: meetings of interested parents or legal guardians, teachers, social worker (two times a year) • joint activities and workshops in different levels (e.g. pupil-pupil; pupil-teacher; parent-teacher): e.g. cooking together (once a month); day trips; building bumblebee boxes, making pottery, basketball club, horse riding, preparing presents for parents and legal guardians • feedback conversations between teacher and pupil using a special feedback document (two times a month) • acquisition of special cooperation games that are used in lessons of social learning (once a week)
<p>Q5– Any other comments?</p>