

ERASMUS+ AT GOOSE GREEN

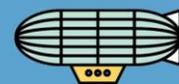
PROJECT BASED LEARNING WITH

JOHN DONNE

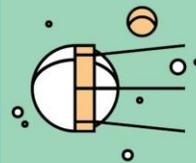
JUAN DEL RIO ALYALA (GRAN CANARIA)

HERRESTASKOLAN (SWEDEN)

ECOLE PAU CAZALS (FRANCE)



IMAGINE



EXPLORE



LEARN



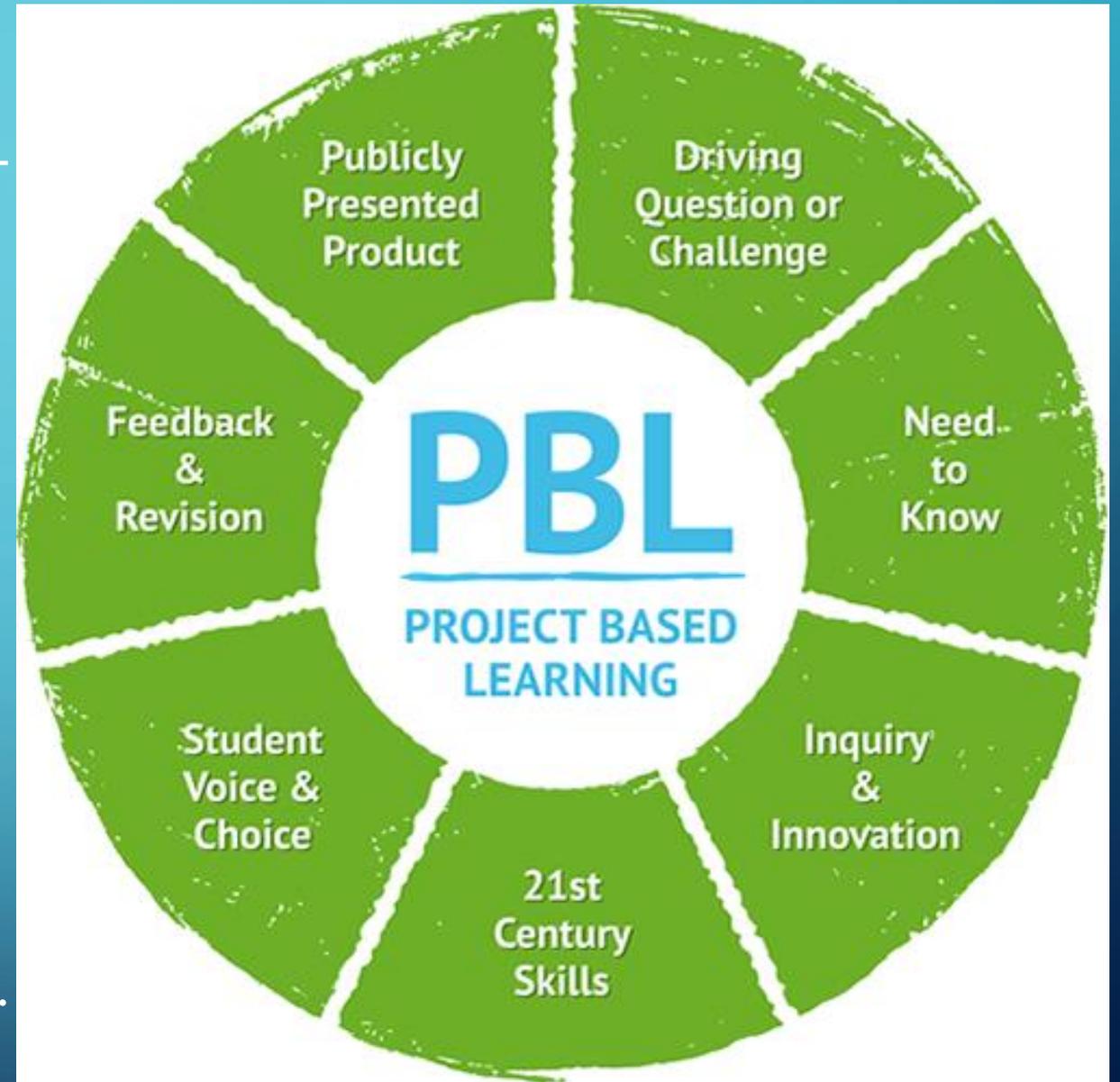
THINK



KNOW

GOOSE GREEN IS TAKING PART IN A TWO YEAR PROJECT TO EXPLORE PBL (PROJECT BASED LEARNING) AS AN APPROACH WHICH MAY BE USEFUL IN OUR CLASSROOMS.

‘PROJECT BASED LEARNING’ IS A TEACHING AND LEARNING STYLE WHERE CHILDREN LEARN THROUGH THE DESIRE TO ANSWER AN ENGAGING, ‘REAL-WORLD’ QUESTION. IT SHOULD BE HANDS ON, CHILD LED AND COLLABORATIVE. ESSENTIALLY, LEARNING-BY-DOING.



IS IT A PROJECT OR IS IT PROJECT-BASED LEARNING?

PROJECTS	PROJECT-BASED LEARNING
Can be done alone	Requires collaboration and teacher guidance
About the product	About the process
Teacher-directed	Student-directed
All projects have the same goal	Students make choices that determine the outcome
Products are submitted to the teacher	Products are presented to an authentic audience
Lack real-world relevance	Based in real-world experiences or problems
Occur after the "real" learning	Real learning occurs through the project

educationcloset

The French, Spanish and Swedish schools are all new to PBL, so are trialling and experimenting this new way of working for the first time, whereas John Donne have already established PBL as their whole-school way of teaching. We are not adopting it as a whole school approach yet, however we are already using some aspects of PBL within our curriculum.

These include:

- Immersion days/ activities (authentic and exciting experiences at the start of each new topic)
- Presentation of final learning outcomes in our end-of-topic celebrations.
- Key question for each topic.

Our task is to continue to trial these aspects further as well as evaluating what will work best for both the staff and children at Goose Green.

Timeline

Event 1: London (establishing the project)

Event 2: Sweden (evaluating projects and reporting on trial so far)

Event 3: Gran Canaria (Nov 2019) Sharing results of **shared PBL task** across schools. French/Spanish children exchange.

Event 4: Final evaluations.

Shared PBL task (TBC)

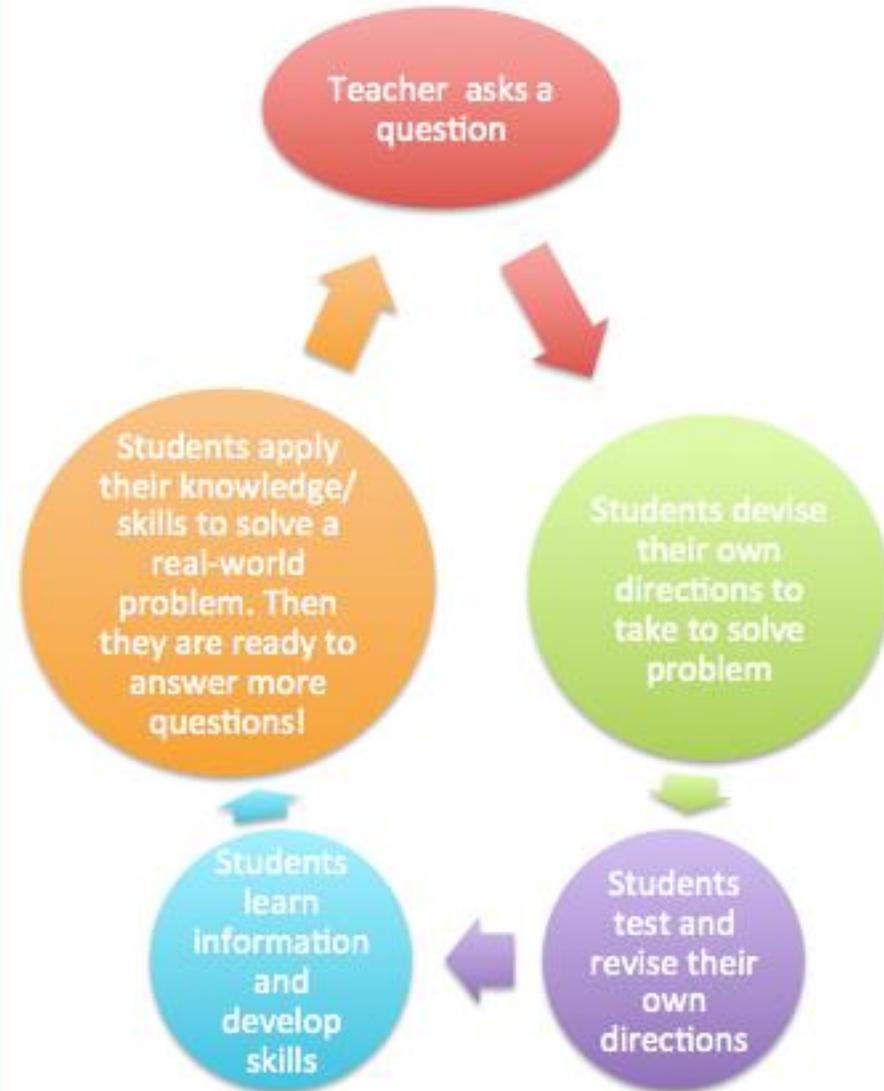
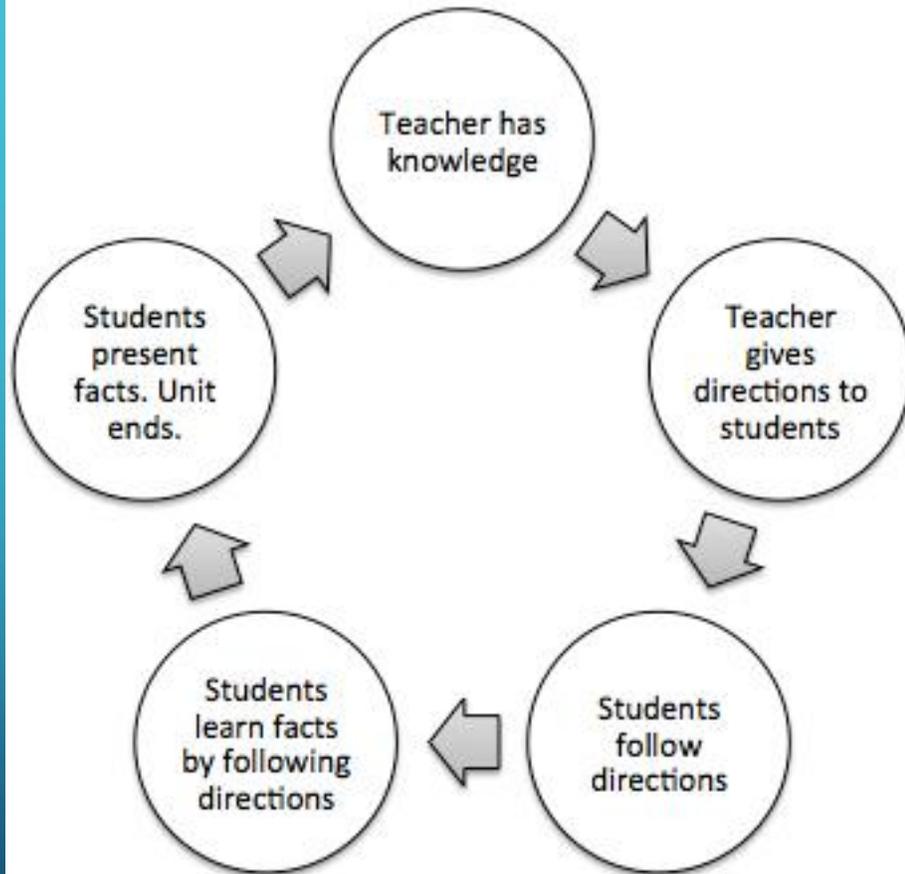
‘How are we connected?’

2 week project in September 2019 across all year groups with a whole-school celebration of some kind.



“Doing Projects”

vs. Project-Based Learning



SUCCESSSES

- End of term celebrations have been really successful and structured to allow for extended problem solving.
- A really good variety of different outcomes are starting to develop.
- Parent engagement with topics is becoming stronger through home learning as well as invitations into school.
- As a school, we are already working using PBL in some way or another and every year group has embraced the aspects adopted so far.
- Children show high awareness of topics and questions.



STRENGTHS

- Beginning to include more D&T as part of our existing projects.
- Art and drama already whole-school strengths to be utilised further as part of PBL approach.
- Specialist teachers are very skilled and enrich our curriculum a great deal already.
- Continued use of key texts which relate to our topics have very high levels of engagement for Goose Green children, which in turn supports literacy teaching.
- Immersion activities and trips are very successful and children are highly engaged.

