

Reading Recovery's whakapapa

Reading Recovery is a successful one-to-one literacy intervention to help children catch up with their classmates. It has been adopted globally and has more than 40 years of research and evaluation results to demonstrate its efficacy.

In Aotearoa New Zealand, over **8000 Reading Recovery teachers** have helped more than **350,000 students** become confident, independent readers and writers. Critical to this success has been the expertise of specially trained teachers able to offer the right level of support for each child's individual learning needs.

A new enhanced support framework for schools

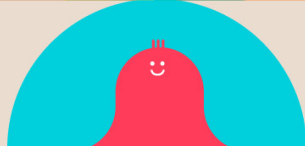
Since 2021, Reading Recovery has evolved to provide three tiers of early literacy support extending the teaching expertise to benefit more children, earlier.



Tier 1: Collaborative literary teams
Monitoring, identification and provision of support.



Tier 2: Collaborative small group teaching
Using the wide expertise of both classroom and Reading Recovery teachers to design lessons for small groups after 6 months at school.



Tier 3: Lessons designed for individuals
Personalised individual lessons for children after 1 year at school.

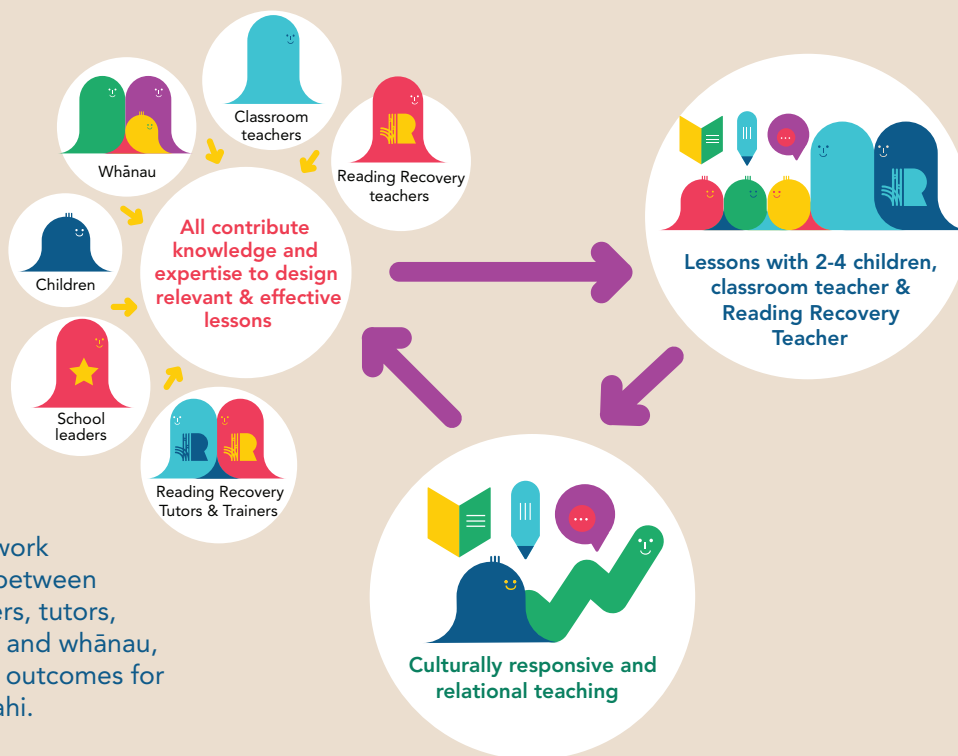


Ehara taku toa i te toa takitahi, engari kē he toa takitini

Success is not the work of one, but the work of many

An integrated collaborative approach

The new support framework draws on collaboration between Reading Recovery trainers, tutors, teachers, school leaders and whānau, to build positive literacy outcomes for our tamariki and rangatahi.



FAQs

Why and how is Reading Recovery changing?

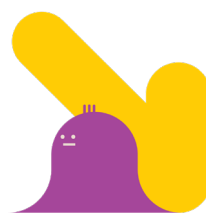
Reading Recovery is a one-to-one intervention – one teacher to one child. To meet the current level of need in literacy among children in New Zealand, our teaching needs to adapt to reach more children using existing resources.

With the new support framework, the Reading Recovery teacher will contribute to the school's literacy planning and assessment. Reading Recovery teachers will also support small group learning.

Educational science is used to evaluate and refine the implementation to enable continuous improvements.

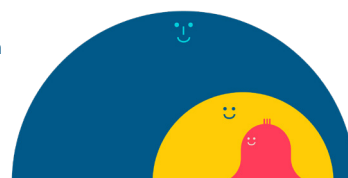
In Aotearoa New Zealand, it is important that we meet our obligations under Te Tiriti o Waitangi, and deliver on our focus for equitable outcomes.

Why tiered support?



Early intervention in literacy can reduce the number of children with literacy difficulties.

To address the variety of literacy capabilities within classrooms, a tiered approach provides whole class, small group and individual learning opportunities.



Tiered approaches ensure that every child has every opportunity to learn in the best way to meet their needs.



How does tiered support work?

A tiered model requires a comprehensive, team approach to prevent literacy learning difficulties. At each Tier, the instruction is increasingly tailored to children's learning. Assessment and ongoing observation is used to tailor how teachers respond to children's learning. Each Tier requires more intensive teacher expertise and professional learning. Strong and respectful partnerships among professionals, whānau and students underpin the approach.

What else is changing inside Reading Recovery?

A lot. Reading Recovery training and trainee teacher support, as well as the speed of student data collection are all evolving.

We have been developing new data collection procedures to track child progress at a class, regional and national level. Collectively these activities should make it easier to administer Reading Recovery data collection, analysis and reporting.

How is this funded and delivered within schools?

Reading Recovery teachers' training and salaries are currently funded in partnership between schools and the Ministry of Education. There is no additional cost for the transition to small group learning.

What measures are taken to ensure we address learning for culturally diverse students?

Reading Recovery and Early Literacy Support is all about delivering literacy confidence in children between 5.6–7.0 years of age. As such, Reading Recovery teachers are trained to deliver effective literacy support that is appropriate for learners across cultures and for those who speak multiple languages.

Every classroom is a unique blend: each learner brings their own social background, motivations, and dispositions.

For this reason, when a child is identified for Reading Recovery, whānau are invited to co-plan how to support their child. These early interactions help classroom and Reading Recovery teachers to design lessons that build on the child's strengths.

Delivering equitable outcomes requires continuous measurement and improvement. Reading Recovery provides the tools for regular analysis. National Reading Recovery reviews the data every term and provides feedback to the entire network. Reading Recovery Tutors and Trainers also communicate regularly with schools. Our collective actions are working to deliver culturally diverse, and equitable literacy outcomes.

Is this new approach working?

Take up of small group teaching

Term 2, 2021–Term 4, 2022

Summary:			
Schools	388	Boys	55%
Teachers to date	445	Māori	29%
Students to date	4244	5 year olds	63%

Outcomes over 10 weeks learning

Term 2, 2021–Term 4, 2022

Key outcomes:	
Reading text: Average from level 3 to level 7	d = 1.6
Reading words Average from 6 words to 14 From average stanine 2.75 to 4.71	d = 1.51
Writing words Average from 10 words to 26 From average stanine 2.81 to 5.06	d = 1.53

Here's what some Principals from schools who have participated to date have said about the support framework:

"Groups allow more ākonga to have that really good pedagogy through highly trained kaiako. We're building kaiako capabilities and it will be really neat to see how we can continue to equip our teachers to be very good literacy and reading teachers."

Mark Elder, Principal at Puhinui School

"It's a framework for freedom, which we can change as we need to. We've found it gives us more reach, so rather than one kaiako alone navigating the range of challenges, we're supporting each other, which means intervention and support comes earlier, and kaiako share an integrated and aligned approach. That's what we're seeing in our results, even at this half-year mark; our ākonga are having great results and movement in literacy."

Shelley Handley, Associate Principal at Selwyn Ridge Primary School



Stronger Readers together



To find out more, scan the QR code or visit: readingrecovery.ac.nz
Alternatively, please email us at natreadrecovery@auckland.ac.nz



Tui Tuia
Learning Circle

