|  |  |  |
| --- | --- | --- |
| **+** | **-** | **I** |
| * Mentor program * The whole process helps you get to know individual kids very well * CARTS was a huge asset * New team worked well together to ‘pull it off’ * New style for sharing helped pave way for future changes * Drama videos allowed for student work to be showcased in theater * Sound tunnel * Action focus/application of knowledge made for a richer experience * ‘needier’ kids found most success * Personal connection to areas of interest worked very well * Trips week/interviews tapped into the great wealth of resources here in Hanoi. Splitting it to 2 days worked well so teacher could be focused on groups left in class more. * Group collaborative activity (lava) was a great way to kick it off * Process focused * Standing at one spot rather than guiding provided a more in depth discussion for visitors * Process video tied it together (show in theater next year?) * Mindy’s planning wipe board for groups with question above and day’s tasks below. Good teacher management of so many inquiries * Process journal. Power point was beneficial to store a variety of media. (blogs next year? How can we best teacher manage this?) * Compass and umbrella were useful thinking tools * IT-pop in to see Michelle worked well, but she prefers booking apt. with outlook * Photo reflection at start great way to spark thinking (could questions be more kid language?) * Group skit * Parent night was a plus | * Black box theater was an inconvenience to drama classes. Can we avoid it? * Field trips upset specialists. Need to pay more attention to their schedules and communicate more in advance. Remember they are doing exhibition stuff too. * How can we scaffold for the lower kids * Students didn’t see rubric until the finish * Teaching space for EAL teacher difficult. Room too small. Ended up in a room in the ECC. Not handy * More guidance in the performance. Should we be forcing all to participate? * Not using our specialists fully. We let the timetable dictate teaching. * More integration from all language teachers * Do we need to hold groups back on starting to ‘create’ their sharing? Some really got going when they used their ideas. * Not personally connected for many groups. How can we use those initial interviews to guide this in that direction? * When it came to sharing week our process focus suddenly shifted to require product standards and info/facts. Products can reflect process more. * Classroom schedule felt unbalanced. Do we need this many lessons? What about math, language arts (should we do more explicit LA classes with Ex skills?) * Sharing went on too long. Lost steam * Naming convention/system for google docs needed * Balance of independence and teacher respect needed (kids not coming to class due to going elsewhere and not checking in, etc.) * Tablets distracted some groups * Communication breakdown with operations and CARTs. Get a clear protocol ahead of time and have one person only liase with CARTS about this. * How can the group names broaden learning * The word “passion” was hard for many to fully grasp * Passion powerpoint at the start needed more kid friendly language | * Could we have library flex time * Google docs vs one note * Use blog for process journals * Could music focus on the effects/emotion of music * Reflect on the group skit mid exhibition * Is there room to use the design cycle? * Make better use of the drama flex time * PE-could this overlap with their movement unit? * How can we add more Vietnamese to this? * Could the process video by teachers be shown to the parents as a starter? * Teacher planning may want to start immediately after the xmas break. Felt rushed this year. * Connection activiites (pen….what is it…how is it connected to sharing the planet) so they can see that most things are connected * Teacher balance is the amount of inquiries on the amount of kids * Could we go over group strategies more throughout the year * Suggest shift in PE units to have adventure challenge at the start of the Ex * UMA- could we have two grade 5 classes doing it at the same time earlier in the year and no grade 4 classes. So that all grade 5 classes could be in music during the Ex? * Incorporating skills through out the year using current events during ‘circle time’ * Could we create a graffiti wall throughout the year to collect kids ideas of things they love to lead up to this? * On wall throughout the year, a bank of IT tools to use |
| Skills to teach throughout the year to better prepare for Exhibition:  Google docs, Synthesizing , Footnotes, diigo, how to extract info, current affairs (reading skills), podcasting, outlook calendar and tasks, photography lesson “reel youth”, compass, fact/opinion, blogging skills, movie maker, show and teach ‘action in other units | | |