

3-Wave Model to challenge and support all learners

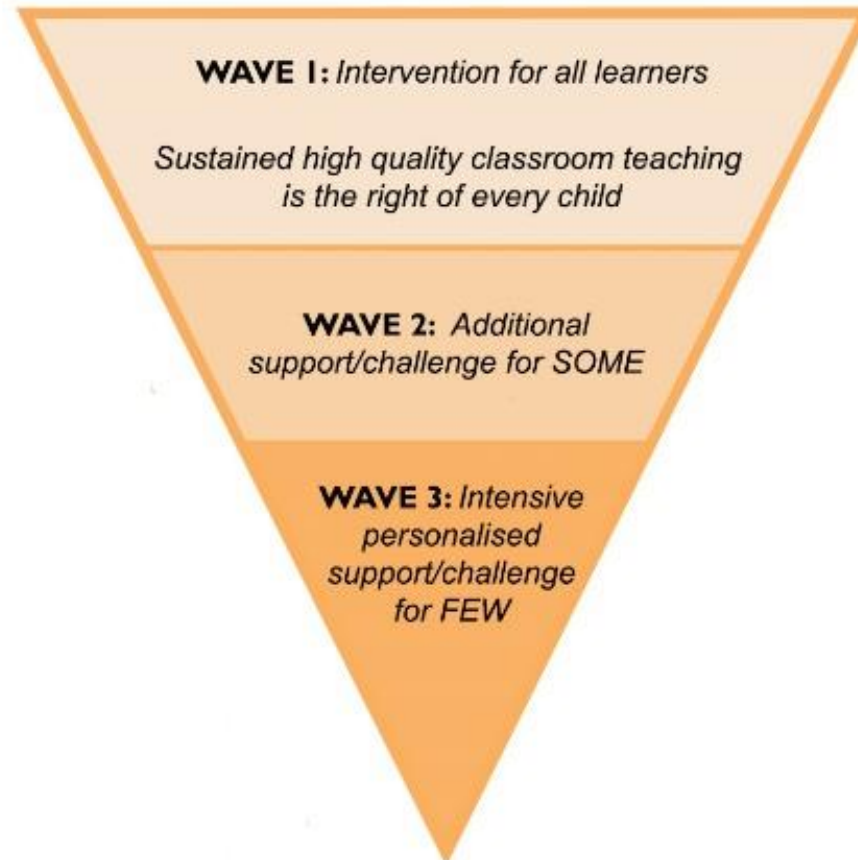
The 3 waves of intervention are shown diagrammatically as a model of increasingly focussed support, personalised teaching and intervention. The Waves are not discrete; they are fluid and flexible and work concurrently to build the momentum and effectiveness of intervention and support actions to, and successful engagement with, learning pathways. All sites engage with the waves on a daily basis in order to maximise the learning of every child and to prevent gaps occurring between what learners have achieved and what they should have achieved and extend/ challenge each learner.

What is it?

WAVE 1: Intervention focusses on preventative intervention. Wave 1 preventative intervention is considered normal activity of an effective and efficient site. It involves whole site planning of curriculum in response to their particular learner cohort and aligning the use of human and financial resources to the agreed core instruction. Teachers use an ASSESS - PLAN - TEACH - TRACK - ADJUST cycle for intentional teaching. Intervention response at Wave 1 involves targeted intentional teaching, and rethinking and re-working aspects of the curriculum, pedagogy and assessment practices.

WAVE 2: Intervention focusses on the provision of additional teaching for cohorts of learners who have not developed mastery of core instruction or have exceeded agreed standards. Resources are targeted to support teachers at this level with approaches being timely, targeted, purposeful and time-limited. Strategies used should be regularly monitored to gauge effectiveness and modified as necessary. Educators monitor learner progress and data to identify learners who: No longer require support/extension, require ongoing support/extension or require intensive support/extension¹ using an ASSESS - PLAN-TEACH-TRACK-ADJUST cycle.

WAVE 3: Intervention focusses on addressing children who have not responded to Wave 1 and 2 instructions. Teaching involves the use of intensive pedagogy for short periods of time to support/challenge to achieve or exceed agreed goals in the child's learning plan. Learners who do not respond to this third level of intervention in meeting their agreed goals will require more intensive assessment involving input from a multi-disciplinary team including Service Providers.



References:

Alderton, Ingrid *A whole site approach: Moving closer to the classroom* Presentation June 2015
Queensland Teacher's Union Guidelines: *nd Whole School Approach to support student learning through intervention*
http://www.qtu.asn.au/files/9313/2268/2223/SpED18Mar09_3_2_3.pdf
Public Schools NSW 2016 *Early Action for Success* <http://www.dec.nsw.gov.au/about-the-department/our-reforms/early-action-for-success>
DECD Quality Improvement and Effectiveness Unit and DIAf Intervention and Support *Waves of Intervention and Support Site Level Resources #2*

What will we see?

WAVE 1: Aligned, explicit, intentional, targeted planning, teaching and assessment of learning for all learners using the ASSESS-PLAN-TEACH-TRACK-ADJUST cycle. This is delivered through differentiated learning experiences that engage, challenge and support ALL learners achieve or exceed agreed standards and delivered by highly effective teachers. Teachers provide effective interventions through scaffolded instruction for all children, varying what children are taught, how they are taught and how children demonstrate what they know, in response to data and day to day monitoring.

WAVE 2: Quality, targeted teaching using evidence-based, time bound individual and small group interventions by a classroom teacher or specialist. This is to engage and support learners who need additional or alternative instruction or challenge to achieve/ exceed agreed standards, aligned with the class program. Learners are provided with multiple opportunities to practice skills and achieve intended learning or extend their learning.

WAVE 3: Quality specialised teaching using evidence based intensive, personalised, frequent, sequential specialised assessment, instruction and intervention. This is for a small number of learners, who need additional or alternative support/challenge to achieve or exceed agreed goals based on their individual learning plan. Planning is undertaken between the classroom teacher and specialist to ensure close alignment to the classroom program. Intervention is delivered by a specialist and occurs as individual or in a small group.