Best Practice and Innovation in Literacy and Numeracy

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4 DECS STRATEGIC DIRECTIONS IN LITERACY AND NUMERACY

- **Curriculum and pedagogy**
  All teachers are responsible for Literacy and Numeracy outcomes.
  Literacy and Numeracy across the curriculum.

- **Assessment and intervention**
  Evidence and teacher judgement are critical.
  Intervention and individual learning plans.

- **Leadership and professional learning**
  Deep curriculum knowledge of leaders.
  Whole school approaches and whole school planning.

- **Accountability and resources**
  Attention to raising the bar and closing the gap.
  Addressing underachievement is a school, district and state responsibility.
PROVEN PROGRAM DESIGN RESULT IN RESULTS

- Long term commitment (more than one year – up to 3 years) from the provider and schools and building on the investment creates capacity and sustainability.
- Voluntary commitment from schools and teachers: no coercion.
- Full time specialists, to act as mentors at the local level, not burdened by extraneous administrative tasks.
- Focus on a particular cohort of students.
- Whole school approaches.
- Blending the central and the local.
- Concurrent evaluation.
PROGRAM INNOVATIONS

Maths for Learning Inclusion, Accelerated Literacy (previously Scaffolded Literacy) and the Early Years Literacy Program

- Each program provides expert teacher coordinators who work alongside classroom teachers in cluster schools.
- Extensive central support for coordinators through shared planning and professional learning.
- Buy-in from Principals and service agreements for accountability.
- Use of valid and reliable data for local decision making.
- Access to state, national and international experts as well as local networks.
- Focus on pedagogy.
- Focus on low SES and Aboriginal students.
ACCELERATED LITERACY

- This graph represents all Salisbury North PS Year 7 students in 2005 and 2006 who completed two consecutive LaN Literacy tests.
- 70% have shown more than the expected growth of 24 months.
- The median point is 34 months, almost 1.5 times the expected growth.
These scores indicate higher than national average growth for:
- both ATSI & non-ATSI students at year 4
- at year 5 greater growth for non-ATSI students
Supporting Improved Student Achievement (SISA)

- Identifies schools who consistently, over time, have high numbers of students not achieving Literacy and Numeracy national benchmarks.
- A research pilot to identify both school and central operational, pedagogical and leadership strategies that assist or hinder school improvement.
- Uses Maths for Learning Inclusion and Accelerated Literacy program design, including concurrent outside evaluation.
YEAR 9 SUPPORT

- First year of year 9 literacy and numeracy tests.
- Pre test support for all year 9 teachers to understand the structure of tests and what they can tell about student achievement.
- Post test support for all year 9 teachers to understand, read and analyse test data and plan for intervention.
- Ongoing access to centrally provided professional learning aimed at building teachers’ knowledge of aspects of literacy and numeracy across learning areas.