

How secondary teachers and leaders are working with the Curriculum Progress Tools to improve teaching and learning

The Curriculum Progress Tools include the Learning Progression Frameworks and the Progress and Consistency Tool. Both can support the professional practice of secondary teachers, particularly in years 9 and 10. The points below describe some of the ways teachers are using these tools to benefit their practice.

- Teachers are improving their own curriculum knowledge about how learning in reading, writing and mathematics progresses. This is particularly important for those subject teachers who, while confident about their subject content, are not so clear about how well students are using the foundation skills of literacy or mathematics within their subjects. The frameworks provide exemplars in different curriculum contexts so teachers can gain a clear picture of literacy and mathematics progress across a range of subjects and topics.
- Teachers are using the LPF illustrations to take note of the knowledge, skills and attitudes of their students, so they can encourage student goal-setting.
- Teachers are 'chunking' the learning for their students, using the different illustrations from the Frameworks. This gives their students a clear idea of all the components of reading, writing and mathematics and what they need to get better at.
- Teachers are introducing the illustrations to their students, carefully and systematically, to let them share the same understanding of the 'anatomy' of quality that they, the teachers, have.
- Teachers are teaching their students the skills of self and peer assessment so that students can use the illustrations to figure out where they sit on the progressions.
- Teachers are providing specific, consistent and targeted feedback to students, using the illustrations within the Frameworks.
- Teachers are sharing knowledge of literacy and maths progressions within and across departments or faculties. They meet with their colleagues to 'unpack' the LPF in their subject specific contexts. The frameworks easily fit with science, English, and social sciences and provide a rich resource for more flexible cross-curricular contexts as well.
- Teachers are using their shared understanding to create clarity for themselves and their students. For example, a shared concept of what makes an effective structure for an information report means that teachers can be giving the same messages to students across English, science, social sciences, technology and other areas. This also means that teachers' assessment of writing is more consistent, reliable and helpful for students.
- Teachers are using their shared knowledge to be consistent and explicit about how they embed literacy (and numeracy if appropriate) into classroom programmes. They can formulate clear literacy learning intentions and give relevant and useful student feedback.

- Teachers are developing processes to calculate and enter LPF information into PaCT, not only to assess where students are in relation to the NZ Curriculum, but to access the reporting and analysis capabilities of the PaCT. They are using the information from the reports to work with students on goal setting, share information with parents and whānau, set up their own teaching inquiries, contribute valuable data to school strategic planning and, if relevant, that of the Kāhui Ako.
- School and Kāhui Ako leaders and cross-school-teachers are using PaCT to collect consistent data for Kāhui Ako across primary, intermediate and secondary schools, using the same tool and helping create common understandings of progression from junior primary teachers to teachers of year 10 students.
- Teachers and leaders are using PaCT reports to look at aggregated data for a class, cohort, year group or for the whole school. These reports are helping leaders and teachers to:
 - understand the distribution of achievement and identify students needing targeted support
 - analyse and identify the strengths and weaknesses in reading, writing and mathematics across cohorts
 - identify aspects within the frameworks that need increased focus or deliberate instruction
 - report on the levels of progress and achievement of classes and cohorts.