



FASMED Project - Deliverable WP7.7 Stakeholder meetings

Stakeholder meetings have taken place in each of the partner countries. At a partner meeting on the 3rd April 2014 in Nottingham, UK, partners reported the following developments:

1. Newcastle – have met with teachers and senior management from 3 schools. Shared lesson plans and explored possibilities, the schools were interested in how much work was involved.
2. Nottingham – schools have time slots for time graphs, be flexible with time? 2 schools – 1 apple trained school – all students have I pads – showing what is possible, and investment into infrastructure, great technology but not so good FA.
3. France – met with schools in Gap and Lyon. Different entries to see teachers. 1 technology and 2 FA – all I pads and tablets – some working on FA – all children in same college until 15 years old. Desire for range of schools and ages.
4. Ireland – schools – one advanced technology wise, one using FA. 4 schools – design research, sent out invitations to people to join a stakeholder group. Interviewed for the RA. Ireland to send attendance, agenda and notes from meetings to Newcastle.
5. Germany – had stakeholder meetings with two schools, one technology driven, other doing FA well with pen and paper. Schools mixed technology – possible PhD project? Good FA technology. Germany to send attendance, agenda and notes from meetings to Newcastle.
6. Italy - Met with teachers already knew from other projects. Comprehensive school – primary and lower secondary. Other school, both primary and lower sec. FA – what forms it takes. Good technology but not used in FA way. Inserting technology with FA. Other school first to use tablets, unusual in Italian context. Set up other meeting, will be other meetings in April and May.
7. Netherlands – met with teachers interested. Some smaller groups, but not those students with severe difficulties. Teachers do not evaluate low attainers performances very high. Netherlands to send attendance, agenda and meeting notes to Newcastle.
8. South Africa – have met with the Western Cape Education Department (WCED). The WCED controls all public schools in the Western Cape and will have to give approval to AIMSSEC working in schools on the FaSMEd project.



9. Norway - Not decided which schools. Two big institutions, invited 5 schools and 1 got back. Agreed that need more info on tasks and activities, before go back to school. Need to go through headteachers before they can gain access to teachers.

The following documents have been submitted to Newcastle detailing the meetings that have happened in the partner countries.

1. Newcastle



Stakeholder meeting

4.30-6pm Tuesday 25th March 2014

Room 1.71b King George VI Building, Newcastle University

Agenda

- Introduction to the FaSMEd project – vision, aims and objectives
- School introductions and how FaSMEd may fit with school objectives (current approaches to low attainment, formative assessment and technology)
- What are the schools', teachers' and pupils' needs and expectations for the project?
- What are the University's needs and expectations for the project?
- Example lesson activity
- Any other questions



Stakeholder meeting

4.30-6pm Tuesday 25th March 2014

Room 1.71b King George VI Building, Newcastle University

Notes

- Jill Clark (JC) welcomed everyone to the meeting.
- David Wright (DW) introduced the FaSMEd project, its vision and objectives (PP attached).
- David Leat (DL) emphasised the importance of the project's objectives meshing with schools' and teachers' own objectives and priorities.
- Teachers introduced themselves and their schools. Questions were asked about the time commitment required of teachers and the type of evidence that would need to be collected. DW proposed a model of Plan-Do-Review taking place over a three week period, with this cycle being repeated 6 times (for each of the toolkit lesson activities) over two school terms (January –July 2015). It was proposed that three teachers from each school would participate in these cycles.
- JC and Lucy Tiplady (LT) talked about some of the data collection methods that would be likely to take place including researcher observation of lessons, planning and reflection meetings, teacher interviews, teacher reflective diaries and student interviews.
- One school proposed involving more than three teachers and suggested the possibility of working with a range of low attaining students across different set classes (not just the lowest sets). There was a brief discussion about what counted as 'low achievers' and also when low achievement crossed into students with special educational needs (SEN). DW commented that FaSMEd was not intended to look at specific needs of SEN students but to address the causes of general low achievement.



- The schools discussed some of their existing strategies for meeting the needs of low achievers, including sharing good practice from local primary schools and a study buddy scheme between students in Years 7 and 9.
- Teachers across schools agreed that basic numeracy skills, for example times tables, were important for low achievers and asked if one lesson activity could focus on those skills. LT suggested that this could be proposed to the FaSMEd partners at an upcoming meeting. Teachers were interested to find out if this was a common problem across Europe or more localised?
- Some existing technologies in schools were discussed and how they were used.
- A teacher asked if there was any obligation to work with specific technologies. DW said that there was not and that technologies should be understood in a wide sense to include simple strategies such as the use of coloured cards to give feedback to tablets or specific software packages. LT suggested that if schools did want to commit to the project that they think about any technology needs in the summer term so that this could be in place for September 2014 to allow teachers and students to become familiar with products before the research phase starts in January 2015.
- It was asked whether the research could include student teachers on placement. JC and DW felt that student teachers should not be included, although it was acknowledged that this might cause some timetabling issues to avoid those classes.

Agreed Action Points:

- It was proposed that teachers go back to their schools and discuss the project with senior leaders and staff within the maths departments. The University offered to make visits to schools to follow up discussions with staff.
- Teachers suggested that a letter to the head teacher of each school would be useful to outline the time commitment and timetabling issues so that these could be resolved before the research begins.



2. Nottingham

Fasmed Nottingham: Report on first stakeholder meetings, March 2014.

Venue

This stakeholder meeting was held at De Ferrers School, Burton on Trent. Last year, the school equipped all KS4 and post-16 students and staff with an iPad and to provide support in the use of these in lessons. This school is one of a only a handful of UK schools to run a large iPad programme. Date: Monday 3rd March.

Agenda

The meeting aimed to:

1. Establish relationships with a) teachers of mathematics and b) management with a particular interest in the iPad scheme.
2. Develop an understanding of current uses of iPads in mathematics classrooms, particularly for formative assessment.
3. Discuss possibilities for establishing a cluster of schools

08:30 – 08:50 Welcome, refreshments (TB1)

08:50 – 09:50 Lesson Observation 1

Tom Riley 10C1 – set 1 (TC10)

Carl Roberts 10C4 – set 4 (TC11)

Craig Roberts 13/Ma Mechanics (TB22)

09:50 – 10:50 Lesson Observation 2

Tom Riley 10P6 – set 6 (TC10)

Carl Roberts 10P5 – set 5 (TC11)

11.00 - 11.30 Discussions on iPads scheme
(Assistant Principal Greg Hughes)

11.30-12.30 Discussion on agenda points with Headteacher.
(Steve Allen)

Participants

From University of Nottingham

- Malcolm Swan (Professor)
- Geoff Wake (Associate Professor)
- Peter Gates (Associate Professor)
- Marie Joubert (Senior Research Fellow)
- Colin Foster (Senior Research Fellow)
- Laine Bradshaw (Visiting academic from the University of Georgia)

From the school



- Greg Hughes (Assistant Principal; responsible for iPad scheme)
- Steve Allen (Headteacher)
- Tom Riley (Maths teacher)
- Carl Roberts (Maths teacher)
- Craig Roberts (Maths teacher)

Notes from meeting

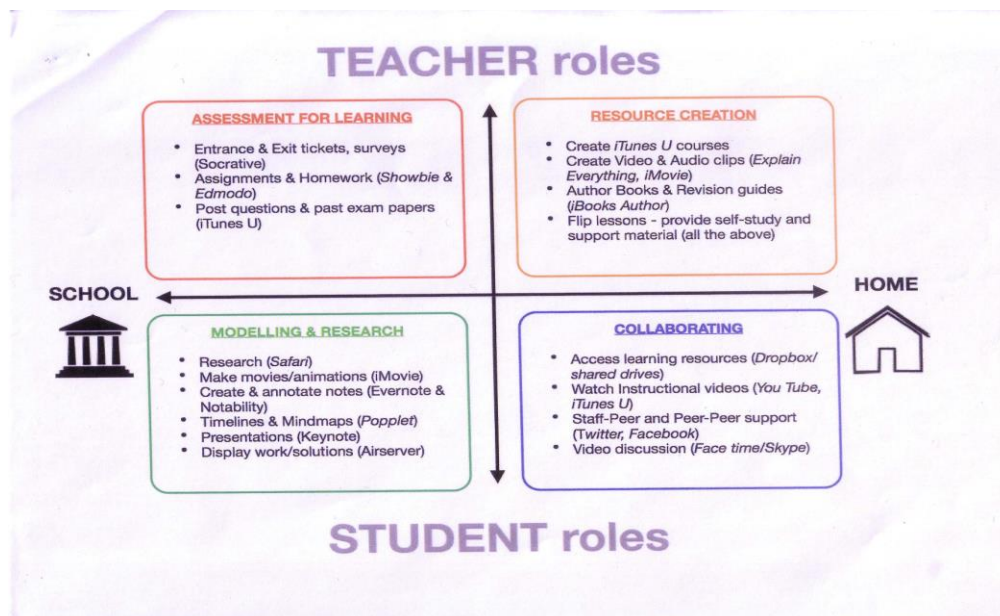
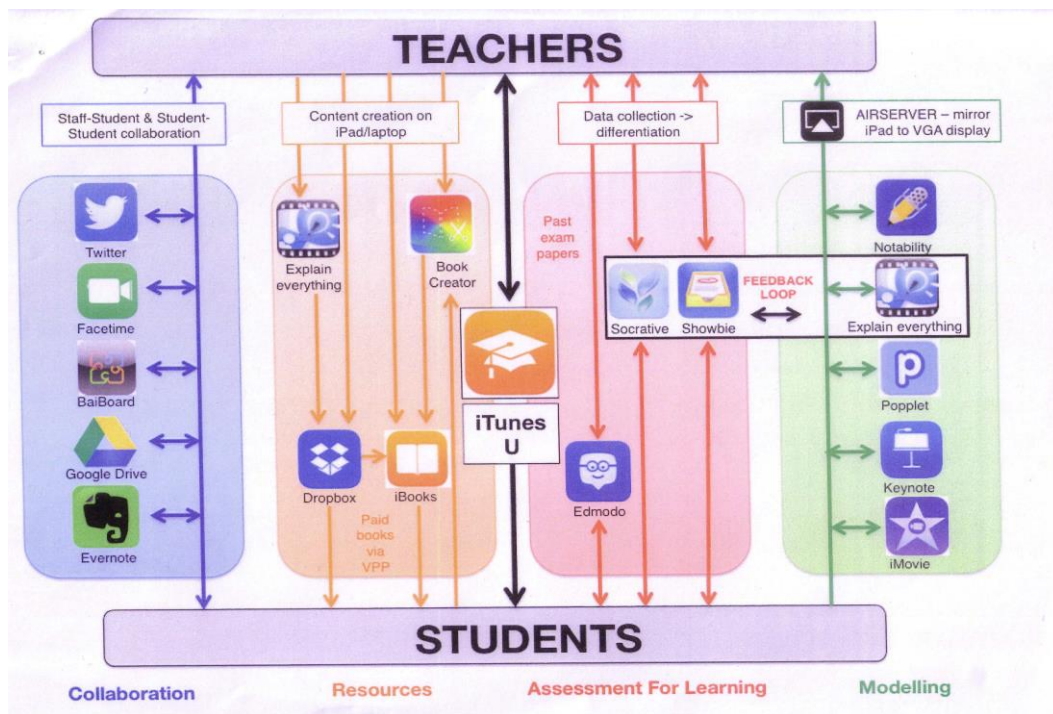
The visitors from Nottingham split into two groups to observe the lessons. GW and MJ observed Carl Roberts for lesson 1 and Tom Riley for lesson 2. GW also visited Craig Roberts during lesson 2. PG, MS, CF and LB observed Tom Riley for lesson 1 and Carl Roberts for lesson 2. MS also observed Craig Roberts for part of lesson 1.

Initial observations by the team include:

- The technology worked smoothly. This still seems to be rare in many schools. Virtually all students brought their iPads to class and seemed to know how to use the software.
- The technology was used in a variety of ways.
 - Teachers prepared resources for students in the form of PDF worksheets, videofiles (using "Explain all") and videos. These the teacher uploaded using "Showbie" so that students were able to access them.
 - In class, the teachers used quizzes ("Socrative") to gain information on students prior knowledge, then set work. The students downloaded worksheets (from "Showbie") and then answered questions directly on the worksheet using a pen or finger to write. Some responded in their exercise books and took photographs of their work. These were uploaded to the server for the teacher to look at later. Some were projected side by side on the whiteboard so that they could be discussed during the plenary part of the lesson. Within one class a range of tools (both digital (e.g. calculator) and non-digital (e.g. pen and paper) were used. It seems that the teachers were comfortable with students making their own choices about which tools to use.
 - Teachers assessed students' responses directly on the iPads and returned comments electronically. Showbie also allowed them to access student work and communicate directly with students out of school.



After break all visitors reconvened and met Greg Hughes the Assistant principal. Greg outlined the practicalities of funding and using the iPad scheme. The school have so far provided 900 iPads for years 10, 11, 12, 13. Each student “rents” the iPads for £1 per week. The school think that financially the iPads will pay for themselves in the long run with savings from textbooks and photocopying. The ‘apps’ most frequently used are shown in the Figure 1, below, provided by Greg. Of most particular interest were the apps used for formative feedback to students; Socrative, Showbie, Explain everything. Across the school students were making active use of the iPads for research, making movies and animations, and displaying their own work. Greg also outlined the shift in teacher and student roles that this implies.



The Headteacher, then set out his vision for the iPad initiative, outlining some of the practical aspects that he and the school had to consider. He described some uses of the iPads both within the classroom and outside it.

Tom Riley described the materials he uses on the iPads for maths. He is in the process of developing more.



Finally we discussed the Fasmed project and the school appeared keen to become involved.

Actions

To research the apps that the school were using to investigate further their potential for formative assessment

To approach other schools to become involved in establishing a school cluster to investigate formative assessment with lower attainers using technology.

Fasmed Nottingham: Report on stakeholder meeting, March 2014.

Venue

University of Nottingham

Date: March 6th 2014; 10am - 12.00 am

Agenda

The meeting aimed to:

1. Develop relationships with a new school
2. Continue the building of a school cluster to investigate the potential use of iPads.

Participants

From University of Nottingham

- Malcolm Swan (Professor)
- Geoff Wake (Associate Professor)
- Marie Joubert (Senior Research Fellow)
- Andrew Pierson (Teacher, Trinity School Nottingham)

Notes from meeting

Andy introduced himself and the school situation and the University team described the project to him. They explained the need for a small group of schools to form a cluster that could investigate the potential to use technology within formative assessment practices in mathematics, particularly with low attainers. The meeting with the teachers at De Ferrers (above) was described.

Andy described his own involvement with using technology to teach mathematics and music to secondary school children and also to children with special needs. He also described the uses made of technology at Trinity where they are currently beginning to explore the use of iPads with a few classes.

He noted the difficulties that teachers had when different departments were using technology somewhat differently; and the incompatibilities that arise, for example, when storing student work online. Trinity have their own school systems that are not for example compatible with apps like Edmodo or Showbie.

Actions (for A. Pierson)

- Write discussion documents on the use of ICT for formative assessment
-



- Produce an outline of some possible lessons using IT to support the MAP topic on Distance Time graphs
- Use mobile technologies in current teaching and record the lesson making particular reference to formative assessment.
- Make contact with John Larsen at Trinity with a view to participating in the project as a school.
- Arrange a visit to De Ferrers and make contact there with the teachers with a view to forging a working relationship.
- Find a third school to join the cluster.
- Produce a brochure to advertise the project within the emerging school cluster.



3. France

Meeting March 2014, the 25th

Meeting in Parc Chabrières high school with the headmaster Dominique Ramo and teachers Gilles Aldon introduces the FaSMEd project and the links with the school project relatively to the use of tablets in classes.

Discussion with the headmaster about the link between the FaSMEd project and the development of the LéA project (Lieux d'Éducation associés, which are schools or network of schools in relation with the French Institute of Education).

Discussion with teachers about technology and formative assessment.

Meeting June 2014, the 18th

Meeting in IFÉ with teachers and headmasters of secondary schools.

Goal of the meeting: general presentation of the work with schools / introduction to formative assessment.

Organised by Gilles Aldon

Agenda

Personal introductions

- Introduction of the FaSMEd project by Gilles Aldon based on DoW and report of the launch conference of Newcastle
- Introduction of the Worpackage 4 by Gilles Aldon

Toolbox

Discussion about the toolbox

in mathematics : discussions with math teachers organised by Gilles Aldon

in sciences : discussions with sciences teachers organised by Michèle Prieur and

Karine Bécu-Robinault

Group sharing session organised by Gilles Aldon

Formative assessment and technologies

Needs



Sharing experiences



Meeting September the 29th, 2014

Meeting in IFÉ with Dominique Paile (School inspector, in charge of maths and sciences for primary schools), Nawel Semmoud and Sébastien Dessertine (primary schools advisers for maths and sciences).

Agenda

Gilles Aldon introduces the FaSMEd project and explains the work that will be done in the two schools (École Parmentier and Simone de Beauvoir, Saint-Fons) which are part of the cluster of schools.

Discussion about Formative Assessment and technology

Discussion about practical aspects of the project: possibility of equipment.

Meeting November the 18th, 2014

Meeting in Saint-Fons town hall with the deputy major in charge of education Mohamed Farah and the headmaster of Saint-Fons schools, Marc Ronzière.

Gilles Aldon introduces the FaSMEd project and particularly the technological part and asks for an equipment of two IWB for the classes.

Discussion about the project and the involved schools and teachers.



4. Ireland



Agenda

- Introduction to the FaSMEd project – vision, aims and objectives
- School introductions and how FaSMEd may fit with school objectives (current approaches to low attainment, formative assessment, Junior Cycle reform activities and technology)
- What are the schools', teachers', parents' and pupils' needs and expectations for the project?
- What are the University's needs and expectations for the project?
- Any other questions

Stakeholder meeting

4.30-6pm Monday 31th March 2014

Education House, NUI, Maynooth

Attendance:

Majella Dempsey NUIM

Angela Rickard NUIM

Ann O'Shea NUIM

Deidre Roddy – Oaklands Community College



Virginia Dooley - Confey College <http://www.kildare.ie/confeycollege/>

Eileen O'Rourke - Colaiste Phobal Setanta <http://www.cpsetanta.ie/>

Notes

Attendance: Majella Dempsey, Angela Rickard, Ann O'Shea, Deidre Roddy, Virginia Dooley, Eileen O'Rourke

- Majella Dempsey [MD] welcomed everyone to the meeting.
- Majella Dempsey introduced the FaSMEd project, its vision and objectives (PP attached). Design based research process was illustrated and discussed with group.
- School representatives introduced themselves and their schools. There followed a general discussion on what schools might expect from the project. Schools described how they are using technology now and how they view assessment for learning in their schools. The practice was very diverse among the schools.
- There was a general discussion on lower achievers in maths and science. Science classes are all organised by mixed ability in the schools. Maths classes are organised by level after second year. There was some discussion on what year the project will be aimed at. It was agreed that two maths and two science teachers from each school will be involved in the project.
- The need to set up a mechanism to support the sharing of ideas among colleagues in schools and between schools was discussed. Angela Rickard gave some options here for schools.
- MD talked about some of the data collection methods that would be likely to take place including researcher observation of lessons, video of lessons, planning and reflection meetings, teacher interviews, teacher reflective diaries and student interviews.
- The schools discussed some of their existing strategies for meeting the needs of low achievers. To date most support is in the form of small group teaching, withdrawing students from the class. All agreed that more was needed to be done around supporting Las in class.

Agreed Action Points:

- It was proposed that teachers go back to their schools and discuss the project with senior leaders and staff within the maths and science departments. Schools asked for information leaflets for teachers. The University offered to make visits to schools to follow up discussions with staff.



NUI MAYNOOTH
Ollscoil na hÉireann Má Nuad



Stakeholder meetings

1. School Visit to Confey College <http://www.kildare.ie/confeycollege/>

11th March 2013

Notes:

Attendance; Majella Dempsey and Virginia O'Heir

General discussion about science teaching and learning, this school has a good experience of using technology and some of this experience was discussed and demonstrated.

2. School Visit to Colaiste Phobal Setanta <http://www.cpsetanta.ie/>

12th March 2014

Notes:

Attendance: Majella Dempsey, Eileen O'Rourke [Principal], Mark Dowling [Deputy Principal]

Group had a discussion about the school followed by a tour of the school which included classroom observation of AfL practices in the school. A number of teachers very interested in joining the project

3. Meeting with Stephen Howell Microsoft Education Officer

10th March

Notes:

Attendance; Majella Dempsey, Angela Rickard, Stephen Howell

General discussion on Games based learning, followed by demonstration in Microsoft offices.

4. Presentation from Steve Walter engagement Lab <http://engagementgamelab.org/about/>

Notes:

Attendance: Majella Dempsey, Angela Rickard, Padraigh Hogan, Catriona O'Toole, Rose Dolan

Presentation on Engagement Lab and games based education. Some very good ideas on sharing learning experiences and ways to give and receive feedback.



5. Germany

FASMED-Stakeholder meeting (28th of march 2014)

With:

- Dr. Andreas Pallack, Franz-Stock-Gymnasium (FSG), Arnsberg, Germany;
- Mrs. Daniela Hesse, Realschule an der Mellinghofer Straße, Mülheim an der Ruhr, Germany;

Both teachers are engaged in the field of characteristic topics within the FASMED-project as the following descriptions will show.

Andreas Pallack is the principle at FSG and works as a trainer for teachers since a long time. Before his position as headmaster, he was a member of the leading team in the teacher training programme “Teachers Teaching with Technology (T³)” in Germany. Within T³ he was responsible for the development of material for both teaching and training. Andreas Pallack is very engaged in finding out, which kind of technology is supportive for learning mathematics. This is why a lot of technology – e.g. Ipads, graphics, computers, internet, Iphones – is already integrated in his school.

Daniela Hesse has come to a good structure of formative assessment with the help of paper&pencil-material, which is either self-build or drawn from existing published material. She is well organized and focuses on the individual coaching of students. The school achieved to hold the cachet of formative assessment and individual learning

All teachers are highly interested to be involved in the FASMED-project.

1. Aims of the meeting:

Mainly we wanted to make explicit what the teachers/schools need from the FASMED-project and the involved technology. All teachers agreed that they need diagnosis material for single work as well as material for lessons, which is suitable to face the diversity of the students and to use open tasks for examining the individual prerequisites of each student.

2. Meeting with the leading team KOSIMA:

The teachers were quite sure of finding about 2-3 colleagues from their school to be interested in the FASMED-project as well. This would lead to a number of three teachers per school.



6. Italy

Meeting with schools – Carcare (Italy), 27/03/2014

The first meeting with schools took place in Carcare (District of Savona, North West of Italy) on thursday, 27.

Francesca Morselli was in charge of introducing FASMED to the teachers.

2 primary school teachers and 4 lower secondary school teachers attended to the meeting.

One lower secondary school teacher is also vice-principal and coordinator for the scientific department.

The first part of the meeting was devoted to illustrate the principles and aims of FASMED project. the project was described starting from the leading question: *how technology can be used in formative assessment by teachers to help raise attainment levels among the lowest achieving students.*

It is important to highlight that teachers already have collaborated with university in planning, experimenting and analysing task sequences (with a focus on argumentation and proof).

It was agreed that the school (Istituto Comprensivo di Carcare – Savona) will be the first center for experimentation for the FASMED Project. 2 teachers of primary school and 3 to 4 teachers of lower secondary school will took part to the project.

Other teachers coming from a littler school (2 teachers of primary school, 1 teacher of lower secondary school) already expressed their interest into the proejct and will be involved in the next meetings.

In the second part of the meeting, teachers expressed their willingness to take part to the project and raised some questions concerning their involvement into the project.

Many questions referred to the kind of activities to be dealt with, and how to insert them into their teaching practice.



The teachers appreciated the idea that, starting from a set of proposed activities, the project is interested in studying how teachers act in their own classrooms. More specifically, the teachers expressed their will to take into the project their usual ways of working, such as group works and classroom discussions. Such ways of working, actually, seem in line with the idea of formative assessment.

Another agreed point is that activities will be devoted to all the students, since in Italy classes are made up of students of different level. The analysis of processes could have, of course, a special focus low attainers.

Other questions referred to the kind of technology to be employed. The teachers of the school have a basic competence in using digital technologies and are keen to use new technologies in their classes. All classrooms are equipped with interactive whiteboards (not yet so common, in Italy).

It was agreed that in May there will be another meeting, where proposed activities and technologies will be presented and discussed with the teachers.

In april-may similar starting meetings are planned for the schools of the district of Turin and Cuneo.



7. Netherlands

Stakeholder meetings FASMED, the Netherlands

Meeting 1

March 25th, 2014

Location: the Daltonschool Rijnsweerd in Utrecht.

Participants:

Peter Verberg, the director of the school

Mieke Abels, University Utrecht

The aim of this first meeting was to inform about the Fasmmed project and to consider participation.

Peter Verberg's response was positive, only with one condition: it should be enrichment for the teachers and students. Next month plans will be made for further contact and to plan a meeting with the teachers who will be involved.

Meeting 2

April 24th, 2014

Participants:

Peter Verberg, the director of the school

Mieke Abels, University Utrecht

During a conference call, more information was exchanged and a date for the third meeting was set: May 16th, 2014. (Due to many holidays and a two week school vacation, it was not possible to set an earlier date). Agreed was that Peter Verberg will receive an email with more detailed information about the FASMED project, how our research will fit in the school objectives, and what specific needs and expectations there will be for the teachers and students.

About the school: <http://www.daltonschoolorijnsweerd.nl>



The school is a Dalton school for primary education, located in a newer quarter of Utrecht, and has about 450 students. There are two groups of nine graders, our target group (groep 7).

Last year, the school bought 175 chrome-books. On a regular base, the students use these chrome-books to practice and learn topics for all different subjects.

Video clip: <http://www.leraar24.nl/video/5617>

Development trajectory for developing FASMED toolkit as presented to our stakeholders:

The toolkit will contain a series of assessment tasks presented in a digital environment including optional auxiliary tools for the students and a monitoring function to be used by the teacher, which can provide the teacher with relevant information

The choice of the assessment tasks is based on the following criteria:

- They have to be found to be a bottleneck for many students (see PPON results).
-
- They are in line with the reference standards 1F and 1S for end primary school (see SLO report).

As a start the toolkit will focus on:

- Mathematical topic: percents.
 - Target population: grade 5 students.
1. Internal pilot (by us) of the assessment tasks.
 2. Adaption of the assessment tasks based on these first experiences.
 3. Presenting the assessment tasks to the teachers of the participating schools.
 4. Teachers give feedback to the assessment tasks.
 5. A first final version of the assessment tasks will be developed based on the input of the teachers.
 6. Students in the participating classes work on the assessment tasks in the toolkit.
 7. Teachers use the toolkit to look at the results and strategies of their students.



8. Teachers inform us about their analyses of the student work and what conclusions they draw in respect to desirable and possible adaptations of their teaching.
9. In respect to the experiences of the teachers, we will give the teachers feedback and support.
10. Based on the foregoing further revisions of the toolkit will be carried out if needed



8. South Africa



African Institute for Mathematical Sciences

Schools Enrichment Centre

6 Melrose Rd Muizenberg 7945 RSA

<http://aimssec.aims.ac.za>

Report to Newcastle University about FASMED activities up to 31 March 2014

From AIMSSEC South Africa

After the launch conference AIMSSEC held interviews and appointed Dr Marie Joubert as Principal Investigator for the FASMED Project. We are exceptionally lucky as Marie is an experienced researcher who has been a member of work package leadership teams, and already fully involved in the FASMED Project. Marie is a South African who has been in the UK for about 30 years, so we are pleased to have drawn her back. Marie will represent us by attending a two day meeting at Nottingham University on 3rd and 4th April to work on the 'toolkit'. Marie will visit AIMSSEC for 3 weeks in April and then start officially on 1 June 2014 to work for AIMSSEC.

AIMSSEC is now advertising for a full time Research Assistant of the FASMED project for 2 years. This is the ideal position for someone wishing to gain experience in education research. We would be grateful if the following link could be forwarded to anyone who might be qualified for the job, and interested:

<https://aimssec.aims.ac.za/en/vacancies/research-assistant>

On 19 March we have moved into new offices at 65 Main Road, Muizenberg, Cape Town. The new and bigger offices will help AIMSSEC to accommodate the appointments.

We have started the process of negotiating with the Western Cape Education Department (WCED) and had a meeting for 25 March. The WCED controls all public schools in the Western Cape and will have to give approval to AIMSSEC working in schools on the FaSMEd project.

Please see the attached minutes of the meeting.

AIMSSEC will need to incorporate the following WCED requirements:

1. Lessons must fit in with the Curriculum and Assessment Policy Statement (CAPS) pacesetters and be aligned with the CAPS curriculum implemented for the first time in January 2014.
2. Lesson must not interfere with the Grade 9 Annual National Assessment (ANA) to be written in September each year.
3. No school interventions are allowed in the 4th term, so the project will need to run from January 2015 to September 2015.
4. AIMSSEC and WCED will need an MOU clarifying, amongst other things, the use of the WCED logo, cost implications and the dynamics of the AIMSSEC-WCED interaction.

Please see the attached letter of approval from the WCED which we have just received.

We also managed to set up a meeting with the Director of the South Metropole on 17 April to discuss the selection of schools.

From the AIMSSEC team, Barrie Barnard, Claire Blackman and Marie Joubert.



Directorate: Research

Audrey.wyngaard2@gwc.gov.za

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

REFERENCE: 20140331-27390

ENQUIRIES: Dr A T Wyngaard

Dr Barrie Barnard
6 Melrose Road
Muizenberg
7945

Dear Dr Barrie Barnard

RESEARCH PROPOSAL: IMPROVING PROGRESS FOR LOWER ACHIEVERS THROUGH FORMATIVE ASSESSMENT IN SCIENCE AND MATHEMATICS EDUCATION (FASMED)

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **01 June 2014 till 30 September 2015**.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

Directorate: Research

DATE: 31 March 2014



AIMSSEC Stakeholder meeting

25 March 2015

Time 14:00 - 15:30

Venue: WCED Head Office

Present:	Andre Lamprecht, WCED Senior Curriculum Planner for General Education and Training (GET) Mathematics
	Mike Cameron, WCED GET Coordinator
	Barrie Barnard, AIMSSEC Academic Manager
	Claire Blackman, AIMSSEC Academic Lecturer

Agenda:

1. Explanation of FaSMEd project to Western Cape Education Department (WCED), and AIMSSEC's role in the project and requirements for schools
2. Clarification of the process AIMSSEC needs to follow to get permission to run project at schools in Western Cape
3. Suggestions for possible project schools
4. WCED advice/requirements for the project
5. Any other business



Minutes

1. AIMSSEC needs 3 or 4 functioning schools in the areas surrounding Muizenberg (Spine Road, Capricorn, Grassy Park, Khayelitsha) with at least 2 teachers at each school who are prepared to commit to the project for the 2015 academic year. A draft note for schools is in preparation.
2. AIMSSEC needs to complete various forms, and has been in contact with Dr Audrey Wyngaard at the research directorate of WCED. It was suggested that an informal request for schools fitting the required profile be made to speed up the process.
3. AIMSSEC would like to work with the Centre of Science and Technology (COSAT see their website: <http://www.cosat.co.za>) as one of the schools. Mike Cameron suggested contacting Raj Govender at the University of the Western Cape and the Schools Development Unit at the University of Cape Town for suggestions of schools who meet the criteria.
4. AIMSSEC will need to incorporate the following WCED requirements:
 - a. Lessons must fit in with the Curriculum and Assessment Policy Statement (CAPS) pacesetters and be aligned with the CAPS curriculum.
 - b. Lessons must not interfere with the Grade 9 Annual National Assessment (ANA) written in September.
 - c. No school interventions are allowed in the 4th term, so the project will need to run from January 2015 to September 2015)
 - d. AIMSSEC and WCED will need an MOU clarifying, amongst other things, the use of the WCED logo, cost implications and the dynamics of the AIMSSEC-WCED interaction.

Meeting adjourned at 15:20.



9. Norway

Stakeholder meetings FASMED

In Norway we have had two meetings, and we expect at least one more stakeholder meeting in April, as it is very difficult to convince schools to participate in our projects. The reason for this is the present overload of tasks of schools in terms of professional development and competence of teachers, in particular maths and science teachers.

The following are two meetings held with Trondheim and Melhus kommune (neighbouring district).

Meetings 1

25th March 2014, 2-3.30 pm

Melhus Town Hall, Melhus (near Trondheim)

Agenda:

(1) Information to schools about the project

(2) Discussion with schools/school leaders

(see attached powerpoint-presentation).

Attendees/participants:

Ingrid Sjoner, advisor, Melhus commune

Michael (?), inspector in Melhus commune

Ragnhild Lyngved Staberg, HiST ALT

Heidi Dahl, HiST ALT

Action plan:

Ingrid Sjoner will contact lower primary schools and primary schools directly, and give us a list of eventually interested schools by the end of April.



Meetings 2

20th March 2014, 9-10 am

NTNU School Laboratory, NTNU, Trondheim commune

Agenda:

(1) Information to School Laboratory & associated schools

(2) Discussion with participants

(see attached powerpoint-presentation).

Attendees/participants:

Ingeborg Ranøyen, Trondheim commune

School Laboratory leader was unable to attend

Ragnhild Lyngved Staberg, HiST ALT

Action plan:

Ingeborg Ranøyen will talk to the project leader for formative assessment and they will contact some specific schools directly, and give us a list of eventually interested schools by the end of April.