

# The changing context of education in Queensland: implications for learning support

## Discussion Guide

### Make your voice heard

Take part in a public consultation to ensure that teachers have the support they need in the changing context of education in Queensland.

Education Queensland is seeking your opinion on a proposed model of language, literacy and numeracy intervention for all state schools.

Education Queensland Curriculum Division  
***November 2007***



# **Note from Reference Committee Chair and Assistant Director General: Curriculum Division**

There is a growing complexity in the background and circumstance of students coming to state schools and teachers in our schools have responded positively and energetically to the resulting challenges. In this context, it is important that system resources are used in ways that have maximum positive impact on students' learning outcomes and on professional learning support for teachers in our schools.

Across the globe, approaches to curriculum and pedagogy within learning support have become major issues for reconsideration and review. This discussion paper outlines an intervention model that we believe responds to these contemporary challenges and we seek your input and advice about the key issues raised. The model represents significant changes in thinking and educational practice as we seek to take a futures approach to providing maximum support to teachers in meeting the complex needs of students in a contemporary world.

I need to reassure you that these changes are not about any reduction in resourcing for intervention. The proposed model recognises that it is the classroom teacher who carries a significant load for an increasingly complex student population and needs access to the support of specialist colleagues.

This paper has come about through extensive consultation. A Reference Group has worked hard to conscientiously represent a wide range of stakeholder interests and Tess Hobbs has travelled the state to consult with stakeholder networks and focus groups.

On behalf of the Reference Group, I would like to invite you to give us your ideas by taking part in a state-wide public consultation focused on better outcomes for students.

You can make your voice heard by sending us your comments in a variety of ways:

- Online, to [Tess.hobbs@deta.qld.gov.au](mailto:Tess.hobbs@deta.qld.gov.au)
- By mail to:  
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# Contents

## INTRODUCTION

### **1.0 The changing educational context in Queensland: Implications for learning support**

|     |                                                                   |   |
|-----|-------------------------------------------------------------------|---|
| 1.1 | Queensland Curriculum, Assessment and Reporting Framework (QCARF) | 4 |
| 1.2 | Implications of QCARF on learning support                         | 4 |
| 1.3 | Changing demographics in Queensland schools                       | 5 |
| 1.4 | Implications of demographics for learning support                 | 6 |
| 1.5 | Current research in literacy and numeracy                         | 7 |
| 1.6 | Implications of research for learning support                     | 8 |

### **2.0 Taking on the challenge: Proposed new model for learning support**

|     |                                                            |    |
|-----|------------------------------------------------------------|----|
| 2.1 | Curriculum alignment within a whole-school approach        | 9  |
| 2.2 | Response to Intervention underpinning curriculum alignment | 10 |
| 2.3 | Leadership in the RTI model                                | 12 |

### **3.0 Making the transition: How could we do it?**

|     |                                                                                      |    |
|-----|--------------------------------------------------------------------------------------|----|
| 3.1 | The role of the Specialist Teacher: Language/Literacy/Numeracy in the proposed model | 21 |
| 3.2 | Proposed implementation                                                              | 25 |
| 3.3 | What do you think?                                                                   | 29 |

#### **Attachment 1**

|                                      |    |
|--------------------------------------|----|
| Literacy Leadership Five-Point Scale |    |
| Numeracy Leadership Five Point Scale | 30 |

#### **Attachment 2**

|                         |    |
|-------------------------|----|
| Reference Group Members | 40 |
|-------------------------|----|

#### **Attachment 3**

|                    |    |
|--------------------|----|
| Terms of Reference | 41 |
|--------------------|----|

#### **Attachment 2**

|                |    |
|----------------|----|
| Proposed Model | 42 |
|----------------|----|

#### **Attachment 5**

|                      |    |
|----------------------|----|
| Consultation process | 43 |
|----------------------|----|

# **1. The changing educational context in Queensland: Implications for learning support**

## **1.1 Queensland Curriculum, Assessment and Reporting Framework (QCARF)**

Innovative curriculum, assessment and reporting reforms have been endorsed by the Queensland Government. The Queensland Curriculum, Assessment and Reporting (QCAR) Framework will improve the quality of schooling and the comparability of assessment and reporting of student achievement right across the state. The framework promotes increased consistency across classrooms and continuity across year levels in what is taught and how it is assessed and reported in Queensland schools - a significant step forward for the 25 per cent of students and large numbers of teachers who change schools each year. Under the framework, student work of a similar standard will receive the same results whether students are educated in the city or remote areas, in public or private schools, and parents will be able to see whether their children's achievement is above, below or on par with expectations for that age group.

Parents can expect report cards that measure their children's achievement against age cohort peers across the state. That is, a "C" rating in a key learning area should be comparable in any school in the state. The introduction of this framework provides some exciting possibilities and also some challenges for teachers of the 20-30% of students whose capability in managing the Standard Australian English language, literacy and or numeracy demands of curriculum requires significant scaffolding.

## **1.2 Implications of QCARF for learning support**

Since the 1990s, student achievement has been conceptualised within an outcomes-based philosophy of education where learning is measured by individualised progression along a continuum. In most schools, reporting on student achievement has been made in relation to distance travelled, rather than against age cohort expectations and standards. Within this context, language, literacy and numeracy intervention has focussed on notions of modification, not only of curriculum access, but of the age cohort expectations of the curriculum itself. This is particularly the case in the middle phase of learning.

A change in conceptualising intervention practice is required to avoid the obvious implications of ongoing "E" ratings for students undertaking modified curriculum within the QCAR framework. The subsequent frustration that is inevitable for teachers and students if these practices continue within an emerging schooling culture aimed at the achievement of standards is likely to result in poor motivation, consequent behaviour management issues and low teacher morale.

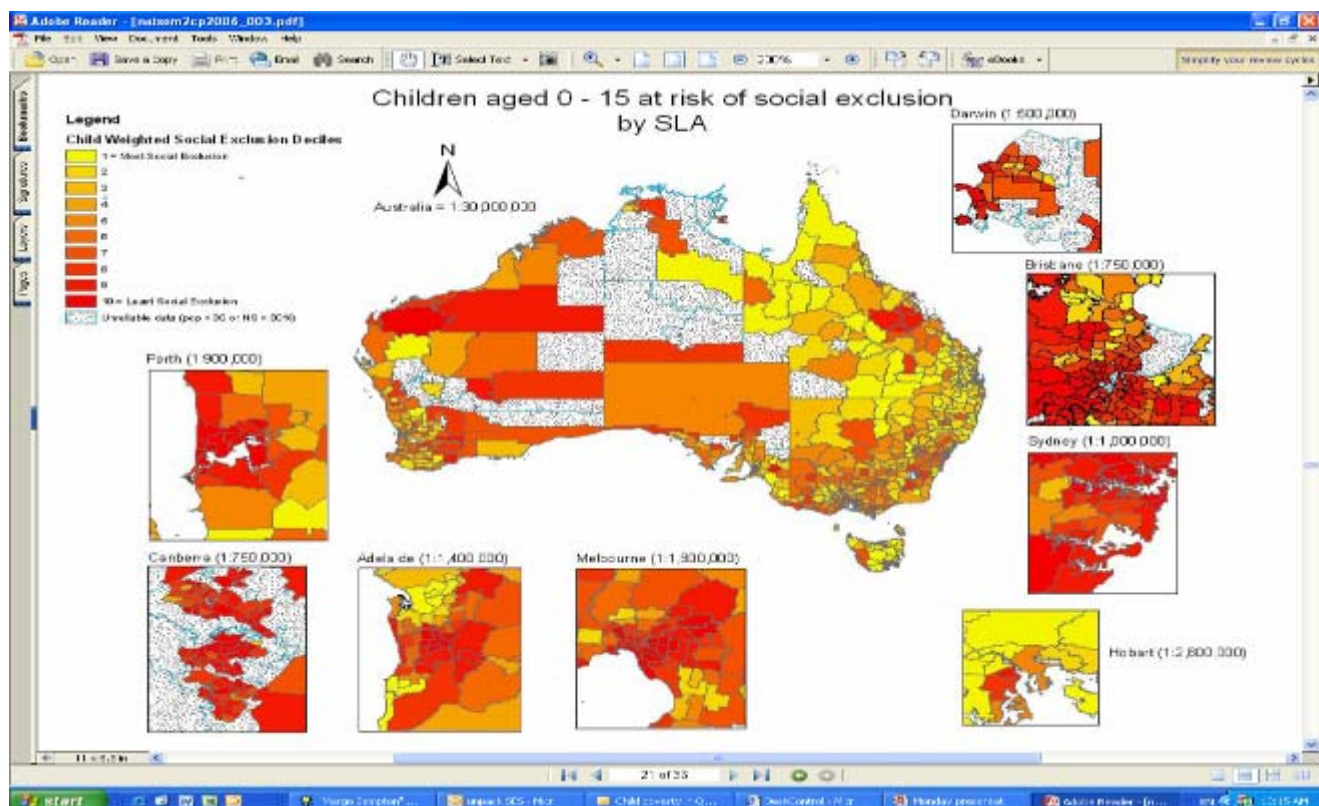
On the other hand, the provision of clearly stated expectations of Essential Learnings and accompanying

Standards at key junctures of schooling against which to report, are valuable tools for teachers and support teachers in their efforts to improve student learning.

### 1.3 Changing demographics of Queensland schools

The demographics of Queensland present a significant contextual challenge for educators in Queensland schools. A growing proportion of students (15%) are of first and second-generation non-English-speaking background (NESB) and there are almost 9000 English as a Second Language-funded NESB students. Through the *Literate Futures* Review, teachers reported that there were a high percentage of ‘hidden’ second language needs, particularly among Indigenous students and children of first generation migrants (Education Queensland 2000a, p. 66). Queensland also has a large proportion of Aboriginal and Torres Strait Islander students—more than 10 000. These students have a diversity of languages and dialects and range from those for whom English is a second dialect to those for whom English is a foreign language. The National Centre for Social and Economic Modelling found that 20% of Queensland children are living below the Henderson Poverty Line and Mandy Yap’s NATSEM Research (2006) found significant measures of social exclusion (indicators of poverty) in Queensland (see Figure 1)

Figure 1: NATSEM Research



## 1.4 Implications of demographics for learning support

The Queensland School Reform Longitudinal Study cited postcode, or poverty, as the consistent factor in students who fail to meet literacy and numeracy benchmarks (Education Queensland 2000a, p. 66). Students found to be consistently falling below included those who are Indigenous, mobile and from low socioeconomic backgrounds.

Current migration from other states to Queensland coupled with the demographics outlined above may go some way to explaining an apparent decline in the numbers of students reaching benchmarks in Queensland over the last three years. In 2003, the percentage of Year 7 students meeting National Benchmarks was 87% in reading, 94% in writing and 83% in numeracy. In 2005, the figures were 85% in reading, 94% in writing and 80% in numeracy, while 2006 saw a further decline in reading and numeracy: 83% in reading, 95% in writing and 76% in numeracy (PMR Branch, Department of Education, Training and the Arts). This apparent decline is of concern for a system that invests over \$200m each year in additional funds to address literacy and numeracy underachievement.

Allan Luke argues that while students who fall below the benchmarks bring rich language and literacy resources from their homes and communities, they are often not familiar with the literacies they need to successfully learn in school (How to make Literacy Policy Differently: Generational Change, Professionalisation and Literacy. A Luke - ALEA National Conference, Hobart, July, 2001). Cultural expectations of low socio-economic communities often demand casual and intimate language registers that differ significantly from the formal and consultative language registers that are expected in the middle class norms of schooling. Effective teaching of students with this level of cultural diversity requires awareness of the differences in language registers appropriate to different social contexts, and explicit teaching in the use of formal language registers of each key learning area of the curriculum (Victorian Department of Education, 2003).

The report from the state-wide scan of literacy practices in Queensland state schools, *Literate futures: report of the literacy review for Queensland state schools* (Education Queensland, 2000a) also highlighted the significant impact of intergenerational poverty on student outcomes and the need to embrace more complex understandings of students' literacy learning needs that took into account the growing diversity in the Queensland population. The report argued that the combination of diversity and socioeconomic marginality had become a mainstream pedagogical issue, particularly since the spread of students at educational risk are not distributed evenly across schools (Education Queensland 2000a, p. 66).

These demographics present a significant challenge for educators in state schools who largely carry the responsibility for increasing mobile students, and students who are indigenous, ESL and from low socioeconomic cultures. The density of students with additional scaffolding needs in language and

literacy particularly, cannot be addressed in a “student-by-student” approach. What is needed is a holistic approach at systemic and school levels.

## **1.5 Current research in literacy and numeracy intervention**

The current model of learning support in primary schools is based on a centrally prescribed process of Appraisalment. Typically, students who are not managing the literacy and or numeracy demands of curriculum by Year 4 are individually assessed and individual support plans written and implemented by classroom teachers and support teachers to address individual literacy and or numeracy needs.

As part of a state-wide review of literacy and numeracy intervention (DEST funded) conducted by Griffith University, (Wyatt-Smith, C. M., Elkins, J., Colbert, P., Gunn, S. J., Muspratt, A. (2007) the Investigations in Literacy and Numeracy (InLaN) study reviewed the Appraisalment process and recommended

*a shift in emphasis from individual student failure to improved classroom adaptation of pedagogy and assessment to match student learning needs. This entails the classroom teacher being the primary provider of learning support and specialists’ efforts should be coordinated with this* (Wyatt-Smith et al., 2007 InLaN p. 103 Vol 1.).

The InLaN Study (Wyatt-Smith et al., 2007, p.34) noted the narrowness of literacy and numeracy aspects assessed through the Appraisalment process and the frequent lack of transfer of the results of assessment through to the classroom teaching program. Also noted was what was considered to be an unnecessarily detailed amount of process and paper work in the process. Further, the *Teaching First* survey of school staff conducted under the direction of the current Minister for Education, the Honorable Rod Welford, found that Appraisalment was very high on the list of system requirements identified by practitioners as taking valuable time away from teachers and teaching.

Further, the InLaN study recommended a move away from prescribed and standardised decision making about intervention to school-based decisions about the balance needed

*The balance should change as is appropriate to the circumstances in particular schools. Both literacy and numeracy should be supported, well-researched interventions should be available, support be provided from Prep to Year 7 and schools be charged with the freedom and responsibility to use research, including action research, guided by their own data and published research evidence on effective and cost-effective interventions as this becomes available* (Wyatt-Smith, C. et al (2007).InLaN, p. 43 Vol 1.).

The national and international research, acknowledges that no single approach to improving literacy and numeracy outcomes is sufficient in all contexts for all children. Consistent in the research however, was the finding that of all the school factors it was the classroom teacher who makes the biggest difference to the achievement of students in educationally disadvantaged contexts (National Inquiry into the Teaching

of Literacy Executive Summary p. 19).

Also consistent in current national and international research in literacy and numeracy intervention is the view that whatever the needs of the individual child, a primary layer of intervention must be responsive teaching in the mainstream classroom. This is the solution to improving outcomes for a large percentage of at-risk students and imperative to sustaining improvement for those students who have received more individualized, intensive instruction in collaboration with learning support staff.

Internationally, the research points to a Response to Intervention (RTI) approach to intervention at this first layer of classroom teaching and also to providing a systematic way to ensure that students experiencing educational difficulties receive timely and effective support. The RTI approach is typically understood within the context of three layers of intervention embedded in a whole-school approach:

1. The first layer involves focussed curriculum, pedagogy, assessment and reporting that is aligned and responsive to the curriculum needs of students.
2. The second layer involves co-teaching and professional support to scaffold students who have been unresponsive in the first layer.
3. The third layer involves intensive pedagogy to scaffold students who have been unresponsive to the second layer of scaffolded teaching (Joint Committee on Learning Disabilities representing eleven national and international organisations June 2005)

## **1.6 Implications of research for learning support**

The InLaN study recommends the following changes to current practices in literacy and numeracy intervention in Queensland (Wyatt-Smith, C. et al (2007) InLaN 2007 Vol 1.):

- Students experiencing difficulties in literacy and/or numeracy need to be supported without needing to be labelled.
- Schools should determine how best to allocate resources to support students, supported by access to summaries of literature and opportunities to share experiences with other schools.
- The classroom teacher should be the key person who oversees all support within and outside the classroom for their students.
- A qualified specialist teacher in the leadership team should advise on whole-school planning and organisation of literacy and numeracy support, assist with identification of students at risk, work with teachers to maintain and analyse assessment and monitoring databases, monitor progress and approaches adopted (including the particular blend of approaches), and provide on-site professional mentoring and modelling (e.g. coaching model).
- Literacy and numeracy in all curriculum areas should be given the same attention as narrower literacy and numeracy currently assessed.
- Students of all ages should be supported, with consistent data collected on support and assessments.

- Accountability should be based on more complex sampling of literacy and numeracy, and predominantly interpreted against published criteria.

A RTI approach to intervention in Queensland state schools has the potential to address these recommendations and is consistent with other key Education Queensland initiatives such as the QCAR Framework, the Literacy Framework for Action and the Numeracy Framework for Action.

## 2. Taking on the challenge: Proposed new model for learning support

A new model for learning support is proposed that replaces Appraisalment and consists of two main components.

1. Intervention is conceptualised within a **curriculum alignment approach** where schools respond to gaps in their data through curriculum design, pedagogy choices and use of the pedagogy/assessment loop to monitor the effectiveness of intervention decisions at whole school/whole phase/whole Key Learning Area levels. Use of the term *data* throughout this paper is intended to include: individual student work samples and measures of progress including interviews; achievement ratings and state-wide achievement data.
2. Within a curriculum alignment approach, teachers and support teachers use a **Response to Intervention approach** to monitor student responsiveness to pedagogy, and to guide decision making about increasingly focussed pedagogy.

### 2.1 Curriculum alignment within a whole-school approach

Integral to the Queensland Curriculum, Assessment and Reporting (QCAR) Framework is the effective alignment of curriculum, pedagogy, assessment, and reporting, and this initiative provides a solid foundation for the implementation of a whole-school approach to intervention. Growing clarity about Essential Learnings and Standards against which to report, plan, teach and assess provides teachers and administrators with opportunities for collaborative professional practice and focussed efforts to address gaps in student learning.

As teachers develop greater clarity of curricular knowledges, curriculum literacies and numeracies and language demands in each key learning area, the process of formulating criteria and standards to make task demands explicit, and communicating these to students will assist teachers to focus their teaching, and to ensure the linkage between what students are expected to know and do and what they need to teach and assess.

### 2.2 Response to Intervention (RTI) underpinning curriculum alignment

As with all quality intervention, the RTI approach begins with quality pedagogy that is aligned with curriculum intent, assessment and reporting. Schools use the RTI approach to reflect on the effectiveness of their pedagogical choices.

### **Level One**

This first layer in the proposed approach relies on shared understanding of Essential Learnings and Standards, diagnostic tools and pedagogy that is aligned with diverse student learning needs. Schools analyse student achievement at a whole-of-school and whole-of-subject or class level to identify challenges in the whole-school/subject/class curriculum planning.

In the first layer, classroom teachers need:

- clarity in curriculum intent and standards
- diagnostic data of where students are at against the Essential Learnings and Standards
- clarity about who the students are and the teaching and learning processes that meet their needs
- explicit planning to meet the diagnostic and characteristic needs of students
- explicit pedagogy based on evidence of what works for their particular students
- closely monitored assessment/pedagogy loops to check whether or not students are learning
- professional support in decision making.

### **Level Two**

The second layer in the proposed approach provides some students with additional scaffolding to meet the Standards by key junctures. This layer of intervention continues to align with the class program designed to give the student multiple opportunities to achieve the Essential Learnings by key junctures. Schools allocate support staff to work alongside teachers in the co-teaching of the mainstream curriculum.

### **Level Three**

For some students intensive scaffolding may be required to achieve the Essential Learnings by the key junctures. In the proposed approach a third level of intervention involves the use of intensive pedagogy for short periods of time, or instruction in the use of compensatory tools such as assistive technology. Students who do not respond to this third layer of pedagogy are referred for a comprehensive evaluation by a multidisciplinary team including special education services.

At all levels of the proposed approach, teachers continue to closely monitor student responsiveness to pedagogy using the pedagogy – assessment loop. Student learning becomes monitored at increasing levels of intensity at each layer with increasing involvement of other staff in support.

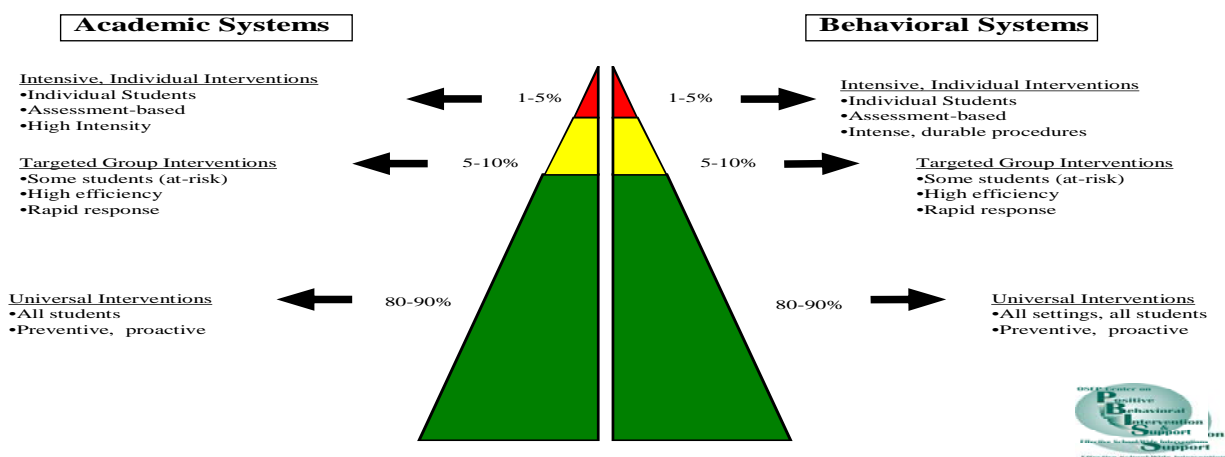
A Report by the National Joint Council on Learning Disabilities representing eleven national and

international organisations, June 2005 found that the RTI approach produced benefits for all learners including:

- earlier identification of students by means of a problem solving approach rather than the “wait to fail” process
- reduction in the number of students referred for special education services
- reduction in the over identification of students from culturally and linguistically diverse backgrounds
- provision of more instructionally relevant data than traditional means of identification including progress monitoring through the use of curriculum-based, classroom-based assessment, student portfolios, teacher observations, and criterion-referenced standard achievement measures. (A Report by the National Joint Council on Learning Disabilities representing eleven national and international organisations, June 2005:6)

The Response to Intervention approach was also used to develop the Positive School-wide Behaviour approach that is favoured by Education Queensland for behaviour support. Figure 1 shows the links.

Figure 1: Response to Intervention approach New Mexico Education Department (2006)



The case studies below provide an illustration of how this approach has been successfully applied in a primary and secondary school context in Education Queensland schools.

### 2.3 Leadership in the RTI approach

While the RTI approach acknowledges that it is the teacher in the mainstream classroom that makes the most difference to student learning outcomes, it relies on effective curriculum leadership by the principal. (The essential elements in leadership for a whole-school approach to literacy teaching and learning are outlined in the Literacy Leadership Five-Point Scale provided in attachment 1). In the

proposed approach principals are responsible for providing clear leadership about literacy and numeracy standards required at each year level, and processes for addressing gaps at whole-school, class and student levels. Professional development through the QCAR Framework, Literacy Framework for Action and Numeracy Framework for Action will assist principals and middle managers in this task.

A specialist role in language literacy/numeracy is also an important ingredient in effective leadership for a whole-school approach. In the proposed approach, the Support Teacher Learning Difficulties role is enhanced to that of Specialist Teacher: Language/Literacy/Numeracy (STLLN). In line with the recommendations from the InLaN study, the specialist teacher collaborates with school staff as they identify students at risk of failure, organise support, build a performance database and monitor progress. In this way specialist teachers provide on-site professional mentoring and modelling (Wyatt-Smith, C. et al 2007 p.31 Vol 1).

A similar role has been adopted in Victoria, Western Australia and internationally where the specialist teacher's interaction with classroom teachers becomes a form of professional development because it includes collaborative analysis of classroom practice, values and builds on teacher expertise, and encourages the growth of a professional learning community.

The International Reading Association in collaboration with National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teachers Association and National Council for the Social Studies (2006) argue that effective use of this role is a form of highly targeted professional development and that it is a particularly potent vehicle for improving literacy and numeracy outcomes that is:

- grounded in inquiry and reflection
- participant-driven and collaborative, involving a sharing of knowledge among teachers within communities of practice
- sustained, ongoing, and intensive
- connected to and derived from teachers' ongoing work with their students

The research is explicit about the need for teachers to engage in collaborative and reflective practice with other practitioners if they are to develop the sophisticated skills necessary to improve student language, literacy and numeracy outcomes. Teachers are more likely to learn from direct observation of practice and trial and error in their own classrooms than they are from abstract descriptions of new teaching (Elmore, 1996; Fullan, 2000; Hayes et al., 2005; Darling-Hammond et al., 1995).

Characteristics of excellence in the role of Specialist Teacher: Language/Literacy/Numeracy is outlined in Table 1 (Shanklin 2006).

**Table 1: Adapted from Shanklin N., 2006**

| <b>Characteristics of Effective Specialist Teachers in Language/Literacy/Numeracy</b>                                            | <b>Role of a Specialist Teacher: Language/Literacy/Numeracy</b>                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Involves collaborative dialogue for teachers at all levels of knowledge and experience.                                          | Is careful to include all teachers regardless of knowledge and experience in professional learning.                                                                                                                                                                                                                                                                                 |
| Facilitates development of a school vision about language, literacy and numeracy that is site-based and links to district goals. | Helps a school determine qualities of excellent language, literacy and numeracy instruction that it wants to strive for.<br><br>Answers questions of and advises the school principal about language, literacy and numeracy learning. Facilitates teacher study groups. Leads or organizes other professional learning opportunities around language/literacy/numeracy instruction. |
| Is characterized by both evidence-based student and teacher learning.                                                            | Helps teachers examine student work; suggests appropriate assessments; models pedagogical practice, interprets data, assists in Response to Intervention efforts. Evaluates mentoring efforts and other professional development offerings.                                                                                                                                         |
| Is a form of on-going, job-embedded professional learning.                                                                       | Works to embed professional learning in the context of the school. Works along side teachers during the day. Implements sound practices for adult learning.<br><br>Helps teachers keep professional learning going after focussed efforts end.                                                                                                                                      |
| Involves classroom observations that are cyclical and knowledge building over time.                                              | Understands gradual release of responsibility. Helps teachers develop means to reflect upon their own teaching and make improvements. Understands differences in the language, literacy and numeracy strategies needed for particular content disciplines.                                                                                                                          |
| Is supportive rather than evaluative.                                                                                            | Helps teachers uncover areas where growth is needed. Assists teachers in being reflective about their own teaching. Understands gradual release and approximation of new learning.                                                                                                                                                                                                  |

Where the role has been implemented effectively, the following elements have been put in place:

- The Specialist Teachers: Language/Literacy/Numeracy are recommended by principals and:
  - are first and foremost excellent classroom teachers
  - have recognised credibility with staff
  - have demonstrated the ability to collaborate with staff and to provide simultaneous pressure and support
  - have a strong understanding of the state-wide syllabuses and standards and
  - have strengths in the language, literacies and numeracy of curriculum.
  
- Specialist Teachers: Language/Literacy/Numeracy are trained to high levels of skill in language,

literacy and numeracy leadership and in the ability to:

- collaborate in phase specific settings
  - clearly communicate the language, literacies and numeracy of Key Learning Areas
  - evaluate the language, literacy and or numeracy needs within various KLAs and interpret and use assessment data to inform pedagogy
- The roles of all players in the leadership team of a school are clearly identified.
  - Key roles work together and are careful to develop discipline knowledge, knowledge of teaching strategies (pedagogical knowledge) and the practical “how to” on the ground (pedagogical practice) in all Key Learning Areas.

**Table 2: Differentiation of key roles in the proposed model of intervention**

|                              | <b>Principals/DP's</b>                                                                                                                                                          | <b>Middle Managers</b>                                                                                                                                                                                                                              | <b>Teachers</b>                                                                                                                                                                                                        | <b>L/L/N Specialist</b>                                                                                                                                                                                                                                                 |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Discipline knowledge</b>  | Strategic view of knowledge needed. Determine PD and operational needs to support the on-going development of appropriate knowledge in all disciplines.                         | Maintain current knowledge in disciplines. Provide professional leadership in: <ul style="list-style-type: none"> <li>• on-going PD</li> <li>• professional conversations</li> <li>• mentoring</li> <li>• maintain professional networks</li> </ul> | Maintain current discipline knowledge, including the language, literacy and numeracy demands of each that is relevant to their role. Engage in on-going PD and professional conversations within learning communities. | Maintain current knowledge in language, literacy and numeracy. Analyse language, literacy and numeracy demands of disciplines. Support Middle Managers and teachers in the development of understandings of the language, literacy and numeracy demands of disciplines. |
| <b>Pedagogical knowledge</b> | Strategic view of pedagogical knowledge needed. Determine PD and operational needs to support the on-going development of appropriate pedagogical knowledge in all disciplines. | Lead learning communities of relevant and deep pedagogical knowledge. Support the development of synergy of pedagogical knowledge of the teachers and specialist. Source relevant PD and provide leadership in facilitating it.                     | Apply pedagogical knowledge to planning, pedagogy, assessment and reporting.                                                                                                                                           | Draw on specialist understandings that occur at the Intersection of the language, literacy and numeracy demands of disciplines to support teachers in responding to a greater diversity of learners.                                                                    |

|                             |                                                                                                                                                                                  |                                                                                                                                 |                                                                            |                                                                                                                            |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Pedagogical practice</b> | Strategic view of pedagogical practice needed.<br>Determine PD and operational needs to support the on-going development of appropriate pedagogical practice in all disciplines. | Lead Learning<br>Communities of practice<br>Support development of synergy of all the practices of the teachers and specialist. | Participate in communities of practice to increase and improve repertoire. | Maintain current expertise in pedagogical practice.<br>Model, coach and support teachers in learning pedagogical practice. |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|

## Case Study 1: The Model at work in a small rural primary school

Name State School (small rural school 60 students) was concerned about the numbers of their students who fell below the 3, 5, 7 numeracy benchmarks.

### First Layer of Intervention

Over a 12 month period, a Specialist Teacher: Language/Literacy/Numeracy (ST:LLN) worked with the Principal, Year Two Key Teacher and Regional School Improvement Officer to:

- analyse Year 2 Net, 3, 5, and 7 numeracy and student mathematics data in each class
- identify patterns of underachievement
- address those patterns in planning and pedagogy
- develop a base line on which to evaluate the effectiveness of the strategies chosen.

The ST:LLN worked with the whole staff to:

- build capability in knowledge of mathematics and numeracy
- build capability in understanding the Mathematics syllabus
- build capability in understand principles on which effective mathematics and numeracy teaching is based
- negotiate an approach to the teaching of mathematics and numeracy that would be taken on as a whole staff developmentally across the school
- develop confidence and skill in the teaching of mathematics and numeracy in the classroom.

The ST:LLN worked with staff in early years and middle phase to:

- re-write the mathematics program in the school
- develop a numeracy profile to track the progress of each student
- coach and mentor the targeted skills required to teach mathematics and numeracy
- analyse student work samples.

### Second Layer of Intervention

In a second layer of intervention, the ST:LLN worked with the teachers and teacher aides to:

- develop skills in First Steps Mathematics
- build capability in deeper analysis of student work samples
- provide additional scaffolding for identified groups of students who were not responding to the class mathematics program until they had gained mastery of the age cohort expectations in the class program

### Third Layer of Intervention

In a third layer of intervention, the ST:LLN worked with teachers and teacher aides to collaboratively provide 1-1 intensive daily “catch up”.

## Case Study 2: The model at work in a rural secondary school

A request was made to Name State High School (rural school 544 students) for students (approximately 15% of the school population of mostly high achieving students) to be provided with detailed task and criteria sheets so that parents could better support high stakes assessment work. Parents most particularly requested that the literacy demands of assignments be clearly articulated because their children struggled with these.

### First Layer of Intervention

Over a 3 year period, the Specialist Teacher: Language/Literacy/Numeracy (ST:LLN) worked with the Principal and HODs to:

- analyse student report data to identify patterns of underachievement (below a sound level) in students and KLAs giving a starting point for priority areas of focus and a base line on which to evaluate the effectiveness of the strategies chosen
- raise awareness of a variety of literacy strategies that could be used across the whole school and negotiate the ones considered most suited to the task and staff.

The ST:LLN worked with the whole staff to:

- understand literacy in the context of curriculum knowledge and processes
- analyse the balance of text types in assessment tasks across the school and in KLAs
- negotiate literacy strategies that would be taken on as a whole staff, and in particular KLAs
- develop confidence and skill in the literacy strategies they chose to implement
- negotiate common task and criteria sheets that articulated the literacy demands of tasks.

The ST:LLN worked with staff in KLAs to:

- re-write units of work aligning curriculum, pedagogy and assessment tasks and building in the teaching of the literacy demands of each assessment task
- identify and articulate the literacy demands of each assessment piece in task sheets and criteria
- provide support materials to teachers in a 4 part writing process

### Second Layer of Intervention

Over time it was decided that a second layer of intervention was required to support students who required additional literacy scaffolding to achieve a sound level of achievement in assessment tasks.

The ST:LLN worked with a selection of volunteer staff from 4 KLAs to:

- develop a tutorial support line for identified students
- negotiate early provision of assessment task and criteria sheets to tutorial teachers with sample assessment pieces where a high level of achievement had been demonstrated
- coach tutorial teachers with deeper knowledge and skills in the literacy demands of core KLAs
- coach tutorial teachers in using a 4 part writing process.

### Third Layer of Intervention

Students who required more intensive scaffolding than could be provided through tutorial support alone worked with additional staff including specialists who provided intensive training in the use of an assistive technology program that supports students in decoding and encoding texts through screen readers and speech to text capabilities. This third layer of intervention enabled students to independently access texts at age cohort levels providing them with the language and knowledge they needed for success in assessment tasks.

## Case Study 3: The model at work in an urban primary school

### First Layer of Intervention

From TSR and AOP data, Watzaname School (urban school, 350 students) was recorded as having an average of 30% of students in each year level already identified as needing learning support and 50% of students in Year 5 requiring learning support. The effectiveness of withdrawing so many students in small groups or individually for intervention was recognized as inadequate to meet the needs of these students. Instead it was agreed by staff that a change to the learning support model in this school was required and classroom programs needed to be tailored to the learning needs of the students.

Over a 6 month period, the Specialist Teacher: Language/Literacy/Numeracy (ST:LLN) worked with the Principal and Deputy Principal to:

- profile every student in the school beginning with Year 5 who were considered most in need. [The profiling included a series of literacy assessment tools that were chosen from a range of validated standardised inventories which would give detailed information on each child's literacy knowledge and skills].
- manage the profiling process including the training and engagement of teacher aides
- work side by side with classroom teachers to share the results of the assessment data in order to inform teaching and learning in each classroom.
- collate results for individual students into class lists that were compared across year levels together with identified patterns of learning and 'literacy gaps'.

The ST:LLN worked with the whole staff to:

- facilitate professional discussions around literacy data and school literacy trends
- provide training in understanding and implementing assessment tools to maintain student records
- support curriculum planning across all year levels and alignment of programs from Prep to Year 7
- work closely with teachers to adapt programs and pedagogical strategies to better support the needs of students in the classroom.

After nine months, all students in the school had been profiled and teachers began to use the assessment tools to update information at set junctures in the school year.

The ST:LLN worked with the Principal and Deputy Principal to:

- review current whole school programs in literacy and numeracy
- develop an Assessment and Monitoring Framework
- support professional development of staff in literacy pedagogy, data analysis and curriculum planning

### Second Layer of Intervention

The ST:LLN worked with individual teachers to:

- support class curriculum planning
- coach teachers in strategies for applying changes in pedagogy
- coach teachers in the explicit teaching of literacy practices in the classroom, modelling practices with whole class and groups of students

### Third Layer of Intervention

As well as class support, there were also small numbers of students who required individual support. One child in year 2 was identified as reading over 3 years ahead of her chronological age and could comprehend the texts at this level to a satisfactory level. It was arranged with the classroom teacher for this child to receive individual and small group support with the ST:LLN to extend her literacy interests and abilities. At the same time a family of students in the school required intensive reading support due to language scaffolding needs of ESL learners. These children were able to benefit from specialised support from the ST:LLN. Resources in the school including the teacher aides were reallocated to accommodate individual students who required more intensive intervention for shorter periods of time.

## Case Study 4: The model at work in an urban secondary school working with New Basics

The language and literacy profile of Name College (urban SHS, 700 students) included students from 19 different cultural/language groups and high numbers of students from low socioeconomic backgrounds. The school was in the process of middle-school renewal using a New Basics approach. Before the renewal process began, results across the middle school showed that 60% of students had failed to reach a sound level of achievement in class assessment tasks.

### First Layer of Intervention

Over a 2 year period, the Specialist Teacher: Language/Literacy/Numeracy (ST:LLN) worked with the Deputy Principals, Middle school HOD and a key teacher from each discipline area to:

- plan a middle school language and literacy strategy involving each key teacher supporting a group of teachers from their discipline base
- understand the implications of learning new concepts through English when English is not your first language
- analyse the language and literacy demands of assessment tasks leading up to rich tasks
- support teachers in a re-write of units of work to include the explicit teaching of the language and literacy demands of learning experiences and assessment tasks
- support teachers in the development of language and literacy practices in their teaching.

### Second Layer of Intervention

The school already had a tradition of tutorial support for learners of English. The ST:LLN and ESL teachers worked together to:

- extend tutorial support for a range of identified students
- learn teaching strategies from each other
- develop a depth of knowledge and strategies in functional grammar
- provide group tutorial support to co-teach the language and literacy demands of assessment tasks to identified students.

### Third Layer of Intervention

Students who required more intensive scaffolding than could be provided through tutorial support alone worked with ESL specialists who provided intensive pedagogy in the development of English language. This third layer of intervention enabled students to participate in the tutorial work of class assessment tasks.

## Case Study 5: The model at work in a P-10 school in an Indigenous Community.

The language and literacy profile of Name Community School included students from 44 different Indigenous cultural groups all of whom spoke Aboriginal English or Torres Strait Creole as a first language. Within a whole-school renewal process, the principal made the decision to focus language and literacy efforts on the cohorts of P-3 and Year 7 for the first 3 years. In the previous year, 100% of students had been caught in the Year 2 Net and the Year 7 cohort experienced difficulty transitioning to secondary school because of an inability to manage the language and literacy demands of the secondary curriculum.

### First Layer of Intervention:

The whole-school renewal process involved a complex set of strategies and significant partnership with the local community.

The language and literacy component of the process at a whole-school level involved:

- a team approach to supporting teacher practice that included; DP, HOC, ST:LLN, ESL teacher, RR teacher, Yr 2 Net Key Teacher and Community Education Counsellor
- partnership with another Indigenous Community School where students were meeting age cohort curriculum expectations with the aim of engaging in new learning of pedagogical knowledge and practices
- setting targets in the areas of curriculum literacies and reading for every year level to Year 10
- developing a Curriculum Plan with curriculum literacies embedded, and progress maps in each KLA that built curriculum knowledge, processes and literacies in a sequential way from Prep to Year 10
- developing a Literacy Plan with a focus on building teacher knowledge, pedagogy and practice in curriculum literacies, the teaching of reading and Standard Australian English language in pedagogy
- implementation of Walking Talking Text as an approach to teaching language and literacy from Prep to Year 5
- re-writing all units of work with a "Two-way-strong" balance of knowledges from syllabuses and local cultural knowledges. All units reflected curriculum expectations of age cohort peers in non-Indigenous schools
- support to teachers in planning for the explicit teaching of language, literacy and numeracy demands of all units
- support to teachers in pedagogical practice in classrooms, with an emphasis on the teaching of reading and curriculum literacies
- intensive training of Indigenous Teachers' Aides in targeted language and literacy strategies

Intervention success at this layer was measured using student achievement ratings in reporting and samples of talk (WTT tools); reading (tools that analysed level of text complexity, accuracy, comprehension on three levels and strategies being used); writing within the context of assessment tasks (analysis of writing using Draft 2 English Syllabus outcomes recorded in assessment criteria)

### Second Layer of Intervention:

- Indigenous Teachers' Aides "waved" through all classes to Yr 3 for Guided Reading every day
- Indigenous Teachers' Aides "waved" through all classes to Yr 3 for Guided Maths every day
- Students in groups of no more than 5 for each Guided Session
- Groups rotated so that the teacher, ITAs and ST:LLN saw every student every week
- ST:LLN analysed patterns of weak student reading strategies in each class from teacher generated data
- ST:LLN and HOC coached teachers in strategies and supported guided practice in addressing gaps
- HOC and ST:LLN coached in strategies on planning days in response to teacher generated data

Intervention success at this layer measured using class progress maps and achievement ratings in reporting.

### Third Layer of Intervention:

The ST:LLN and ITAs worked with students 1-1 for follow up work on:

- the "Toolbox" of strategies required for reading and writing
- daily practice in the use of reading and writing strategies at an instructional level
- scribing writing for assessment tasks
- checking comprehension of key ideas in high level texts that are important for the class program – e.g. re-working language in the maths program

The ST:LLN worked with students requiring 1-1 support in:

- accessing information from age appropriate texts for assessment work
- editing written assessment work, with emphasis on the teaching of language and literacy

## Case Study 6: The Model at work in a secondary school outside the Brisbane metropolitan area.

The school has a growing number of refugee students because of regional settlement of refugees in the area. These families have varying levels of prior education and exposure to English. Some students have entered the school with very little spoken English and previous schooling is difficult to determine. Other refugee students in the group are demonstrating some understanding of English and are able to speak English and produce some written English.

In order to meet the needs of this cohort, the Specialist Teacher: Language /Literacy/ Numeracy (ST:LLN) will work within a collaborative team approach with the principal, deputies HODs and teachers to continue the development of quality responses to the educational needs of their school population.

### First Layer of Intervention

The ST:LLN will support the school administrators to:

- establish systemic routines at enrolment of refugee students in order to collect data on previous education and to carry out initial language assessment
- establish the English language levels of students (using NLLIA bandscales)
- recommend appropriate intervention strategies that need to be implemented across the whole school
- recommend appropriate intervention strategies for students requiring targeted support (Students who are placed between levels 4 and 5 on the bandscales, and/or those that require additional tutorial support )
- recommend appropriate intervention strategies for students who demonstrate that they are beginners in learning English (placed between levels 1 and 3 on the bandscales) and require intensive and specialised pedagogy while learning English.

The ST:LLN will work with HODs to:

- provide key information on cultural backgrounds of students. This information could include details on previous schooling, understandings about the historical context which has led to the student being in Australia and in school, some understandings of the cultural and educational concepts which the student may have that will differ from the Australian context and how this will impact on their approach to learning
- develop understandings around “school practice” both for the new students and for teachers – for example, the completion of homework, the role of teachers and the role of students and approaches to learning (expectations around how students are required to take responsibility for their own learning). All of these expectations would need to be made explicit and the ST:LLN would work across curriculum areas to highlight these factors
- support teachers to make these “school culture” assumptions explicit to students
- develop models with teachers in which learning tasks are analysed for the assumed knowledge the learner must bring to the task in the areas of culture, content and language
- develop models with teachers that establish “front-loading routines” for learning tasks. These may include: explicit links to prior knowledge, defining key vocabulary, teaching key concepts, developing key questions.
- develop models for teaching activities which support ESL learning allowing for many opportunities to read/view/listen to content material as well as developing repertoires of tasks which allow students to learn content and the language structures which are a feature of the task/key learning area
- support teachers in analysing student work to determine which errors are typical of language acquisition processes and where gaps in learning may be occurring
- support the school in developing procedures that support parental involvement in the educational pathways of their children.

### Second Layer of Intervention

The ST:LLN will work with HODs and teachers to:

- plan, co-teach and assess across key learning areas, and identify opportunities for cross-curricula work which will enable the learner to engage in interconnected units of work
- plan for opportunities for specialised targeted group learning at key points in order to support student learning
- support classroom teachers through development of resources that will assist ESL learners with language around tasks
- support ESL learners who require curriculum literacy or numeracy intervention.

### Third Layer of Intervention

The ST:LLN will:

- work intensively with newly arrived learners on a survival English program which will support development of spoken English and basic vocabulary around school and life in Australia
- provide opportunities for shared experiences (outings, excursions) that provide opportunities for speaking and writing in English
- access bilingual support during the early stages of the program.

### 3. Making the transition: How could we do it?

Significant systems initiatives are already in place in Education Queensland that provide the basis for a transition to a whole-school approach to intervention. Professional development associated with the QCAR Framework and Literacy and Numeracy Frameworks provide teachers and principals with a wealth of information and strategies in assessment across the key learning areas, including the literacy and numeracy demands of curriculum against standards. This paper proposes a change in the role of Support Teacher Learning Difficulties (STLD) to support the implementation of this professional development in classrooms and schools within a whole-school approach to intervention. This change would involve enhancement of the role of STLD which for the purposes of this paper will be called Specialist Teacher: Language/Literacy/Numeracy (ST:LLN).

#### 3.1 The role of the Specialist Teacher: Language/Literacy/Numeracy in the proposed model

The skill base of a ST:LLN within the proposed model overlaps significantly with that of the current role of STLDs in:

- diagnostic assessment at the individual student level
- collaborative planning and teaching including monitoring
- teaching strategies that enhance educational outcomes for individual students
- professional development of teachers at the whole of school level
- professional development of teachers through teaching demonstration lessons.
- collaborative collection, measurement and monitoring of data to measure progress and to inform individual planning and programs
- maintenance of specialist teaching expertise and knowledge of effective teaching for students with learning difficulties.

In addition, the proposed model requires ST:LLN to have skills in working alongside classroom teachers providing leadership in:

- the language, literacy and numeracy demands of curriculum
- diagnostic assessment practices related to the language, literacy and numeracy demands of Essential Learnings and Standards
- evidence-based teaching strategies that enhance educational outcomes for particular groups of students recognised as “at risk” through the research
- supporting teachers in learning pedagogical practice through modelling and coaching within learning communities of practice
- a whole-school RTI approach.

Options for consideration re the ST:LLN role within the proposed model are outlined below. The Reference Group is keen to encourage debate and discussion around the proposed options.

The Reference group is committed to industrial advocates from the Department of Education, Training and the Arts as well as the Queensland Teachers' Union to continue to be part of these discussions.

### Option A

| Classification                          | Characteristics                                                                                                                                                                                                                                 |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All ST:LLN roles remain at Band 3 level | <ul style="list-style-type: none"> <li>working within a whole-school RTI approach</li> <li>language, literacy and numeracy leadership at a Band 3 level</li> <li>working with classroom teachers in a mentoring and co-teaching role</li> </ul> |

### Advantages of Option A:

- Language, literacy and numeracy leadership role in schools
- Role supports implementation of the proposed model in classrooms
- In the proposed model, the ST:LLN is freed from the requirements of Appraisal making considerable amounts of extra time available for co-teaching and direct support to classroom teachers
- Role would require high credibility with teachers and sound understanding of the language, literacy and numeracy demands of curriculum
- The current allocation of STLD numbers remains the same across primary and secondary sectors (currently, 604 specialists are allocated in primary and 337 specialists in secondary. An additional number is also factored into the staffing of every secondary school [197 across the state] to support students with literacy and numeracy support needs).

### Disadvantages of Option A:

- Band 3 position may have difficulty with a leadership of teachers at higher bandings, particularly in secondary schools
- The proposed role requires changes in ways of working and some current STLDs may not feel confident to take on the new role
- Requires changes in ways of working and some principals may not have confidence in some STLD's capacity to take on the new role.

### Option B:

| Classification                                                              | Characteristics                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All ST:LLN roles are redeveloped and reclassified at permanent Band 4 level | <ul style="list-style-type: none"> <li>working within a whole-school RTI approach</li> <li>language, literacy and numeracy leadership role in schools at a Band 4 level</li> <li>working with principals and middle managers in an advisory role as well as working with classroom teachers in a mentoring and co-teaching role</li> </ul> |

### Advantages of Option B:

- Permanently enhanced role as a classified position
- Leadership role builds the capacity of principals and middle managers as well as class teachers
- Role would require high credibility with teachers and sound understanding of the language, literacy and numeracy demands of curriculum
- In the proposed model, the ST:LLN is freed from the requirements of Appraisal making considerable amounts of extra time available for co-teaching and direct support to classroom teachers
- Current STLDs could apply for a promotional, classified position through normal selection processes (the selection process used for the Head of Curriculum position is an example of this process).

### Disadvantages of Option B:

- Additional funding for higher banding would need to come out of existing budget and would reduce the numbers of STLDs from 941 to 797
- Current STLDs would need to apply for the promotional position at a higher level through the usual process for classified positions
- STLDs who miss out on a classified position would return to a classroom teacher role.

### Option C:

| Classification                   | Characteristics                                                                                                                                                                                                                                                                                            |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 915 ST:LLN roles at Band 3 level | <ul style="list-style-type: none"><li>• working within a whole-school RTI approach</li><li>• leadership role in schools at a Band 3 level</li><li>• working with classroom teachers in a mentoring and co-teaching role</li></ul>                                                                          |
| 26 ST:LLN roles at Band 5 level  | <ul style="list-style-type: none"><li>• working within a whole-school RTI approach</li><li>• leadership role in schools with high numbers of students who are mobile, indigenous and or from low socioeconomic backgrounds</li><li>• working with senior and middle managers, classroom teachers</li></ul> |

### Advantages of Option C:

- Schools with large numbers of students who are mobile, indigenous and or from low socioeconomic backgrounds are provided with highly skilled staff to work within a whole-school approach to intervention
- Band 5 positions provide career path for specialists who want to continue to develop expertise in language, literacy and numeracy
- Band 5 positions build expertise in systemic pedagogical knowledge and practice in meeting the

language, literacy and numeracy needs of cohorts of students who are currently at risk

- Roles would require high credibility with teachers and sound understanding of the language, literacy and numeracy demands of curriculum.
- Formulas for eligibility for the Band 5 position need to be developed to ensure equity across schools
- STLD numbers remain the same (currently 941 specialist STLDs across primary and secondary as well as 197 school-based numbers in secondary).

### **Disadvantages of Option C:**

- Band 3 position may have difficulty with leadership of teachers at higher bandings in schools, especially in secondary
- Band 3 position requires changes in ways of working and some current STLDs may not feel confident to take on the role
- Band 3 position requires changes in ways of working and some principals may not have confidence in the capacity of some STLDs to take on the new role
- Formulas for eligibility for the Band 5 position need to be developed to ensure equity across schools.

While there has been significantly positive feedback on the proposed model to date, consultations have indicated that the transition process of moving from our current model to a RTI approach is a risk factor in its possible success. Successful implementation of the proposed model relieves schools of the centrally prescribed processes and tasks of the Appraisal process and frees significant amounts of specialist time for co-teaching and other forms of teacher support. Because the RTI approach is based on effective classroom teaching it does not ask anything extra of principals and teachers, however, it does require:

- appreciation of the need to move from a deficit approach
- highly collaborative and focussed practice
- sharpened skills and processes for principals and teachers
- highly developed skills and knowledge in support staff.

Consultations with stakeholders across the state have indicated that there is a need to build capacity in relation to the aforementioned skills and processes. There is concern about capacity of some support staff to competently adopt the central role that the ST:LLN would play in supporting schools to develop these skills and processes.

Table 3 outlines a proposed implementation plan for transition to the new model with an enhanced role for support staff.

**Table 3: Proposed Implementation: Key Components**

| Timeline    | Project Phase         | Key Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Stakeholders                                                                                                                                                |
|-------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2007</b> | <b>Consultation</b>   | <ul style="list-style-type: none"> <li>• Literature search</li> <li>• Scan of national and international practice</li> <li>• 4 Phases of Consultation</li> <li>• Report to SMT</li> <li>• Communication of recommendations and decisions on model to be implemented</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Managers of Key Initiatives</li> <li>• All key stakeholders</li> <li>• Senior Management Team</li> </ul>           |
| <b>2008</b> | <b>Transition</b>     | <p>To the proposed model:</p> <ul style="list-style-type: none"> <li>• Negotiate changes in policy</li> <li>• Develop a Professional Development Plan for all key stakeholders</li> </ul> <p>To the proposed specialist role:</p> <ul style="list-style-type: none"> <li>• Negotiate roles with regional staff</li> <li>• Develop Position Description for role/s</li> <li>• Negotiate HR implications of</li> <li>• Develop Professional Development Plan for classified positions</li> <li>• Develop a process for transition to classified roles if these options are chosen including PD for Principals, Relevant Regional Staff and Support Staff</li> </ul> | <ul style="list-style-type: none"> <li>• Professional Development Institute</li> <li>• Curriculum Division, CO</li> <li>• Strategic HR Division</li> </ul>  |
| <b>2009</b> | <b>Implementation</b> | <ul style="list-style-type: none"> <li>• Implement changes according to planning in transition phase</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Strategic HR Division</li> <li>• Principals</li> <li>• Districts</li> <li>• Regions</li> <li>• Teachers</li> </ul> |

## **Conclusion**

The proposed model targets resources in ways that professionally support the classroom teacher and the school administration team in their core business. It supports responsive and inclusive classroom practice and whole-school planning processes that will benefit *all* students. It acknowledges that learning and behaviour problems in the mainstream classroom cannot be addressed through fragmented programs. In addition, it makes resources available for the small percentage of students who may need and will benefit from small group or intense one-on-one intervention. It provides an educationally defensible solution to the increasing challenges that Queensland state school teachers encounter in their classrooms on a daily basis.

Stakeholders in this proposal are invited to use the guide provided to provide responses to this paper or use their own modes if they prefer. Responses may be forwarded to Lesley Englert through Tess Hobbs:

- Online at [Tess.hobbs@deta.qld.gov.au](mailto:Tess.hobbs@deta.qld.gov.au)
- By mail to:  
ATTENTION: Literacy and Numeracy Intervention Reference Committee  
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Education Queensland  
Floor 9, Education House  
PO Box 15033  
**City East, Q 4002**

**The due date for responses is Friday 29 February 2008.**

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|                                                                     |
|---------------------------------------------------------------------|
| <b>School sector/s:</b>                                             |
| <b>Role/s of participants involved in responding to this paper:</b> |

## Discussion Questions

| <b>Number</b> | <b>Response Questions</b>                                                                                                                                                                                                                                       | <b>Comments</b> |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 1.            | The proposed model of intervention using a RTI approach would replace the Appraisal process. Do you think the proposed model has the potential to improve student outcomes and provide teachers with more professional support? If not, what would you propose? |                 |
| 2.            | Three options have been presented for a proposed Support Teacher role. Which of these do you prefer, if any? Please propose an alternative if these do not appeal to you.                                                                                       |                 |
| 3.            | Table 3 outlines the proposed key actions that would need to be part of the transition to a new model of intervention. Are there important key actions that have been omitted?                                                                                  |                 |
| 4.            | Please add other points if you wish.                                                                                                                                                                                                                            |                 |

## Attachment 1: Literacy Leadership Five-Point Scale

### Literacy Framework Five-Point Scale

| Literacy teaching                                  | 1                                                                                                                                                          | 2                                                                                                                                                                                                                                                       | 3                                                                                                                                                                                                                                | 4                                                                                                                                                                                                                  | 5                                                                                                                                                                                                                                                          |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Balanced literacy program</i>                   | Teachers have little or no knowledge about current literacy theory that informs a balanced approach to literacy curriculum. They adopt an ad-hoc approach. | Teachers are aware of the need for a balanced literacy curriculum, but find it difficult to implement, relying on approaches that they are familiar with.                                                                                               | The school is working towards a balanced literacy curriculum. All teachers have identified their professional development needs in relation to this.                                                                             | Many teachers are able to deliver a balanced literacy curriculum and are collaborating with other teachers in order to ensure a whole-school approach.                                                             | Teacher practice is informed by current and consistent approaches to literacy teaching and learning (e.g. the Four Resource Model & The Model of Language). The majority of teachers are able to deliver a balanced literacy curriculum.                   |
| <i>Explicit teaching and productive pedagogies</i> | Teachers are unfamiliar with the productive pedagogies framework and rely mainly on the drilling of basic skills to improve students' literacy outcomes.   | Teachers have a shallow understanding of the productive pedagogies framework and there is little professional conversation about how literacy pedagogy can be improved.                                                                                 | All teachers are aware of the need for productive pedagogies and explicit teaching and assessment of the literacies of the Key Learning Areas. They have identified their professional development needs in relation to this.    | The majority of teachers are able to develop connected and intellectually challenging literacy curriculum and are working towards the explicit teaching and assessing of the literacies of the Key Learning Areas. | All teachers demonstrate confidence and ability to explicitly teach and assess literacy within a connected, inclusive and intellectually challenging curriculum.                                                                                           |
| <i>Responding to diverse learning needs</i>        | Teachers are unsure of the learning needs of individual students or groups of students – a 'one-size-fits-all' approach is used.                           | Teachers are aware of their students' diverse literacy learning needs, but are not confident to address these. They largely rely on commercial packages or 'pull-out' programs that are not connected with literacy learning in the Key Learning Areas. | Teachers are aware of the need to analyse standardised test data and classroom-based assessment data in order to respond to individual students' literacy learning needs, but this is done superficially and with mixed results. | Teachers work collaboratively to critically analyse data and are achieving success in developing teaching practices that improve students' literacy outcomes.                                                      | All teachers appreciate the importance of understanding their students' literacy learning needs and are engaged in a successful refinement of literacy teaching practices through a cycle of data-based inquiry, experimentation, evaluation and revision. |

| <b>Literacy Learning</b>                                        | 1                                                                                                                                                                                                                                                | 2                                                                                                                                                                                                         | 3                                                                                                                                                                                                             | 4                                                                                                                                                                                                                                                                                           | 5                                                                                                                                                                                                |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>High expectations for improved outcomes for all students</i> | Teachers hold deficit views of students' literacy and language resources and blame parents and community for poor literacy outcomes. There is little, if any, consideration of their own role in improving literacy outcomes for their students. | Most teachers vacillate between blaming students for poor outcomes and attempts to change classroom practice to better meet student needs.                                                                | There is a concerted effort by a core of teachers to consider how they can change their practice to improve the literacy learning outcomes of all students in their classrooms.                               | There is a strong core of teachers in the school who are actively interested in ensuring that all students improve in their literacy learning as they move through the school. These teachers, with the support of their principals, exert strong pressure among other staff to meet goals. | All teachers take responsibility for the literacy learning of all students in the school and consistently express a sense of optimism and high expectations for all students and student groups. |
| <i>Aligning resources to support at-risk students</i>           | There is no coherent planning in the use of support staff and support resources. Literacy intervention, when it does occur, is haphazard and is not informed by an evidence-base.                                                                | Teachers are aware of the needs of at-risk students, but intervention programs are add-on and have little relevance to mainstream classroom practice - with the result that improvement is not sustained. | Classroom teachers and support staff are beginning to work collaboratively to provide responsive and coherent literacy programs that improve outcomes for at-risk students and student groups.                | School leaders, classroom teachers and support staff collaborate to provide effective intervention programs for at-risk students and are beginning to collect longitudinal data on improved student outcomes.                                                                               | The diagnostic assessment, intervention and monitoring of at-risk students and student groups is highly effective and aligned with mainstream classroom practice.                                |
| <i>Evidence-based reform</i>                                    | Teachers do not access data and decisions are made on the basis of assumptions and past practice.                                                                                                                                                | Standardised test data is used in uncritical ways and the link between evidence and teacher practice is unclear.                                                                                          | Staff is beginning to use classroom-based assessment data in combination with standardised test data to hypothesise about how to improve literacy learning. Some improvement is evidence-based and evaluated. | Most improvement is evidence-based and evaluated. Many teachers collaborate in professional teams to critically evaluate data to inform classroom-based reform.                                                                                                                             | All teachers are able to confidently and critically use data to progress their literacy teaching and students' literacy learning on a continual basis.                                           |

**Literacy in the Curriculum**

*Responsibility for literacy teaching and learning*

|  | 1                                                                                                                                        | 2                                                                                                                                                                                                                     | 3                                                                                                                                                                                         | 4                                                                                                                                                                                    | 5                                                                                                                                                                                                        |
|--|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | The teaching of literacy is seen as the sole responsibility of the early years teacher, the English and/or the Learning Support Teacher. | Some teachers in some departments in the school have begun to engage with the literacies of the Key Learning Areas, but most fail to see the link between literacy learning and the learning of curricular knowledge. | Heads of Department and/or curriculum leaders and all teachers are engaged in professional conversations about the literacy capabilities required for learning in the Key Learning Areas. | All teachers are engaged in efforts to explicitly teach and assess the literacies of their learning areas. They have identified their professional development needs in this regard. | All teachers in all learning areas and all phases of learning are confidently able to both identify and explicitly teach and assess the literacies of the learning areas for which they are responsible. |

**Literacy Leadership**

*Whole-school planning processes with a focus on curriculum literacies*

|  | 1                                                                                                                                                                                                  | 2                                                                                                                                                                                                             | 3                                                                                                                                                                                                                    | 4                                                                                                                                                               | 5                                                                                                                                                               |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | The whole-school literacy plan is a 'frozen document' – there is no shared literacy vision in the school and teachers rely on personal knowledge and experience to plan their literacy curriculum. | A whole-school literacy plan is initiated and developed by a small number of staff, but there is little staff ownership of the curriculum literacies agenda and little implementation of the documented plan. | A whole-school planning process with a focus on curriculum literacies has been initiated and the staff is engaged in professional conversations about how to implement this within their classrooms and departments. | A whole-school approach to curriculum literacies has been implemented and the barriers and opportunities to success are documented and acted upon by all staff. | A cycle of whole-school literacy planning, implementation and evaluation is undertaken annually and informs classroom programs in a dynamic and ongoing manner. |
|  |                                                                                                                                                                                                    |                                                                                                                                                                                                               |                                                                                                                                                                                                                      |                                                                                                                                                                 | A shared vision, based on an open and transparent process has led to a consistent and coherent approach across the school.                                      |

*Goals and Expectations*

Judgements about what students could and should learn are left to individual teachers operating in isolation from each.

There is discussion but not agreement among principal and teachers about the outcomes they seek and the means of reaching them.

The principal is successfully able to shape opinion about the purpose of change in literacy teaching and learning and has secured agreement with a significant number of staff about what constitutes effective practice.

There are shared expectations among teachers, administrators, and students about what constitutes good work and a set of processes for observing whether these expectations are being met.

There is a clear, strong internal focus on issues of instruction, student learning and expectations for teacher and student performance.

*Facilitation, encouragement and support*

The principal has neither set goals nor developed plans to support teachers as they trial approaches learnt during state-wide literacy training.

The principal has developed plans to enhance the literacy knowledge and skills that teachers and teacher aides have developed, but the goals are ambiguous.

The principal leads the enhancement of teachers' capacity through professional learning connected to and derived from teachers' work with their students.

Principals ensure that the knowledge and skills of individual teachers are shared with all.

Principals and other curriculum leaders have facilitated continual professional learning about literacy.

Opportunities exist for teachers to work collaboratively around issues of curriculum, pedagogy and assessment with a focus on improved literacy teaching practice and student performance.

Classroom modelling is encouraged and risk-taking is supported.

Appropriate outside assistance is sought when the skills of staff are not judged as equal to the next increment of literacy reform.

Learning about literacy is valued as both an individual and collective good and all teachers are expected to contribute to collective research.

The school is able to support other schools in the district/region in their efforts to improve student literacy outcomes.

**Numeracy Framework for Action implementation**

**Numeracy Framework Five-Point Scale**

| Understanding numeracy                | 1                                                                                      | 2                                                                                                                                                                                       | 3                                                                                                                                              | 4                                                                                                                                                          | 5                                                                                                                                                                   |
|---------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Concepts of numeracy</i>           | There is a belief that mathematics and numeracy are the same thing.                    | To clarify the often misunderstood concept of numeracy, teachers participate in professional discussion. There is awareness that numeracy is identified as a cross-curricular priority. | Teachers know that different pedagogies are required in the teaching of mathematics to develop numerate behaviours.                            | The difference between mathematics and numeracy is established in the school and community. Numeracy demands across the curriculum are explored in detail. | All stakeholders are working to maintain understanding of numeracy and to promote a shared understanding of how best to develop numerate behaviours.                |
| <i>Changing community perceptions</i> | A common language and basis for consultation and discussion of numeracy is developing. | School leaders and teachers broaden awareness of numeracy and the importance of students' numeracy achievements beyond the definitions used in the national testing program.            | School leaders and teachers support parents to understand the purpose of numeracy skills in students' long term success and everyday contexts. | School leaders and teachers educate the broader community about the nature of teaching and learning programs in numeracy and mathematics.                  | Schools and their communities share an understanding and position on numeracy and how it relates to mathematics, information technology and all key learning areas. |

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| Teacher knowledge and pedagogy           | 1                                                                                                                                                                                         | 2                                                                                                                                                                                                                                   | 3                                                                                                                                                                                         | 4                                                                                                                                                                            | 5                                                                                                                                                                                  |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Developing pedagogy</i>               | Teachers rely mainly on the drilling of basic skills to improve students' numeracy outcomes. Learning experiences are 'teacher-centred' with few opportunities for student collaboration. | Teachers are beginning to use some pedagogical strategies that are more 'student'-centred. Co-operative learning is highly structured and focussed on obtaining correct and expected answers/responses.                             | Teachers are aware of a range of pedagogies, including explicit teaching and assessment, that develop numerate understandings. They have identified their professional development needs. | Most teachers use a range of pedagogical strategies to develop numerate understandings.                                                                                      | Teachers demonstrate flexibility in pedagogical choices, teaching for numeracy in a connected, inclusive and intellectually challenging way to maximise learning for all students. |
| <i>Knowledge of mathematics</i>          | Teachers are not confident in their knowledge and teaching of mathematics. They are unsure of the mathematics and numeracy learning needs of individual students or groups of students    | Teachers are aware of their students' diverse learning needs, but are not confident to address these. They largely rely on commercial packages or programs that are not connected with numeracy learning across all learning areas. | Teachers are motivated to improve their knowledge of and confidence with mathematics for numeracy.                                                                                        | Teachers have participated in in-depth professional development programs to enhance their knowledge of teaching mathematics for numeracy (e.g. <i>First Steps in Maths</i> ) | Teachers have positive attitudes towards mathematics, and confidence and ability to explicitly teach mathematics for numeracy.                                                     |
| <i>Knowledge of mathematics language</i> | Teachers, when teaching mathematics, assume student knowledge of mathematical language.                                                                                                   | Teachers are aware that mathematics has particular vocabulary demands.                                                                                                                                                              | Teachers are aware of the specific language of mathematics: syntax, semantics, symbolic and instructional language.                                                                       | Some teachers explicitly teach the mathematical languages required for effective mathematical learning and numeracy acquisition.                                             | All teachers of mathematics, in all phases of learning, are confidently able to explicitly teach the language of mathematics.                                                      |

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|                                                                                                             |                                                                                                                                                                                         |                                                                                                                                                                                                          |                                                                                                                                                                                                                          |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Using information and communication technologies to enhance mathematics learning and numeracy</i></p> | <p>Teachers believe that computational technologies limit student understanding and reduce skill acquisition; calculators used to check answers or as rewards for early completion.</p> | <p>Teachers beginning to be persuaded that information and computation technologies can assist students to understand mathematics, however they are unsure of how to use them in their own programs.</p> | <p>Some teachers use information and computation technologies to enhance understanding of mathematical concepts and numeracy</p>                                                                                         | <p>Most teachers use some information and computation technologies to enhance understanding of mathematical concepts and numeracy.</p>                                    | <p>All teachers regularly use information and computational technologies to enhance understanding of mathematical concepts and numeracy.</p>                                                                                                                                    |
| <p><i>Evidence-based practices</i></p>                                                                      | <p>Teachers' decisions are based on assumptions and past practice rather than student data.</p>                                                                                         | <p>Teachers use standardised test data in uncritical ways; the link between this evidence and their own practice is unclear.</p>                                                                         | <p>Teachers are beginning to use classroom-based assessment data in combination with standardised test data to reflect on their own practice.</p>                                                                        | <p>Many teachers collaborate in professional teams to critically evaluate student data in order to inform their own personal practice.</p>                                | <p>All teachers confidently and critically use data to progress their numeracy teaching and students' numeracy learning.</p>                                                                                                                                                    |
| <p><i>Assessment practices</i></p>                                                                          | <p>Classroom assessment practices focus mostly on formal tests. Assessment criteria are not shared with students.</p>                                                                   | <p>Assessment tasks are narrow and focus on student completion of a common product rather than processes used. Assessment criteria are shared with students on completion of tasks.</p>                  | <p>Teachers use a few different assessment types. Broader assessment tasks are used to collect evidence on the product and the processes students use. Assessment criteria are made explicit to students in advance.</p> | <p>Teachers use a variety of assessment strategies which allow for open-ended responses. Assessment criteria are made explicit to students in advance and scaffolded.</p> | <p>Teachers use a broad range of assessment strategies and tasks that have multiple entry points including inquiry and investigative tasks which assess processes and products. Assessment criteria, standards and sample responses are discussed with students explicitly.</p> |

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*Responding to diverse learners*

The purpose for learning may be unclear. Students are motivated to 'pass a test', complete a task or by other intrinsic motivation. There may be limited attention to or recognition of individual learning styles – a 'one-size-fits all' approach is used.

There is awareness of the benefits of increasing student involvement in the learning process and in providing real life experiences. Some acknowledgement of different learning styles is evident in curriculum program delivery.

Teachers make the purpose of learning clear to students and motivate them using some real life connection. An attempt is made to address different learning styles through pedagogy.

Teachers encourage students to participate actively in the learning process through working collaboratively whenever possible, with tasks situated in engaging contexts. A deliberate selection of a variety of pedagogies addresses preferred learning styles.

Teachers engage students in decision-making about contexts used to ensure relevance and interest. Teachers are working with students to accommodate different learning styles ensuring that a balanced approach to those is addressed over time.

*High expectations for numeracy outcomes for all students*

There is a deficit view of students' numeracy achievement and teachers generally do not believe that all students can learn the curriculum being offered.

Teachers attempt to change their own practice to better meet student needs. They are aware of the needs of at-risk students, but 'add-on' intervention which has little relevance to the classroom program or reference to data.

Teachers and support staff are beginning to work collaboratively to develop responsive and coherent numeracy programs for all students. Appropriate ways to change practice are considered and adopted by some teachers.

School leaders, many teachers and support staff collaborate to ensure that all students improve in their numeracy learning as they move through the school. Teachers articulate high expectations to all students.

All teachers take responsibility for numeracy learning and consistently express a sense of optimism and high expectations for all students and student groups. Reflection and review of learning programs and longitudinal data occurs on a regular basis.

| <b>Numeracy across the Curriculum</b>                    | 1                                                                                                                                                     | 2                                                                                                                                                                                 | 3                                                                                                                                                                                                                           | 4                                                                                                                                                                                    | 5                                                                                                                                                                                                              |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Responsibility for numeracy teaching and learning</i> | The teaching of numeracy is seen as the sole responsibility of the early years teacher, the Mathematics teacher and/or learning support personnel.    | Some teachers have begun to engage with the numeracy of the Key Learning Areas, but most fail to see the link between numeracy learning and the learning of curricular knowledge. | All teachers and school leaders are engaged in professional conversations about the numeracy capabilities required for learning across the Key Learning Areas and have identified necessary professional development needs. | Teachers are more able to recognise the numeracy demands and opportunities of the learning areas they teach and are attending to these.                                              | All teachers - in all learning areas and all phases of learning - are confidently able to both identify and explicitly teach for numeracy in the context of the learning areas for which they are responsible. |
| <b>Numeracy Leadership</b>                               | 1                                                                                                                                                     | 2                                                                                                                                                                                 | 3                                                                                                                                                                                                                           | 4                                                                                                                                                                                    | 5                                                                                                                                                                                                              |
| <i>Whole-school planning processes</i>                   | There is no shared numeracy vision in the school. Teachers independently rely on personal knowledge and experience to plan their numeracy curriculum. | A plan to further the numeracy agenda is initiated and developed but there is little staff ownership of the vision.                                                               | Staff are engaged in professional conversations and are implementing the school's planned actions.                                                                                                                          | A whole-school approach to numeracy across the curriculum has been planned and implemented and the barriers and opportunities to success are documented and acted upon by all staff. | A cycle of whole-school numeracy planning, implementation and evaluation is undertaken annually and informs classroom programs in a dynamic and ongoing manner.                                                |

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|                                                       |                                                                                                                               |                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Goals and Expectations</i></p>                  | <p>Judgements about what students should learn are left to individual teachers operating in isolation from each other.</p>    | <p>There is discussion, but not agreement, among administrators and teachers about the numeracy outcomes they seek and the means of reaching them.</p>               | <p>The principal is successfully able to shape opinion about the purpose of change in numeracy teaching and learning and has secured agreement with a significant number of staff about what constitutes effective practice.</p>                                                                                                                       | <p>There are shared expectations among teachers, administrators, and students about what constitutes quality numeracy outcomes and processes for evaluating whether these expectations are being met.</p>                                                                                         | <p>There is a clear, strong internal focus and vision on issues of teaching expectations and student learning outcomes concerning numeracy and mathematics.</p>                                                                                                                                                                             |
| <p><i>Facilitation, encouragement and support</i></p> | <p>The principal has neither set goals nor developed plans to support teachers to implement effective numeracy practices.</p> | <p>The principal has developed plans to enhance the knowledge and skills that teachers and teacher aides have, but the support is intermittent and disconnected.</p> | <p>The principal leads the enhancement of teachers' capacity to teach for numeracy acquisition through professional learning connected to and derived from teachers' work with their students. Opportunities are sometimes created for teachers to work collaboratively with a focus on improving numeracy teaching practice and student outcomes.</p> | <p>Principals ensure that opportunities exist for individual teachers to share their knowledge and skills. They encourage classroom modelling and support risk-taking. Appropriate assistance is sought from within and outside the school to support identified professional learning needs.</p> | <p>Principals and curriculum leaders facilitate continual professional learning about numeracy. Teachers are encouraged and expected to contribute to collective research. Schools collaborate to support each other in clusters/ districts/region to effectively explore numeracy understandings to improve student numeracy outcomes.</p> |

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## Attachment 2

### Reference Group Members

| <b>Person</b>                         | <b>Title</b>                                                                      | <b>Stakeholder Group</b>                                 |
|---------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------|
| <b>Chair</b><br><b>Lesley Englert</b> | Assistant Director-General<br>Curriculum, Office of Education Queensland          | Curriculum Division                                      |
| <b>Lyn McKenzie</b>                   | Executive Director Schools<br>Gold Coast District Office, South Coast Region      | Executive Director Schools                               |
| <b>Di Nicol</b>                       | Principal Education Officer (Student Services)<br>Fitzroy-Central West Qld Region | Principal Education Officers<br><i>By teleconference</i> |
| <b>Ian Ferguson</b>                   | President<br>QLD Secondary Principals' Association                                | Qld Secondary Principals' Association                    |
| <b>Tony McGruther</b>                 | President<br>QLD Association of State Schools                                     | Qld Association of State School Principals               |
| <b>Christine Ludwig</b>               | Manager<br>Curriculum, Office of Education Queensland                             | Literacy Framework for Action                            |
| <b>Thelma Perso</b>                   | Director<br>Curriculum, Office of Education Queensland                            | Education Qld Numeracy Strategy                          |
| <b>Tess Hobbs</b>                     | Principal Project Officer<br>Curriculum, Office of Education Queensland           | Project Team                                             |
| <b>Tracey Egan</b>                    | Regional Manager Literacy<br>Far North Queensland Region                          | Bound for Success<br><i>By teleconference</i>            |
| <b>Helen Little</b>                   | President<br>Remedial and Support Teachers' Association<br>Qld                    | R&STAQ                                                   |
| <b>Adele Stoneley</b>                 | SPELD Qld Inc.                                                                    | SPELD                                                    |
| <b>Julie Brown</b>                    | President<br>Queensland Teachers' Union                                           | QTU                                                      |
| <b>Nello Raciti</b>                   | Director (Acting)<br>Student Services, Office of Education<br>Queensland          | Student Services Division                                |
| <b>Marg Pethiyagoda</b>               | Director<br>School Resourcing and Administration, Office<br>of Education Qld      | School Resourcing and Administration                     |
| <b>Christine Sharratt</b>             | Senior Support Teacher<br>Logan District, Office of Education Queensland          | Senior Support Teacher Focus Group                       |
| <b>Rosemarie Caswell</b>              | Deputy Principal<br>Loganholme State School                                       | Curriculum Managers in schools                           |
| <b>Steven Nisbet</b>                  | Senior Lecturer<br>Griffith University                                            | InLaN Research                                           |
| <b>Julia Jose</b>                     | Senior Advisor<br>Student Services                                                | Student Services Division                                |

## **Attachment 3**

### Terms of Reference

#### **Literacy and Numeracy Intervention Framework Reference Group**

##### **Terms of reference:**

- a) To provide advice on the development of a Literacy and Numeracy Intervention Framework for Queensland state schools.
- b) To provide advice on the range of implementation models at school and regional levels.
- c) To ensure that the development of the framework reflects best practice in the field.

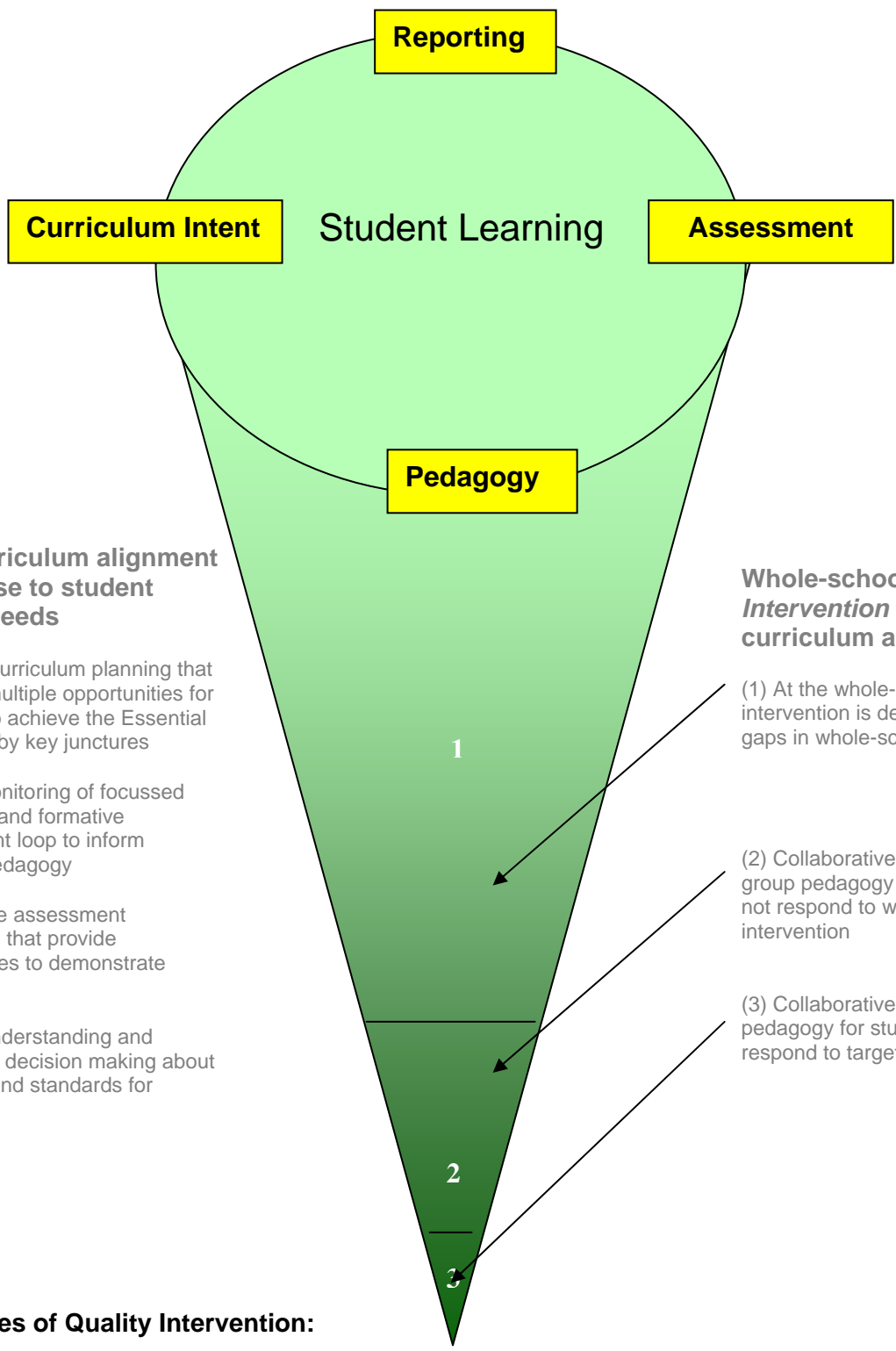
##### **Membership:**

- **Lesley Englert, Assistant Director General Curriculum Branch (Chair)**
  - Julie Brown, Queensland Teachers' Union
  - Rosemaree Caswell, Deputy Principal, Loganholme State School
  - Tracey Egan, Bound for Success Initiative, Far North Queensland (*By teleconference*)
  - Ian Ferguson, Queensland Secondary Principals' Association
  - Tess Hobbs, Principal Project Officer
  - Helen Little, Remedial and Support Teachers' Association Queensland
  - Christine Ludwig, Literacy Framework for Action
  - Julia Jose, Student Services
  - Tony McGruther, Queensland Association State School Principals
  - Lyn McKenzie, Executive Director Schools
  - Di Nichol, Principal Education Officer, Central Queensland (*By teleconference*)
  - Steven Nisbet, Griffith University
  - Marg Pethiyagoda, School Resourcing and Administration
  - Thelma Perso, Education Queensland Numeracy Strategy
  - Christine Sharratt, Senior Support Teachers, South East Corner
  - Adele Stoneley, SPELD, Queensland Inc.

##### **Operations**

- It is proposed that the Group will meet monthly, or, at the discretion of the chair.
- Members of the Reference group will be invited to consult with members of networks represented on the Group to raise awareness of the project and its intended outcomes.

# Attachment 4: Proposed Model of Intervention for State Schools



Intervention is **effective** on all three levels when student outcomes data shows progress in school-based assessment tasks, achievement ratings and state-wide testing.

**Efficient** intervention on all three levels makes wise and collaborative use of the total language, literacy and numeracy resources available to a school for the most gain with the most students at any given point in time.

Intervention on all three levels is **defensible** when schools use evidence –based decision making to match intervention choices with particular students, in particular areas of curriculum.

## **Attachment 5: INFORMATION ABOUT CONSULTATION**

### **Phase 1: Stakeholder Groups**

- Key Literacy, Numeracy, Language and Assessment Initiatives
- Reference Group representatives from:
  - Curriculum Division
  - Student Services Directorate
  - Principal's Associations
  - SPELD
  - Remedial and Support Teachers' Association Queensland
  - Senior Support Teachers, South East Corner Cluster
  - Queensland Teachers Union
  - Bound for Success Project
  - Literacy Framework for Action Team
  - Education Queensland Numeracy Strategy Team
  - Griffith University

### **Phase 2: Focus Groups**

- Senior Support Teachers South East Corner
- Fitzroy Central West Review Team

### **Phase 3: Regional and District Consultation**

- Regional Executive Directors and Executive Directors Schools
- Support Teacher Learning Difficulties Network meetings (State-wide)
- Regional and District Cluster meetings by invitation
- Principal Cluster meetings by invitation

### **Phase 4: Discussion Paper to Schools**

#### **Key dates**

- November 2007 Discussion Paper available
- February 2008 Responses due
- Early March 2008 Responses collated
- Late March 2008 Draft recommendations to Senior Management, Team Education Queensland
- May 2008 Recommendations and report finalised.

#### **Contact details**

Information relating to this project can be obtained either by telephone  
Ph: **07 3237 0887** or email to **Tess.hobbs@deta.qld.gov.au**