

ACTION PLAN

The Group Training Course on

“Study on Education Improvement of Training Course of Teacher”

J1000891

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POSITION	Senior Education Specialist

TITLE	Improving mathematical and mathematical literacy in schools
PERIOD	April 2011 – April 2012
TARGET LOCATION	Alexandra and Ivory Park
TARGET GROUP	Primary school Grade 1 and 2

NARRATIVE SUMMARY
OVERALL GOAL
To help township learners to develop in mathematical literacy and improve in mathematics
SPECIFIC OBJECTIVES – (PROJECT OBJECTIVE)
Learners understanding of addition and subtraction is developed
LEARNING IN JAPAN
1. History of education – 1.1 Educational reform in Japan – phases 1.2 Types of schools 1.3 How the schools operate 1.4 Teacher training 2.School Mathematics 2.1 The aim of teaching mathematics is to develop knowledge and understanding, skills and representation, thinking and reasoning and for learners and educators to appreciate mathematics 2.2 course of study – curriculum of Elementary Schools, Junior High school and Senior High School. 2.3 Using different approaches to teach Mathematics, eg problem centered approach, open approach.e observation of the lesson study 2.2Two phases of the lesson study where there is observation of a research lesson presentation in class observed by other educators and the reflection and discussion session afterwards where the presenter reflect on the lesson taught and the observers comment on the lesson. 3. Mathematics Education

3.1 Course of study – the curriculum is followed and monitored through school visits and lesson study
 3.2 Objective of the lesson and the task, student activities, teachers instructions and evaluation / assessment.
 3.3 Education training and support
 3.4 School visits

4.Participation in the APEC Conference

OUTPUTS

OUTPUT 1

In-service training program for a learners centered approach is developed for teachers

OUTPUT 2

Teachers use available resources to teach effectively

OUTPUT 3

Students and teachers participate in the School Holiday Mathematics Program

ACTIVITIES

Output 1

In-service training program for a learners centered approach is developed for teachers

Activity 1.1

Meeting held with the grade 1 teachers of the target schools, specialists from ECSP and Curriculum Dept to identify challenges in the schools concerning addition and subtraction

Activity 1.2

Specialists prepare for the in-service training

Activity 1.3

Training is done in three venues for three clusters
 Workshops are done in three venues for three clusters

Activity 1.4

Regular monitoring and support given to teachers

OUTPUT 2

Teachers use available resources to teach effectively

Activity 2.1

Survey is sent to schools to evaluate how teachers use the available resources

Activity 2.2

Results are reviewed in the meeting by the specialists from the Curriculum Dept and ECSP

Activity 2.3

Workshop on effective use of the chalk board is organized and planned

Activity 2.4

Teachers undergo training and have workshop on how to use the available resources

Activity 2.5

Regular monitoring and support is given to educators

OUTPUT 3

Students and teachers participate in the School Holiday Mathematics Program

Activity 3.1

School holiday program is launched, educators and learners from other schools are invited

Activity 3.2

Lesson study - addition

Activity 3.3

Lesson study – subtraction

Activity 3.4

Lesson study – some examples of using the open approach and hands on approach to teach mathematics

Activity 3.5

Some examples of using a problem solving approach to teach mathematics

Plan of Operation

Output	Activities	Expected results	Time Schedule												Persons in charge	Implementers	Materials, equipments	Budget
1.In-service training program for a learners centered approach is developed for teachers	1.1Meeting held with the grade 1 teachers of the target schools, specialists from ECSP and Curriculum Dept to identify challenges I the schools concerning addition and subtraction	Educators and specialists draw a wish list for the items to used on training and workshops	A	M	J	J	A	S	C	N	D	J	F	M	Ms Rapoo Mr Mokale Ms Mkhize	Mathematics specialists	Power point presentation, photos, data	
	1.2Specialists prepare for the in-service training	All material is prepared for the													Ms Rapoo Mr Mokale Ms Mkhize	Mathematics specialists	Textbooks From Japan, data CD's	
	1.3.1Training is done in three venues														Ms Rapoo	Mathematics	Power point presentation	

	for three clusters 1.3.2Workshops are done in three venues for three clusters	Educators practice Lesson Study														Mr Mokale Ms Mkhize	specialists	using Japanese textbooks, school textbooks, training manual, chalk board	
	1.4Regular monitoring and support given to teachers	Educators are monitored by classroom visits														Mathematics specialists	Mathematics specialists	Monitoring tool (annexure) and the checklist	
2. Teachers use available resources to teach effectively	Survey is sent to schools to evaluate hoe teachers use the available resources	Educators respond by filling in the questionnaires and return them to the District office														Ms Rapoo Mr Mokale Ms Mkhize Mr Moloto	Mathematics specialists	Survey Forms (questionnaire)	
	Results are reviewed in the meeting by the specialists from the Curriculum Dept and ECSP	Results are used to prepare for the training and workshop														Mr Moloto Ms Rapoo Mr Mokale Ms Mkhize	Mathematics specialists	Questionnaires and the Circular for data analysis	
	Workshop on effective use of the chalk board is organized and planned	All the training and workshop material is made available three days before the training and workshop														Ms Rapoo Mr Mokale Ms Mkhize	Mathematics specialists	Power point presentation using Japanese textbooks, school textbooks,	

																		training manual, chalk board	
	Teachers undergo training and have workshop on how to use the available resources	The workshops and training sessions take place at the clusters meetings on ' <u>the effective use of available resources</u> '														Ms Rapoo Mr Mokale Ms Mkhize	Mathematics specialists	Power point presentation using Japanese textbooks, school textbooks, training manual, chalk board	
	Regular monitoring and support is given to educators															Mathematics specialists	Mathematics specialists	Monitoring tool (annexure) and the checklist	
3. Students and teachers participate in the School Holiday Mathematics Program	3.1 School holiday program is launched, educators and learners from other schools are invited	All invited schools are present. Power point presentation done to outline the , objective and to give all the necessary information about the programme														Ms Lebele Ms Rapoo Mr Mokale Ms Mkhize	Mathematics specialists	Data, pictures and video received on training (it will be modified)	
	Lesson study Presentation in class - addition	Observation reflection and discussion														Ms Rapoo Mr Mokale Ms Mkhize	Mathematics specialists	Lesson plan, Chalk board and text book	
	Lesson study	Observation														Ms Rapoo	Mathematics	Lesson plan,	

	presentation – subtraction	reflection and discussion														Mr Mokale Ms Mkhize	specialists	Chalk board and text book	
	Workshop – some examples of using the open approach and hands on approach to teach	Workshop done in specific schools														Ms Rapoo Mr Mokale Ms Mkhize	Mathematics specialists	Power point presentation using Japanese textbooks, school textbooks, paper, charts, chalk board	
	Workshop - Some examples of using a problem solving approach to teach mathematics	Workshop done in specific schools														Ms Rapoo Mr Mokale Ms Mkhize	Mathematics specialists	Power point presentation using Japanese textbooks, school textbooks, times table, chalk board	