

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:

Heinrich-Böll-Schule

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?

5 classes (ca. 15 teachers /60 pupils / ca. 20 non-teaching staff) have worked actively on the project by taking part to several teaching projects, working groups or preparing the activity during the LTT. Both headteachers supported the project and accompanied all activities. They also participated in the LTT's.

All classes were involved by experiencing the schools teaching project "social learning" in the beginning of the school years 2020 and 2021. It will be repeated in September 2022. All classes were also involved into community activities like the common Christmas activities or the football table competition.

The pupils council, which are 13 pupils (speakers from each class), was involved very intensively into the development, decisions and implementation of ideas and activities into school life.

Due to the pandemic times it was not possible to include parents all time but they have participated during the school festival. Plannings are done for open lessons in several classes (implementation next school year). They got informed through the blog and schools website all time.

Office manager and facility manager supported the project by adding contentual ideas and helping with organisation.

During the school festival the project was presented within a photo exhibition and an offer for common activity of parents, pupils and teachers. Local and regional politicians, the regional school authority and some other prominent persons got a guided tour through the exhibition by the headteacher.

Q2 – How do you feel about the project now? Did you get more energy and motivation? Was it a heavier workload?

Due to the pandemic times it was very difficult to organise activities in and around school. Teachers have had a heavier workload because of home schooling and the support of families. For some time even keeping in contact was difficult. Although all members of staff did a lot of relationship work during that time it was nearly impossible to develop project activities while staying at home. After coming back to school everybody tried to organise "normal" school days without any exciting exceptions. Therefore finding motivation for project work was the most difficult theme during this project.

After Lockdown the school found a possibility to give the leading group of the project some easing. Therefore we have found motivation and energy to restart the project with joy.

Contentually the project was a big resource for energy and motivation. During many joyful activities we felt narrow to colleagues, pupils and parents. We got aware that we are doing a lot of things very well already which strengthen relationships and we got new ideas and tried them out. New traditions such as schools' advent calendar or football table competition were born and implemented into school life.

Q3 – What have you gained from the exchange with other European schools?

Our project partners gave us a deep insight into their working structures, working conditions and daily work. The exchange about opportunities and difficulties in different countries open minded our thinking and gave us the chance of changing perspective. The cultural exchange opened our horizon to different ways of life within the European Community. This became even more intensive because of the difficult times.

Concerning our work we have experienced a lot of interesting ideas and activities whose deeper conherences were explained professionally by the colleagues. These experiences encouraged us to discuss these ideas at home and develop new activities for our school.

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?

Practically we have implemented two new traditions in which the role of pupils council was strengthened a lot. Therefore it is our purpose to continue this way. We want to strengthen pupils self-efficacy by being involved into development, decisions and implementation of activities which strengthen the school community.

Another key point is the reflection about our own work. During the project we have succeeded to order every days

Project: 2019-1-DE03-KA229-059672

Title: All together – Forming strong trusting relationships in schools

Period: 2019 - 2022

activities into our school programme, underline coherences and find a deeper understanding of the needs of our work.

The project encouraged us to set and stay our focus on strengthening relationships although that takes time which is not longer available for curricular subjects. This is sometimes a difficult position in discussions with school authority or parents. Therefore it is most important for us to feel and experience this confirmation and get convinced again and again.

Last but not least all of us experienced a lot of wonderful encounters with our colleagues in school, our pupils, their parents and the colleagues from all over Europe.

Q5– Any other comments?

This project was affected by Brexit problematic, by Pandemic times, by the tragical death of one of our Erasmus friends and coordinators and by the Russian War against Ukraine. There were periods we didn't longer believe in finishing the project successfully. But the one most important point we have experienced during the project: "Go on and we will manage it together!". And we did it. Therefore we are proud of us and this experience and feel strengthened for future.