Accelerating Learning in Literacy (ALL)

The success stories – What works for whom?

Adie Bonisch
Scott Wolfe

UC Education PLUS
University of Canterbury
The rearea (bellbird) is one of the smallest birds in the forest, yet it is capable of reaching the top of the kahikatea, the tallest tree in the forest.
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

Increase the amount of explicit instruction and instructional time
Knowledge building and a process of inquiry

Building on the Three Fields of Knowledge
Jackson and Temperley 2006

Public Knowledge
The knowledge from theory, research and best practice

Practitioner Knowledge
The knowledge of those involved – practitioners and contextual knowledge

New Knowledge
The new knowledge that we can create together through collaborative work and enquiry

Teaching as Inquiry

Focus on valued outcomes for diverse (all) learners
Effective pedagogy for valued outcomes for diverse (all) learners
Activation of educationally powerful connections
Leadership of conditions for continuous improvement
Productive inquiry and knowledge building for professional and policy learning

Learning in the Fast Lane
All
9 Ways to Put ALL Students on the Road to Academic Success
Sally Piper, Roland

Teaching as Inquiry

New Knowledge
The new knowledge that we can create together through collaborative work and enquiry

Practitioner Knowledge
The knowledge of those involved – practitioners and contextual knowledge

Public Knowledge
The knowledge from theory, research and best practice

Focus on valued outcomes for diverse (all) learners
Effective pedagogy for valued outcomes for diverse (all) learners
Activation of educationally powerful connections
Leadership of conditions for continuous improvement
Productive inquiry and knowledge building for professional and policy learning

Learning in the Fast Lane
All
9 Ways to Put ALL Students on the Road to Academic Success
Sally Piper, Roland

Teaching as Inquiry
2015 Te Waipounamu ALL Quantitative data

(n=1159)

- Māori At, Ab: 56%
- Total cohort At, Ab: 54%
- Māori acceleration: 70%
- Total acceleration: 68%
- Total cohort: 100%
Acceleration versus Remediation

• What is the difference between acceleration and remediation?
Is ‘acceleration’ clearly understood in your school?

Figure 1.1 Acceleration and Remediation: A Comparison

<table>
<thead>
<tr>
<th>Acceleration</th>
<th>Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-efficacy</td>
<td>Students perceive they’re in the “slow class,” and self-confidence and engagement decrease.</td>
</tr>
<tr>
<td>✓ Self-confidence and engagement increase.</td>
<td>Backward movement leads to a sense of futility and lack of progress.</td>
</tr>
<tr>
<td>✓ Academic progress is evident.</td>
<td></td>
</tr>
<tr>
<td>Basic skills</td>
<td>Instruction attempts to reteach every missing skill.</td>
</tr>
<tr>
<td>✓ Skills are hand-picked just in time for new concepts.</td>
<td>Skills are taught in isolation and not applied to current learning.</td>
</tr>
<tr>
<td>✓ Students apply skills immediately.</td>
<td></td>
</tr>
<tr>
<td>Prior knowledge</td>
<td>Typically does not introduce prior knowledge that connects to new learning.</td>
</tr>
<tr>
<td>✓ Key prior knowledge is provided ahead of time, enabling students to connect to new information.</td>
<td></td>
</tr>
<tr>
<td>Relevance</td>
<td>Relevance is not seen as a priority.</td>
</tr>
<tr>
<td>✓ Treats relevance as critical component to student motivation and memory.</td>
<td></td>
</tr>
<tr>
<td>Connection to core class</td>
<td>Instruction is typically isolated from core class.</td>
</tr>
<tr>
<td>✓ Instruction is connected to core class; ongoing collaboration is emphasized.</td>
<td></td>
</tr>
<tr>
<td>Pacing and direction</td>
<td>Passive, with focus on worksheets or basic software programmes.</td>
</tr>
<tr>
<td>✓ Active, fast paced, hand-on.</td>
<td>Backward movement; goal is for students to “catch up”.</td>
</tr>
<tr>
<td>✓ Forward movement; goal is for students to learn on time with peers.</td>
<td></td>
</tr>
</tbody>
</table>

Rollins, S. P. (2014). Learning in the Fast Lane: 8 Ways to Put ALL Students on the Road to Academic Success: 8 Ways to Put ALL Students on the Road to Academic Success. ASCD.
Strengthening partnerships with Family and Whānau

Evidence from our region (2015)

Use of digital tools

- SKYPE
- Email pictures of work successes goals/certificates
- Voice threads/audio files
- SEESAW app
- Writer’s club blog
- ALL blogs
- Telephone - voice messages
- Text messages

Whānau involvement

- Invitations to: morning tea/afternoon tea; workshops for parents – processes
- Seeking input from family and whānau and agreeing on ways to communicate
- Co-construction of writing and reading with their child
- Information from family/whānau - surveys, chats about interests of their child
- Brag letters to the teacher
- Engaging in on and off site meetings
- Developing ‘learning packs’ for family and whānau to access
- Learning talk - successes, goals and pathways of progress
- Writer’s café - opportunities to write at school with their child
- Responding to blogs, SEESAW
Strengthening partnerships with Family and Whānau

Evidence from our region (2015)

**Traditional**
- Notebooks, Journals
- Folders
- Fancy pens

**Other opportunities**
- ALL students buddied with an adult at school: Teachers & school community
- Tuakana Teina – buddied up with another student

**Using whānau/community workplaces as a context for literacy learning**
- A child a week – fortnightly focus on a child and an experience with their parents
- Visiting the bakery
- Visiting the shearing shed
Strengthening partnerships with Family and Whānau

Evidence from our region (2015)

**Tenacity**
- many little things add up

**Positivity**
- make a decision to share the positive – often!

**Parent Voice**
“It has transformed his attitude towards all aspects of written language. He is now writing with confidence and reading with confidence. He used to be rather intimidated by writing, but now he thinks of himself as a writer.”

**Student Voice**
“My writing can help others with their writing. I’m proud of my work; I don’t always want it to be a secret.”
Knowing the learner – knowing their Identity, Language and Culture

Challenge: how can we get to really know who our learners are?

Identity Language and Culture
Relationships beyond academic
Contexts for learning
Responsive to students interests
Student voice

Emotions + motivation
Passion
Accessing community to engage learners
Interests

Students sharing their learning
Can teach others
Can help others
Collaboration help with learning
What worked for whom: teacher strategies

• “I do it, we do it, we do it, we do it, you do it.”

• Using their knowledge of Literacy Learning Progressions to teach the skills and behaviours at the year level of the student

• Revising new teaching and providing opportunities to practice what has been learnt

• Knowing what students know and what they need to learn next with visual or written supports for students to ‘see’ their progress

•Explicitly teaching oral language

• Providing scaffolds for learning when needed and then strategically removing them
What worked for whom: student strategies

- Able to develop their own learning goals and set them up to track their own learning e.g. learning pathways
- Able to use their prior knowledge to learn what is unknown from what is known
- Able to show/say/ know when they are successful with their own goals
- Connecting the contexts for learning because they reflect his/her interests
- Sharing and celebrating their literacy successes
- Expecting to read and write independently
Quality literature
Pathways of Progress (POPs)

• Use of the Literacy Learning Progressions enabled schools to develop individual pathways of progress for students.

• Key aspects:
  ✓ enables teachers to identify the expertise, knowledge and skills students demonstrate,
  ✓ teachers focus on the end point (expectation) for students to be at the end of the intervention,
  ✓ teachers plan short terms goals with regular cycles of inquiry and review,
  ✓ assists the identification of what big ideas need to be taught first and fast,
  ✓ makes visible and often co-constructed with the student involves the student in the learning, goal setting and successes.
In their second year at school, students create texts for instructional writing purposes as well as to support their other learning across the curriculum. They write in order to think about, record, and communicate experiences, ideas, and information that relate to a curriculum topic.

After two years at school, students understand their purpose for writing and use an appropriate simple process to help them achieve their purpose. They generate their ideas in many ways, including brainstorming with peers, with the teacher, and independently.

When students at this level create texts, they:
- use simple planning strategies to organise their ideas and adapt their planning as they think of connected contexts.
- apply correct conventions that are related to the curriculum topic, with some limited accuracy.
- use writing that is in response to feedback and/or for clarity and accurate spelling.
- proof their text to check punctuation and spelling, e.g., by using their previous writing and other sources to find or verify correct spellings.

They draw on knowledge and skills that include:
- using their personal content vocabulary of written words as well as words and phrases that are part of their expanding oral vocabulary.
- using their developing phonemic awareness to form new words accurately by changing or taking out some of the sounds in a word or by adding new sounds to words.
- using their expanding memory to spell personal vocabulary as well as high frequency words which could include most of the words in sentences 1 and 2 as well as words of the high frequency words inassetlist 3 and 4.
- extending spelling with similar words by:
  - using their knowledge of diverse phoneme-grapheme relationships to write some of the sounds of English in different ways (e.g., phone,ough,price).
  - applying strategies such as sounding out words, making analogies to words that sound or look the same, and using known chunks and rhymes.
  - using their increasing knowledge of morphology to correctly spell word endings and other morphemes (e.g., greatest, fastest).
  - applying their knowledge of simple spelling rules (e.g., using -ing for past verb ending in -ie, such as hide).

They attempt some variety and precision in the use of sentence, word, and paragraph level structures.

They write about a variety of topics and situations, including:
- describing places and events, with increasing accuracy and detail.
- using appropriate test structures for text types such as: simple, complex, and compound sentences.
- using simple sentence structures, with subject-verb agreement and word-internal punctuation, e.g., using full stop, question marks, or exclamation marks to end sentences (using capital letters at the beginning of sentences, for example: "I am happy.").

The writing at this level is usually accurate and complete, with occasional errors.

These lists are in O’Dea (1999) as they are examples only, and teachers may refer to other reputable lists of high frequency words.

In their third year at school, students create texts for instructional writing purposes as well as to meet other planning purposes across the curriculum. They write in order to think about, record, and communicate experiences, ideas, and information that relate to a curriculum topic.

After three years at school, students independently create texts using a process that will help them achieve their specific purpose for writing. They choose a planning task that is clearly directed to a particular audience through appropriate choice of content, language, and text form. However, they may often assume that their audience is familiar with the content.

When students of this level create texts, they:
- use planning to organise their ideas efficiently, e.g., by using lists and mind maps that integrate main ideas from detail and complex language for writing.
- use context, mostly relevant, that conveys several experiences, items of information, and of words relating to the topic or news or discussion topic, or both.
- use writing for social and personal expressions, sharing their writing with their peers feedback on their writing efforts.
- use their writing to check the spelling, grammar, and punctuation, grown in their own developing knowledge about words and sentence construction and spelling/grammar rules which are appropriate, in a variety of modes, dependent on their purpose and audience.

They draw on knowledge and skills that include:
- using increasingly specific words and phrases, e.g., describing more precise details and topics that are appropriate for the content of the text.
- using their visual memory to spell personal vocabulary and high frequency words (e.g., many words from essentails facts 1, 2 and 3 from last year and last year).
- extending spelling with unfamiliar words by:
  - using their knowledge of phoneme-grapheme relationships, along with their developing awareness of spelling conventions, to select correct spelling patterns for words sounds in context of sentences, e.g., spelling the letter sound correctly in both catch and kitchen.
  - applying their growing knowledge of words relating to adding simple plural suffixes such as those in babybabies and halffracial and their growing knowledge of morphology (e.g., adding -s to bear to make bears)
  - applying their expanding knowledge of graphemes (e.g., of phonemes such as or, ear, air, or, and ear, which record sounds) to write words correctly.
- using simple written language features (such as abbreviations) and visual language features such as hand-drawn diagrams to support meaning.
- using more specific correct decisions, e.g., indicating, also, and, and, that are usually grammatically correct.
- extending to write complex sentences, constructions and sentences in which the various are mostly consistent, e.g., writing short sentences, full stops, question marks, and exclamation marks correctly.

Making good pages but still not more yet.

These lists are in O’Dea (1999) as they are examples only, and teachers may refer to other reputable lists of high frequency words.
Planning for Acceleration – Pathways of Progress for each student

All of the information you have gathered about the child and their family.

Comments on students as they learn.

How the classroom teacher records their ‘noticing’.

Significant events in the child’s learning.

How will your planning be informed from what you have noticed?

Identify what is working and is making a difference to learning. Intervention teachers need to build adaptive expertise
**Pathway of progress for a year 4 student**

**Organisation**
- The teacher will:
  - Provide planning and organisation tools and scaffolds to support thinking.
  - Sentence stems, paragraph planners, subheadings.
- The student will:
  - Use strategies to plan and organise ideas.

**Text structure**
- The student will:
  - Proof read for sense.
  - Use a variety of sentences.
  - Use appropriate punctuation including capitals, ?, !, ,, ,

**Purpose for writing**
- The student will:
  - Use text form, context and language to show awareness of the audience.
  - Reread for meaning and fitness of purpose.

**Vocabulary**
- The teacher will:
  - Support students to build a bank of new vocabulary through word clines, thesaurus use (incl ICT) creating resources of alternative words.
- The student will:
  - Use precise nouns, verbs, adverbs and adjectives.
  - Increase vocabulary using thesaurus and dictionary resources.

**Encoding**
- The student will:
  - Re-read for spelling accuracy.
  - Learn lists 1-4 and most of 5-7.
  - Use more common spelling patterns.
- The teacher will:
  - Hot spot spelling patterns.
  - Some explicit teaching around root words and affixes.
  - Support students to ask "Is that the best estimate of spelling? Can I find the correct spelling?"
  - Provide spelling activities that support lists 1-7 i.e. highlighting tricky parts, write, cover, check.

**End point**
- THIS STUDENT will be able to:
  - Write relevant content and include details and comments.
  - Re-read writing for clarity and purpose.
  - Proof read for accuracy.
  - Use a variety of sentence structures and appropriate text types.
  - Spell essential lists 1-4 and many of 5-7.
  - Use some writing features.
  - Use appropriate vocabulary.
  - Correctly use more complex punctuation.

**Curriculum contexts**
- E.g. Anzac day.
- Science fair.
- School magazine.
Getting started - Pathways of Progress

Teachers

• Consider the end point (NZC expectation) .... and the starting point of the student

• Identify an achievement trajectory

• Plan the steps

• Build in review

• Generate a co-constructed learning pathway with the student
Explore, discuss, consider

Developing a Pathway of Progress for a student in your class

✓ Using the information you have on your student, and the LLPs, identify the knowledge, skills and expertise the student currently exhibits.

✓ Identify the key characteristics (knowledge, skills and expertise) the student needs, to be demonstrating accelerated progress.
He aha te mea nui o te ao?
He tangata, he tangata, he tangata.