



'Let all that you do be done in Love' 1 Corinthians 16:14

*The example of Jesus Christ and the Good news that he brings inspire St George's school to be a place of hope and a caring and inclusive community in which we all love to learn and learn to love*

**Work that matters - Project-based learning**

*'Teachers are the designers of learning who create the conditions for the students to conduct their own enquiries and advisers to whom learners can come as they create their product.'*

**(Work that matters - The teacher's guide to project-based learning)**

Project Based Learning is a dynamic approach to teaching in which children explore real-life problems and challenges, developing 21st Century skills, whilst working in small collaborative groups. At St George's we feel that this is an exciting and challenging approach and supports the curriculum that we aim to provide for our children providing them with real and purposeful experiences and opportunities as part of their learning journeys. It allows the children to use their imagination and creativity and to use their skills of enquiry to solve real life problems. The following information gives a brief overview of the key factors involved in the planning and delivery of project based learning.

**ENQUIRY** —————> **TANGIBLE, PUBLICLY EXHIBIT PRODUCT**

Three keys to successful projects:

- Exhibition
- Multiple drafts
- Critique

Execution:

1. Get an idea
2. Design the project
3. Tune the project
4. Do the project
5. Exhibit the project

*'designing your curriculum around project-based learning is a dynamic way of engaging learners and cultivating their powers of imagination, creativity and enquiry.'*

Sir Ken Robinson, Learning Futures Patron

## 1. GET AN IDEA

### - Three big questions:

Will this project engage my children?

Will this project engage me?

Will my children learn something meaningful from this project?

### - Come up with an 'essential question'

A question that people ask in the 'real world'

A question that has no easy answer, and stretches children's intellectual muscles

A question that ignites children's imaginations

### - Talk to other colleagues

(Adria Steinburg's 'six As' of project-based learning)

## 2. DESIGN THE PROJECT

### - Decide what you want your children to learn, and plan backwards from there

### - Do the project yourself

- **Make contact with experts outside of the school**
- **Fill out a project plan**
- **Work out your project's timeline:**
  - set interim deadlines and plan regular check-ins with your children
  - schedule critique sessions
  - plan you exhibition
- **Plan your assessment:**
  - assess throughout the programme
  - use multiple drafts in assessment
  - assessment isn't just about the final product

- **The final assessment**

Questions that your final assessment should address:

Does the product meet or exceed the criteria we set at the start of the product?

Has the child developed the skills required for the execution of this project?

Has the child learnt the curriculum content for this project?

Sources of assessment:

Self assessment

Peer assessment

Teacher Assessment

Outside expert/ audience

**Personalise the project**

Decide which parts of the project are non-negotiable and which are flexible

Personalise through 'voice, choice and audience'

Make sure that the whole class benefits from what each child learns

**Checklist: what each child should have at the end of the design process**

- A 'model of excellence' of the product the children will be producing
- A full project plan
- A project timeline
- A project sheet

**3. TUNE THE PROJECT**

Present your plans to other colleagues

Review your project plan and revise ideas

Be kind, specific helpful to others

**4. DO THE PROJECT**

**Engage the children**

- show the children a model of the type of product they will be creating (set clear expectations)

**Monitor the process**

- don't be afraid to change designs throughout the process
- make sure children's drafts are being archived

**5. EXHIBIT THE PROJECT**

- Promote the exhibition
- assign roles for the day
- archive children's work for next time