

Using the Curriculum Progress Tools in literacy in years 1 to 8

This document provides school leaders with a high-level overview of a recommended approach to implementing and using the Curriculum Progress Tools for reading and writing in years 1 to 8. It describes three steps:

- Step 1: Get familiar with the underlying purposes of the Curriculum Progress Tools
- Step 2: Understand and use the LPFs
- Step 3: Understand and use PaCT

Further information and resources to support schools to understand and implement the tools are provided on the Curriculum Progress Tools website. Each page includes a guide which indicates the resources that are most likely to be helpful in particular contexts.

Step 1: Get familiar with the underlying purposes of the Curriculum Progress Tools

The Curriculum Progress Tools are two separate tools that work together to strengthen teachers' knowledge of literacy development and to track students' progress and achievement as they use their literacy capability in the New Zealand Curriculum (NZC).

Give teachers an overview of both tools before you focus on using either of them in any depth. This allows teachers to understand how they work together to support students to make progress in reading and writing. Emphasise that the LPF supports teachers' **understanding** of what progress looks like in key aspects of reading and writing from year 1 to year 10, while PaCT uses the LPF for **tracking** the progress of individual students in those aspects and how their overall achievement relates to curriculum expectations.

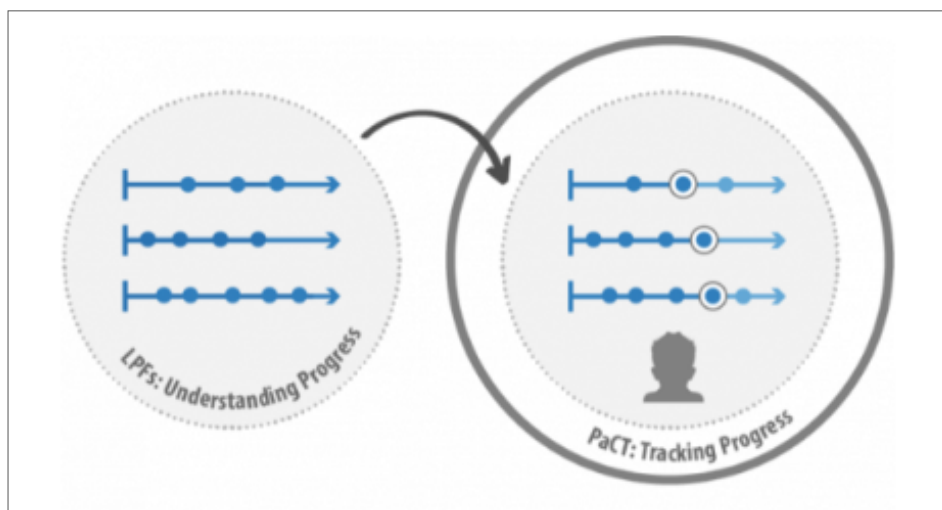


Figure 1: The LPFs are used as the underlying maps in PaCT

These webpages and their guides support schools to undertake step 1:

Learn about the LPFs, <https://curriculumprogressstools.education.govt.nz/lpfs/learn-about-the-lpfs/>

Learn about PaCT, <https://curriculumprogressstools.education.govt.nz/pact/learn-about-pact/>

It is suggested that this step could be undertaken at one or two workshops.

Step 2: Understand and use the LPFs

Start by exploring the LPFs. The LPFs provide a big-picture view of the significant steps that students take as they develop their expertise in reading and writing from year 1 to year 10. The frameworks illustrate students' using their reading and writing as they learn in different areas of the New Zealand Curriculum. The seven aspects in each framework cover the breadth of reading and writing and allow teachers to focus on the aspects that students use to make meaning with text as well as the ways they use their reading and writing as learning tools. This big-picture view puts teachers in a stronger position to support students' ongoing literacy development.

These webpages and their guides support schools to undertake step 2:

Understanding the reading framework,

<https://curriculumprogresstools.education.govt.nz/lpfs/understanding-the-reading-framework/>

Understanding the writing framework,

<https://curriculumprogresstools.education.govt.nz/lpfs/understanding-the-writing-framework/>

Experience suggests that the time taken to understand and use the LPFs will depend on teachers' literacy knowledge and may take up to a year. Because teachers need to understand all seven aspects of the reading and writing frameworks, we suggest that several workshops are held across of the course of the year, with each workshop focused on developing understanding of one or two aspects. Teachers could work in small groups to lead the workshops, and support their colleagues to unpack the aspects.

Once teachers understand the reading and writing frameworks they will be well positioned to make efficient judgments in PaCT.

Step 3: Understand and use PaCT

The Progress and Consistency Tool (PaCT) guides teachers to make dependable judgments about students' capability in the different aspects of reading and writing. Teachers use their professional judgment to locate students' achievement at a particular signpost on a progression for each aspect in the reading and writing frameworks that comprise the LPFs. PaCT then synthesises these judgments into a PaCT scale score which is displayed in relation to the levels of the New Zealand Curriculum (NZC). This score provides dependable progress and achievement information that can be used for a variety of purposes including reporting to parents, designing targeted teaching interventions and planning teaching and learning programmes.

These webpages and their guides support schools to undertake step 3:

Making PaCT judgments, <https://curriculumprogresstools.education.govt.nz/pact/making-pact-judgments/>

Using PaCT reports, <https://curriculumprogresstools.education.govt.nz/pact/using-pact-reports/>

The process of making judgments could be introduced in one workshop as the process is straight forward once teachers are familiar with the aspects and signposts of the reading and writing frameworks. We suggest that three workshops are scheduled to support teachers to make aspect judgments and confirm overall judgments for the first time.

Workshop 1: Introduce the process of making judgments to all teachers.

Workshop 2: Teachers work in groups or syndicates to make aspect judgments for all students in their class.

Workshop 3: Teachers work through the process of confirming overall judgments at a group or syndicate meeting.