Literacy approaches with challenging learners: developing evidenced-based practice

Supporting Challenging Learners Conference

John Catron

Schools NE

Riverside Stadium

Life expectancy

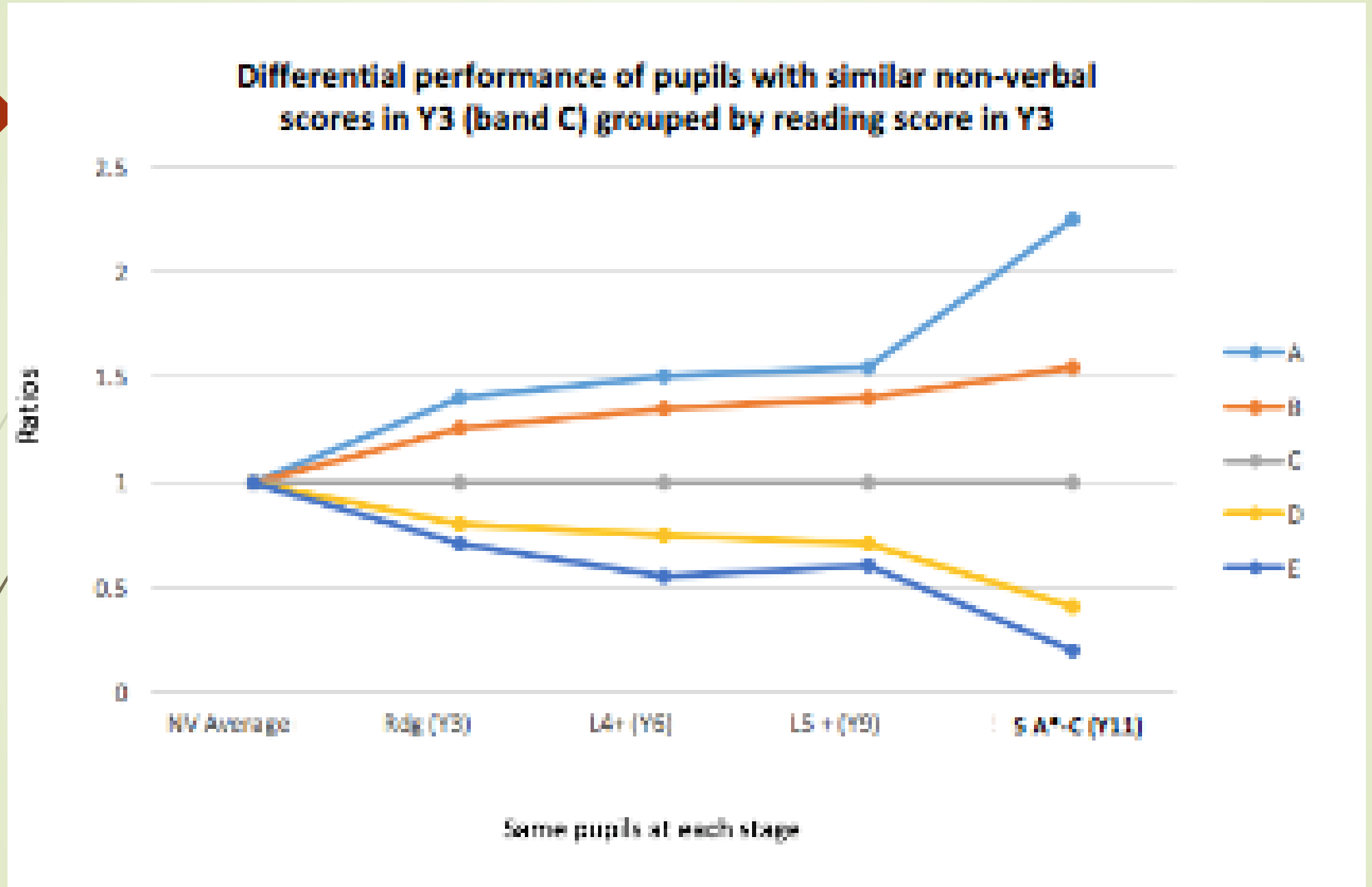
Pallister	74	75
Park End	72	77
Marton	79	86
Nunthorpe	82	84

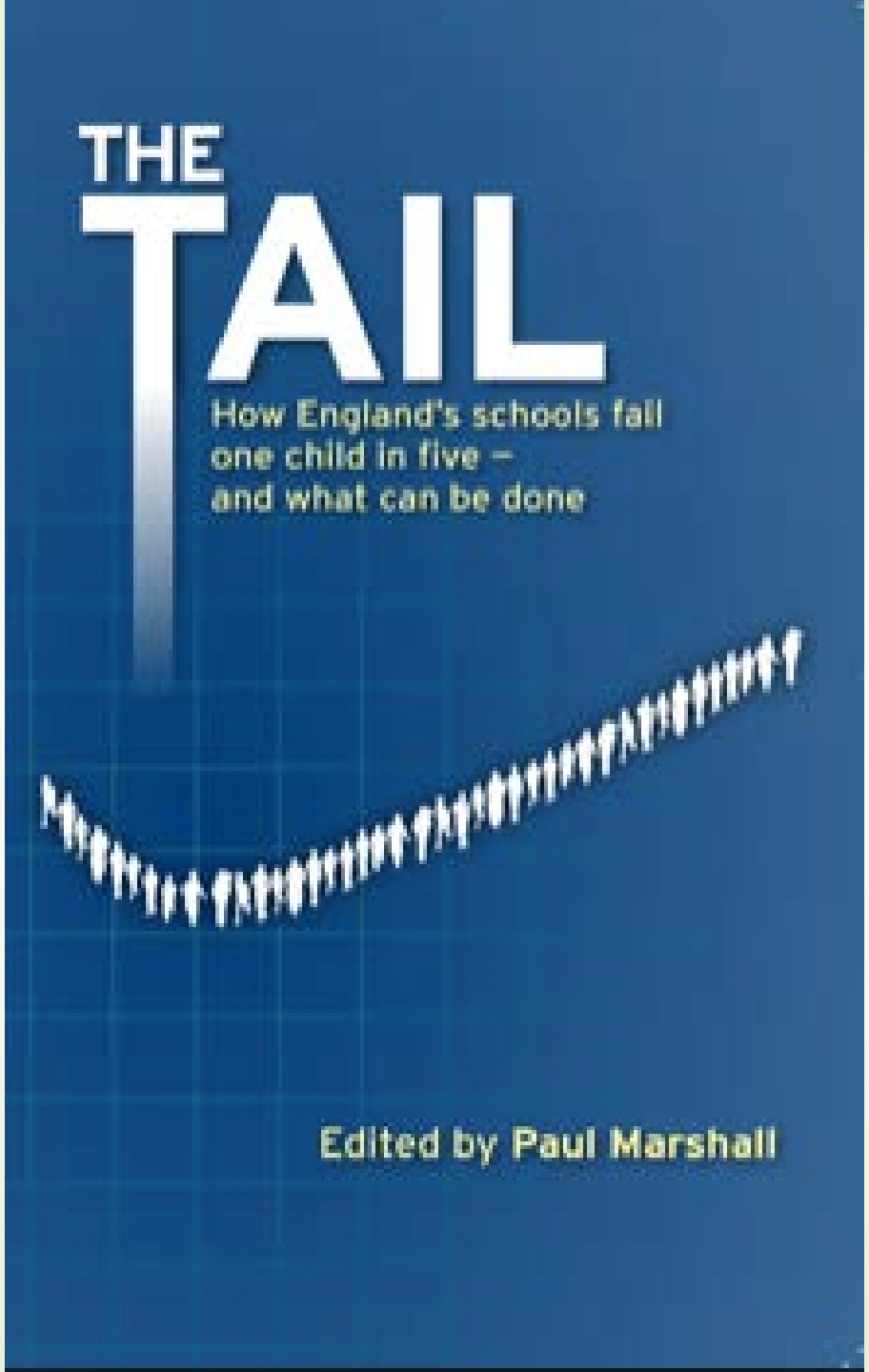
The Importance of Adapting to Context

- Context is not an excuse; it's a lived reality for too many pupils and teachers
- Despite their context, many, many schools are ensuring that pupils make progress and achieve outcomes
- A challenging context means many more barriers to progress…therefore, schools need to adapt tp those barriers, so they can be overcome
- It also means that effective pedagogy is not simply transferable; it needs to take into account the contextual features of the pupils, so they can be systematically removed…personalisation

Education Change in the English System – so much change, so little impact!

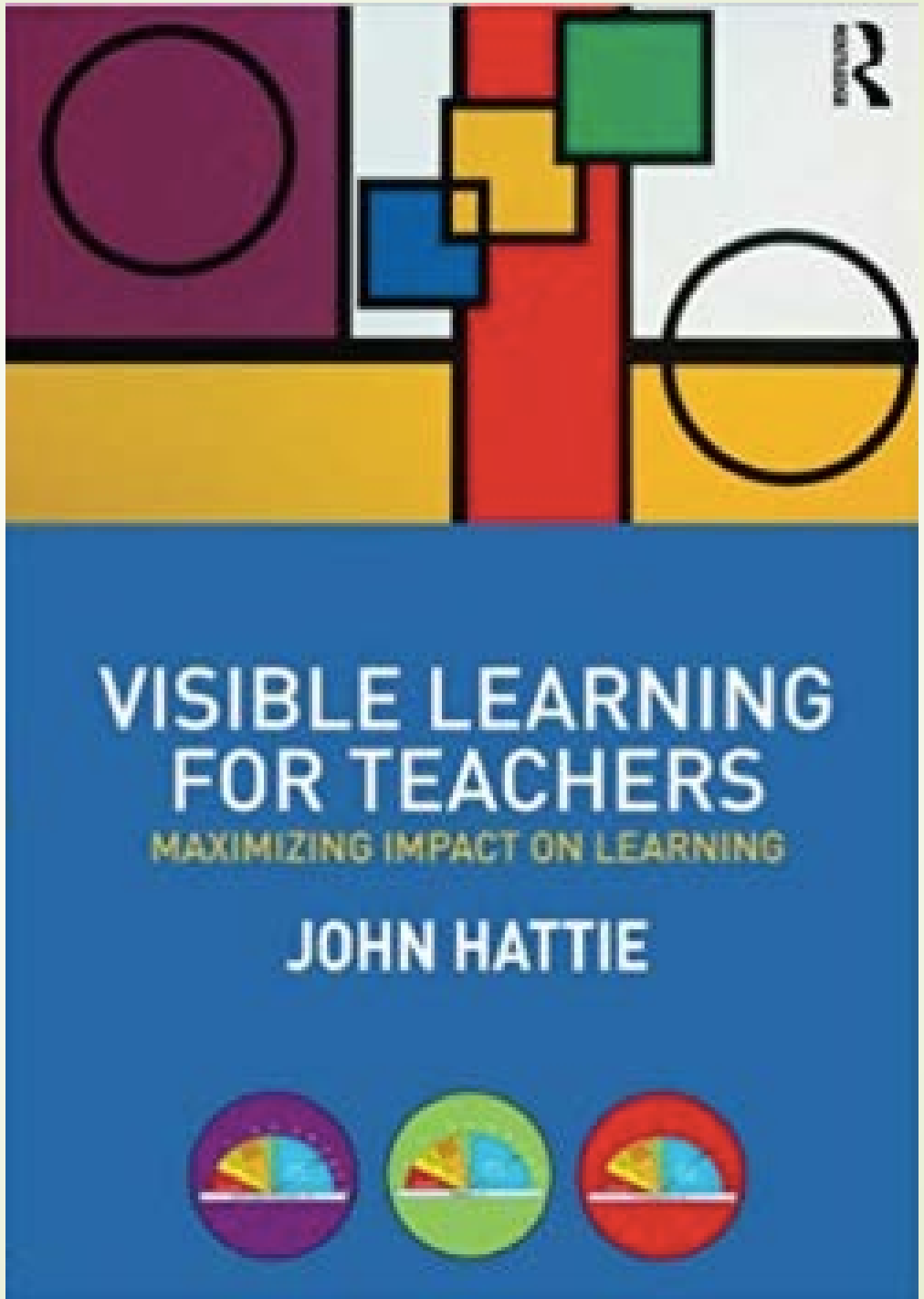
- 1960 / 70s – reaction against the rigidity of educational provision – teacher initiated programmes
- 1980s - National Curriclum, TGAT and Ofsted
- 1990s - National Strategies
- 2000s - ‘structural changes’
- 2010s - new National Curriculum and accountability measures
- 2020s – new Ofsted Framework


Differential performance of pupils with similar non-verbal scores in Y3 (band C) grouped by reading score in Y3
2.5
2
1.5
1
0.5
0
Ratios
NV Average
Rdg (Y3)
L4+ (Y5)
L5 + (Y9)
5 A*-C (Y11)
Same pupils at each stage
A
B
C
D
E


THE
TAIL
How England's schools fail
one child in five –
and what can be done
Edited by Paul Marshall

The Tail

- According to the Education Policy Institute, 21 countries have less of a gap between the best and worst primary maths results, exposing what it calls “a long tail of underperformance” in which pupils are left behind before they reach secondary school.
  - Jess Staufenburg, EPI 2017


VISIBLE LEARNING
FOR TEACHERS
MAXIMIZING IMPACT ON LEARNING
JOHN HATTIE

Evidence-based practice

Hattie: what works for reading?

- Accelerated reading
- Reciprocal reading
- Problem solving techniques

High Accountability – High Autonomy

- Dean Fink – Trusting teachers
- Re-discovering the professional voice
- Fullan - Call to arms
- LEAP / NSW Secondary Principals Association – buildng the ‘firewall’

Putting it all together...

- The Tail
- The Context
- The lack of political ideas / will
- Professional autonomy / high accountability
- Hattie

- We end up with ...action research. Teacher professionals researching what works for their pupils, in their context...teachers become the experts

The Professional Learning Network at RTMAT

- The Problem of Transferability and the basic premises – action research
- Coaching
- The Virtual Learning Platform
- The power of Vlogging
- The CPD cycle – personalising / record / model-co-teach-coaching / feedback-reflection-evaluation

The PLN Network and the 6 Threads

- Extended writing
- Baseline data
- Vocabulary building and specialist language
- Active reading
- Key Stage 4 English
- Community Engagement

  School-to-school

Progress so far…

- The Vlogs
- Virtual Learning Network – Frog
- Thread Leaders
- Coaching
- Learning visits
- Video conferencing
- Built into monitoring, evaluation and performance management

What's next?

- Continue to promote reflective practitioners
- Promote a cycle for a professional learning community
- Build independence
- Sustainability
- Transferability

RIVER TEES
Multi-Academy Trust

L iteracy Focus
VLOG 1
Sarah Birch

Feedback and discussion