# Middle Years Literacy and Numeracy Support Initiative

## Overview

The Middle Years Literacy and Numeracy Support Initiative will provide intensive literacy and numeracy teaching support to secondary students in Years 8 to 10 who are at risk of finishing school without the literacy and numeracy skills they need for future work or study.

This initiative is part of the Literacy and Numeracy Strategy, which is part of the Framework for Improving Student Outcomes. It builds on the Education State reforms to date, including the Victorian Curriculum, Learning Places model and additional equity funding (including Catch up loading).

This initiative will provide students with additional teaching support to improve their literacy and numeracy, building on the hard work that schools are already doing to improve literacy and numeracy outcomes for all students. This additional teaching support will be provided by:

* Literacy or Numeracy Improvement Teachers, who are existing teachers who will be provided time-release to support students in their school and to work with other teachers to improve the literacy and numeracy of all students at their school; and
* Network Literacy or Numeracy Teachers, a new workforce of teachers that will support students across a cluster of government secondary schools.

## Frequently Asked Questions

# what will students and schools receive?

**Literacy Improvement Teachers and Numeracy Improvement Teachers**

Over the coming four years every government secondary school with students between Years 7-10 will receive funding to release between one and three existing teachers to undertake the role of a Literacy Improvement Teacher or Numeracy Improvement Teacher. These teachers will provide direct teaching support to eligible students, undertake professional learning, and will also help to build the capability of other teachers in the school to teach literacy and numeracy within the curriculum. Literacy Improvement Teachers and Numeracy Improvement Teachers will continue to work in their usual teaching roles for the remaining time to maintain their connection with classroom practice.

**Network Literacy Teachers and Network Numeracy Teachers**

Some government secondary schools will also have access to Network Literacy Teachers or Network Numeracy Teachers. This new workforce will support schools that have additional students that Literacy Improvement Teachers and Numeracy Improvement Teachers cannot reach. These teachers will work across clusters of schools, working in collaboration with students’ regular classroom teachers to provide them with direct, individualised support.

*For example,* if a school receives funding for a Literacy Improvement Teacher but also has students behind in numeracy, this school will get assistance from a Network Numeracy Teacher.

# How will the initiative work?

**Who will receive this support?**

The support will be rolled-out to all eligible students in Years 8-10 by 2022. The first cohort of government secondary school students to receive this support will be eligible Year 10 students in 2019.

**How will students be identified?**

Students will be identified in the first instance by their Year 7 and Year 9 NAPLAN results, in particular whether they’ve met the minimum standards in NAPLAN Reading or Numeracy. These students will then receive teaching support in their subsequent year of school.

Schools that do not have any students below the minimum standards in NAPLAN Reading or Numeracy will be asked to identify those students that could benefit most from this support.

**How will the initiative be implemented in schools?**

The initiative will work by providing direct teaching support to students as part of their schooling. This will look different depending on each school’s context, timetable and other factors. Schools will be provided with a range of best-practice examples of how this may work in their school.

**What professional learning will these Literacy or Numeracy Improvement Teachers and Network Literacy or Numeracy Teachers receive?**

These teachers will receive professional learning on international best-practice in literacy and numeracy teaching, with a focus on reaching secondary school students who are behind in literacy and numeracy. This professional learning will be provided through the Bastow Institute of Educational Leadership. These teachers will receive ten days of professional learning over two years, in addition to induction training. This professional learning will be funded by the Bastow Institute.

This professional learning will align with the professional learning provided through state-wide expert led workshops for secondary Literacy Leads and Numeracy Leads (part of the Literacy and Numeracy Strategy). This professional learning will commence from Term 3, 2019.

# What do i need to do and BY when?

**How will schools know what support they are receiving?**

By the end of October 2018, schools will be advised of how they will be supported from 2019. Time-release funding will commence from 1 January each year until 30 June 2020. Support for the first cohort of eligible students will commence no later than Term 3, 2019 and continue to Term 2, 2020.

**What does my school need to do now?**

Schools that are selected to have a Literacy Improvement Teacher or Numeracy Improvement Teacher in 2019 will be asked to nominate an existing teacher by the end of December 2018.

If schools have not nominated a teacher by December 2018, there is a second opportunity to nominate a teacher in term 1 2019.

In 2019, Schools and Literacy or Numeracy Improvement Teachers will have Terms 1 and 2 to prepare and these teachers will undertake induction in Term 1 or 2. The full program will be rolled-out from Term 3, 2019.

**Can I nominate a Learning Specialist or a Literacy or Numeracy Leader to be a Literacy or Numeracy Improvement Teacher?**

The time-release funding for Literacy or Numeracy Improvement Teachers will be funded at CT2.5 based on the responsibilities of the role. It is expected that the nominated teacher will have schools expertise in literacy or numeracy teaching to work directly with students, have the capacity to build capability of others and be able to build effective relationships with adolescent students. It is at a schools discretion to decide which existing teacher could undertake this role and how this will fit with their current responsibilities.

**Can I nominate a new teacher as a Literacy or Numeracy Improvement Teacher if I do not have an available existing teacher?**

Yes. While it is recommended that you nominate an existing teacher, if this is not possible, schools will be able to recruit a new teacher to fill the 0.6 FTE role.

**What support will schools receive?**

As part of the initiative, 17 new Program Managers will be recruited across regions from 2019. These Program Managers will be a contact point for schools, coordinate and monitor the delivery of support to students, troubleshoot problems as they arise, and collect data to enable evaluation.