

# Te Kāreti Tamatāne o Te Whanganui-a-Tara



## The Coll Way for Literacy

**Tuesday 28th March  
Session 1**

# Karakia

*E oha ki runga*  
*E oha ki raro*  
*Āna*

*"I greet those things from above  
I greet those things from below  
Yes I do"*

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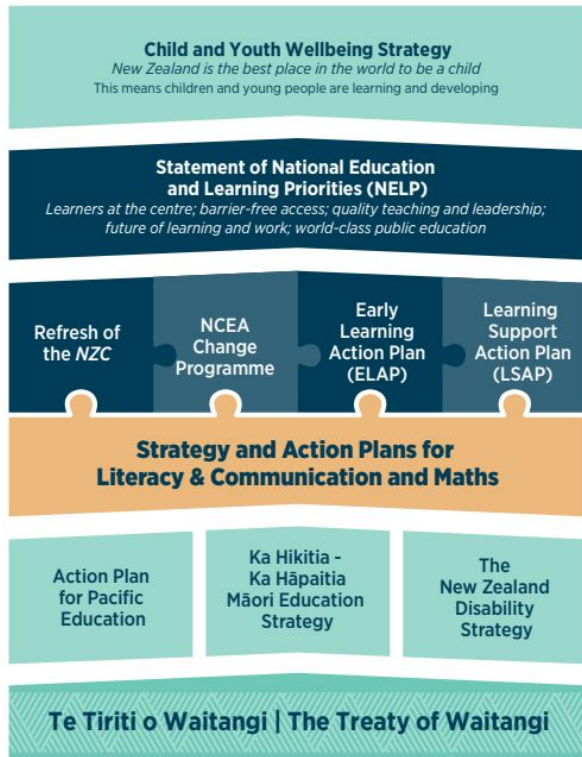
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LEARNING TOGETHER

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RANGATIRATANGA  
LEADERSHIP

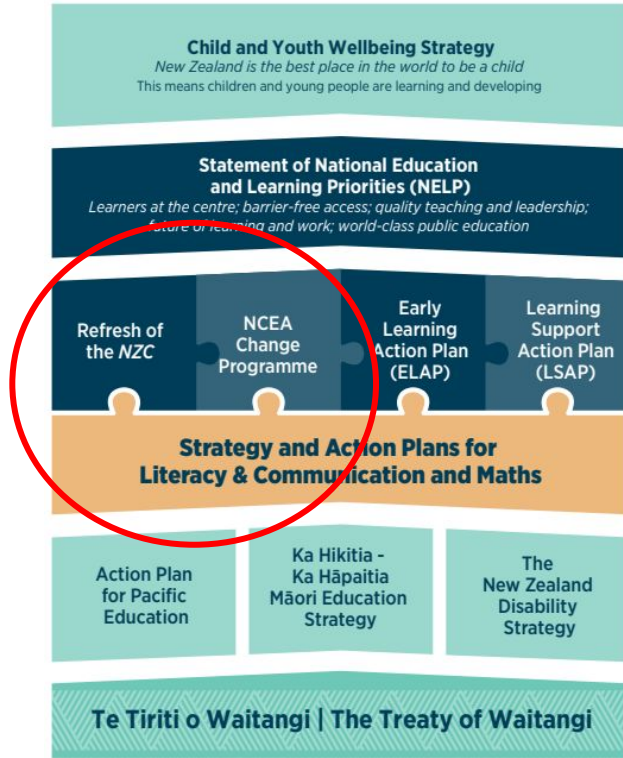
# Te Kāreti Tamatāne o Te Whanganui-a-Tara



## The Coll Way for Literacy

**Tuesday 28th March  
Session 1**

# Why this, Why now?



## The Coll Way for Literacy

# Why this, Why now?

*Note: Qualification requirements for our Year 10 cohort onwards*

UE (Y13)

▷ - 3 UE approved subjects  
on 14 or more  
Achievement Standard  
credits  
Writing and 5 Reading  
credits at Level 2 or 3,  
on approved  
standards

So, what does the 'readiness'  
of our students look like?

Literacy and Numeracy  
Co-requisites  
(Y10/11)

In order to gain their NCEA Level 2, 3 and UE qualifications, **our current Year 10 students** (and all following) **MUST** have passed all three of their co-requisite standards

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# What is our picture?

Using the PAT data collected across the start of this year we are able to predict how well our Year 10 students are likely to do in their November corequisite exams.

## Some things to keep in mind:

- These predictions are based on pass rates from the 2022 Kāpiti College pilot
- Kāpiti College is co-educational, not single sex, so therefore their pass rates in reading and writing are likely to be higher, and in numeracy are likely to be lower
- The projection is based on the proportion who are expected to pass in each stanine
- Predictions will become more accurate with each year

## Task: You have been given the predictions for our Year 10 cohort to interrogate

- What is interesting about it?
- What is your biggest 'wow' moment?
- What questions do you have?

A large white letter 'C' on a dark blue background.

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COMMUNITY

A large white letter 'O' on a yellow background.

WELL-BEING  
ORANGA

A large white letter 'L' on a light blue background.

AKO  
LEARNING TOGETHER

A large white letter 'L' on a dark blue background.

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LEADERSHIP

# What is our picture? *Making predictions using PAT data*

- What is interesting about it?
- What is your biggest 'wow' moment?
- What questions do you have?

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# The Coll Way for Literacy



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graph TD; A[The Coll Way for Literacy] -- red --> B[STRATEGY ONE: Knowing our learners]; A -- green --> C[STRATEGY TWO: Professional Development]; A -- blue --> D[STRATEGY THREE: The WC Language of Literacy]; A -- purple --> E[STRATEGY FOUR: Intervention Programmes];
```

**STRATEGY  
ONE:**  
Knowing our  
learners

**STRATEGY  
TWO:**  
Professional  
Development

**STRATEGY  
THREE:**  
The WC Language  
of Literacy

**STRATEGY  
FOUR:**  
Intervention  
Programmes



# The Coll Way for Literacy

## **STRATEGY ONE:**

Knowing our learners

- PAT data across Year 9 and 10
- Use of Education Perfect progress tools

### **What we were already doing:**

- Using PAT as a diagnostic tool in English and Maths

### **What we have started doing this year:**

- Moving to the digital PAT platform, which provides us with much more detailed analytics
- Using the data to project student progress, and therefore enabling us to target interventions
- Making PAT data accessible to all staff and supporting them with interpreting it

### **What's next:**

- Using Education Perfect to support students in making progress

# The Coll Way for Literacy

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graph TD; Root(( )) -- red --> S1[STRATEGY ONE: Knowing our learners]; Root -- green --> S2[STRATEGY TWO: Professional Development]; Root -- blue --> S3[STRATEGY THREE: The WC Language of Literacy]; Root -- purple --> S4[STRATEGY FOUR: Intervention Programmes];
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**STRATEGY ONE:**  
Knowing our learners

**STRATEGY TWO:**  
Professional Development

**STRATEGY THREE:**  
The WC Language of Literacy

**STRATEGY FOUR:**  
Intervention Programmes

# The Coll Way for Literacy

## STRATEGY TWO:

### Professional Development

- The requirements of the co-requisites
- Increased literacy related knowledge
- Tools for teaching the nuts and bolts

### What we have already done:

- May 2022
- Introduction to the changes
- Discussion around disciplinary literacy
- Time working in your team to think about how the co-requisites impact your Learning Area
- Some teachers began using the L and N codes to indicate to students when they were using Literacy and Numeracy skills in their lessons

Which leads us to...

# What do we need to know to move forward?

## STRATEGY

### TWO:

Professional  
Development

- The requirements of the co-requisites
- Increased literacy related knowledge
- Tools for teaching the nuts and bolts

- We need to **know and understand what our students need to know and understand**
  - What are the requirements of the co-requisites? What are each of the outcomes wanting our students to do?
  - Whose responsibility? English/Maths vs Whole School

...Today we are going to be focusing on Literacy, specifically the **Writing US32405**

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# Writing US32405 - Whose responsibility?

## STRATEGY TWO:

Professional Development

- The requirements of the co-requisites
- Increased literacy related knowledge
- Tools for teaching the nuts and bolts

Outcome 1: Requires evidence of the ability to write meaningful texts for different purposes and audiences (produce two written texts)

Outcome 2: Requires evidence of the ability to use written language conventions to support communication (short answer)

# Writing US32405 - Whose responsibility?

## STRATEGY TWO:

Professional Development

- The requirements of the co-requisites
- Increased literacy related knowledge
- Tools for teaching the nuts and bolts

**Outcome 1: Requires evidence of the ability to write meaningful texts for different purposes and audiences (produce two written texts)**

English Learning Area	Whole School responsibility
1.1 Structuring writing for audience and purpose	1.1 Using content appropriate to audience
1.2 Understand conventions of different writing purposes	1.2 Paragraphing appropriately
	1.3 Language/ Vocabulary
	1.4 Technical accuracy of spelling, punctuation and grammar

**Outcome 2: Requires evidence of the ability to use written language conventions to support communication (short answer)**

# Writing US32405 - Whose responsibility?

## STRATEGY TWO:

Professional Development

- The requirements of the co-requisites
- Increased literacy related knowledge
- Tools for teaching the nuts and bolts

**Outcome 1: Requires evidence of the ability to write meaningful texts for different purposes and audiences (produce two written texts)**

English Learning Area	Whole School responsibility
1.1 Structuring writing for audience and purpose	1.1 Using content appropriate to audience
1.2 Understand conventions of different writing purposes	1.2 Paragraphing appropriately
	1.3 Language/ Vocabulary
	1.4 Technical accuracy of spelling, punctuation and grammar

**Outcome 2: Requires evidence of the ability to use written language conventions to support communication (short answer)**

	2.1 Use a range of sentence types accurately
	2.2 Punctuate accurately, including capital letters and full stops
	2.3 Use grammatical conventions accurately e.g. subject-verb agreement
	2.4 Spelling everyday high frequency words accurately
	2.5 Make changes to sentences to improve their coherence

# What do we need to know to move forward?

## STRATEGY

### TWO:

Professional  
Development

- The requirements of the co-requisites
- Increased literacy related knowledge
- Tools for teaching the nuts and bolts

- Spelling, punctuation and grammar tutorials (on going as necessary)
- Resources for starters/ plenaries/ feedback
- Learning Walks
- Teaching Hacks

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# The Coll Way for Literacy

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# The Coll Way for Literacy

## **FOUR:** Intervention Programmes

- Ako
  - INT
- In collaboration  
with:
- SENCO
  - Head of Learning Support
  - TiC of INT

### **What we were doing already:**

- Ako
- INT

### **What we have started doing this year:**

- 'New look' INT programme, including through to Year 11, with Caitlin as TiC
- INT moving under the Learning Support Learning Area, with Deb Marshall as HoD
- Developed systems around the selection of students in Ako and INT

### **What's next:**

- INT running from 9-12 in 2024

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```

**STRATEGY ONE:**  
Knowing our learners

**STRATEGY TWO:**  
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**STRATEGY THREE:**  
The WC Language of Literacy

**STRATEGY FOUR:**  
Intervention Programmes

BREAK TIME: 20 minutes