

# Accelerating Learning in Literacy(ALL)

National Leader  
messages 2016

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**Evaluation and Self-review Day –  
First year schools**





Iti rearea teitei  
kahikatea ka taea

If effort is  
sustained we can  
reach great  
heights.





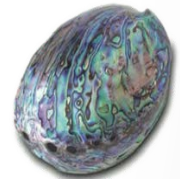
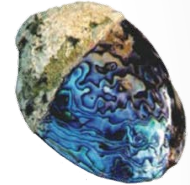
# *Today's session...*

- 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.

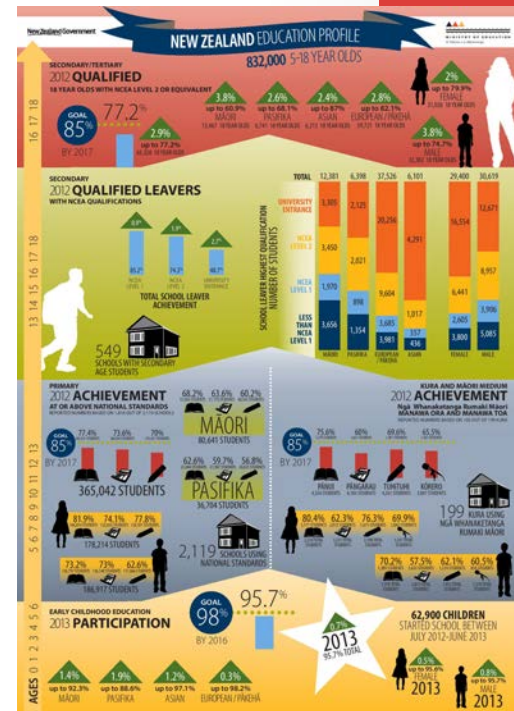


# Rationale for Programmes for Students

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

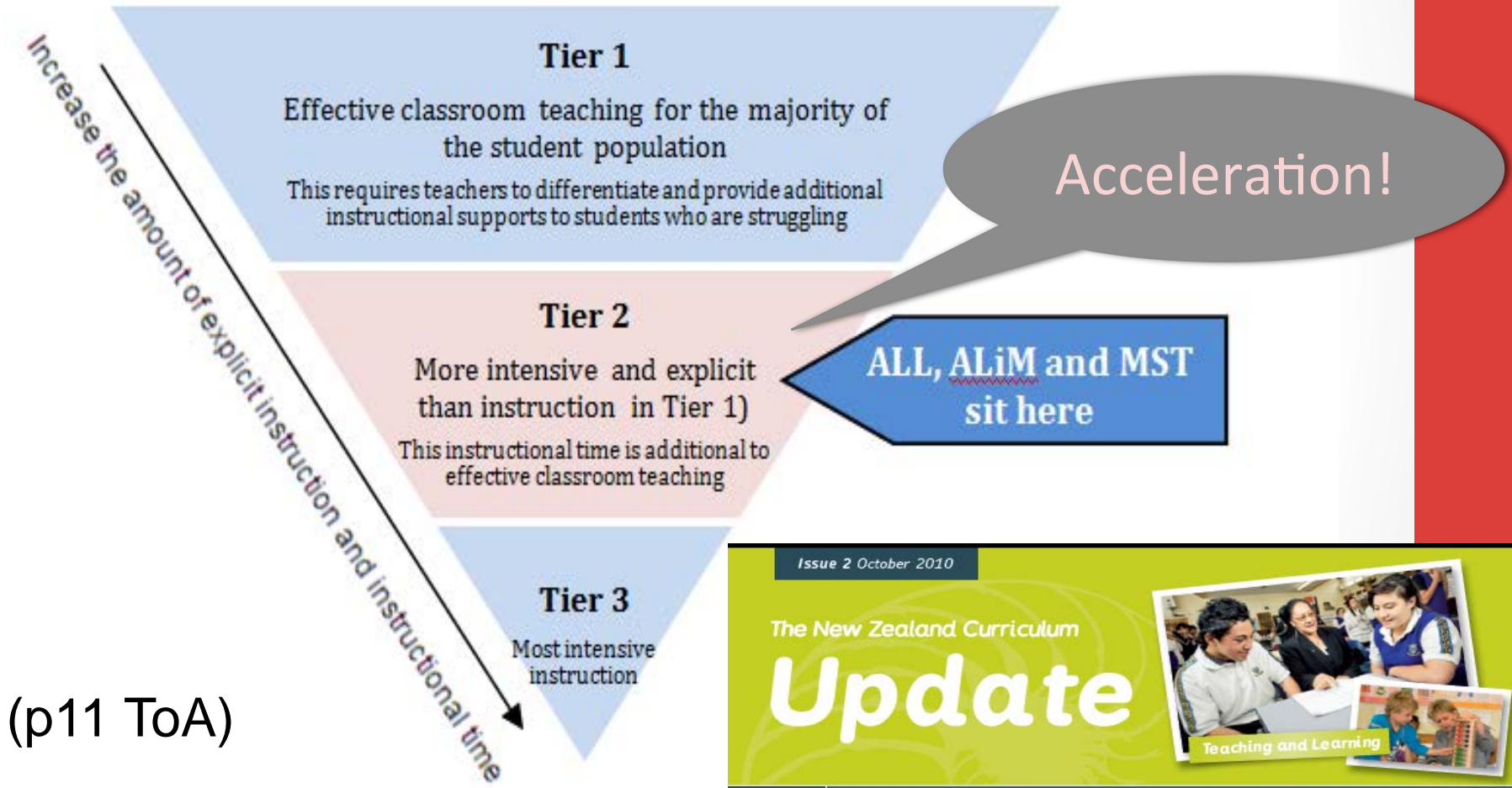
It requires ....

- An achievement picture of your school – numbers, names, needs...
- Research knowledge
- Policy response and school response





# How? A focus on Tier 2 school responses



(p11 ToA)

Issue 2 October 2010

The New Zealand Curriculum

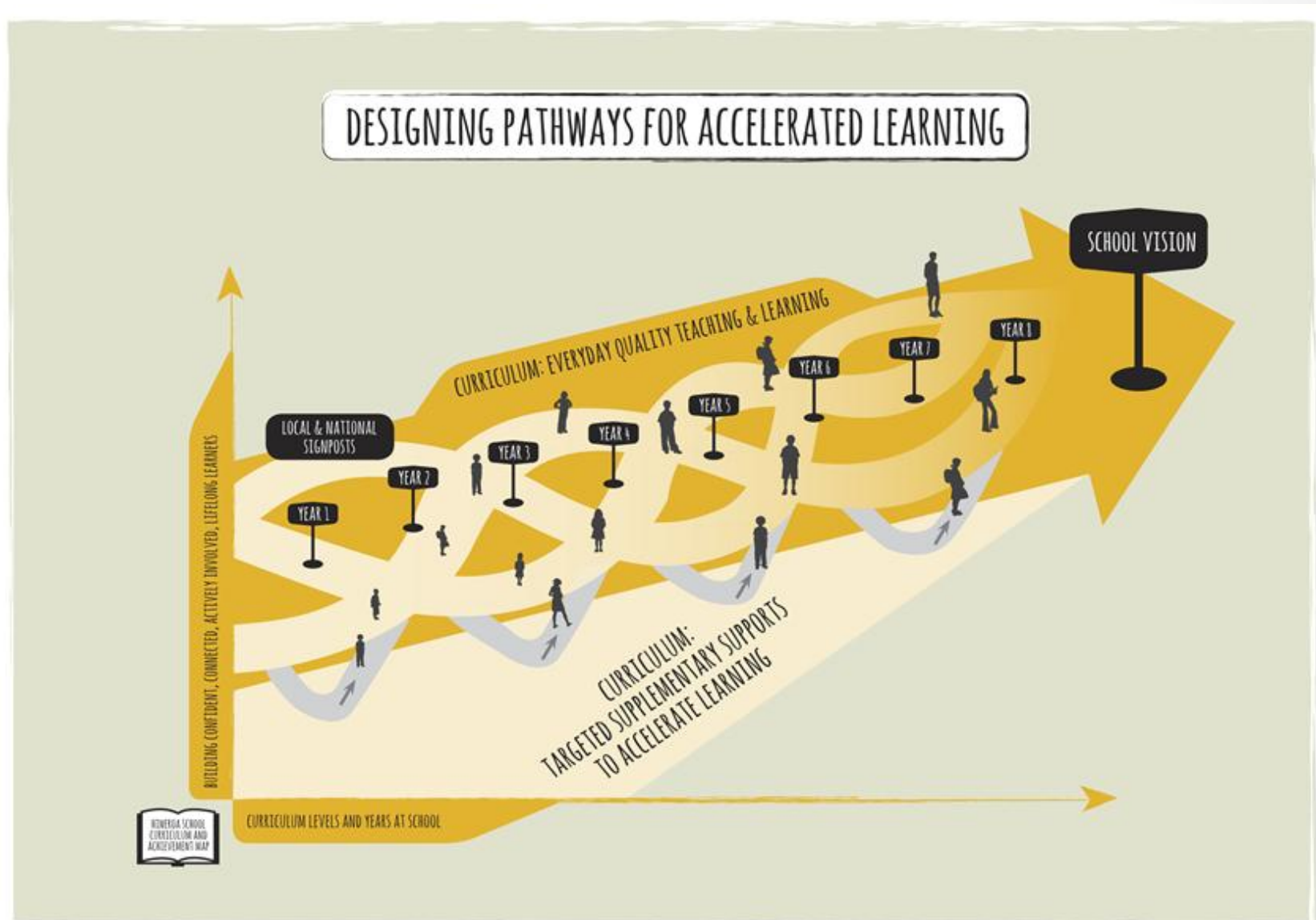
# Update

Teaching and Learning

**In this issue:**

- 02 Three Tiers of Support for Literacy Learning
- 03 Effective Classroom Teaching
- 05 Intensive Support
- 08 Specialist Support
- 08 Reviewing Your Decisions

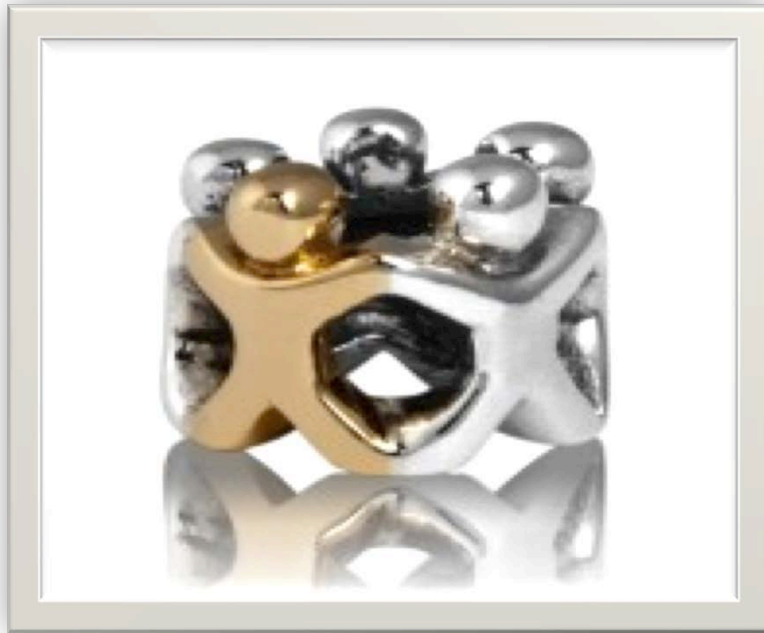
# Designing pathways for learning







# 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?

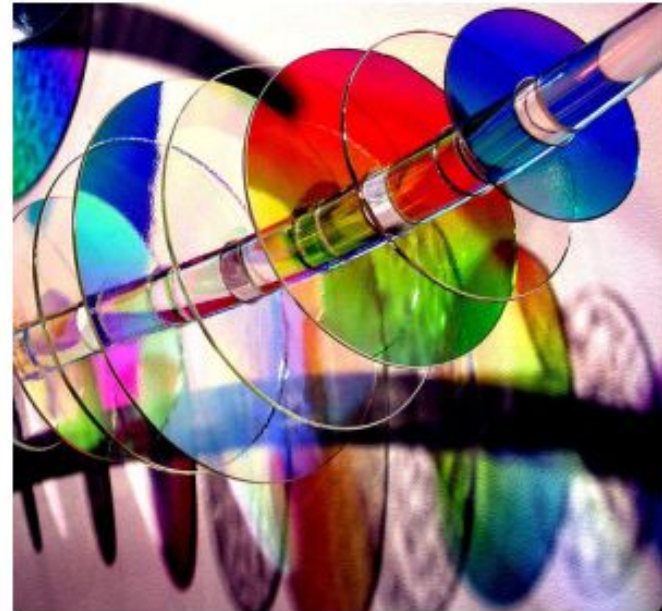
- A short-term (15 weeks),
- tier 2,
- literacy/learning
- intervention
- **in addition to** students' current literacy teaching ...

Which investigates...

***“What is acceleration and how do we achieve it?”***



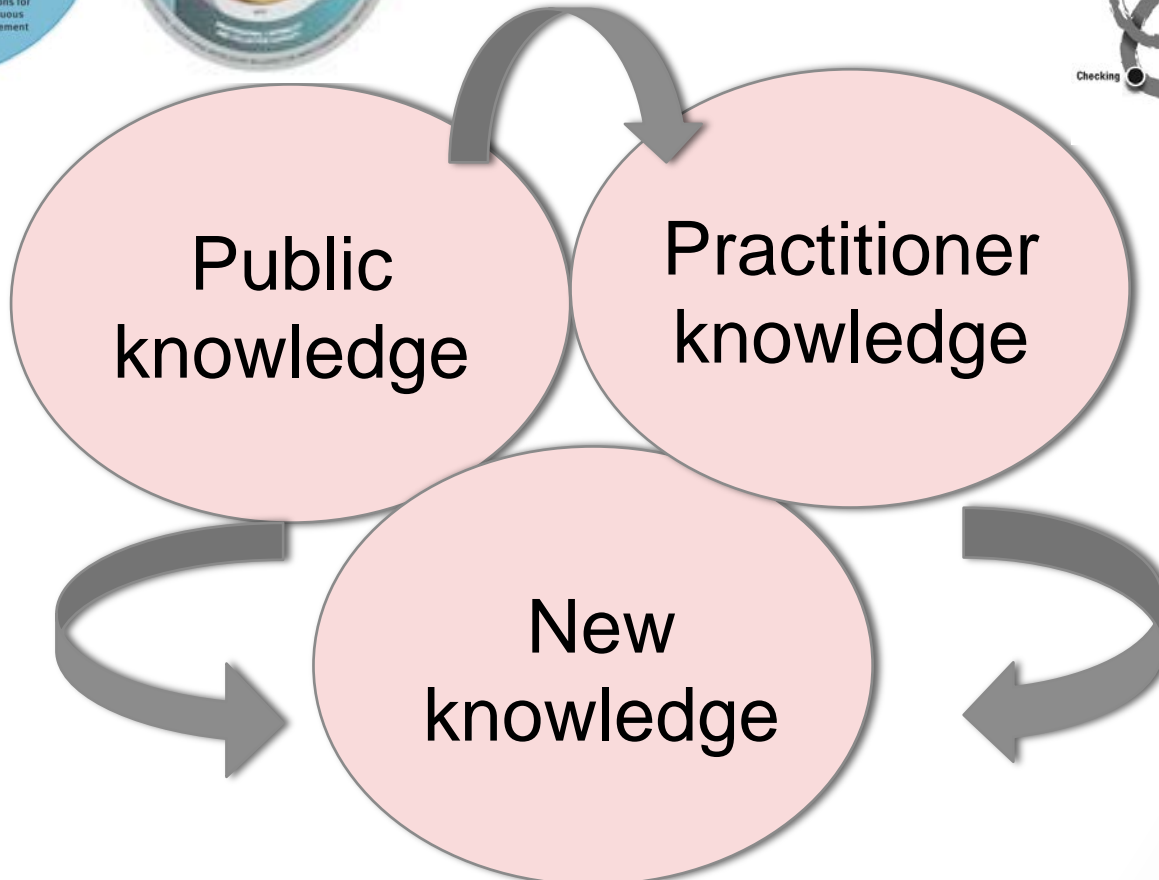
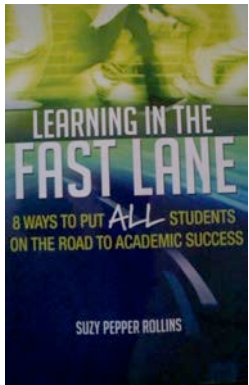
**It has an implementation process...**



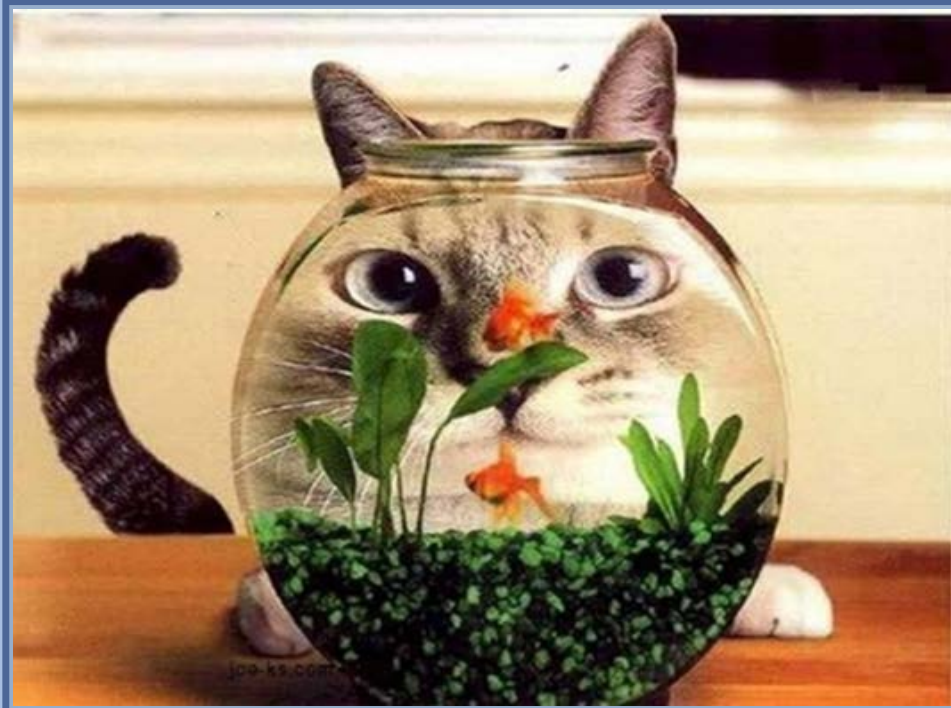
**... based on a logic of what works  
... through the Theory of Action (p22)**



# 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?

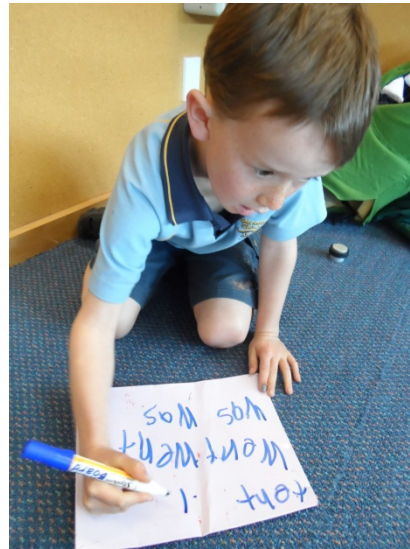
- School/class structure and organisation
- Collaborative school cultures
- An accelerative focus to learning
- Relationships
- Access to technology

# 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 (someMoE 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](http://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...

- Dumont (et al) The Nature of Learning – Using research to inspire practice (OECD 2014)
- 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](http://www.cse.edu.au) (April 2014)
- [nzcurriculum.tki.org.nz/system-of-support](http://nzcurriculum.tki.org.nz/system-of-support)
- Literacy on line – system of support