

**LEAP Action Learning Report 2012**

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| Topic area  (The What) | Improving numeracy in the Middle School by exploring the ‘Big Question’ through critical questioning and thinking and creative play. |
| Context  (The Where and When) | The Forest High School year 7 to 9 Mathematics classrooms. Initial investigation to begin Term 4 2012 and will continue into Term 1 and 2 2013. |
| Research methods  (The How) | School Holiday 2012 classroom observation and interviews with Maths Head teachers on the importance of questioning and creativity in the classroom. Term 4 2012 **NAPLAN data analysed** in faculty meetings, **SWOT analysis** undertaken. Random selection of students placed in **focus groups** where they will be asked questions based on how the importance of questioning and creativity in mathematics. **SMART goals** devised for 2013 Faculty Management Plan. |
| Initial major findings  (preferably in dot-point form) | * Teachers use questioning to promote students to reason and generalise, based on lesson goals. * Open questions encourage a variety of approaches to responses. * Open questioning builds student self-confidence as it allows for differentiation. * Rhetorical questions don’t allow students to think for themselves. * Student solutions used to generate discussion. Students defend and support their solutions and thinking. * Teachers to allow time for students to provide solutions/answers. * Group work/collaborative work is important in all Maths classes. * Three part lessons: minds on (activate prior learning), Action (task/activity) and Consolidation (summary/conclusion) for engagement. * Reflective Journals essential tool for allowing students to understand how they best learn. * Descriptive feedback is vital – model Maths language. * Link Maths to students own world-make it relevant |
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