

What is your 'changed action' with relation to dispositions?

What are you going to do?

Staff Member	Disposition	Changed Action
Kelly	Making connections	Provide exemplars of their learning on the wall for him/children to refer to. Verbalising connections to previous learning..
Elly	Change approaches and ideas	Having an expectation to 'have another go' at tasks.
Fiona / Nicole	Limited approaches to problem solving	More problem solving and parallel tasks We would like to collaboratively create a bank of rich tasks that cover strand maths and incorporate strategy and knowledge We would also like to discuss extension activities for those students who solve the problem
Mel	Does not participate in discussions	Talk less but facilitate more using prompts.
Samantha	Thinks about maths - sometimes changes ideas/approaches to solve problems	Increase sharing time within group works. Share all approaches and ask the children to have a go at solving the problem using someone else's way. (End goal is to have them doing this independently if one of their initial approaches doesn't work)
Eileen	Thinks about maths - sometimes changes ideas/approaches to solve problems	Use more explicit Talk Moves. Going on from the Talk Moves, 'make' the children attempt a different strategy. Or perhaps having an attempt at explaining other people's thinking?
James	Becoming Flexible Thinkers	Ask children to share their solution to problems teach someone else offer a parallel task and ask the children to use the strategy their peer taught them.
Sandi	Unaware of learning needs	Create more parallel tasks
Ashley	Recognising other approaches/ideas	Independent or pair work on a rich task then group up and students 'debate' strategies/ideas. Why Sophie's strategy worked? Why didn't John's work? (letting kids unpack it) then unpacking as a class once the rich conversations and debates have unfolded to prevent misunderstandings etc moving forward + allowing for success.
Rosie	Limited approaches to	More problem solving questions with parallel

	problem solving	tasks. Take some time to create tasks together, so we have a number of tasks to share!
Troy		
Nic	Persistence	How might I encourage this within learners who get discouraged easily when the going gets tough? I need to take the ability groups more often to accelerate their learning within a strategy of knowledge practise.
Stephen		
Team		At team level, we want to provide time to brainstorm/form rich tasks - to build a bank to support teachers.