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| **+** | **-** | **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
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| 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 |