



evaluation
associates
Te Huinga Kākākura
Mātauranga

Early identification for intentional planning

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Kaupapa

- Early identification - what and why?
- Acceleration - what?
- Multi-layered system of support - what and how?
- Identification - how?
- Adaptive teaching



Implicit learning

Born to learn!

Some absorb greater amounts of information implicitly.

Benefit from learning through exposure, discovery, problem solving, conversation.

Others require more explicit teaching.

Much of the alphabetic code will not be directly taught but picked up through ongoing, early exposure to a variety of texts... (statistical learning)



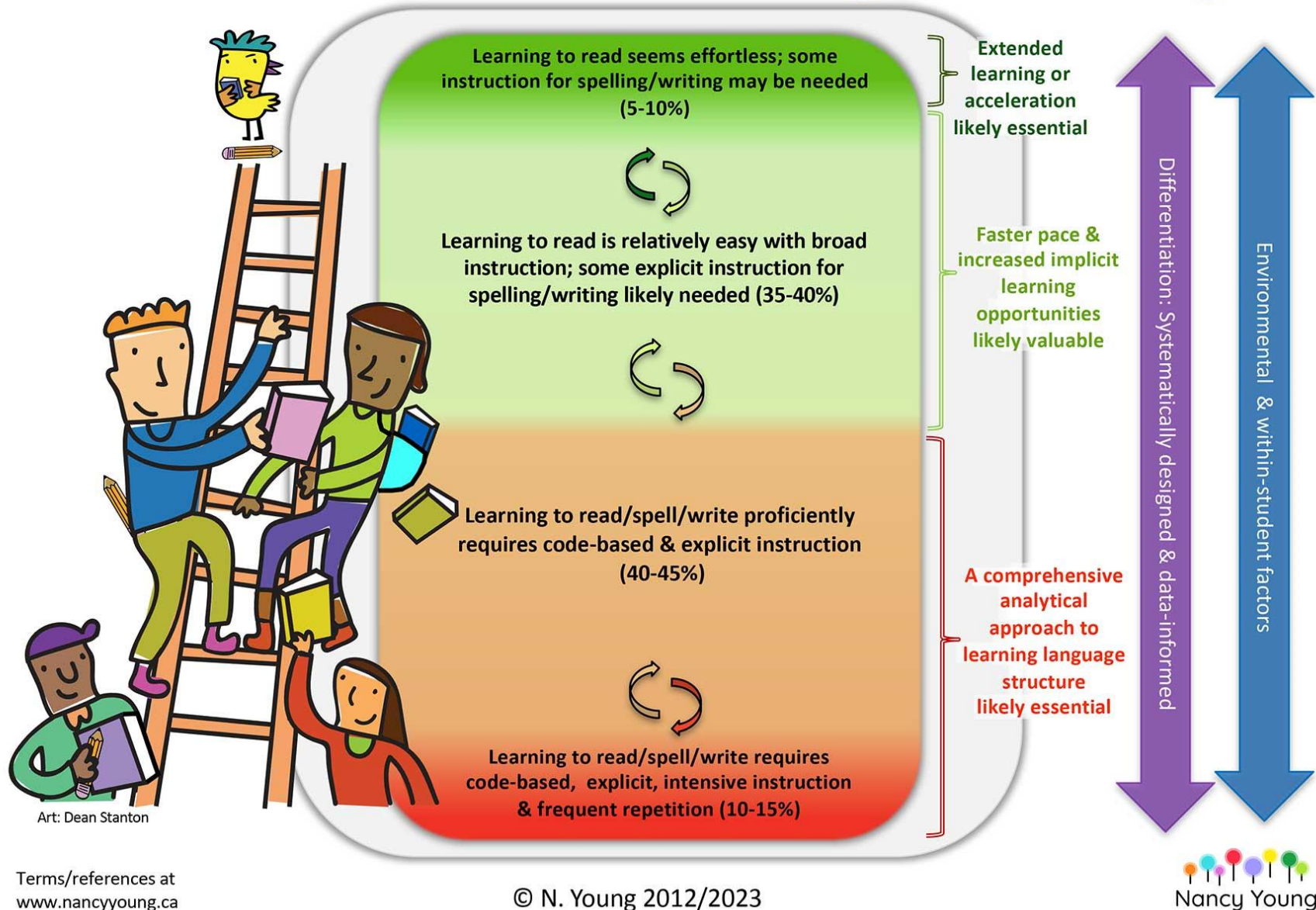
Maryanne Wolf (2007)

Born to learn?

“We were never born to read”.



The Ladder of Reading & Writing



The continuum of ease (Nancy Young)

Although some of these students may be two or three (or more) years ahead in their reading skills, their abilities must be allowed to flourish through the provision of advanced learning opportunities.

For students within the **light green** area of the continuum, learning to read is far less challenging and implicit learning plays a greater role.

Students in the **orange** area of the continuum will generally require fewer steps and less repetition.

The specific needs, and severity of those needs, vary within the **red** area of the continuum, but may include students with developmental or learning exceptionalities.



The continuum of ease (Nancy Young)

Extended learning or acceleration likely essential.

Faster pace and increased implicit learning opportunities likely valuable.

A comprehensive analytical approach to learning language structure likely essential.

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Terminology

“Students learn best when teachers inquire into their progress and respond by adapting their teaching practice.”

(Ministry of Education, 2023)

Adaptive – formative – responsive teaching



Checklist for leaders

Tab 2: Use evidence to identify, track and monitor targeted support

Read through the four bullet points and discuss in relation to what you do in your school.



Using assessment to inform teaching

Teaching practice is adapted moment by moment and in an ongoing way

Monitoring progress through observations, conversations, low stakes testing

Notice and recognise development, consolidation, and use of learning area knowledge by students

Provide timely feedback

Reduce or increase scaffolding and supports

Use self and peer assessment

Adaptive teaching



Kōwhiri Whakapae Framework

Te Whāriki alignment

**Child's potential
learning journey**

**Notice, recognise
and respond**

Increasingly capable

**Lay the
groundwork**

Enabling environment

**Foundations for
Kōwhiri Whakapae**

Te Tiriti o
Waitangi

Principles of
Te Whāriki

Inclusion

Identity, language
and culture

<https://tewhariki.tahurangi.education.govt.nz/early-childhood-curriculum-home>

Noticing

At each year level in a phase of the curriculum, teachers ask,

"Are there gaps in learning that are going to restrict students' ability to make progress in the next phase of their learning?"

[*Te Mātaiaho | The New Zealand Curriculum*](#), English learning area, p.11)



Noticing, recognising and responding

Teachers will need to know and understand the progress of their learners alongside the curriculum progress outcomes, teaching sequences, and teaching practices in each learning area.

This knowledge enables them to readily identify when an intensive teaching approach may be needed. The support learners receive (research-based, targeted/tailored instruction) is matched both to their skills and level of need.



Noticing and recognising

The teaching sequences in the English learning area will help you recognise what your students may need additional support to grasp.

Note: The curriculum teaching sequences are not learner outcomes. The **progress outcomes** describe what students will understand, know and do by the end of each phase.

It is important to notice and recognise where students need help within a phase and provide targeted support rather than waiting to see whether they catch-up by the end of the phase. It is important to **intervene early** before gaps get a chance to grow.

For those who are already achieving at curriculum year level expectations, continue to monitor their progress and take action to increase support if needed.



Adaptive practice

Careful selection of content

Determining how it will be taught

Whole-group overviews

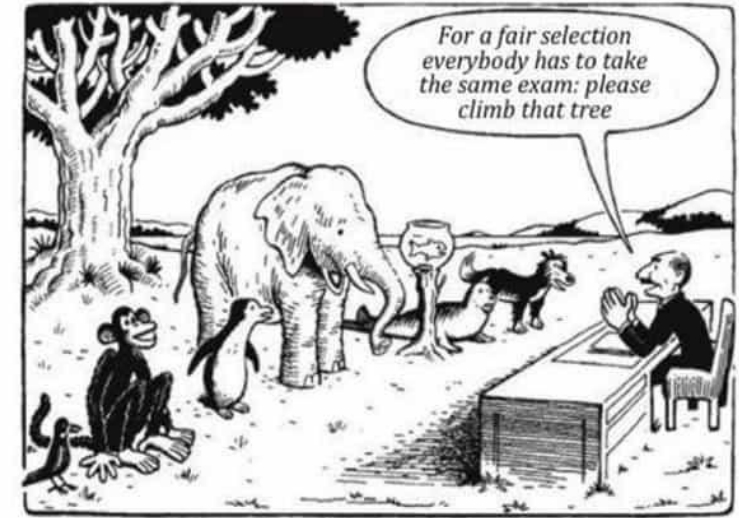
Quick reviews of previously taught information

Combination of rich tasks and explicit teaching

Small group teaching

Collaborative practice

Feedback



Our Education System

Good luck in the test!



Accelerating progress - Leadership guidance (subtitled).mp4

Accelerating progress

Any learner may require acceleration or targeted teaching to support their progress during their time at school. As leaders and teachers, it is important that we don't make assumptions about a student's need, or lack of need, for additional support. Instead, we provide a flexible and integrated approach, informed by quality information.



Accelerated progress

" ... advancing the learning of children [who need to build prior knowledge] related to content at their current year level. Accelerated learning is achieved through specific teaching strategies, learning conditions, or scaffolded supports that enable learners to acquire skills more rapidly than they would under 'usual' teaching conditions. It relies on continuous monitoring of student progress against benchmarks and progress indicators, ensuring that the learning process remains aligned with year-level expectations."

(Gillon et al, 2024.)



Multi-layered system of supports

A multi-layered (or multi-tiered) system of supports is characterised by:

- a coordinated system of supports across increasingly intensive layers (or tiers)
- delivery of high-quality, evidence-based instruction across all layers (or tiers) of intervention, carried out by highly qualified staff
- early use of assessments to identify students who need additional support, followed by diagnostic assessments [where appropriate and available] for these students to match teaching to the skill gaps identified
- data-based decision-making to determine the levels of support required
- use of monitoring tools to track progress, ensuring that targeted teaching is having the intended impact.

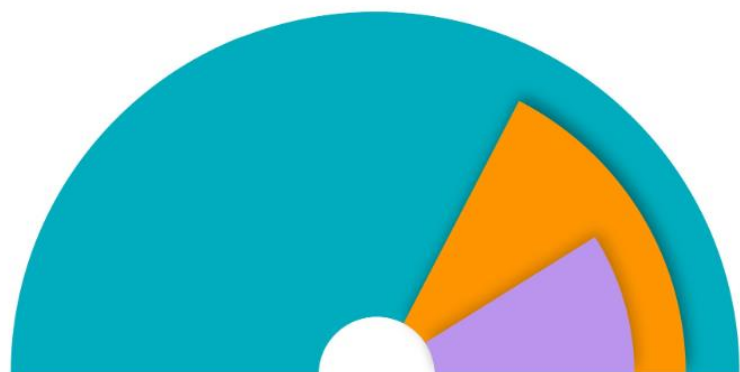


Adapted from source: Australian Education Research Organisation (2024).

Te Tūāpapa o He Pikorua

Te Tūāpapa o He Pikorua

A foundation for inclusive learning communities for all mokopuna and their whānau.



Te Matua

Universal

Strengthens inclusive environments, cultures and practices.

Te Kāhui

Targeted

Offers focused approaches to enhance participation, learning and wellbeing.

Te Arotahi

Tailored

Provides more specific supports for unique needs and contexts.

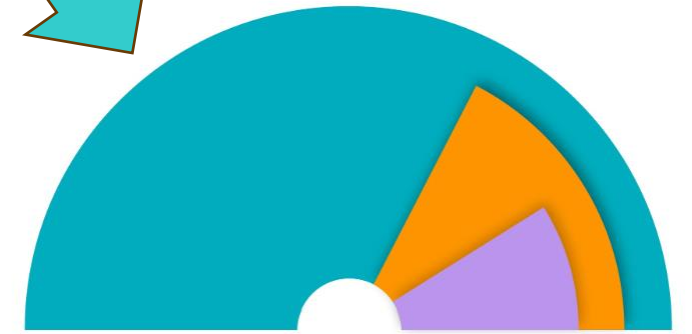


Universal – Te Matua

Strengthens inclusive environments, cultures and practices. It is:

- everyday quality teaching and learning provided to all learners using the teaching sequence and approaches in the curriculum, informed by the science of learning
- deliberately designed to be culturally responsive and inclusive of diverse needs, with early and ongoing assessment.

Teachers may accelerate progress by adjusting their whole class programme to be more inclusive and flexible (e.g. using scaffolds, prompts etc.), rather than attempting to provide intensive teaching to high numbers of students.



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Universal – a comprehensive quality teaching and learning programme

Pages 21-23, English 0-6; 11-13 English 7-13

Explicit teaching

Structured literacy approaches

Inclusive teaching and learning

Develop positive identities as communicators, readers and writers

Working with texts

Discuss what quality teaching looks like across these aspects in your school.

How do you know it is occurring?



Targeted – Te Kāhui

It is:

- is more intensive, focused support to accelerate progress and help learners continue to engage with the curriculum
- builds on and connects with the curriculum teaching programme, informed by the science of learning
- is frequent, intensive, and explicit teaching to small groups
- is informed by rigorous assessments against specific criteria, and more regular reporting to parents and whānau that describes the pace of progress.

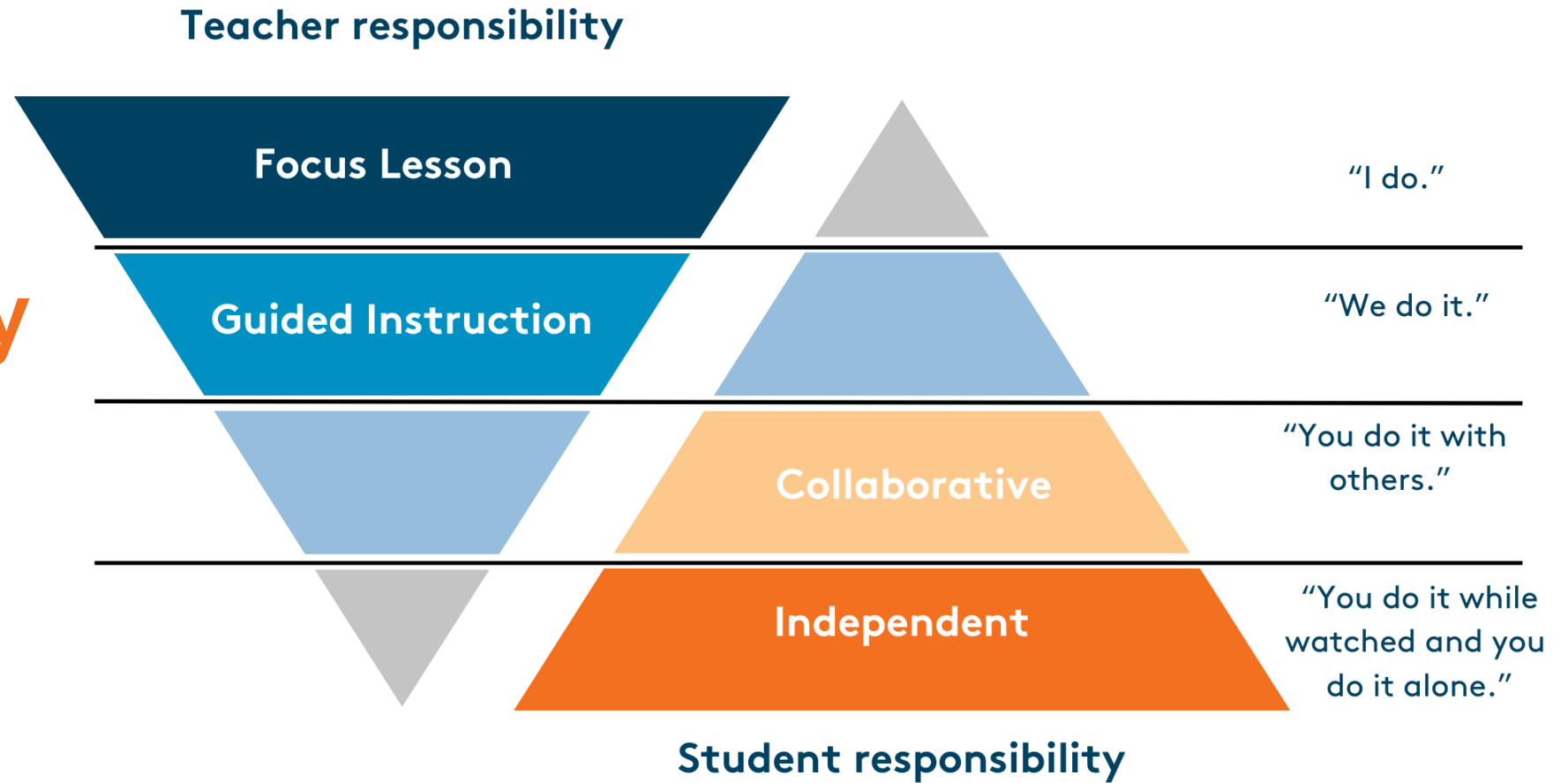


Adaptive teaching

Targeted support is about **adapting your teaching** e.g. using scaffolds and reducing them over time so that your students can access the learning. It is not about differentiating the content or creating easier versions of a learning activity. It involves continually assessing the strengths and needs of your students and adapting your teaching to ensure all students can meet curriculum learning expectations.



Gradual release of responsibility to support cognitive load.

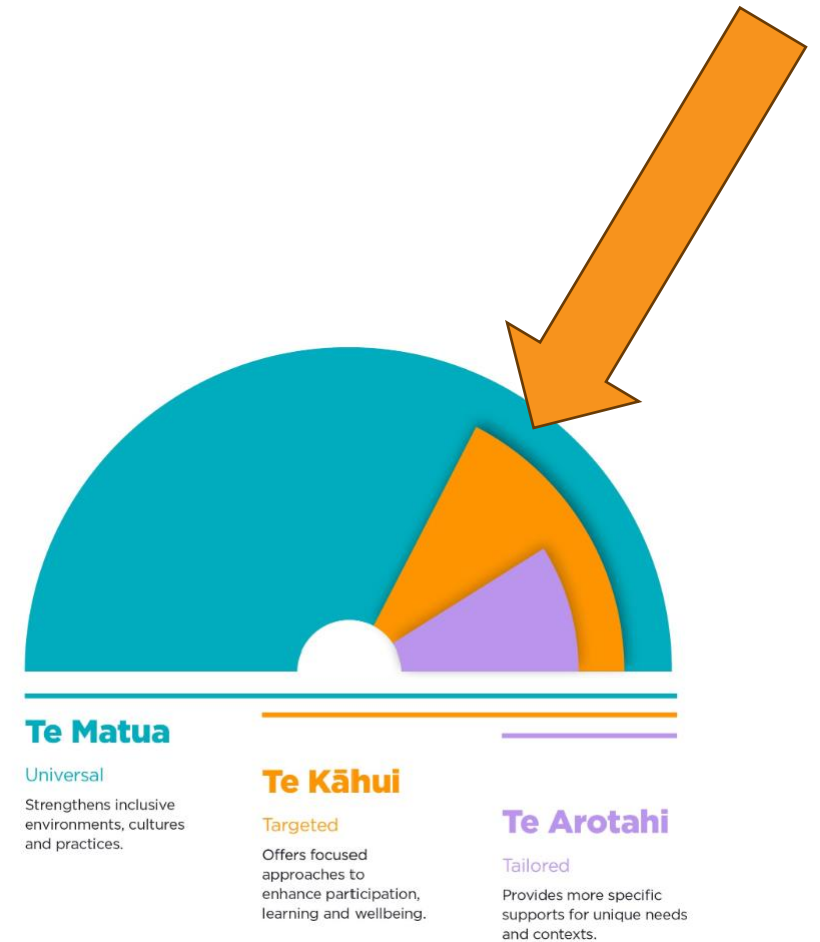


Gradual release helps students move from dependence to independence, fostering self-regulated learning.



Targeted – Te Kāhui

- Provided through small group instruction
- Planned to increase the time and intensity of instruction (smaller steps, modelling, immediate feedback, increased repetition)
- Frontloading – pre-teaching, providing background knowledge etc
- Spaced practice over a period of time
- Interleaving – varying the order of examples rather than blocks of the same type of item
- Explicit teaching



Checklist for leaders

Tab 1: Create the conditions to strategically accelerate progress

Tab 3: Planning effective teaching approaches to accelerate progress.

Read through tabs 1 and 3 and discuss in relation to what you do in your school.



Identifying for targeted – Te Kāhui

Universal screening assessments help teachers to identify students at risk of literacy challenges before they fall behind.

The goal is to recognise early warning signs and intervene promptly.



Screening

Screening and diagnostic testing are done alongside teacher observation and whānau input.

- **Screening** - Universal screeners are tests usually given 2-3 times a year to check students are achieving at their year level. They are brief, easy to administer, and often used with the whole class. Use them to identify students who may need additional support to meet year level learning in reading, writing, comprehension, or listening needs.
- **Diagnostic testing** - Diagnostic assessments provide a detailed profile of a student's abilities and needs. Use the information to guide planning your targeted teaching.

Diagnostic tests are usually given following screening when you notice a student or students are not reaching a benchmark.



Identifying for targeted – Te Kāhui

- Notice those making slower than expected progress despite receiving high-quality teaching in your classroom programme. This includes making observations and using summative and formative assessments to gather data on areas of concern.
- Undertake further diagnostic assessment to identify specific needs. Connect with parents and whānau to build a complete picture. Sometimes parents and whānau may approach you with their concerns, which need to be investigated.
- Plan targeted teaching to accelerate learning. Monitor progress at regular intervals and repeat or adapt lessons as required.



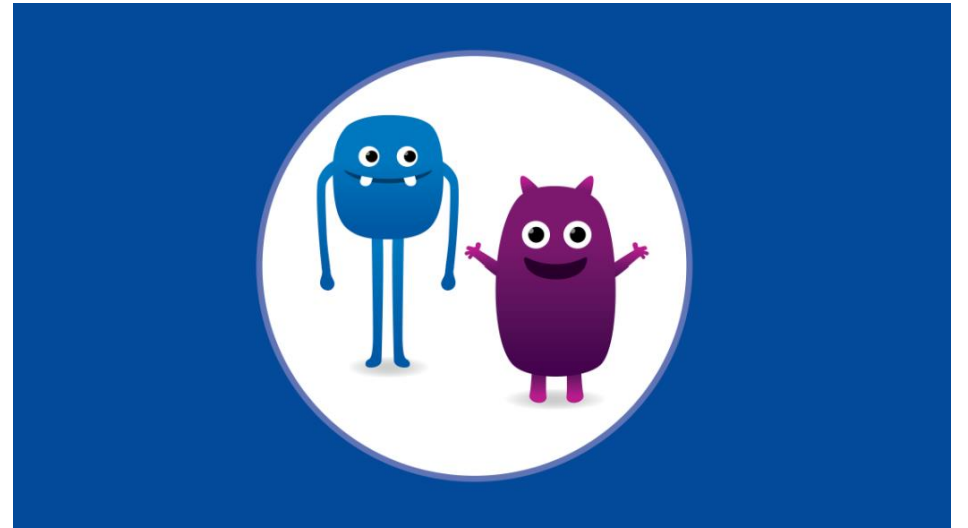
Phonics check

The Phonics Checks after 20 weeks and 40 weeks at school will help identify students who would benefit from additional support.

The Phonics Check is both a screening and diagnostic assessment to support you to see what students already know and need to learn next.

Analyse the testing data to help you form flexible small groups around specific student needs.

For students who need additional teaching to accelerate their decoding skills, continue to provide frequent, explicit practice of targeted knowledge and skills.



What to notice



Look for students who may:

- have a limited vocabulary, speak using incomplete sentences, or have difficulty forming questions
- be slow to secure alphabet knowledge (connecting phonemes to graphemes) and blend to decode a word
- decode each word at the grapheme level which is affecting their reading fluency
- have difficulty comprehending texts they are reading at their year level
- have untidy writing; notice whether this includes incorrect pencil grip, formation of letters correctly, getting letters on the line, spacing letters and words
- have difficulty organising their ideas into a sequence; notice whether this is orally as well as in their writing
- have lots of spelling errors, and find it difficult to represent phonemes with correct graphemes
- have difficulty forming a grammatically complete written sentence.



DIBELS

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Nonsense Word Fluency (NWF) subtest.

Oral Reading Fluency (ORF) subtest

The DIBELS NWF subtest and the Ministry of Education's phonics checks can be used in year 1 in complementary ways.

The phonics checks help teachers assess a student's progress in relation to the refreshed New Zealand Curriculum expectations and national student norms. These checks offer detailed achievement levels that show where a student is in their learning and what an appropriate teaching response is for each level.

DIBELS NWF subtest can be used at school entry to establish a student's baseline knowledge, providing a reference point from which to measure their learning progress across the year. It can also be used for monitoring progress throughout the first year of school, leading up to and between the two phonics checks. DIBELS NWF subtest can be used for benchmarking and progress tracking up to the end of year

4.



Your data

Universal screening

Think about your school.

Discuss:

What is your universal screening data?

What level of information does this provide?

What more do you need to know?

What else do you use?

How will you find that out?

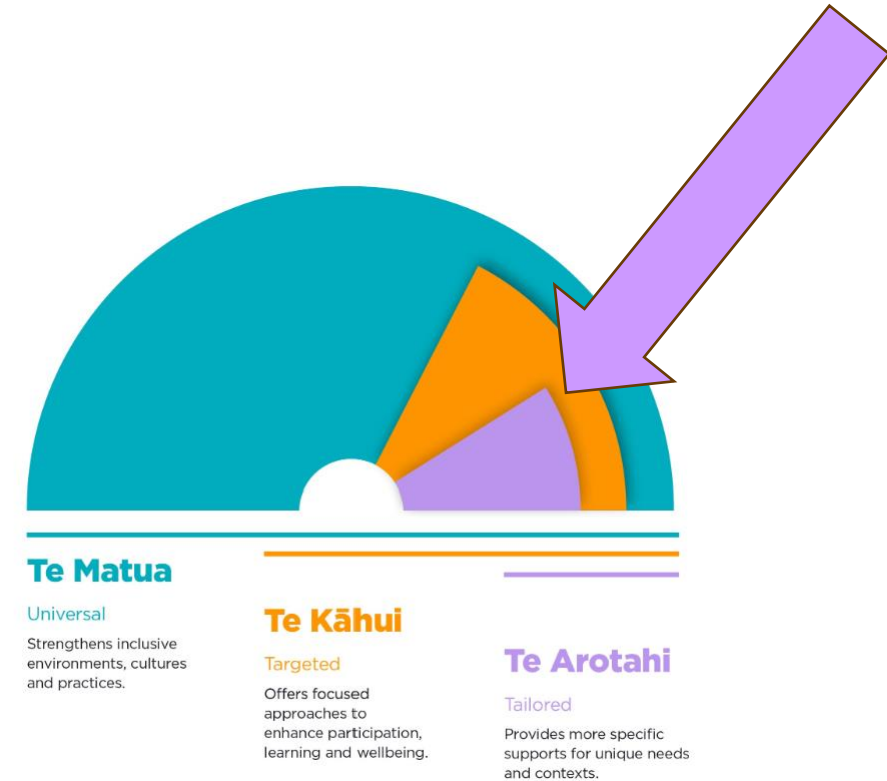
Identify some next steps for your team.



Tailored – Te Arotahi

Provides more specific supports for unique needs and contexts.

- may be more individualised, specialised support for learners with unique and/or complex needs; it will be determined through detailed diagnostic assessment and described in an Individual Education Plan
- builds on and connects with the curriculum teaching programme, informed by the science of learning.





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