Action plan - Tina and Anette

We have chosen to focus on mathematic since we experience that it is a subject where it is hard to meet all learners at it's own level, specially during briefings. We think that this is a problem that is one of the reasons for learners to loose interest in mathematic because they don't get the stimulation at their level which causes lack of confidence and that they won't reach their full potential.

The question

Due to the different levels of knowledge in he classroom, both the weaker and the

stronger learners don't benefit from the briefings. We have therefore decided that through this action research to find ways in which all students are stimulated. Our question is this:   
"How can we design briefings that stimulate all students?"  
  
Method

We will observe before and discuss with colleagues. We will work with practical exercises with open problem-solving tasks that can generate discussion.   
We will also let the children connect the practical with the abstract by using symbolic language, help students see the connection, and in some cases to find formulas.

We are going to work with the same area but at different levels because we teach in a grade three and a grade six. We will compare the number of students who benefits from the "regular" briefings versus more practical briefings.

We are going to see if our changes of briefings can help ensure that all pupils are stimulated. by doing pre- and post-tests.

We will see this through tests and logbooks for all students and also interviews of some students at different levels before and after completion.   
We will also observe each other as teachers as well as write own reflections, which we analyze together.   
We will also record math discussions between students after the briefings with audio or video file.

Schedule

We will start in week 5 and proceed until week 13 when we will do an evaluation.

Week 5 we will do the observations with pre- and posttests of a "normal" briefings and week 6 we will analyze it. Week 7 we will change our briefings with the same evaluation.

We will have Skype on Tuesday the 8th of February.  The time will be 14.00 Swedish time and 15.00 SA time.

We will communicate with Verna and Natalie every week by e-mail.

We will start the week five and will have a deeper evaluation at week 13.   
Week five we will be making observations, diagnoses with the students before and after a "normal" briefing that we analyze week six.   
Week seven, we start with the more practical briefings with open the problem-solving tasks with the observations, diagnoses, logbook and analysis.   
We will have Skype on Tuesday the 8 / 2 2011 at 14.00 Swedish time and 15:00 SA time. We will also communicate by email with Verna and Natalie each week. If necessary, we will also have Skype with them.

After week 13 a new cycle might begin.

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| --- | --- | --- | --- | --- | --- | --- |
| Week | Monday | Tuesday | Wednesday | Thursday | Friday | comments |
| 5 |  | e-mail V N  Observation/  tests | Observation/tests |  | Logbook  with children | Journal  notes of teachers after briefings |
| 6 | Analysis | Skype 14.00  It didn´t work, computer troubles |  |  | Logbook  with children | Journal  notes of teachers after briefings |
| 7 |  | e-mail V N  Observation/  Tests  First observation, yr 6 | Observation/tests  First observation, yr 3 |  | Logbook  with children | Journal  notes of teachers after briefings |
| 8 | Analysis  Analys | e-mail V N |  |  | Logbook  with children | Journal  notes of teachers after briefings |

Winter break

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Week | Monday | Tuesday | Wednesday | Thursday | Friday | comments |
| 10 |  | e-mail V N |  |  | Logbook  with children | Journal  notes of teachers after briefings |
| 11 |  | e-mail V N  Observation/ tests | Observation/tests |  | Logbook  with children | Journal  notes of teachers after briefings |
| 12 | Analysis | e-mail V N |  |  | Logbook  with children | Journal  notes of teachers after briefings |
| 13 |  | e-mail V N/ Deeper analysis/  summery |  |  | Logbook  with children | Journal  notes of teachers after briefings |

Ethics  
  
We will inform the students about the project orally and send a letter home to the parents where the project is described and where they must approve their participation.  
We will inform them that the project is anonymous and that they can get access to the results on our website.