

Guiding Principles of Intervention¹

High levels of learning and growth for each child

All children can learn and our actions must reflect this belief. Successful schools maximise learning for each child, through engagement, challenge and differentiation with the goal that every child makes at least 12 months progress every year. This reinforces the value of effort, persistence and a growth mindset.

Whole Site Approach to continuous improvement in Literacy and Numeracy

The development of the whole child drives academic outcomes. A whole site approach (WSA) is one that is collaboratively developed, known and enacted in all learning areas to support improved learning outcomes for each child. A WSA is most effective when it embraces: *purpose* – beliefs, values, understandings; *practice* – pedagogy; *policy* – programs, assessment and, *people* - professional learning, performance development. Developing and maintaining a coherent, consistent, responsive and effective whole-school focus on Literacy and Numeracy², should include (1) an explicit improvement agenda (2) use of evidence, data and research (3) implementation of effective pedagogical practices that raise achievement and reduce disparity (4) Intervention for ALL learners (5) a clear sense of purpose and shared understandings (6) targeted use of school resources (7) strategies to strengthen key partnerships with families and the broader school community. This focus on continual improvement in Literacy and Numeracy is fundamental and can significantly reduce the need for intensive intervention³.

Intervention is for ALL learners

Intervention for all learners is one aspect of the whole site approach to ensure high levels of learning for each child. Education is most effective when we treat learners as individuals with different levels of readiness, learning profiles, and interests; and when teachers have a professional obligation to help **all** children succeed. Teachers who use high quality, evidence-based approaches in a Literacy and Numeracy rich environment are intervening with every child, every day, in every classroom. Using the model ASSESS – PLAN - TEACH – TRACK – ADAPT (which aligns with TfEL Learning Design) teachers are able to intervene and not wait for children to fail. All interventions should reflect the characteristics of quality intervention- timely, targeted, purposeful and time limited⁴.

Systematic analysis and use of data

Schools need to commit to a systematic collection of high-quality, robust evidence of children’s learning, to analyse the evidence to identify learning gaps and to monitor progress over time, and to use this evidence to identify successful teaching, at a site, cohort and individual level. An efficient and integrated plan documents collection of learning and dispositional evidence and data, including a range of standardised assessment tools, balancing teacher judgement with assessments of and for, children’s learning. This data is then used to target, track and monitor learner progress over time. Early diagnosis, derived from appropriate data and analysis, and intervention is vital for students at risk of not progressing in literacy and numeracy learning⁵. Teachers need to be equipped with the time, tools and training⁶ to use data to inform their teaching practice and drive improvement in Literacy and Numeracy learning outcomes.

A 3 Wave Model to challenge and support all learners

The 3 Waves of intervention model is used by teachers and sites in response to data analysis and monitoring. The waves are represented as a model of increasingly focussed support, personalised teaching and intervention. The waves are not discrete; they are fluid and flexible and work concurrently to build momentum and effectiveness of intervention and support actions, and successful engagement with, learning pathways. If a program is used in any Wave, sites should analyse this against the criteria provided, as there is no one program (‘silver bullet’⁷) that will address every child’s unique needs nor is there an ‘intervention-in-a-box’ that can beat highly effective teachers working with a targeted group of children⁸ using highly effective pedagogies. This 3 Wave Model is transferable to other site practices (eg: Behaviour⁹ and wellbeing).

¹ Intervention is anything a school does, above and beyond what all students receive that helps a child succeed at school. This additional support can be a practice, method, strategy or program.

² ACER National School Improvement Tool https://www.acer.edu.au/school-improvement/improvement-tool?fa_1_success=1#form-one

³ Refer ACER Whole Site Literacy and Numeracy Improvement Tool

⁴ DECD Numeracy and Literacy Results Plus for Site leaders Expectation D

⁵ ACER Literacy and Numeracy: Interventions in the Early Years of Schooling: A Literature Review 2015

⁶ Goss P & Hunter J 2015 *Targeted Teaching: How better use of data can improve student learning* Gratten Institute

⁷ Buffam et al 2012 *Simplifying Response to Intervention* Solution Tree Press p7

⁸ Ibid p 131

⁹ Buffam et al 2012 *Simplifying Response to Intervention* USA Solution Tree Press

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