

3.3.3 Open Day

The following report shows an Open Day at the IGS Roderbruch. The activities presented in this report may offer suggestions and stimulations for teachers, students and headmasters on how to create and structure meetings where parents are involved.



IGS Roderbruch

Integrated Comprehensive School

No. of teachers : 154

No. of pupils : 1750

Address :

IGS Roderbruch
Rotekreuzstr.23

D – 30627 Hannover

Contact :

igs-roderbruch@hannover-stadt.de

School leadership team:

Mr Bernd Steinkamp
Ms Martina Schlagowski
Ms Janine Lövenich

School profile :

- From the day you start school to leaving day
- Facultative; special profile as Comprehensive School
- Children and young people from different cultures meet as a matter of course, pointing the way to a future European society
- Pupils learn with and from one another in an atmosphere of solidarity, tolerance and democracy
- Individual support while learning or doing exercises
- A comprehensive selection of modern foreign languages, subjects and course options for differing talents
- Vocational and academic orientations
- Environmental Profile in Europe since 1997 and a partner school in European educational projects

What preparations were made for the Open Day? What sort of time frame was decided upon?

- On the basis of previous experience, the first plans were made 8 weeks before with the departmental heads.
- Program items were called in 6 weeks before.
- Plans for the respective stands, room organization and technical equipment were noted 4 weeks before.
- When doing this for the first time, more preparation time must be made available!

Who was responsible for what?

Spreading the load:

- School leadership team : coordination/ program planning/publicity/invitations
- School head : involving the official parents' and pupils' committees
- Departmental heads work together with respective colleagues to develop program items
- All teachers are involved in finding ideas, planning the program and carrying it out. Presentations and exhibitions are prepared previously in the long term during lesson time.
- Equally, other school employees like therapists, social workers, media experts, the janitor and the kitchen staff are included in the planning and responsible for their areas on the day itself.

How much money was available?

The school has no extra budget for this work. It has to pay the expenses from the normal running costs.

Parents donated generously to support the kitchen service.

What sort of publicity did you do?

- School flyer
- Program flyer
- Posters
- Invitation to all parents
- Press communiqués

An example of programme modules for the Open Day, March 21st, 2009 Excerpts from the program flyer

Activities on the ground floor of the main building

(Secretary's Office, Head's Office, Lower and Upper School) from 10.00 -13.00:

Foyer: 10.00 a.m.
Welcome and Information by the school leadership team
Bernd Steinkamp and Janine Loevenich

Information/Assistance/Guided Tours (some examples):

10.00 - 12.00 Road Safety, in the foyer
10.00 - 13.00 Info point Upper School, in the foyer
10.00 - 13.00 Info point & Photos "Friends of the School", Mrs Laubisch (a parent),
10.00 - 13.00 Exhibition: Cooperation in Religious Education, in the foyer
10.00 - 13.00 Info point optional courses, in the foyer
10.00 - 12.00 Info point Languages, School Road
10.00 - 13.00 Waffles To Go, the Canada Exchange, foyer
10.00 - 13.00 Bookstall, Fundraiser for Canada Exchange, in the foyer
10.00 - 13.00 Info point El Puente (pupils' enterprise) , coffee and cake

A programme example from the Primary sector Examples in a large room with classes 1-3

10.15-10.45	Lesson unit, Class 1/1, German Lesson unit, Class 2/1, Maths Lesson unit, Class 3/1, German week plan
11.00-11.30	Large music room Music by different classes
From 11.30	Games and handicraft in the entrance hall

Exemplary structure of a German lesson, Primary sector

- Welcome by the teacher
- Children report as experts on a lesson topic and present the results of their work in poster form.
- The teacher 'manages' the lesson.
- The pupils use the board and hang up their posters with the help of magnets. They give small, prepared reports on the results of their work.
- The general topic was: A day in the woods (Class 1/1).
- Individual group topics were:
 - The way from the school to the woods
 - Building a sofa with branches
 - Squirrels make a store
 - Hedgehogs in winter – hedgehog nests
 - Tree bark

The posters show drawings, collages and first attempts at writing. The little stories told by the children complement the presentations.

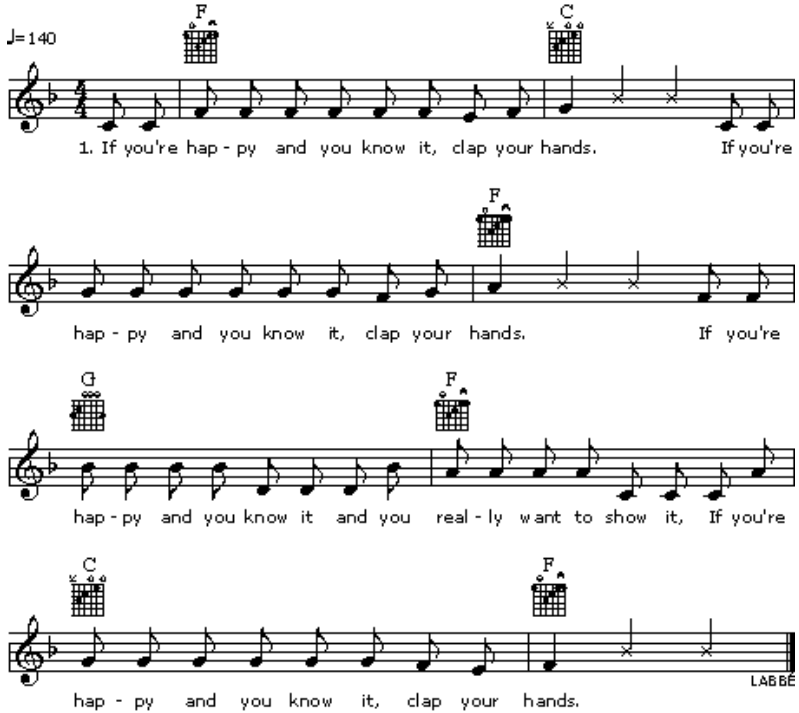
The parents of the children and other guests (brothers and sisters, grandparents) can observe the lesson.

Experience has shown that there is a huge interest in the lessons of the primary sector on Open Day.

Example of a song performed in the music room

www.zzebra.de Kreisspiel

$\text{♩} = 140$



1. If you're hap - py and you know it, clap your hands. If you're
hap - py and you know it, clap your hands. If you're
hap - py and you know it and you real - ly want to show it, If you're
hap - py and you know it, clap your hands. LABBE

Movements described in the text are done at the points marked x

1.
 - If you're happy and you know it, clap your hands.
 - If you're happy and you know it, clap your hands.
 - If you're happy and you know it
 - and you really want to show it,
 - If you're happy and you know it, clap your hands.
2.
 - If you're happy and you know it, slap your sides.
 - If you're happy and you know it, slap your sides.
 - If you're happy and you know it
 - and you really want to show it,
 - If you're happy and you know it, slap your sides.
3.
 - If you're happy and you know it, stomp your feet.

Evaluation results of the Open Day at IGS Roderbruch

Which groups of visitors are focused upon?

- interested parents and families
 - who want to send their child to this school
 - who want to transfer to the school at age 11
 - who want to transfer to the Upper School
- and family members, like brothers and sisters or grandparents, who want to see the exhibitions and performances
- plus colleagues from other schools.

How many visitors?

1.300 Visitors

What interested the visitors?

- Lesson examples in the 1st and 5th classes
- Notebook classes
- Solar energy unit /environmental education
- Information on registering in the school: formalities and dates
- Personal contacts
- The opportunity to do the preliminary registration for the children.
- Dates of parent information evenings

What effects does Open Day have?

- The school is present in the public image and is open to interested visitors.
- Pupils and parents are proud of the work presented. Their identification with the school is reinforced.
- Open Day offers all concerned information and orientation.
- Visitors experience the special atmosphere of the school through the program for the day.

Which contributions were planned by the parents?

- The stand for the parents' council with information material
- A tombola, a fundraiser for an animal room in the school
- Support on individual stands
- The bookstall for the Canada Exchange
- Cake and food (buffet), drinks
- The 'Friends of the School' put on a photo session.

3.3.3.1 Evaluation: Open Day

1. Participation and perspectives for further planning

Dans le cadre d'un cours de formation continue adressé à 18 enseignants de l'école primaire sur "Comment améliorer le dialogue entre les parents et les professeurs" une présentation de l'Open Day allemand a été faite aux enseignants français, suivi d'un questionnaire d'évaluation à remplir individuellement par chaque professeur. Cette présentation a duré 3 heures.

Tous les professeurs présents sont d'accord sur l'intérêt de cette expérience et souhaitent tenter de la mettre en place dans leur propre école l'an prochain.

It was within a professional development course for 18 primary school teachers on "How to improve dialogue between parents and teachers" that French teachers had a presentation of the German Open Day, followed by an evaluation questionnaire to be completed individually by each teacher. This presentation lasted three hours.

All the teachers present agreed that the idea was a good one and they would like to try to implement it in their own school next year.

2. Testing conditions

Les professeurs pensent que cette expérience est facilement adaptable à l'école française. Une présentation de cette expérience allemande ainsi qu'une fiche descriptive "mode d'emploi" va être mise en ligne sur le site web de l'académie de Rouen ([www.ac-rouen.fr / relations internationales](http://www.ac-rouen.fr/relation/internationales)) pour permettre aux enseignants intéressés de mettre en place facilement cette expérience.

The teachers think that what they saw can be easily adapted to a French school. A presentation of the German approach as well as a file that gives detailed guidance on how to do it will be put on-line on the web-site of the Académie de Rouen www.rouen.fr/relation/internationales in order for interested teachers to easily implement this approach.

3. Necessary adaptations

Les professeurs français souhaitent mettre en place cette journée particulière en la séparant du jour des inscriptions à l'école, comme on le fait en Allemagne.

Il est en effet important à leurs yeux que le côté administratif de l'inscription soit dissocié du côté plus convivial que doit revêtir cette présentation de l'école aux nouveaux parents.

Ils pensent également qu'il faut que les anciens parents qui connaissent déjà l'école soient présents à cette présentation de l'école pour aider les nouveaux parents. Pour rendre intéressant cette présentation aux anciens parents, il sera nécessaire de leur offrir l'opportunité d'assister à des cours pour se faire une idée des méthodes et des contenus des années scolaires qui suivent la première année. De même voir des expositions de travaux ou d'excursions auxquelles ont participé leurs enfants l'an passé pourra également motiver les parents à venir.

The French teachers wish to organise a special day separating it from the day of enrolment at school, like what is done in Germany. It is in fact important as far as they are concerned that the administrative side of enrolment is disassociated from the more informal and convivial atmosphere that should characterise this presentation of school to new parents. They also think that existing parents should be there to see the school presentation in order to help the new parents. In order to make this presentation attractive to existing parents, it will be necessary to offer them the opportunity of going to lessons to have an idea of the methods and content of the school years that follow the first. Even to see displays of the school work or trips that their children have participated in the previous year might also well motivate the parents to come.

4. Evaluation Questionnaire (*Extrait*)

Fiche d'évaluation

I Premier niveau:

Les attentes

1. Qu'est ce qu'un Open Day pour vous?

Une journée de rencontre, pour comprendre les structures et les attentes des uns et des autres

2. Quelles sont les attentes d'un Open Day selon vous?

- Pour les parents
être informé sur les réglement de l'établissement, rencontrer les enseignants
- Pour les élèves
découvrir les locaux et les activités scolaires, rencontrer les enseignants
- Pour les enseignants
expliquer les attentes en matière scolaire, disciplinaire rencontrer les familles

II Deuxieme niveau:

Remarques pendant la presentation sur les différents aspects de l'Open Day allemande

☺ J'aime:

- *l'organisation super de cette journée*
- *les activités organisées par les élèves*
- *les différents informations d'activités offerts aux parents*
- *la date dans l'année*

☹ Je n'aime pas:

- *comment font les familles monoparentales à assister à toutes les activités ?*
- *1300 personnes accueillies*
- *trop de participants passant les ateliers*

III Troisième niveau:

Évaluation de l'Open Day allemande

1. Avantages et inconvénient de l'Open Day allemande:

Dans la relation famille/école

- *Prise de contact entre la famille et l'école*
- *Coopération à l'organisation*
- *Dans la relation enfant/parents*
- *Importance pour les enfants de l'intérêt de leurs parents pour l'école*
- *Fierté de présenter quelque chose à leurs parents*

2. Utilité ou pas d'un Open Day

- *Journée utile pour les nouveaux parents et élèves pour faire connaissance avec les enseignants*
- *Journée utile pour les anciens qui contribuent au déroulement de cette journée*

3. Cet Open Day est-il réalisable dans votre école? Si/non/pourquoi?

- *sur cette forme cela paraît difficile*
- *il faudrait d'abord créer une relation participative*

4. Qu'est-ce que vous pourriez transposer dans votre école?

- *La coopération des parents qui n'est pas assez présente dans nos réunions*

IV Quatrième niveau

Évaluation du stage COMENIUS IP-IS, 22.5.2009

1. Cette information sur l'Open Day allemande vous a-t-elle intéressée? Oui/ Non

2. Classez par ordre d'intérêt:

3 La présentation de l'expérience allemande

1 La réflexion sur l'Open Day dans son apport dans le dialogue famille - école

4 L'évaluation demandée

2 L'intégration d'une expérience internationale dans le cadre de votre stage

5 L'accueil au rectorat

Autre