

BEST PRACTICE IN INTERVENTION

IS UNDERPINNED BY THESE PRINCIPLES:

- HIGH LEVELS OF LEARNING AND GROWTH FOR EACH CHILD
- WHOLE SITE APPROACH TO CONTINUOUS IMPROVEMENT IN LITERACY AND NUMERACY
- INTERVENTION IS FOR ALL LEARNERS
- SYSTEMATIC COLLECTION AND ANALYSIS OF DATA
- 3-WAVE MODEL TO CHALLENGE AND SUPPORT ALL LEARNERS

3-WAVE MODEL OF INTERVENTION

IS ENACTED THROUGH INTENTIONAL RESPONSIVE TARGETED TEACHING AND INTERVENTION:

WAVE 1: Intervention for all learners

Sustained high quality classroom teaching is the right of every child

WAVE 2: Additional support/challenge for SOME

WAVE 3: Intensive personalised support/challenge for FEW

ASSESS

WHAT DO I WANT THEM TO LEARN AND WHERE ARE THEY NOW?

What is the intended learning and why is it important?
What does each learner bring? What does each learner know already? What do I already know about each learner? What are the pre-requisite skills and knowledge each learner needs to be successful?

IS WHAT I AM DOING MAKING A DIFFERENCE?

Analyse progress and outcome data to refine teaching practice and the level of intervention for each learner. What worked well? What would you change? What did you learn? What was the impact of the learning? Keep what works best; improve or stop what doesn't.

WHAT WILL I DO TO GET THEM THERE?

What is the Wave 1 highly effective teaching for this intended learning? How will I differentiate to meet each learners' needs? How will I engage, challenge and support each learner? What support will I provide for those needing more intensive intervention (Wave 2 and 3)?

ADAPT

PLAN

HIGH LEVELS of LEARNING and GROWTH for EACH CHILD through INTERVENTION for ALL

HOW WILL I KNOW IF THEY HAVE GOT IT?

What evidence will enable me to assess the intended learning? How will I monitor the progress of every learner? How will I re-assess understanding after providing intervention?

MAKING IT HAPPEN

Implement the plan - intentional responsive teaching that challenges and supports all learners. Continually intervene to ensure all learners are successful. Provide additional support as necessary - Don't wait to fail.

TRACK

TEACH

BUILT ON: INTENTIONAL RESPONSIVE TEACHING

EDUCATORS PROACTIVELY PLAN AND DIFFERENTIATE APPROACHES TO:

CONTENT - WHAT CHILDREN NEED TO LEARN

PROCESS - HOW THEY WILL LEARN IT

PRODUCT - HOW THEY WILL SHOW WHAT THEY HAVE LEARNED

LEARNING ENVIRONMENT - THE WAY THE ENVIRONMENT WORKS AND FEELS TO ENSURE HIGH LEVELS OF LEARNING FOR EACH CHILD

CHARACTERISED BY INTERVENTIONS THAT ARE:

TIMELY - EARLY INTERVENTION TO ENABLE SUCCESS AND BUILD RESILIENCE FOR EACH LEARNER

TARGETED - EVIDENCE-BASED, RESPONSIVE TO NEEDS, DIFFERENTIATED ACCORDING TO NEEDS

PURPOSEFUL - OUTCOMES FOCUSED - SPECIFIC GOALS SET FOR INDIVIDUALS AND GROUPS OF LEARNERS TO IMPROVE THEIR ENGAGEMENT AND ACHIEVEMENT IN LITERACY AND NUMERACY

TIME-LIMITED - SPECIFIC TIME-FRAME SET TO MEET SPECIFIED GOALS

KNOW THY IMPACT.

WHAT EDUCATORS DO MATTERS: THE QUESTION THUS SHOULD BE - WHAT HAS THE GREATEST IMPACT?