Karakia timatanga

Tau mai te mauri o te wānanga,

Ki runga ki ēnei pūkenga,

Kia mātāmua ai, ko te ako kounga, a te tamaiti,

Ko ia ki mua, ko ia ki muri o ēnei kōrero,

Kia puta ai ia, ki te whaiao, ki te ao mārama!

Hui e, tāiki e!

Bestow the life force of learning,
Upon these repositories,
So that aspiration of quality learning for our children is
paramount,
And remains at the forefront of all of our works,
So that they may flourish and thrive,
For all eternity!

Tikanga mō tēnei hui ā-ipurangi

Webinar protocols

- Please stay on mute
- Please introduce yourself with your name and school in the 'chat'
- Feel free to put questions in the chat as we go
- Additional Q&A at the end
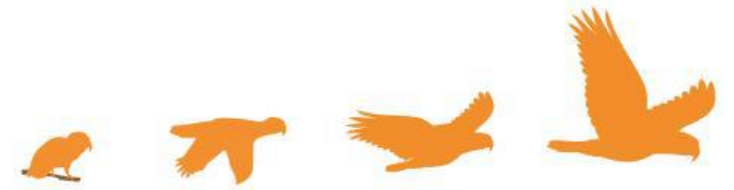- This session is being recorded and will be available online

Ma te huruhuru, te manu ka rere

Adorned with feathers, the bird is able to fly

Ngā kaupapa o te wā

Kaupapa matua

The purpose of this webinar is to:

1. Define what effective **targeted support** and **acceleration** means.

2. Understand how targeted support can accelerate **literacy** learning.

3. Explore high impact acceleration strategies...

... to support students' learning for and achievement in the NCEA Common Assessment Activities for the NCEA Literacy co-requisite.

Whakaaro tuatahi | Starter questions

In breakout groups consider the following pātai…

- What is **effective targeted support**? What are the characteristics of **effective targeted support**?

- What targeted supports do you already have in place in your school / learning area /class?

- How can targeted support accelerate literacy learning?

- What **acceleration strategies** are you already implementing in your school/ learning area/ class?

* Please ensure one person is prepared to share back a brief summary from each group when we return to the main room.

What is effective targeted support?

What is effective targeted support?

Universal (Tier 1)

- Whole of school approaches, across all learning areas, whole class curriculum

- e.g. explicit vocabulary, school-wide or class scaffolds (PEEL, TEXAS etc.)

Targeted (Tier 2)

- In-class approaches, targeted support, focused instruction for small groups

- e.g. frontloading and unpacking literacy requirements, structured reading programme etc.

Tailored (Tier 3)

- Individual specialised approaches and specific supports for unique learning needs

Te Matua

Universal

Strengthens inclusive environments, cultures and practices.

Te Kāhui

Targeted

Offers focused approaches to enhance participation, learning and wellbeing.

Te Arotahi

Tailored

Provides more specific supports for unique needs and contexts.

What is effective targeted support?

- **Targeted support** builds on **Universal (tier 1)** classroom teaching, accelerating the progress of students needing extra help so they can fully engage with their year level curriculum.

- Continuity between your classroom teaching programme and targeted support is important so that your students benefit from **additional practice and repetition**, rather than being cognitively overloaded with new or different content.

- **Targeted teaching accelerates progress through focused small-group instruction.** It is additional, **explicit** instruction that **models** skills, addresses specific needs, and helps students apply learning in new contexts – it's not just more lessons.

- Effective targeted teaching reflects students' cultural identities, languages, knowledge, beliefs, and experiences.

Source: <u>Accelerating progress in literacy – Teacher guidance</u>

What is effective targeted support?

Characteristics of effective targeted support

- Designed for small-groups needing addition scaffolding

- Provides intensive, focused instruction

- Connects with and builds on the classroom programme

- Involves frequent, explicit instruction and modelling with more opportunities to rehearse, retrieve, respond, and practice

- Is guided by diagnostic/ formative assessments (e.g. e-asTTle, Literacy Learning Progressions) to identify skill gaps, with regular progress monitoring to adjust or increase support if necessary.

- Is intentional, time-bound, and goal-orientated.

Source: Accelerating progress in literacy – Teacher guidance

What is effective targeted support?

Suggestion for small group interventions.

- Small groups (5-6)

- 1-2 hours per week, per group (for X number of weeks – between 6 - 10).

- Sessions should be designed to support learning and practice of key literacy skills and assessment preparation.

- The timing of the session is to be flexible to fit into individual school timetables

- 2 x rotations (suggesting one before the May CAA and the other before the September CAA)

What is effective targeted support?

Examples of practice - Reading

- Direct vocabulary instruction, including morphological awareness skills e.g. vocabulary jumble, word mapping / clustering, Frayer model, word part analysis

- Modelling and explicit teaching of reading comprehension strategies e.g. pre-reading skills, skimming and scanning, making predictions, anticipatory reading guide, identifying main ideas and supporting details, comment codes, summarising, graphic organisers, I-Charts

- Explicit text structure instruction – text types and conventions

- Collaborative or paired reading strategies e.g. jigsaw reading, reciprocal teaching

adapted from Gillon et al., 2024 pp. 39-40

What is effective targeted support?

Examples of practice - Writing

- [Sentence combining](#)

- Scaffolding paragraph structures e.g. using acronyms, [dictogloss](#)

- Shared writing e.g. [pass it on](#)

- Using [writing / text frames](#)

- Processing / annotating exemplars or model texts

- Modelling – making writing processes visible (brainstorming, planning, drafting, editing, revising, proofreading)

- Peer editing using a writing checklist

- Feedback and feedforward, including error correction

What is acceleration/ accelerated learning progress?

What is acceleration?
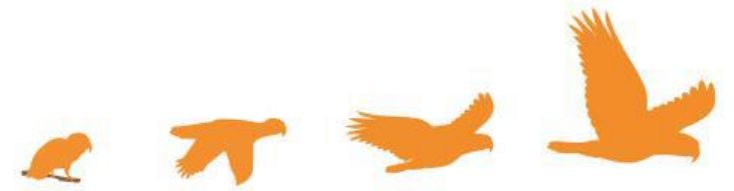
" ... advancing the learning of children [who need to build prior knowledge] related to content at their current year level. Accelerated learning is **achieved through specific teaching strategies, learning conditions, or scaffolded supports that enable learners to acquire skills more rapidly than they would under 'usual' teaching conditions.** It relies on **continuous monitoring of student progress against benchmarks and progress indicators,** ensuring that the learning process remains aligned with year-level expectations."

Gillon, G., et al, 2024
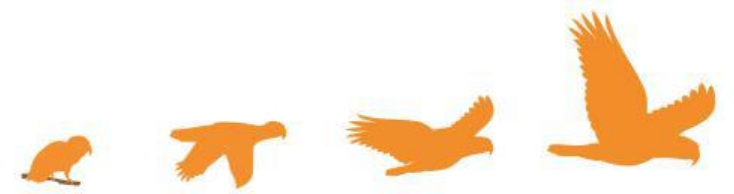
Focus on…
acceleration
…rather than
remediation

FIGURE 1.1. Acceleration and Remediation: A Comparison

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

What is acceleration?

Characteristics of acceleration practice

- **Focus on acceleration not remediation –** learning is forward-moving, face-paced, and active.

- **Data informed** - effective acceleration starts with **diagnosing students' specific literacy needs** (usually using standardised testing e.g. e-asTTle, PAT).

- **Connected to prior knowledge** –supporting ākonga to understand new information more readily and make learning relevant and more meaningful.

- **Explicit teaching** - instruction is then tailored to address identified gaps, such as vocabulary, comprehension, or written structure.

- **Scaffolded literacy instruction** - teaching is **scaffolded** to allow students to quickly progress in complexity, growing confidence and independence.

- Is guided by on-going **formative assessment** (e.g. Literacy Learning Progressions, subject-based assessment), with regular progress monitoring to adjust or increase support if necessary.

What is acceleration?
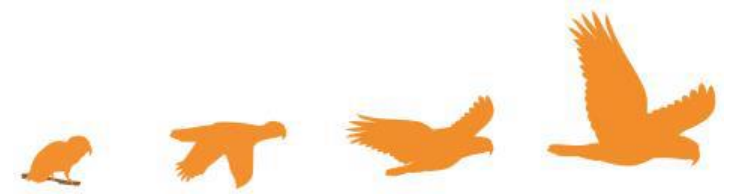
Examples of practice – Learning conditions

- Short, sharp focused sessions with clarity of purpose

- Learners can articulate their goals

- Pre-teaching / frontloading of specialised and academic vocabulary used in texts

- Scaffolding provided within the context of new learning

- Learners work collaboratively in a safe learning environment

- Targeted, unambiguous and prompt feedback to learners

How targeted support can accelerate literacy learning

How targeted support accelerates Literacy learning

- **Connected** – provides the right support and prioritises immediate needs without replacing classroom learning

- **Integrated** - Integration with core classroom activities to prevent isolation, duplication, or cognitive overload.

- **Embedded** - Literacy acceleration is most effective when embedded in all learning areas across the curriculum, not just English.

High-impact acceleration strategies

High-impact acceleration strategies

For Literacy

1. **EXPLICIT TEACHING (Explicit, Systematic, Cumulative):** Using structured literacy approaches in secondary contexts

2. **ACTIVIATING PRIOR KNOWLEDGE:** Cross-curricular literacy initiatives

3. **SCAFFOLDING**

4. **ASSESSMENT FOR LEARNING:** Student-led goal setting and reflection

5. **SPECIFIC ACADEMIC FEEDBACK & FEEDFORWARD:** Rapid feedback cycles

6. **DEVELOPING ORAL LANGUAGE:** Integrating oral language activities

7. **COLLABORATIVE LEARNING OPPORTUNITIES:** Targeted support for small groups

8. **CULTURAL RESPONSIVENESS:** Culturally sustaining text selection

Our **Te Manu Ka Rere: ACCELERATING LITERACY LEARNING** guide, which provides some further detail, will be sent out with these slides.

Explicit Teaching of Key Concepts

I Do

Use of exemplars and modelling to develop success criteria

e.g. *I do: Teacher models through a read aloud how to identify bias in a Science text. Students identify success criteria from teacher's modelling with support from teacher if necessary.*

We Do

Tasks aligned to learning intention (strategies for literacy and numeracy)

e.g. *We do: Students and teacher work together to use success criteria to identify bias in a text using guiding questions. Use SCs to focus on quaity of responses.*

Formative assessment: Who is ready for You Do and who needs further teacher support?

You Do

Tasks aligned to learning intention (strategies for literacy and numeracy)

e.g. *You do: Students work independently (alone, in pairs or groups) to use success criteria to identify bias in a text using guiding questions.*

Formative assessment: How well have students read to identify bias? Who needs further support?

Connecting to NCEA

Preparing for the NCEA Literacy CAA

- Plan explicit literacy teaching opportunities that accelerate literacy learning

- Provide targeted support for small groups

- Practice with previous CAA questions – including the digital version

- Develop digital readiness

- Support ākonga and their whānau to understand the NCEA Literacy Co-requisite CAA
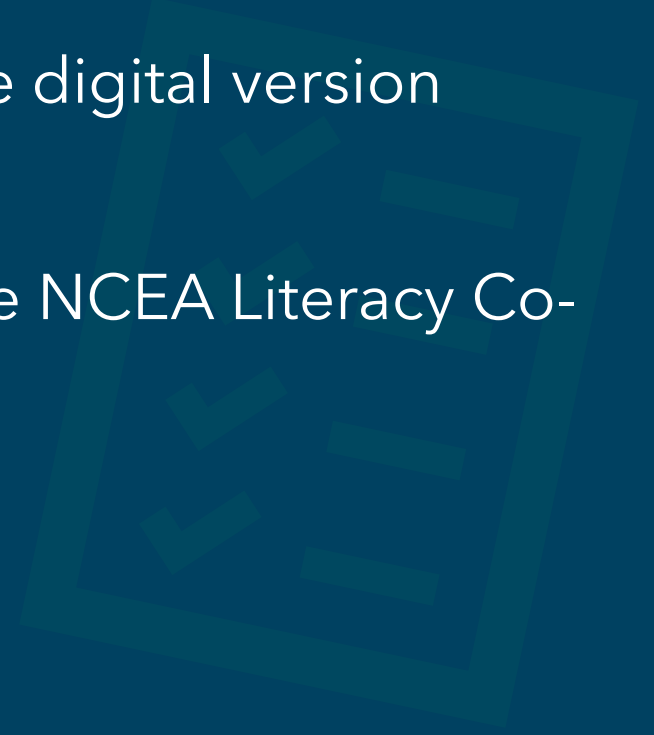
Whakaaroaro | Active reflection

ONE, ONE, ONE: In breakout groups consider the following pātai…

1 What is **ONE** learning from today's webinar that has **affirmed** your thinking?

1 What is **ONE** learning from today's webinar that has **challenged** your thinking?

1 What is **ONE burning question** you still have?

* Please ensure one person is prepared to share back any 'burning questions' from each group when we return to the main room, as a part of the Q&A following this reflection.

Q&A

Next steps

Webinars:

Targeted support and accelerating <u>Numeracy</u> teaching and learning.	T2 W3 Thu. 15/05/25 3.30pm-4.30pm	T2 W5 Thu. 29/05/25 3.30pm-4.30pm
Assessment for learning and assessment literacy for acceleration.	T2 W6 Thu. 05/06/25 3.30pm-4.30pm	T2 W8 Thu. 19/06/25 3.30pm-4.30pm
Accelerating Literacy and Numeracy using science of learning practices across the curriculum.	T2 W7 Thu. 12/06/25 4.00pm-5.00pm	T2 W9 Wed. 25/06/25 4.00pm-5.00pm
Supporting English language learners with NCEA literacy requirements.	T3 W1 Wed. 10/07/25 3.30pm-4.30pm	T3 W3 Thu. 31/07/25 3.30pm-4.30pm
E angitu ai te ākonga: E tautoko ana i ngā tini kaupapa o te reo matatini	T2 <u>TBC</u>	T2 TBC
E angitu ai te ākonga: E tautoko ana i ngā tini kaupapa o te pāngarau	T2 TBC	T2 TBC

Next steps

Drop-in coaching sessions: Online session for leaders to come with any questions they encounter following the *Actioning Goals for Success* school visits. A community of practice model, Q&A with leaders from across our TMKR schools.

Supporting Success Session (2): Online Session for leaders and their facilitators. This session designed to monitor progress, particularly of Year 12, provide feedback, and adjust strategies as needed. Also, to look forward to what additional support is needed moving forward (e.g. rotation 2)

Next steps

Further reading, additional tools and resources:

- **NCEA literacy co-requisite information**: https://ncea.education.govt.nz/literacy-and-numeracy/literacy/learning

- **NCEA Literacy and Numeracy resources for kaiako**: https://ncea.education.govt.nz/literacy-and-numeracy-resources#literacy-strategies

- **Accelerating progress in literacy – Teacher guidance**: https://newzealandcurriculum.tahurangi.education.govt.nz/accelerating-progress-in-literacy-teacher-guidance/5637260827.p

- Fisher, D., and Frey, N. (2013) *Gradual Release of Responsibility Instructional Framework*

- Gillon, G., et al., (2024) *Accelerating learning in oral language, reading, writing and mathematics*

- Walls, H. (2023) *Effective vocabulary instruction*

Karakia whakamutunga

Tēnei rā te whakairi ake i te kete o te wānanga,

Tōna mauri nō runga, nō Rangi, nō raro, nō Papa,

Tēnei te mauri o te mātauranga ka whakatakina ake,

Kia wātea ai ēnei pūkenga,

Hui e, tāiki e!

May we close these discussions of learning,
Whose essence is derived from both divine and earthly sources,
The life force of knowledge is reaffirmed
to allow this gathering to finish,
Forever bound!