

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.

REFLECTIVE QUESTIONS FOR TEACHERS	Start of the project responses (Year One)	End of the project summary (Year Two)
How does the project add to your teaching and learning experience in the school? How will you involve the methods of Storyline and UbD?	<p>Enrichment of methods used while teaching. Comparison of the effectiveness of different techniques and methods. Learning about the teaching and learning methods applied in different countries. The students improve their foreign language skills through involvement in different activities associated with the project.</p>	
<p>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?</p>	<p>English, art, music, science, history and early school education teachers are involved in the project. They cooperate, share their ideas and support each other.</p>	
How does your school benefit from your European work?	<p>The students can benefit from international meetings. The teachers and students gain new experiences. New teaching methods are used (for instance Storyline) that speed up the process of unstrained and spontaneous learning – higher quality of work The school cooperates on the project with its partners (shares ideas and experiences, developing relations between partner schools). Cultivating pro-ecological attitudes.</p>	
<p>How can/does the project encourage pupils' understanding motivation responsibility</p>	<p>a) confidence The students are given the opportunity to use a foreign language in real-life or situational contexts. They may become more open-minded and</p>	

<p>learning skills?</p>	<p>tolerant. It is made possible for them to make choices and decisions. They gain experience.</p> <p>b) motivation The students' need to learn a foreign language grows because they can use it in real life, for example during international meetings. They can also exchange presents (crafts) and postcards with the partners. The students can be a part of a companionate team. The result of their work and outcome of the project is noticeable. It is a new experience in which they usually engage enthusiastically.</p> <p>c) responsibility? The students learn to plan their work. They learn to cooperate and work in a team. They can notice the impact of their work on the team. The students learn to take responsibility for their actions, for example during workshops.</p>	
<p>How do you ensure that the quality of the pupils' project work is robust?</p>	<p>A great number of students attend the project meetings at school. The students' foreign language skills improve gradually. The students become more self-reliant and start to work better in groups. They express themselves and talk about their interests more freely.</p>	