

## Teachers working collaboratively on the LPF and PaCT

Collaboration between teachers on the reading and writing aspects of the **Learning Progression Frameworks (LPF)** encourages a cross-curricular approach to literacy development. Teachers have found that when they work collaboratively using their shared understandings of the Frameworks and the PaCT, their students can more easily transfer their learning across a range of subjects. Shared teacher knowledge about teaching and assessing literacy gives students the chance to improve their reading and writing in a variety of different subject contexts.

Probably the easiest way for a secondary school to get started is with a combined focus on English, science and social sciences, because there are contextualised sets of exemplars available in the LPF/PaCT. These are some ways that teachers have worked effectively.

1. Teachers have the sets of illustrations from the LPF readily available and shareable. Some schools photocopy and laminate sets of them, while others prefer to use the LPF App. The App allows users to browse the frameworks and illustrations anywhere, anytime and make notes to help them in their work. (It's available for Apple from the App store and Android devices from Google Play by searching for "learning progressions".)
2. Teachers make time to get together to familiarise themselves with the LPF. They've learnt that time to understand the Curriculum Progress Tools is an important component of success, and it's necessary to negotiate or organise extra time to do this. If it comes on top of everything else they have to do, they see it as a burden.
3. Teachers work together to come to a shared understanding of the different aspects within the tool, and what progress in each of them looks like, and they have conversations across the learning areas. These centre on their shared understanding of progress and the literacy demands that underpin student achievement.
4. Teachers use their knowledge of the LPF to identify their students' reading and writing capabilities in their subjects, derived from naturally occurring evidence. They share this data with the group so that they can come to a consensus about where students sit on the progressions.
5. Some schools have created what they call a Placement Chart. This is a spreadsheet where each student's teachers enter their individual judgments about where he/she sits on the levels within each aspect of the Frameworks. If teachers agree, that data is entered into PaCT. If there is disagreement, this is a signal for moderation where teachers bring evidence of the work completed and come to an agreement.
6. This moderated and confirmed data is then entered into PaCT to identify students' curriculum levels and progress. Many secondary schools have Literacy Leaders who co-ordinate a cross-curricular approach to literacy, and they are often able to lead this process.
7. Teachers get together to analyse the reports from PaCT and discuss next steps and ways to support their learners.

As schools and teachers become proficient in working in the English, science and social sciences curriculum areas, they can begin to incorporate other learning areas as their expertise and confidence with the LPF grow.

### How students benefit when teachers collaborate using the Curriculum Progress Tools

- Teachers collaborate on and learn more about what student progress looks like in literacy. They use their knowledge to share and use effective literacy teaching strategies, give constructive and consistent feedback and make useful and accurate assessments of student progress and 'where to next'.
- The cross-curricular approach can lead to higher student achievement as the learning intentions, success criteria, assessment specifications and feedback linked to literacy complement teachers' curriculum content knowledge. They strengthen teaching consistency within the school around literacy achievement and progress for Years 9 and 10.

### Wider collaborative benefits of the Curriculum Progress Tools

- School and Kāhui Ako leaders and cross-school-teachers can use 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.