


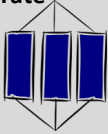
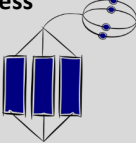



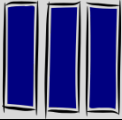
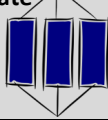





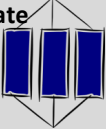
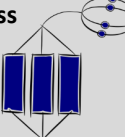



Accelerating the Progress of Priority Learners:

SOLO: Raising Student Achievement	Schools with no sense of urgency or understanding to accelerate progress 	Schools with little sense of urgency to accelerate progress 	Capabilities of schools aware of the need to accelerate progress 	Capabilities of schools that strategically trial a new approach to accelerate progress 	Capabilities of strategic and successful schools in accelerating progress 
Leadership Capability <i>To design and implement a coherent whole-school plan focused on targeted support for students and teachers for equitable outcomes</i> 	<ul style="list-style-type: none"> • Long-term improvement plans are not in place. • PLD is focused on what teachers think they need rather than supporting teaching practices to accelerate progress for students not achieving well. 	<ul style="list-style-type: none"> • Changes in culture, knowledge and practices are initiated across the school. • PLD is available for leaders, teachers and teacher aides. • Some teachers are provided with in-school coaching. 	<ul style="list-style-type: none"> • The innovation is supported by appointing a teacher who has the capability to succeed and was resourced for success. • Leaders are often involved in PLD to support the innovation. 	<ul style="list-style-type: none"> • Leaders demonstrate high capability to design, implement and evaluate a long-term plan focused on building both teacher and student capabilities. <p><u>These leaders:</u></p> <ul style="list-style-type: none"> - work as a team - know what is needed to build teacher capability and provided specific professional learning and development (PLD) - devise systems that supported knowledge building, improvement and inquiry. For example, appraisal and inquiry planning templates ask teachers to think about the affect of what they were doing and what they will do differently for particular groups of students. 	

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<p>Teaching Capability</p> <p><i>find and trial responses to individual student strengths and needs that engaged and supported students to accelerate their progress in reading, writing and mathematics</i></p> 	<ul style="list-style-type: none"> • Many practices in response to the achievement data are business-as-usual, too general, or too disconnected from the classroom. • Teachers are not confidently interpreting assessment data or responding to individual student's strengths and needs. <u>They have little understanding of:</u> <ul style="list-style-type: none"> - acceleration - expectations as described in The New Zealand Curriculum and National Standards. 	<ul style="list-style-type: none"> • Inconsistent teaching practice is evident across the school. • Teachers use a range of assessment information but often limit formative use of data. Little interpretation of data means teachers are unable to identify next steps for students. • Small groups of students are given extra time for reading, writing or mathematics. • An over reliance on particular programmes is found without a parallel focus on improving teacher practice. The affect of these programmes on student outcomes is often not reviewed. • If there is particular supplementary instruction, it is often not deliberately linked to students' classroom experiences. 	<p><u>The individual teacher involved:</u></p> <ul style="list-style-type: none"> - understands acceleration - understands progression and expectations – curriculum and National Standards - know and builds on individual student strengths - uses evidence-based practices. 	<ul style="list-style-type: none"> • Evidence-based effective practices are consistently used across the school. • Teachers have a strong understanding of acceleration, The New Zealand Curriculum (NZC), literacy and mathematical progressions, and National Standards' expectations. • School targets are clearly understood by teachers. • Individual student strengths and needs are used to design a teaching and learning programme to accelerate progress. • All teachers are committed to trying new things when student progress is unsatisfactory. 	




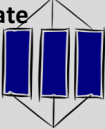
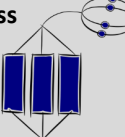

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<p>Assessment & Evaluative Capability</p> <p><i>of leaders and teachers to understand and use data, and know what works, when and why for different students</i></p> 	<ul style="list-style-type: none"> • <i>There is either no data or the data is not valid.</i> • <i>Data is not well used by teachers and leaders. For example there is often:</i> <ul style="list-style-type: none"> - <i>no data used to inform teaching</i> - <i>no monitoring of progress</i> - <i>no evaluation of actions</i> - <i>no identification of acceleration.</i> 	<ul style="list-style-type: none"> • <i>Often targets are not strategic and are described as something to aim at rather than something to shift. For example, aimed for 85 percent of students achieving at or above National Standards rather than shift 15 percent of students from achieving below and well below to at or above the standards.</i> • <i>Leaders use achievement data to identify a broad group of students achieving below or well below the standards but do not necessarily know or take into account the targeted students' specific interests, strengths and needs.</i> • <i>Leaders and teachers focus on summative use of data to show shifts in student achievement.</i> • <i>Limited formative use of data to evaluate effectiveness and improve teachers' or leaders' practices.</i> 	<ul style="list-style-type: none"> • <i>Clear systems are used to identify students achieving below and well below National Standards and to decide which students the school will prioritise resources for.</i> • <i>Ongoing monitoring of progress of all students in the innovation.</i> • <i>Teachers involved in the innovation understand and implement teaching as inquiry to design learning programmes and evaluate the affect of teaching decisions.</i> • <i>They know what works for which students and have a Plan B for those whose progress is not accelerated.</i> 	<ul style="list-style-type: none"> • <i>Cohesive planning and reporting is evident at three levels: BoT, school wide, and classroom. This ensures tactical resourcing and ongoing monitoring progress and affect of actions.</i> • <i>Teachers are confident in their Overall Teacher Judgements (OTJs).</i> • <i>OTJs and achievement data are used at school and classroom levels.</i> • <i>At school level, the data is aggregated to identify groups of students that the school needed to target support for accelerating progress. For example, support for particular year groups, gender, and ethnicity or support in particular learning areas.</i> • <i>School targets focus on students achieving below and well below National Standards.</i> • <i>School targets are discussed by teachers, leaders and board members.</i> 	



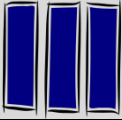
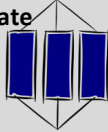
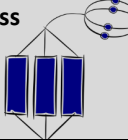






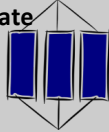
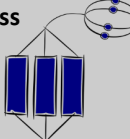

• *At classroom level, the data is disaggregated for each individual student and combined with teacher observations, other achievement data, and discussions with students. Teachers had rich descriptions of individual student's learning needs.*

• *Teachers understand and implemented teaching as inquiry to design learning programmes and evaluate the affect of teaching decisions. They know what works for which students and have a Plan B for students whose progress was not accelerated.*

• *Students who underachieve are closely monitored over a number of years.*

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<p>Quality of Relationships</p> <p><i>with students, parents, whanau, trustees, school leaders and other teaching professionals to support acceleration of progress</i></p> 	<ul style="list-style-type: none"> • <i>Genuine learning partnerships with parents and the board are not apparent.</i> 	<ul style="list-style-type: none"> • <i>Boards are aware of targets but do not have in-depth knowledge of their role in contributing to improving outcomes for these students (school leaders were not reporting achievement).</i> • <i>Partnerships with students or parents are not apparent.</i> • <i>A range of expertise is available but often an over-reliance on specialist teachers was found (no professional partnership from within the school to accelerate achievement).</i> 	<p><i>Students involved in the innovation know:</i></p> <ul style="list-style-type: none"> - <i>why they need to catch-up</i> - <i>that the teachers believe they can succeed</i> - <i>what their goals are</i> - <i>what worked for them</i> - <i>how they were going re progress.</i> <ul style="list-style-type: none"> • <i>Teachers involved in the innovation work with other professionals to develop a programme to accelerate progress. For example, other teachers, the Special Educational Needs Coordinator (SENCO), Resource Teacher Literacy (RTLit), and teacher aides.</i> • <i>Parents are aware of the innovation and are supported to develop ways to help their children learn at home.</i> 	<p><i>Students know:</i></p> <ul style="list-style-type: none"> - <i>why they need to catch-up</i> - <i>that the teachers believe they can succeed</i> - <i>what their goals are</i> - <i>what works for them</i> - <i>how they are going re progress.</i> <ul style="list-style-type: none"> • <i>Teachers work with other professionals to develop a programme to accelerate progress. For example, other teachers, the Special Educational Needs Coordinator (SENCO), Resource Teacher Literacy (RTLit), and teacher aides.</i> • <i>Parents are supported to develop ways to help their children learn at home.</i> • <i>Board trustees recognise leaders' and teachers' professional capability and expected achievement-based impact reports about the resourcing that they provide.</i> 	

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Curriculum <i>implement and design a school curriculum that engages students</i> 	<ul style="list-style-type: none"> Literacy and numeracy learning was not well connected to other aspects of the school's curriculum. 		<ul style="list-style-type: none"> Classroom curriculum is often based on student interests, but is not linked to the supplementary programme the students are withdrawn from class for. 	<ul style="list-style-type: none"> Close links are evident between supplementary and classroom literacy and mathematics. 	<ul style="list-style-type: none"> Depth of both classroom and supplementary curricula reflect literacy and mathematics use in the context of the school curriculum. The school curriculum reflects community aspirations and students' interests and includes student voice.

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Effective Strategies for Continuous Improvement 	<p><u>Leaders also need to:</u></p> <ul style="list-style-type: none"> - develop a culture where there was shared ownership and urgency for improving student achievement - develop a long-term plan that focused on improvement - understand and develop professional networks within the school - develop educational partnerships with students, parents and board <ul style="list-style-type: none"> • <u>Teachers and leaders needed to develop knowledge and practice in:</u> <ul style="list-style-type: none"> - data analysis and evaluation - National Standards expectations (and moderation processes for shared understanding of characteristics and judgements) - what works and leads to acceleration of progress - assessment for learning. • <u>Systems are needed for:</u> <ul style="list-style-type: none"> - evaluating the affect of classroom practices and school innovations - planning and reporting the link between annual targets and class targets - reviewing the school's curriculum to ensure it links to student interests, identities and cultures, and is based on the key competencies and principles of The New Zealand Curriculum and on the learning areas. • A support and guidance programme may be necessary to help the teacher progress. (E.g. weekly mentoring meetings with Principal / leadership team to help develop effective systems for identifying and catering for priority learners e.g. teacher planning, class observations. 	<p><u>Leaders need to:</u></p> <ul style="list-style-type: none"> - be aware of groups of students underachieving and champion teacher urgency and responsibility to support students to accelerate progress - develop a school-wide cohesive approach to accelerating progress that includes ways to link supplementary instruction with classroom practices - develop a shared understanding and ownership of the rationale for the urgency to improve outcomes for particular groups of students - promote the comprehensive and cohesive use of data at classroom and school-wide level to evaluate the affect of teaching on student achievement (e.g. in both teaching as inquiry and planning and reporting processes) so teachers know which students need to accelerate progress and know what works, when and why 	<p><u>Leaders need to:</u></p> <ul style="list-style-type: none"> - develop a plan that includes capability building of other teachers so they too can implement aspects of success from the innovation. <p><u>The plan needs to ensure all teachers across the school:</u></p> <ul style="list-style-type: none"> - own the responsibility to accelerate learning - rigorously use teaching as inquiry to monitor the impact of their practice - monitor and track student progress and achievement over more than one year. 	<p><u>Leaders need to:</u></p> <ul style="list-style-type: none"> - sustain improvements by continuously supporting innovation and rigorously evaluating the impact on all students' progress and achievement. 	



- ensure there was ongoing monitoring of at-risk students' progress and achievement.

Teachers and leaders need to:

- understand acceleration, curriculum, expectations and effective teaching practices.

- use all assessment information to know individual student's strengths and needs and to respond appropriately.

- review the curriculum to ensure it is based on what works and what is worth learning.

