Accelerating Learning in Literacy (ALL)

National Leader messages 2016

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Evaluation and Self-review Day – First year schools
If effort is sustained we can reach great heights.

Iti rearea teitei kahikatea ka taea
Today’s session...

• Describe and explain ALL...
• Provide some policy context...
• Highlight key elements of implementation...
• Provide some feedback about the successes from 2015...

My Strength is not mine alone but that of the multitudes
Welcome to the Ministry of Education initiative:

Programmes for Students –

• Accelerating Learning in Literacy (ALL)
• Accelerating Learning in Mathematics (ALiM)
• Maths Support Teacher (MST)
What will we see in schools?

• Student achievement is lifted from below or well below National Standards.

• Students’ identities as successful learners in reading & writing which supports their learning across *The New Zealand Curriculum* is enhanced.

• Schools review their current intervention processes and practices so there is a school-wide response to student underachievement.
Rationale for Programmes for Students

• There is an achievement issue that needs solving
• There is often confusion about how to respond (see ToA-p.5)
• Excellence and equity

It requires ....
• An achievement picture of your school – numbers, names, needs...

• Research knowledge

• Policy response and school response
How? A focus on Tier 2 school responses

Tier 1
Effective classroom teaching for the majority of the student population
This requires teachers to differentiate and provide additional instructional supports to students who are struggling

Tier 2
More intensive and explicit than instruction in Tier 1
This instructional time is additional to effective classroom teaching

Tier 3
Most intensive instruction

ALL, ALiM and MST sit here

Acceleration!

(p11 ToA)
Designing pathways for learning
The child at the centre

Albert Einstein: ‘Insanity is doing the same thing over and over again and expecting different results.’
There are No silver bullets

The ALL intervention includes close monitoring, intensive planning, and the provision of many rich and intellectually rigorous opportunities for learning provided by the teacher.

(p. 9 ToA)
So what is ALL?

- A short-term (15 weeks),
- tier 2,
- literacy/learning
- intervention
- **in addition to** students’ current literacy teaching ...

Which investigates...

“What is acceleration and how do we achieve it?”
It has an implementation process...

... based on a logic of what works

... through the Theory of Action (p22)
It involves knowledge building and a process of inquiry ...
It involves taking a close look at your data…

With thoughtfully adaptive teachers

…

Being responsive to student needs

…

And engagement of whānau …
ALL involves bringing together...

- External literacy experts/mentors... (workshops & support)
- A school-led project (with conditions) ...
- Internal school-led literacy leadership...
- Development and change over time ...
- Being underpinned by ‘what works’... (funding support)
So what makes a difference?

• Strategies
  (by students, teachers, leaders)

• Learning conditions
What were successful strategies?

For students:

• having a voice in the curriculum and planning for learning
• knowing the ‘end in mind goals’ and how to achieve them
• setting learning goals and tracking success (a trajectory/pathway/wedge graph/rubric...)
• obtaining feedback and feedforward from others
• sharing their learning with family and whānau
• sharing their learning with peers
• seeing themselves as successful (literacy) learners
• routine, consistency and focus
What were successful strategies?

For teachers:

• really, really knowing the students
• close analysis and monitoring of students’ capabilities ... and then teaching to these
• innovative and exciting contexts and content chosen as the ‘vehicle’ of learning (purposeful/authentic)
• dual exposure and front-loading (multiple opportunities to learn)
• a focus on oral language and vocabulary
• well planned and structured teaching where careful scaffolding occurred (and continual modifications)
• quality literature (mentor texts)
• opportunities for fluency and mileage
What were successful strategies?

For school leaders:

• ensuring ‘teaching as inquiry’ is embedded as a way of finding out what can be done differently
• driving the inquiry into school intervention and support systems
• providing opportunities for teachers to build literacy capability
• utilising the funding in ways that supported teachers to focus on ALL
• develop systems to ensure ALL is long-lasting
• support the development of a strong home links
So... What learning conditions worked?

- School/class structure and organisation
- Collaborative school cultures
- An accelerative focus to learning
- Relationships
- Access to technology
You are committing to:

• Attendance at all workshops
• Leadership involvement in the project (a Supplementary Inquiry team)
• A sustained, consistent intense focus that includes 15 weeks of daily instruction for your target students
• Sharing and informing all staff about the intervention and successes
• Developing school systems to ensure coherence of literacy interventions (CaAP)
• Provision of any additional teacher release costs not covered by the MoE
• Reporting on the successes of your project
• Collecting student achievement data for your ALL group
• Consider undertaking a university paper (some MoE funding p.28)
The Plan:
so now what...........
Quotes

‘Underachievement is neither inevitable nor immutable.’
Stuart McNaughton

‘Failure to read and write almost never ends in spontaneous recovery.’
Dame Marie Clay

The taller the bamboo grows, the lower it bends.

諺語:竹子長的越高,會彎的越低.
We are all ...

...part of a system that ensures our kiwi kids can fly...

He waka eke noa
Ki te hoe
Resources that will be useful...

www.educationcounts.govt.nz
(Public Achievement Information)

ERO reports:
• Evaluation at a Glance: Priority Learners in NZ schools (August 2012)
• Accelerating the Progress of Priority learners in Primary Schools (May 2013)
• Raising Achievement in Primary Schools (June 2014)
• Raising Achievement in Primary Schools: ALiM and ALL (June 2014)
• Raising student achievement through targeted actions (November 2015)

BES - Education Counts
Resources that will be useful...


- Regie Routman – Read, Write, Lead - Breakthrough Strategies for Schoolwide Literacy Success (ASCD 2014)

- Suzy Pepper Rollins – Learning in the Fast Lane - 8 ways to put ALL students on the road to academic success (ASCD 2014)

- Timperley, Kaser and Halbert - A Framework for transforming learning in schools Centre for Strategic Education www.cse.edu.au (April 2014)

- nzcurriculum.tki.org.nz/system-of-support

- Literacy on line – system of support