MY SCHOOL

TEACHERS' NOTES

Teachers should read all the instructions intended for pupils but may find the following of further use. Overall we do not believe in prescriptive resources so each teacher is free to adapt the project to their needs and those of their pupils. In order to benefit from the work of others and allow others to make use of your work, it is ideal if you can follow the majority of our sections in producing your project.

Once we begin to upload the links to these projects, you will be able to use them as part of any learning programme you have. The idea that others may be reading their work is a great motivation for pupils to carry out the projects.

PARTICIPANTS

The project is best done by a class of pupils, split into groups responsible for different elements.

DURATION

We would suggest a minimum of 2 introductory hour-long lessons to explain the project and split pupils into groups and work out a programme to do the work.

It should then take another 7 similar length lessons to carry out the work with a final couple of lessons to collate it all together. This would neatly fit into one term of work, with weekly lessons.

It is obviously easy to extend this into a longer programme of work but we feel the above is the minimum time to complete the project

LESSON GUIDELINES

At the beginning the pupils should be presented with the project outline or it should be read to them. Emphasise the sections that we have suggested are covered. Make them aware that students all over the world will have the chance to read their work.

The pupils can then be divided, or divide themselves, into groups to cover each section. Each group can be responsible for the final design of their information or, if there are particular pupils in the class with design talents, they can do all of this. Similarly if you have a group of younger pupils then you could always ask an older group or an ICT class to do the final design.

Pupils in each group should be encouraged to think about extra parts to their task. For example if interviewing the teachers they should come up with three or four extra questions.

We would suggest that the first lessons are taken up with understanding the project and dividing the groups. Then pupils can have the next lessons to find out the material they need. Each group will have to research and collect and collate the material for which they are responsible. During these lessons we would suggest you check their progress and offer help if necessary. It may be useful to have a word with your colleagues about being interviewed. After this we would suggest a full lesson is taken up with looking at how all the material should be displayed. Find out if they have any interesting ideas to make their project a little different from others but still within our guidelines.

Then they can have the next lessons inputting their material into the chosen display format. Finally there should be a session in which all the material is brought together in a completed project and all pupils have a chance to see the end result and, if necessary, make final improvements.

MY SCHOOL

FOR PUPILS

AIMS

To show life in a particular school.
To allow the reader to see the various aspects that make up time spent at that school.
To see how the school has changed over the years.
To allow comparisons with other schools across the world.

FORMAT

The project can be done in any format you like. You could do it as a word document or as a power-point one.

Just make sure you cover all the topics we ask because we want to be able, and we want you to be able, to compare projects done by different schools in different locations. Do have a look at the example done some years ago by a school in Australia.

INSTRUCTIONS

We would like your finished project to cover the following sections. You may also decide to add additional topics and we would welcome this.

FACTS

A section giving the following information perhaps accompanied by a picture of all pupils and teachers if available.

Full name of school
Type of school, i.e. age range
Year school opened
Number of pupils
Number of teachers
Average number in classes
Normal hours of teaching
This section is fairly easy to do as it just requires you to find out information about your school.

THE SCHOOL

Here we would like a picture of the school, a plan showing the whole layout and the history of the school. You could probably find out the history from a library or maybe someone has written a book about the school. Maybe the principal or a long-serving teacher will be able to help you.

TEACHERS

This will need you to do some interviews of teachers. First arrange a time when it is convenient and then set down the list of questions. We have a few we would like you to ask. Write down your answers in note form during the interview and write them up later. Try and find teachers who teach at different ages and different subjects. Don't forget to include the teacher's name when you write up your piece

These are the questions we would like you to ask but you can add others:-
Subjects taught
When, where and how qualified
Why they choose teaching
Likes and dislikes of the job/subject

LESSONS

This is a section about lessons in the school. This should show the following:-
Subjects taught at various ages
Teaching methods (ask your teacher to explain the different methods)
Classroom layouts (plans and/or pictures of some classrooms for different ages and subjects)
Some typical lessons – a brief description of maybe 3 or more lessons across the age range and subjects within the school.

OUT OF SCHOOL

This part looks at what goes on in the school after lessons are finished. You may already know of all the clubs that meet after school or you may have to ask some people to give you the information. Try to find out how often the club meets and how many members it has. Is it open to people outside the school as well?

Then we would also like to know what your school or some individual pupils have achieved. Maybe you have won some sports trophy or a poetry competition. You can tell us about famous pupils from the past if you know of them.

Off you go.

GENERAL OUTCOMES

At the completion of this project the student will be able to:-

- know more about their school
- be more aware of the job of a teacher
- understand, develop and communicate ideas and information
- access, analyse, evaluate and use information from a variety of sources
- work with others to achieve individual and collective goals
- understand and appreciate social, cultural, geographical and historical contexts and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- understand and apply a variety of analytical and creative techniques to solve problems
- speak, listen, read, write, view and represent
- use language and communicate appropriately and effectively
- think in ways that are imaginative, interpretative and critical
- understand the power of language to explore and express views of themselves, others and the world
- understand the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- understand the role of language in developing positive interaction and co-operation with others
- use the diversity and aesthetics of language through literary and other texts
- understand the independence gained from thinking imaginatively, interpretatively and critically
- use the power of language to express the personal, social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- use technology and aids to communicate with a range of audiences recognise visual texts in a range of contexts
- use visual texts in a range of contexts
- read and respond to short written texts
- respond to increasingly complex written texts
- write short texts for everyday purposes
- compose increasingly complex written texts using language appropriately and effectively view and respond to a range of visual texts, media and multimedia
- communicate for a variety of purposes, in a range of contexts and with a range of audiences
- draw on background and experiences to respond to texts in ways that are imaginative, interpretative or critical
- express themselves and their relationships with others and the world
- explore social and cultural issues through texts
- use individual and collaborative skills in the learning process