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| **Informing my Action Plan**  **Professional engagement activities and the reSolve Protocol** | | | | |
| **Protocol element** | **What** | **How** | | |
|  |  | **For myself** | **With colleagues at my school** | **With other colleagues (through cluster, sector or local association)** |
| **Purposeful** | Mathematical purpose and potential Professional Learning Module | Review online version to reflect on what I have tried and learnt since I did it previously | Convince them it is a priority  Run the Professional Learning Module on school closure (2 hours needed) | Offer a 4-6 pm session through my association (or two webinars?) |
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| **Challenge and access** | Selecting and displaying student work samples | Set up and regularly refresh a display space in my classroom; make sure every student has something displayed at least once per term | Set up and maintain a ‘maths showcase pinup board’ in the staffroom  Page for this material on the school’s website/intranet | Invite staff from cluster or feeder primary schools/destination secondary schools to visit, view and discuss the showcase |
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| **Protocol element** | **What** | **How** | | |
|  |  | **For myself** | **With colleagues at my school** | **With other colleagues (through cluster, sector or local association)** |
| **Knowledge building** | Peer observation and discussion | Invite a colleague to watch a lesson and provide feedback | Convince colleagues and admin to support a focussed peer observation program for term x | Invite teacher(s) from cluster or feeder primary schools/destination secondary schools to observe in classrooms of one or two volunteers; have joint staff meeting at the end |
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| **General** | Analyse tasks against Protocol | Use a reSolve task at least once a month to deepen my knowledge and understanding | Offer an after-school PD session to analyse a reSolve task(s) against the Protocol and discuss | Offer to run session(s)/a day on tasks for sector as means for promoting engagement with reSolve and what it promotes |
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