

**FROM PAPYRUS TO STONE PAPER AND BEYOND SCHOOL IMPROVEMENT AND EVALUATION REFLECTION TOOL FOR TEACHERS**

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**This sheet should be used to encourage reflection and discussion on the project work and how it impacts into your school and teaching. The copies should be kept by the teachers ready for completion at the end of year two. It may be useful to ask your school project colleagues to also complete this.**

<b>REFLECTIVE QUESTIONS FOR TEACHERS</b>	<b>Start of the project responses (Year One)</b>	<b>End of the project summary (Year Two)</b>
How does the project add to your teaching and learning experience in the school? How will you involve the methods of Storyline and UbD?	We have more project work. We have gathered ideas from different Erasmus workshops. We have brought many new ideas and methods to our school and use them. Our teachers have used storyline method in language classes. In primary classis is important to talk about enviroment and saving nature. Also is important to talk about reading and writing and it also involves paper. Papers (documents) play big role in our history. As a Russian teacher, storyline methods are used in my lessons. We can encourage the students to learn the languages.	We have gathered lots of ideas from different workshops, both in other countries and in our school. Our students are more aware of different cultures and traditions. We have learned a lot about paper and recycling. This project helped us find practical expression for theoretical knowledge of saving enviroment.  Meeting with students from different countries gave reasons for studying languages. Many of our students got inspiration from these classmates, who could communicate much better than they did.
How do you share the project work with your colleagues? How does this involve them in the work of the project and the methodical means?	We will do project meetings to discuss the work and plans. If we get new knowledge's we share them. Many of project workshops will be organized for all the schoolfamily. We have posters on the walls for everyone to see. We also share our ideas constantly. Even teachers who are not in the Erasmus project know about this and offer help.	We have shared each experience - with our colleagues and students by making presentations and re-creating workshops. The whole school is aware of the project and eager to collaborate. Because the final workshop were in Estonia, we start planning and searching ideas quite early. We had some new and young teachers and this project made us work with our colleagues as one team.
How does your school benefit from your European work?	Our children know more about other countries and cultures. We have foreign quests who introduce	We have incorporated the project into many classes - making flags of our partner countries in

	<p>themselves. Our students are excited when we have guests or when they can travel.</p> <p>We can cooperate with partner countries teachers, share the knowledge and experience of teaching methods. We will get new friends. Our students parents will be happy that their children communicate with foreigners and they can travel in Europe.</p> <p>Taking part of international project is one thing what makes us different from other schools in our region.</p>	<p>art classes, using English and German to communicate and write with each other, singing songs in different languages, studying the history of paper etc. Our students want to travel and make new friends.</p> <p>Our school learned a lot about paper and how paper can change the history.</p> <p>Our pupils and teachers had a great opportunity to demonstrate the various and valuable areas of Estonia. We had a chances to demonstrate our language skills making conversation with pupils and teachers from other countries.</p>
<p>How can/does the project encourage pupils' understanding motivation responsibility learning skills?</p>	<p>Children are more aware of their responsibility towards environment and nature. They are more motivated to use recycled materials. They understand the world better, they have more knowledge about culture, Europe and environment.</p> <p>Their motivations to learn languages increase. Workshops learn them how to do cooperation..</p> <p>They can get new skills and new knowledge's about paper, countries and etc. They learn to save paper and get know why it is important and how to reuse the paper- make new things.</p> <p>Hope that they can understand that every person can make changes what affect the well-being in the future.</p>	<p>The students have broadened their mind a lot. They know a lot more about paper, recycling, other cultures and our partners. They are more eager to learn foreign languages to communicate with their new friends. This project has given our students self-confidence, that they can communicate with students and teachers from other countries and make new friends.</p> <p>When we prepered the play „The story of paper“and other performances, pupils learned responsability. They didnt want to let down other pupils and teachers and they find extra time to practice.</p>
<p>How do you ensure that the quality of the pupils' project work is robust?</p>	<p>They have our help and supervision when they do project work. They can always ask teachers for guidance and help.</p>	<p>We have a strong collaboration system, students and teachers learn new things together. We all have learned about stone paper. Students can always ask our help and advice. Each student participates somehow. We have a small school and it's very important to us that everyone is a part of</p>

		<p>this project. In a second year of this project we can see, that our students are more independent and want to be more involved with school-life and projects.</p>
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