

# Whole Site Learner Support Team

The **Whole Site Student Support Team (WSSST)** is the *guiding coalition* comprising of representatives from each Collaborative Teaching Team, SSO team, other site specialists (eg: EALD teacher, Librarian, Reading Specialist) and Site Leader who meet regularly to unite and co-ordinate the school's efforts across all year levels and co-ordinate support from Service Providers as needed by:

- Support the establishment of *collaborative teaching teams* and promote strategies for *team effectiveness*
- Promote *high quality, evidence-based teaching practices* and the use of intentional, responsive, targeted teaching across the school
- Enact the Principles of Intervention by using an intentional, responsive whole site approach
- Provide teachers with the time, tools and training to collect and use evidence of student learning to inform practice and monitor each child's progress and interventions
- Determine the specific learning needs of each learner in need of intensive support and the most appropriate interventions to address student needs
- Creating a *plan* that provides sufficient time for team collaboration, core instruction, additional support/challenge and intensive personalised support/challenge
- *Co-ordinating* and allocating *school wide human resources* to best support core instruction and intervention
- Ensure proposed Wave 2 and 3 interventions are analysed prior to implementation
- Activate Early Intervention – co-ordinate the schools *agreed assessments and analysis* to identify students in need for the most appropriate Wave 2 and 3 intensive interventions before they fail
- Ensuring resources are available for *Wave 2 and 3* interventions
- *Continually monitor school wide evidence* of student learning
- Consult or arrange for multi-disciplinary support (eg Service Providers) to build capacity of teachers for Wave 1 instruction & advice on targeted Wave 2 and 3 interventions, and consult for Referral to Service.

## Promote High Quality Classroom Teaching

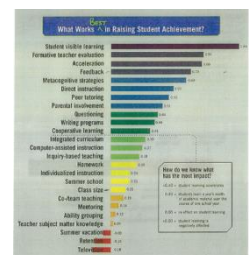
Schools need to change the narrative and start talking about collaborative teacher efficacy to maximise the impact on student learning by applying the principles of *Visible Learning*<sup>1</sup> to each classroom.

## Ensure time, tools and training for educators

Provide teachers the time, tools and training to collect the best evidence about what children need to learn next and use it as the basis of their teaching:

- **Time**- It takes time to collect good data and use it effectively. Teachers need dedicated time to develop good assessment, analyse and interpret the results, and plan how to target teaching accordingly. Changes in timetables or staff meetings make it easier to schedule this time.
- **Tools** – High quality assessment and related tools (for example, links to teaching materials) help teachers gather the data they need and build consistency, and can also save time.
- **Training** – Developing effective practices should be the site's highest priority through developing individual & collective competencies. Create a Wave Model of challenge & support for all learners

There is no 'silver bullet' – the Holy Grail of interventions does not exist<sup>2</sup>. That is there is no one program that will address every child's unique needs. Sites should analyse intervention programs in light of planning, effectiveness, resourcing and costs, describing results and future planning<sup>3</sup>.



<sup>1</sup> Hattie John Visible Learning for teachers 2012 USA & Canada Routledge

<sup>2</sup> Buffam et al 2012 Simplifying Response to Intervention Solution Tree Press p7

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## Consider critical characteristics of quality intervention: <sup>4</sup>

- Timely – early intervention to enable success and build resilience for each learner
- Targeted – evidence-based, responsive to needs, differentiated according to needs
- Purposeful – outcome-focused – specific goals set for individuals and groups of learners to improve their engagement and achievement in numeracy and literacy
- Time-limited<sup>5</sup> and systematic<sup>6</sup>– specified time-frame set to meet specific goals

## Activate Early Interventions<sup>7</sup>

- Effective diagnostic assessment
- Individualised approach to intervention
- Incorporate evidence- based principles of effective literacy and numeracy interventions
- Clarifying the focus of the intervention on key aspects of literacy and numeracy development

## Ensure team effectiveness

- Make time for collaboration the highest priority, schedule it in and work everything else around it
- Set team norms or collective commitments
- Use simple effective forms to guide their work (forms that are communication tools that help intervention happen more quickly and effectively - help drive the process, ensure consistency, provide space for specific data entry, use check boxes where possible, invite contributions from parents and students, explicitly detail what, when, who)

## Collect and use evidence of student learning<sup>8</sup>

Whole School Student Support Team should develop a plan to collect robust evidence of student learning and use this data to target teaching and track progress over time.

The school fosters a culture of progress in which teachers, students and parents see learning success as being about effort and improvement, not ability and attainment; and assessment as a way to improve, not to expose student failures.	Professional development is provided in-house to develop the capacity of teachers to select and develop assessments, mark consistently and learn from results.
Teachers and student leaders have a shared sense of responsibility for student learning. Collaborative teaching teams and the transparency of learning data enable teachers to support each other and track student progress over time.	Teaching practices are chosen from the best available evidence and the effectiveness of implementation is continuously assessed by analysing whether students make <i>enough</i> progress.
Teachers share common language of learning standards and work together to discuss evidence of student learning and teaching strategies.	Teachers use frequent formative assessment to refine teaching in response to individual learning needs, through identifying the source of misunderstandings and understanding what each student is ready to learn next.
The school puts a priority on assessment and the strength of the learning data. Teachers have dedicated time to jointly develop, mark and moderate assessments	The progress of all students is assessed regularly (at least twice a year) and rigorously using fit-for-purpose assessments. Individual student progress is also monitored across multiple years. Teachers have a clear sense of how much each student needs to progress to reach expected year level standards.
Teachers have access to a range of assessment tools and related resources, understanding that different assessments and sources of evidence are appropriate for different purposes. These will include diagnostic tools to identify students' initial learning needs and tools to track student progress reliably over time to map achievement to external standards.	The school uses assessment data appropriately as an input into strategic teaching and resourcing decisions. The school recognises the impact of measurement error and triangulates results of various assessments. It emphasizes the use of data as a tool to improve teaching and learning.

<sup>3</sup> Refer Create a system of Interventions – Literacy and Numeracy document

<sup>4</sup> Allington 2009; Hattie 2003 and 2009; Reeves 2006; Schmoker 2007 cited in numeracy and Literacy Results Plus for Site Leaders 2016; MUSEC Briefings Issue 17 March 2009 Response to Intervention

<sup>5</sup> Allington 2009; Hattie 2003 and 2009; Reeves 2006; Schmoker 2007 cited in numeracy and Literacy Results Plus for Site Leaders 2016

<sup>6</sup> Buffam A, Mattos M & Weber C Simplifying the response to Intervention 2012 Solution Tree USA p xiii

<sup>7</sup> Ibid p xiv

<sup>8</sup> Goss P & Hunter J 2015 *Targeted teaching: How better use of data can improve student learning* Gratten Institute p41

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