THE EDUCATION STATE

VICTORIA State Government | Education and Training

# Middle Years Literacy and Numeracy Support initiative

## Implementation Guide

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# Contents


**1. Overview** 4

Improvement Teachers 4

Student Achievement Managers 4

Funding 5

Timing 5

**2. The role** 6

Direct support 6

Capability building 8

Who can be appointed to the role? 11

**3. Students** 12

Prioritised students 12

Expectations when identifying priority students 12

Student identification 13

Timeframes 13

Student agency and self efficacy 14

Engaging parents and carers 14

Students who are reluctant 15

**4. Support for improvement teachers** 16

Professional learning 16

Senior School Improvement Practice Leads 17

Communities of Practice 17

MYLNS support 17

**5. Information for improvement teachers** 18

What does literacy or numeracy intervention look like? 18

Response to Intervention Framework 19

Toolkits and Libraries 20

Getting started for Improvement Teachers 20

**6. Further information for school leaders** 22

Implementing MYLNS across a school 22

An integrated approach to literacy and numeracy improvement 23

Annual planning 23

Getting started for school leaders 25

**7. Resources** 26

**8. Appendices** 27

# 1. Overview

Literacy and numeracy are foundational skills for lifelong learning and a proportion of Victorian students are not meeting national minimum standards. Evidence demonstrates that students who are significantly behind in literacy and numeracy often have complex learning needs.

The Middle Years Literacy and Numeracy Support (MYLNS) initiative provides funding to government secondary and primary/secondary schools to help improve outcomes for students who are at risk of finishing school without the literacy or numeracy skills they need for future work, education and training.

This funding is for schools to release teachers as literacy Improvement Teachers and numeracy Improvement Teachers. Their role is to work directly with students and to build the capability of other teachers.

Every government school with secondary students, except for select entry, special, camp and language schools, will be funded to have teachers released to undertake the role of Improvement Teachers.

**Time release: In 2022** schools will receive funding for both literacy and numeracy Improvement Teachers at 1.2 FTE (minimum), with 0.8 FTE for capability building and 0.4 FTE for direct teaching support. Funding for additional time release is provided to schools with higher numbers of prioritised students.

## Improvement Teachers

Improvement Teachers are teachers within a school who are provided with time release to:

- deliver literacy or numeracy direct teaching support to students at risk of finishing school without the literacy or numeracy skills they need
- build the capability of all teachers in their school to better meet all students at their point of learning need.

## Student Achievement Managers

Student Achievement Managers (SAMs) are located in the Department of Education and Training (the Department) regional offices. Their role is to support school leaders and Improvement Teachers in the day-to-day running of the MYLNS initiative.

SAMs work with schools to:

- develop strategies and approaches to ensure that the work of Improvement Teachers has the greatest impact for all students
- develop strategies and approaches to build the capability of other teachers across the school to differentiate their teaching practice
- support the collection of data to monitor and evaluate the success of the initiative.

## Funding

**Funding will be provided to schools at Classroom Teacher Range 2.5 and will be received through the Student Resource Package (SRP) each year as a combination of cash and credit under Targeted Initiatives.**

Funding allocations are included in the indicative SRP in Term 3 to support planning for the next year.

Each year, schools must advise the Department of their nominated Improvement Teacher/s before funding can be confirmed.

## Timing

**Student support and capability building commences from Term 1 each year and will be provided as follows:**

| | Student support | Capability building |
|---|---|---|
| **2019** | • Year 10 students Cohort 1 commences | Capability building in one domain e.g. literacy OR numeracy |
| **2020** | • Year 11 students Cohort 1 continues<br>• Year 10 students Cohort 2 commences | Capability building in one domain e.g. literacy OR numeracy (0.4 FTE) |
| **2021** | • Year 10 students Cohort 3 commences<br>• Year 8 students Cohort 4 commences | Capability building in both domains e.g. literacy AND numeracy (0.4 FTE in each) |
| **2022** | • Year 9 students Cohort 4 continues<br>• Year 8 students Cohort 5 commences<br>• Year 10 students Cohort 6 commences | Capability building in both domains e.g. literacy AND numeracy (0.4 FTE in each) |

# 2. The role

## Direct support

**Schools will be allocated a minimum of 0.2 FTE for direct student support in literacy and 0.2 FTE for direct student support in numeracy. This allocation increases based on the number of prioritised students.**

Improvement Teachers directly support students who are falling behind and are below year level expectations in literacy and numeracy (see the "Students" section for more information on prioritised students pg. 12).

Improvement Teachers have the flexibility to support all prioritised students through:

- in class co-teaching, such as:
  - teaching a segment of the lesson
  - providing in-class support for prioritised students.
- small group work
- individual student support.

It is expected that prioritised students should be supported in both school-based learning and flexible and remote learning settings.

Support for students can include:

- establishing and maintaining collaborative relationships with students, parents and other teaching staff to focus on student learning, wellbeing and engagement
- identifying the education requirements of students with complex learning needs
- monitoring and analysing student data to inform teaching for improved student learning
- differentiating teaching practice to meet the students at their point of need
- implementing high impact classroom teaching strategies which enable prioritised students to achieve their full potential
- tracking and monitoring student progress
- providing student learning outcomes data to classroom teachers to support differentiation and inform the reporting cycle, as appropriate.

### Sample scenario:
**Working with a small group in class**

A Humanities class is working in small groups. One group is with the classroom teacher, one group is working independently, and one group is with a Literacy Improvement Teacher.

The Literacy Improvement Teacher is working with a small group of prioritised students, plus a few of their peers who the classroom teacher determined could use additional support.

The Literacy Improvement Teacher is guiding their group through a year-level text by pre-teaching key vocabulary and modelling through a 'think-aloud' how students will make sense of the text. The Literacy Improvement Teacher uses the Frayer Model with students for them to create a visual reference for new vocabulary and exit slips to assess their understanding.

### Sample scenario:
**Pre-teaching key concepts**

A Numeracy Improvement Teacher meets regularly with small groups of students to preview the concepts that are coming up in their Mathematics classes.

The Numeracy Improvement Teacher coordinates with the regular classroom teachers to know the mathematical language they are planning to use to teach the concepts, along with the learning intentions and success criteria for the unit. This ensures that students can be prepared to access the mathematics content.

## Small group support *in practice*
### Koonung Secondary College

Mary Eade, the Assistant Principal (Teaching and Learning) at Koonung Secondary College, was also the appointed the Improvement Teacher for literacy. Koonung received funding to support eight Year 10 students with literacy and, by analysing NAPLAN results, teacher judgement data and On-Demand Reading and Language tests, Mary identified an additional four students who would benefit. Most students were EAL students.

The 12 students were put together in a timetabled class the school called Bridging English in place of one of their electives for the first semester in 2020. They received four hours per week of targeted learning: 90 minutes on Monday, with a focus on reading strategies; 90 minutes on Thursday, with a focus on language strategies including grammar and vocabulary; and 60 minutes on Friday, when Mary would teach them subject-specific vocabulary for their other subjects.

Mary incorporated substantial oral language work to ensure that her students were getting enough practice speaking. She included targeted grammar and punctuation drills to increase their basic skills. Mary built strong relationships with each student and ensured that the class remained a low-stakes environment so that her students felt comfortable. She also used a weekly running sheet so that students could see their progress.

In Term 2, when students moved to remote and flexible learning, Mary continued to run the scheduled classes via video conference. She kept continuity of learning and managed students' expectations by maintaining the same pattern of learning across the week. Mary set up learning tasks every lesson that students were expected to upload, providing 23 learning tasks over the Term. The regularity of tasks kept students engaged, even though some tasks were quite short.

The Bridging English classes did not run in Semester 2, instead Mary was timetabled to work with the students during one of their regular EAL classes. She supported them through a combination of co-teaching and small group work, to continue to build their literacy skills, knowledge and feeling of self-efficacy.

# Capability building

Schools will be allocated a minimum of 0.4 FTE for Improvement Teachers to undertake capability building in literacy and 0.4 FTE for Improvement Teachers to undertake capability building in numeracy. Where possible, it is recommended that the teacher providing direct teaching support to students in each focus area (literacy and numeracy) also be designated to build the capability of teachers at your school in that focus area. This ensures that capability building is reflective of student needs within the school, while professional learning also builds the improvement teacher's knowledge, skills and expertise at differentiating teaching practice.

Capability building in this initiative should be understood and delivered as part of a coherent, whole-school approach. The teaching of literacy and numeracy is an essential responsibility of all teachers across the secondary curriculum, not only those who teach Mathematics and English. This means that while the capability building work of Improvement Teachers is underpinned by the direct support provided to prioritised students, it should aim to enhance the professional practice of all teachers. This includes further developing differentiation skills work with all students who have literacy and numeracy needs, including those at risk of finishing school without the requisite skills for future work or study.

Capability building can be further defined as Improvement Teachers working with whole school staff to:

- **Build knowledge:** understand the 'what' of literacy and numeracy teaching, through current research on best practice; familiarity with system-wide improvement strategies and frameworks; and understanding local school context and priorities.
- **Build skills:** develop the 'how' of literacy and numeracy teaching, through incorporating evidence-based pedagogy and resources; differentiation skills; and using data to diagnose student need, monitor learning, and assess impact.
- **Develop self-efficacy:** increase awareness and confidence that all teachers can have a positive impact through offering differentiated literacy and numeracy support to all students; encourage self-reflection and a sense of autonomy among teachers; and regularly seek and apply feedback.
- **Develop collective efficacy:** build a positive school culture that values collaboration and a team-oriented approach; maintain a coherent, whole-school outlook on addressing literacy and numeracy needs; facilitate opportunities for coaching and mentoring; and value emotional intelligence and overall well-being.

For example, Improvement Teachers can build the capability of other teachers through:

- supporting teaching teams in their **curriculum planning** using student learning data, including formative assessments, standardised assessments, and other evidence of student learning needs
- **modelling lessons** on how to differentiate teaching for students who are below the expected level. This is effective when teachers have common preparation time to examine class data and evidence of learning progress, and plan differentiated activities in response to individual learning needs
- **team teaching and co-teaching** with teachers of prioritised students to share examples of best practice and strategies to support students at their point of learning need. This is effective when teachers have common preparation time to plan the learning intentions, success criteria, learning activities and common assessment tasks
- **delivering professional learning for teams/ individual learning areas** such as graduate teachers or Year 8/9 teachers. This is effective when it supports a whole-school plan for literacy and/or numeracy improvement
- being an active member in **Professional Learning Communities** (PLCs) and sharing examples and resources of best practice in supporting differentiated teaching. This is effective when teachers have allocated time to examine student learning data and inquire into high impact strategies that meet the needs of all learners
- conducting **peer observations** of teaching and learning with teachers of prioritised students, and providing targeted feedback and suggestions on areas agreed in advance
- **professional conversations** with colleagues, mentors, and school leaders. These conversations can be both formal and informal – incidental conversations during lunch, for example, or purposefully built into staff meetings.

The strategies identified above also serve as the basis for consistent monitoring of MYLNS capability building, which is required for successful implementation. Surveying staff on the impact of learning, including utilising existing data such as the School Staff Survey or otherwise, can also support this monitoring work.

The dynamic work of Improvement Teachers is strongly supported by a whole-school, multidisciplinary approach. This means the capability building element of the role requires coherence with the unique school context, local priorities, and Annual Implementation Plan (AIP), by supporting and facilitating active collaboration with stakeholders across the school community. These include:

- Student Achievement Managers
- Education Support Staff
- Learning Specialists
- classroom teachers
- middle leaders such as Literacy and Numeracy Leaders and Curriculum Leaders
- school leaders
- parents/carers
- other Improvement Teachers.

An awareness of other factors that impact literacy and numeracy acquisition, such as student attendance, individual learning needs, and general wellbeing, are also vital to the capability building work. Lastly, as highlighted in the following scenarios, Improvement Teachers can engage in the dual elements of the role concurrently: working with other teachers to build capability, while also providing direct support to students.

## Sample scenario:
### Coaching and whole staff capability building

A team of Improvement Teachers has identified that many of the prioritised students cannot write basic reports in their academic subjects.

The team knows that to improve this student outcome will require whole school professional learning. The Improvement Teachers decide that each will use some of their MYLNS release time to study the writing modules on the MYLNS Learning Management System (LMS).

The Improvement Teachers then schedule a meeting to collate the information, gather resources such as graphic organisers, worked examples and student self assessment rubrics, and draft a professional learning plan sequencing how they will deliver professional learning to their colleagues.

The Improvement Teachers who are being coached discuss the professional learning plan with their coach. The coaches ask clarifying questions, provide guidance on adult learning principles, and provide suggestions for achieving engagement and accountability. This advice improves the effectiveness of the whole school professional learning sessions. All teachers use the new resources in their classes and the students' ability to write reports in all subjects improves. The Improvement Teachers decide to share the process of improving instruction and students' outcomes with other schools.

## Collaboration *in practice*
### Lyndale Secondary College

Lyndale Secondary College has made several changes to its timetable to support effective co-teaching and small group teaching in order to provide more targeted support to prioritised students.

Polly Poon and Tyler Kendall are both Year 10 English teachers who teach their own class for five sessions per week. The Assistant Principal in charge of timetabling has organised the timetable so that Polly and Tyler also co-teach each other's class for four to five of those lessons. All lesson planning and resource development is done jointly, with modifications to suit the needs of the different prioritised students within the class. During teaching, following the lead teacher's explicit instruction, the co-teacher will work with small groups of prioritised students. Often the students will move to another nearby teaching space to receive the support.

In addition, a group of Year 10 EAL students who have been identified for additional support are also timetabled to receive an additional class, called EAL for Learning, every week from their EAL teacher, Rain Cao. Rain, Tyler and Polly are three of Lyndale's Improvement Teachers.

As well as scheduling co-teaching and small group teaching into the timetable, the Assistant Principal also scheduled fortnightly hour-long meetings between Rain, Tyler and Polly; the Year 11 Improvement Teacher Lucy Hawkes; and Kalli Ioannou-Booth, who is Lyndale's Director of Literacy. The team uses this time for student-level data analysis and collaboration, which has allowed them to continuously modify and review their teaching and learning approach based on students' needs and progress.

Based on these changes to timetabling, which began in Term 1 2020, student data has improved. Tyler and Polly are seeing an increase in students' ability to support their written interpretations with evidence from the text, and have used PROBE Comprehension tests to explore students' learning in more depth. Students are also showing greater engagement with teachers, with attendance from Term 1 to Term 2 increasing for two thirds of prioritised students, in some cases by almost 20% (for example, one student's attendance went from 36 per cent to 55 per cent, while two others increased from 77 per cent to 94 per cent). Based on the success of this approach, Lyndale has expanded the co-teaching approach into classes for other year levels.

## Sample scenario:
### Developing resources and whole staff capability building

The numeracy Improvement Teacher suspects that some students have not developed their multiplicative thinking. To build their understanding of this topic, they work through the MYLNS LMS Numeracy core learning.

After working through numeracy core learning, the Improvement Teacher uses the suggested strategies to work with students to create SMART goals for their personalised learning plans. The teacher also explicitly maps out the teaching strategies, adjustments and supports needed to support the student learning.

The setting of achievable goals enables the students to experience success in their learning and hence built their confidence and engagement in learning. The students also show an improvement in their multiplicative skills as well as developing effective strategies for solving problems.

The numeracy Improvement Teacher shows other teachers how they worked with manipulative objects in classes. They also develop resources and purchase materials that all the teachers can access. The Improvement Teacher presents at the school's professional learning forum on the importance of developing multiplicative thinking to develop numeracy skills.

The increased understanding of multiplicative thinking by other classroom teachers enables them to better understand the implications of numeracy (e.g. graphs and data) in their subject areas.

## Who can be appointed to the role?

**Improvement Teachers are required to be qualified, experienced and effective classroom teachers. This role requires expert curriculum and pedagogical knowledge, and should not be filled by less-experienced teachers or education support staff.**

It is an individual school's decision as to which teachers are appointed to the Improvement Teacher roles and how this will fit with their current responsibilities.

Where multiple Improvement Teachers are employed in one school, it is recommended that all Improvement Teachers provide direct teaching support and capability building to other teachers.

To ensure continuity for students and for the initiative, it is recommended that schools continue to keep the same Improvement Teacher for a minimum of two years (unless they do not meet the requirements of the role). Evidence shows that at least two years supports maximum impact in the role.

Lessons learnt from MYLNS implementation so far show that effective Improvement Teachers demonstrate:

- a growth mindset
- curriculum and pedagogical knowledge to target students' learning needs and differentiate teaching to support students at their point of need
- the ability to build positive learning relationships with students, families, and colleagues.

While Improvement Teachers are funded at Classroom Teacher 2.5 level, schools may choose to appoint their existing Learning Specialist, Literacy Leader or Numeracy Leader as their Improvement Teacher. Other schools will choose to allocate these roles to different staff members to build an integrated team approach and to champion literacy and numeracy improvement across their school.

If a Learning Specialist is appointed to the role, they will be required to manage their Improvement Teacher responsibilities (including by an increased focus on prioritised students) as well as their responsibilities as a Learning Specialist. This is part of their obligation under the Victorian Government Schools Agreement 2017.

Improvement Teachers are provided with a significant professional learning package to support them in the role (see: Support for Improvement Teachers pg. 16).

# 3. Students

**The students prioritised for support through the MYLNS initiative may have disengaged from learning and felt unsuccessful in school for many years.**

In addition, some students are likely to have complex learning and other needs which could include English as an additional language, learning difficulties or learning disabilities; have come from a disadvantaged background; and/or have experienced disruptions to their education.

The students may already be receiving support through existing intervention programs, or through funding including:

- Equity (Social Disadvantage and/or Catch Up) funding
- EAL funding
- Program for Students with Disabilities (PSD) funding.

The MYLNS initiative is not intended to replace the existing supports these students may be receiving, but to build on these supports.

The Department has a suite of strategies and tools for schools and teachers to use to support these students.

For more information see:

- English as an Additional Language (EAL)
- Support students with additional learning needs
- Student health and wellbeing
- School attendance
- Student engagement.

## Prioritised students

**In 2021 schools used the best available evidence and data to determine which Year 8 and Year 10 students received MYLNS direct teaching support. In 2022, the eligibility of students in the Year 8 and Year 10 MYLNS cohorts is primarily determined by 2021 NAPLAN results, with schools able to prioritise additional students within their funding allocation. The Year 9 cohort in 2022 will consist of the 2021 Year 8 prioritised students, unless the school has clear evidence that they no longer need support.**

The total number of students to receive MYLNS support in each school is determined by the existing funding model, which uses historical NAPLAN data (2017-2019).

Schools with no Year 8 , 9 or 10 students (such as P-9s and senior secondary schools with Year 11 and Year 12 only) will be required to identify students in other year levels that would benefit from supportt.

## Expectations when identifying priority students

**In determining additional students to receive targeted direct teaching support in 2022, it is expected that you:**

- consider vulnerable and disengaged students who may benefit from the literacy and numeracy intervention through MYLNS, including students with low or non-attendance or for whom there is little formal learning data
- identify students through an evidence-based, collaborative decision-making process that involves relevant school staff and leadership
- attempt to support the maximum number of students your school is funded to support (i.e. if funded for up to 15 students, you are encouraged to identify additional students up to a total of 15 for MYLNS support). If the number of students identified exceeds the number of students that the school is funded for, schools may consider drawing on resources such as Equity (Social Disadvantage/Catch Up) funding where appropriate and in line with your planned use of this funding
- support the growth of other low literacy and numeracy students through the teacher capability building function of the MYLNS initiative.
- document the process and rationale for selecting students, in collaboration with MYLNS Student Achievement Managers (SAMs).

## Support for student identification

SAMs can support you in the process of identifying additional students. SAMs have expertise in this. Schools and SAMs should collaborate to ensure that the most suitable students are prioritised for MYLNS support, if the school does have capacity to support additional students.

You will also be able to draw on support from Data Coaches on using data and evidence to identify and make decisions about which students would benefit from prioritisation for MYLNS.

## Timeframes

It is expected that schools have drafted a provisional list of their prioritised students by the end of Term 4, 2021.

The list may be updated in early Term 1, 2022, in exceptional cases where students have left or joined the school. The list must be finalised and recorded in CASES21 by the end of February 2022.

## Direct Support *in practice*
### Yea High School

Remote and flexible learning has given Yea High School some important learnings for supporting their MYLNS students and students with increased learning needs. The school focused on the health and wellbeing of their students, through the remote and flexible learning periods, and then used this focus to identify additional opportunities for support. At the beginning, the school established which students were most at risk, and which teachers they and their parents felt most comfortable with. These teachers then acted as relationship brokers for other teachers who would be working with the students throughout the term, allowing all teachers the opportunity to build strong relations with students' families as well as the students themselves.

The remote learning period demonstrated to staff that technology can be utilised as a discreet and unobtrusive tool for differentiation during a lesson, especially when students do not want to be identified as receiving additional support. Improvement Teachers and classroom teachers can support students through email or chat functions, while platforms with sub-groups can be used for supplying additional instructional supports, such as exemplars and instructional videos. Tasks can be differentiated, and feedback can be individualised.

Prioritised students completed the Student Engagement Tool (SET) online, which guided their SMART goal setting. Students received regular timetabled direct support which enabled them to work towards their goals. Many students experienced increased feelings of self-efficacy from working with Improvement Teachers.

External coaching has effectively supported the staff capability builder's role. When they have been approached by teachers for support they use the 4 C's model: Clarifying, Consulting, Collaborating and Coaching to identify the type of classroom support required. There has been a whole staff focus on differentiation and the sharing of effective strategies. Data is collected and analysed regularly by Improvement Teachers so they can accurately assess learning and target students' specific learning needs. Whole school professional learning has begun on looking at specific data sets (e.g. PAT-R). Insights have also been set up on Compass to monitor how each MYLNS student have managed their goals and this allows new goals to be developed. These can be accessed by all staff.

## Student agency and self-efficacy

**Improvement Teachers should connect with the school's work to support student voice and agency. Through the MYLNS program, students can build their understanding of their own learning, and often feel more connected to their school as they improve their literacy and numeracy outcomes.**

All students should be involved in planning their learning and monitoring their learning growth. They should also celebrate their achievements and set new, relevant goals for improvement. The MYLNS Student Engagement Tool (SET) comprises two student surveys (one for maths and one for reading) focused on providing valuable insights for the Improvement Teacher. Use of the SET will:

- measure students' perceptions of, and engagement in, their learning in literacy or numeracy throughout the MYLNS program
- provide valuable insights for Improvement Teachers as to how their students are responding to their inclusion in the program.

For more information on the SET, visit the information page on FUSE.

For more information on including student voice see: Amplify: Empowering students through voice, agency and leadership.

## Engaging parents and carers

**Parent and carer involvement in their child's school contributes to improved student learning, health and wellbeing. These parent and carer partnerships can be collaborative, based on:**

- effective communication
- mutual trust and respect
- shared responsibility for the education of the students at the school.

Improvement Teachers will need to communicate with parents and carers of prioritised students and other students identified for support. Parents and carers are partners in learning and collaborate with schools to provide support through the MYLNS initiative and with the development of an Individual Education Plan (IEP). (See Appendix 1 for a sample letter to parents, pg. 27).

For more information see: Parents and carers as partners.

### Sample scenario:
**Empowering students to direct their own learning**

An Improvement Teacher meets with a student individually. They chat for a few minutes about how things are going overall, and how the student's soccer team is doing.

The student has brought recent samples of work to share with the Improvement Teacher, and they discuss the progress the student has made on the SMART goals they set at the last meeting. This discussion focuses on what is going well with the student's learning, where the student could use more support, and what support the student would find most helpful.

The Improvement Teacher builds on the student's strengths and supports the student to set SMART goals for the next few weeks. They then create a plan to achieve these goals and reflect this in the student's personalised learning plan.

## Students who are reluctant

**There may be instances where a student is reluctant to engage in direct teaching support under the MYLNS initiative. Strategies to minimise this may include:**

- attending multiple classes to observe and get to know the student
- co-teaching or working with groups of students in class, so that the prioritised student doesn't feel singled out
- building relationships with the student and their parents/carers through casual conversations to better understand the student's motivations and interests
- explaining the purpose of the MYLNS initiative openly with the student, how they were chosen and then working together to set learning goals
- negotiating with the student the best way to work with them, such as:
  - one-to-one or in a group
  - during their classes
  - in short bursts at a time and place that works for the student
- talking to health and wellbeing staff and previous teachers to understand the student's needs
- engaging in discussions about career pathways and the positive support the MYLNS initiative could provide (this conversation could also include the career counsellor).

# 4. Support for Improvement Teachers

Improvement Teachers are supported with a professional learning program, tailored resources, dedicated regional and central office staff and external coaches.

## Professional learning

Professional learning is provided to all Improvement Teachers to support them in their role to provide direct support to students and build the capability of other teachers in the school.

The program provides opportunities for teachers to connect, share practice and engage in rich discussions with subject matter experts, SAMs and each other. The professional learning program is:

- designed to build proficiency across relevant Australian Professional Standards for Teachers and to develop skills and strategies to build the capability of others
- grounded in international and national best practice in literacy and numeracy teaching
- focused on understanding adolescent engagement in learning, and teaching secondary school students who are behind in literacy and numeracy
- aligned with the professional learning provided through state-wide expert-led workshops for secondary Literacy Leaders and Numeracy Leaders (part of the Literacy and Numeracy Strategy).

The MYLNS professional learning program is delivered in a blended learning mode through:

- face-to-face workshops and/or online webinars (depending on up-to-date health advice)
- online learning via a dedicated Learning Management System (LMS)
- hosted discussion boards.

The professional learning program is delivered over the course of the year and is fully subsidised for all Improvement Teachers.

Funding for teachers to engage in MYLNS professional learning opportunities is provided on a pro rata basis of nine days per effective full time employment (FTE). Due to the dynamic nature of schools, and to minimise disruption to student learning, we recommend that Improvement Teachers negotiate suitable and flexible arrangements with the Daily Organiser and/or school leadership. These arrangements should meet the needs of the teacher and the school. Such arrangements might consist of one or a combination of the following:

- engaging in professional learning as a group or as individuals
- a reduction in the number of classes taken when other teachers are absent
- employment of a Casual Relief Teacher to cover classes for a day or determined period of time
- embedded within the teacher's allotment, e.g. one hour per fortnight
- use of existing planning or professional learning days
- use of existing meeting times such as those for Key Learning Areas
- in lieu time available during student excursions or program times such as camps
- after the completion of VCE subjects in November (particularly for the following year).

An online "Learning Journey" component of the LMS will allow teachers to chart their professional learning through and beyond the project. This will be available in December 2021.

### Online Learning Management System

The LMS supports:

- access to course content, including:
  - core literacy and numeracy modules
  - electives (to build teacher capability to support priority student s withparticular characteristics, including English as an additional language students, culturally and linguistically diverse students, and Koorie students)
- participation in learning activities
- collaboration with teachers and subject matter experts to further extend learning
- enrolment in individualised and confidential coaching.

The LMS is regularly updated with workshop registration information, readings, resources and activities to help Improvement Teachers improve learning outcomes for their students and build the capability of other teachers.

To access the LMS see:
Learning Management System

To request access, email:
MYLNS@education.vic.gov.au

## Senior School Improvement Practice Leads

**Senior School Improvement Practice Leads (SSIPLs) have been appointed in each of the Department's Regions. The SSIPLs ensure a consistent, aligned and coherent approach to planning, implementation and delivery of:**

- MYLNS
- Differentiated Support for School Improvement (DSSI) initiatives
- Professional Learning Communities
- other school improvement initiatives.

The SSIPLs work closely with SAMs to manage the implementation of the MYLNS initiative, and will work proactively with schools, networks, principals and their teams to build leadership and school improvement capacity.

## Communities of Practice

**Improvement Teachers will have the opportunity to participate in regional MYLNS Communities of Practice (CoPs) to discuss challenges, share practice and explore the different approaches used in other schools.**

The CoPs are facilitated by SAMs and will provide opportunities to come together with other Improvement Teachers for support, networking purposes and collaboration. These may be face-to-face or virtual.

## MYLNS support

**SAMs are the first point of contact for Improvement Teachers. Central office staff support the implementation of the MYLNS initiative by delivering professional learning and answering any further questions Improvement Teachers may have about the initiative.**

Central office staff can be contacted at:
MYLNS@education.vic.gov.au or on (03) 7022 1700.

# 5. Information for Improvement Teachers

By integrating and aligning the MYLNS initiative with the initiatives and supports already in place in schools, Improvement Teachers will help individual students, other teachers and schools meet their goals to improve literacy and numeracy outcomes.

## What does a literacy or numeracy intervention look like?

Improvement Teachers form a crucial part of implementing the school's overall improvement plan by working in collaboration with the leadership team, including Curriculum Leaders, Literacy and Numeracy Leaders, Learning Specialists and classroom teachers, to develop a whole-school approach to implement student support.

When considering how support may be provided for prioritised students, Improvement Teachers should keep in mind:

- the particular learning needs of the prioritised students
- the evidence with respect to interventions that could be implemented
- the time allocation to work with students
- each prioritised student's timetable and the classes they are enrolled in.

The suite of MYLNS Case Studies can be used by Improvement Teachers when deciding on an intervention approach.

See: MYLNS Case Studies

### Sample scenario:
**Co-planning a unit**

A Year 10 Science class is about to begin a unit on Biology. The unit will be reading-intensive, so the Science teacher meets with the Literacy Improvement Teacher for support with planning.

The two teachers work together to design the unit so that before students begin each new reading, they have the opportunity to learn the key vocabulary.

The Science teacher and the Literacy Improvement Teacher use vocabulary teaching resources from the Literacy Toolkit, including the Frayer model, so all students understand the subject specific terminology before reading. Students use a question matrix to write their own questions about the material which they work in small groups to answer.

After reading, students use a graphic organiser to summarise the text accurately using the new vocabulary.

### Sample scenario:
**Implementing an intensive intervention**

A Numeracy Improvement Teacher has worked with the School Improvement Team (including the Numeracy Leader and Learning Specialist) to analyse a wide range of evidence of prioritised students' learning in numeracy.

They realise that several of the students have a deficiency in their understanding of place value and decimals that is impacting their achievement in Mathematics as well as in Science.

After meeting with each student to build a relationship and to understand their learning needs, the Numeracy Improvement Teacher learns that the students feel frustrated with this gap in their learning and would like to receive targeted support to address it. The Numeracy Improvement Teacher plans to work with students individually in their class or prior to class for twenty minutes, three times per week, for three weeks. The Numeracy Improvement Teacher monitors each student's learning each session, and helps the students master this key element of numeracy.

## Response to Intervention framework

**The Response to Intervention (RTI) framework is helpful for thinking about how to implement the MYLNS initiative. The RTI is a framework of academic support that is often embedded within a school-wide Multi-tiered System of Support, alongside School-wide positive behaviour support (SWPBS). Improvement Teachers can use the RTI framework as a way for thinking about their work.**

The core assumption behind the model is that in every school, some students will need extra support in order to learn at a high level. The RTI provides a framework for staff to consider how they can best work together to provide that support.

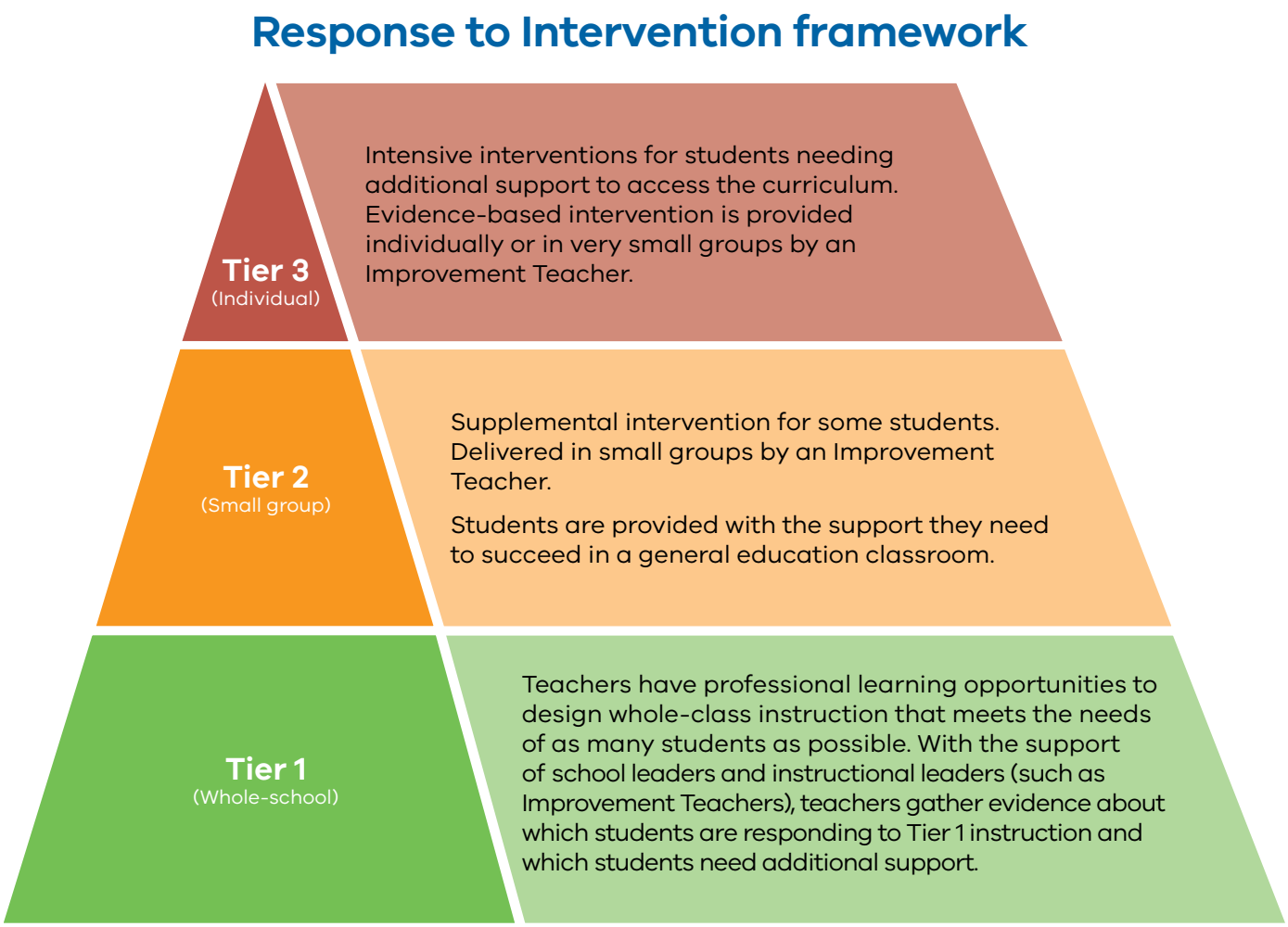


*Figure 1: RTI tiers of academic support (adapted from Buffum, Mattos, & Weber 2012).*

## Literacy Teaching Toolkit

**The Literacy Teaching Toolkit (LTT) provides practical advice and high impact teaching strategies that improve literacy outcomes in both primary and secondary school settings.**

Improvement Teachers can support students using the strategies in the LTT to specifically target foundational speaking and listening, reading and writing (Foundation to Level 6), and to build literacy skills in the context of specific curriculum areas such as Science, Mathematics and English (Level 7 to Level 10).

For more information see: Literacy Teaching Toolkit.

## Mathematics Teaching Toolkit

**The Mathematics Teaching Toolkit (MTT) can be used by Improvement Teachers when supporting students, as it provides evidence-based approaches to developing student numeracy from birth to level 10 including:**

- video in-practice examples
- links to a wide range of resources to support planning for and teaching numeracy
- guidance on appropriate assessment.

For more information see: Mathematics Teaching Toolkit.

## Digital Assessment Library

**The Digital Assessment Library (DAL) is an online and on demand student learning assessment tool that is freely available from the Victorian Curriculum and Assessment Authority (VCAA).**

It provides timely and detailed information on individual student performance. The DAL contains assessments that are aligned to the Victorian curriculum and include English, Mathematics and Critical and Creative Thinking strands.

## Getting started for Improvement Teachers

**Improvement Teachers can use the following suggestions to get started with implementing the MYLNS initiative:**

- talk with the school leader/s to obtain a list of prioritised students
- identify any additional capacity to support additional students
- engage with students' regular classroom teachers and, if applicable, health and wellbeing professionals to identify individual learning needs of each student
- begin to build relationships with prioritised students and their parents/carers
- access the LMS. If you require access to the LMS email MYLNS@education.vic.gov.au
- regularly check education.vic.gov.au email for updates from MYLNS Implementation team
- start planning an approach to capability building as part of the whole-school plan for improving literacy and numeracy, including who to work with and what channels may be available
- use the Improvement Cycle to:
  - identify the learning needs of students
  - diagnose the learning needs of students
  - implement literacy or numeracy intervention using differentiated and targeted teaching
  - measure the impact of the literacy and/or numeracy intervention on student learning progress
  - work with school leaders to join the School Improvement Team
  - attend relevant PLC meetings.

IMPROVEMENT CYCLE

At each stage of the Improvement Cycle some key questions to consider include:

**Evaluate and diagnose**

1. What data is available to identify each student's specific learning needs? For example:
   - student work samples that show progress on a learning continuum e.g. writing
   - progress against existing personalised learning plan goals
   - Years 3, 5, 7 and 9 NAPLAN data
   - MYLNS Student Engagement Tool (SET)
   - Digital Assessment Library data
   - standardised assessments such as On Demand results or PAT that monitor growth
   - Victorian curriculum teacher judgements data
   - Tools to Enhance Assessment Literacy for Teachers of English as an Additional Language (TEAL) including the Reading and Vocabulary Assessment for EAL students (RVEAL) results
   - EAL Continuum data
   - Abilities Based Learning and Education Support (ABLES) data
   - student attitudinal data
   - family information
   - wellbeing information
   - notes on executive functions and behavioural triggers.
2. What is the student's current stage of knowledge, skill and understanding? If there is no existing data on this then the above sources could be used to find out more
3. How does this student interact with others and content?
4. What is the student's attitude towards intervention and support?

**Prioritise and set goals**

1. How do we identify learning pathways for students? Consider using the Literacy Learning Progressions and Numeracy Learning Progressions or assessment rubrics.
2. How do we identify changes in attitudes and interactions with others?
3. What learning goals (e.g. SMART goals) will we establish with students? Meet with the student and help them to set achievable goals that are linked to the curriculum but are differentiated for their current level.

**Develop and plan**

1. What is the plan for each student to achieve their goals? Consider using a personalised learning plan for each student.
2. How will I know students are learning? The Victorian Curriculum and the Literacy Learning Progressions and Numeracy Learning Progressions can be used as a roadmap.

**Implement and monitor**

1. How will I communicate student progress to all of the student's teachers? Consider using a data wall.
2. How will I monitor progress of each student? Consider both formal and informal assessment – and using PLCs or other teacher collaboration spaces to continually moderate student data.

   *SAMs will also support Improvement Teachers to track and report on the progress and growth of students receiving direct support through the MYLNS initiative.*

*Figure 2: Stages of the Improvement Cycle.*

# 6. Further information for school leaders

**The MYLNS initiative builds on the work schools are already doing to deliver on their vision and goals using PLCs, CoPs, School Wide Positive Behaviour Support (SWPBS), personalised learning plans, and Equity and Catch Up Funding.**

The MYLNS initiative provides additional resources to help secondary schools build on current approaches, and school leaders have the flexibility to shape this initiative to best suit their contexts and the needs of their students.

A school leader can choose to use other funding sources, such as Equity funding (Social Disadvantage and/or Catch Up), where appropriate and in line with the planned use of this funding, to support complementary interventions or for other purposes. This could include releasing teachers for collaboration and professional learning time. This funding can also be used to support additional students who might benefit from working with an Improvement Teacher.

A suite of MYLNS Case Studies has been developed to highlight professional practice and successful literacy and numeracy implementation in schools.

These can be used by school leaders when deciding how to implement the MYLNS initiative.

See: MYLNS Case Studies.

## Implementing MYLNS across a school

**Improvement Teachers are key literacy and numeracy related roles in a secondary school that can be used to drive whole-school literacy and numeracy improvement alongside Curriculum Leaders, Literacy and Numeracy Leaders and Learning Specialists.**

School leaders have the flexibility to decide how all of these roles will work together as part of a School Improvement Team, and can decide how to use the expertise of these staff to lead and embed highly effective literacy or numeracy initiatives.

The School Improvement Team can work together to ensure that the MYLNS initiative integrates coherently into plans for whole-school literacy and numeracy improvement. A school leader may choose to appoint the Literacy or Numeracy Leader or Learning Specialist as a champion for the MYLNS initiative in the school and as somebody that can oversee the role of the Improvement Teacher.

School leaders also play a key role in ensuring that all school staff understand the purpose of the MYLNS iniative.

### Sample scenario:
**Implementing MYLNS across a school**

A school leader identifies a team which includes the Literacy Improvement Teacher, Literacy Leader, Learning Specialist and Curriculum Leader who will drive and champion the MYLNS initiative as part of broader literacy improvement across the school.

The school leader sets up initial meetings with the team to analyse student data and identify the aspects of literacy teaching and learning that may need strengthening. The team identifies that there has been an increase in the number of Year 9 students who are below NAPLAN National Minimum Standards (NMS) in Reading. The school leader recognises that the Literacy Improvement Teacher can complement the existing literacy program by providing targeted support to prioritised students and build the capability of other teachers in differentiated literacy teaching.

The team develops an agreed literacy approach (linked to their AIP and strategic plan) and a professional learning plan which includes the following:

- The Literacy Leader along with the Literacy Improvement Teacher runs small dedicated workshops for groups of teachers on specific literacy strategies. This includes teachers of the identified students and a workshop for the Humanities curriculum team on differentiation of resources and strategies to support reading comprehension.
- The Learning Specialist teaches a demonstration lesson focused on literacy strategies. The observing teachers and the Learning Specialist then reflect and discuss the lesson. Observing teachers trial one or more of the strategies with the Learning Specialist observing. Post-lesson discussion provides feedback on the use and impact of the literacy strategies.
- The Improvement Teacher works with the team and classroom teachers to conduct in-depth analysis of student data and evidence drawn from in-class student observations, co- teaching and interviews with the students and their teachers. They then develop student profiles which include teaching strategies tailored to the students learning needs and goals.
- The Literacy Improvement Teacher co-teaches alongside classroom teachers of prioritised students and models evidence-based literacy practices.

## An integrated approach to literacy and numeracy improvement

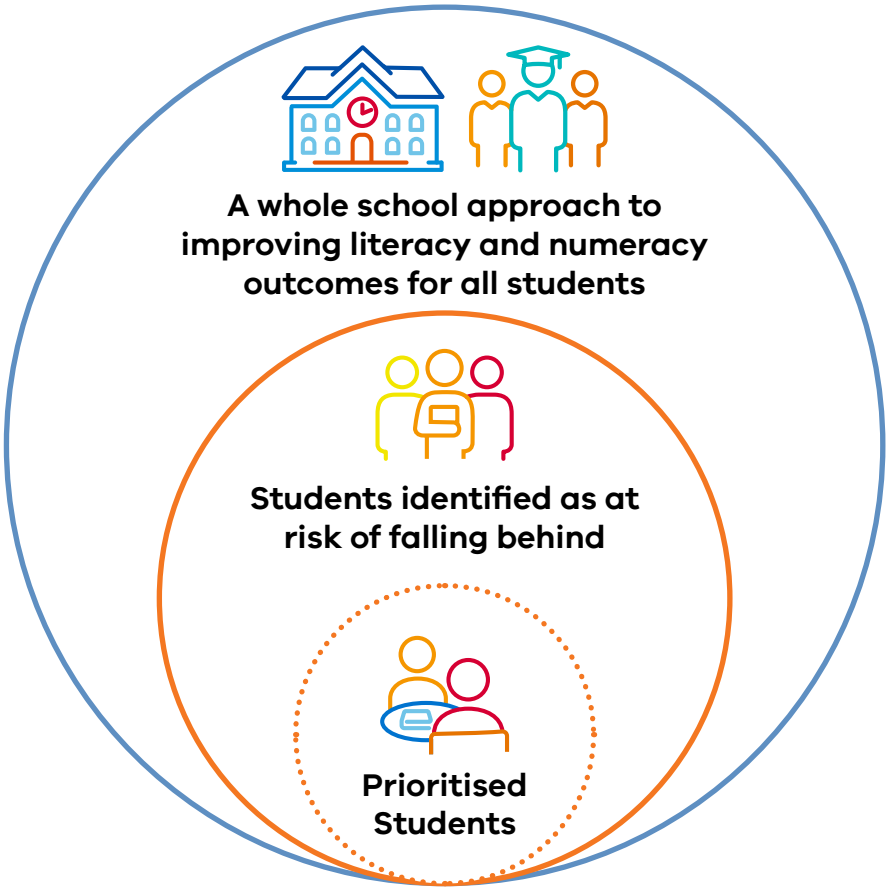


*Figure 3: literacy and numeracy improvement across a school.*

### Learning Specialists

- demonstrate high-level expertise in teaching and learning practice to improve literacy and numeracy learning outcomes for all students
- work with the school leadership team to develop a shared view of highly effective teacher practice (including literacy and numeracy).

### Literacy and Numeracy Leaders

- support teachers to build their practice in lifting literacy and numeracy learning outcomes for all students
- identify the aspects of literacy and numeracy teaching and learning that may need strengthening across the school and set explicit goals to improve these.

### Improvement Teachers

- directly support students who are below year level expectations and students who are at risk of falling behind in literacy and numeracy
- work with teachers to review evidence of learning, plan for next learning steps, develop common assessment tasks and collaboratively review progress post-teaching
- support teachers to differentiate teaching to better meet students at their point of learning need, particularly in supporting students who are not meeting the expected level.

## Annual planning

The annual implementation planning process undertaken during Term 4 provides an important opportunity to consider how the MYLNS initiative can support schools' broader school improvement priorities. School Improvement Teams are encouraged to consider how the MYLYNS initiative, including Improvement Teachers, can support Key Improvement Strategies (KIS) articulated within the four-year School Strategic Plan (SSP) and selected for focus within the AIP. Where MYLNS does not align with existing KIS schools may wish to consider adding a new KIS, not originally identified in the SSP. Please see the Annual Implementation Planning Guidelines for further information.

The example on page 24 has been developed to outline how schools might align MYLYNS implementation with existing KIS.

For further information and resources on annual implementation planning please see the Annual Implementation Planning Guidelines and the Resources tab on the Strategic Planning Online Tool (SPOT)

| Document | Component | Examples |
|---|---|---|
| **School Strategic Plan** | SSP Goal | To improve achievement in literacy for all students |
| | KIS 1a<br><br>Building Practice Excellence | Enhance teacher capability to differentiate teaching and learning to meet students at their point of learning need |
| **Annual Implementation Plan** | 12-month target | **1.1** Increase the percentage of Year 9 students assessed at or above the national minimum standard in NAPLAN writing by 5 percentage points from 80% to 85%<br>**1.2** Decrease the percentage of Year 9 students achieving low growth as measured by NAPLAN Numeracy from 21% to 18%<br>**1.3** Improve the percentage of positive endorsements for AToSS for:<br>Stimulated Learning from 72% to 75%<br>Learning Confidence from 69% (2019) to 75% (2020) |
| | Actions | • Develop and implement an approach to literacy intervention to support students who are falling behind and are below year level expectations<br>• Develop staff capabilities to identify student learning need and develop differentiated literacy learning activities |
| | Outcomes | **Students will:**<br>• explain and apply literacy strategies within their work and across subjects<br>• understand where they are at with their learning, and what they need to do next to improve<br>**Teachers will:**<br>• understand and explicitly use differentiated literacy learning activities within all subject areas<br>• collaborate together to analyse student data, identify student learning needs and plan next steps<br>• develop common assessment tools such as rubrics to identify student learning needs on a semester basis<br>• demonstrate knowledge of the Victorian Curriculum and relevant student literacy progression<br>**Improvement Teachers will:**<br>• directly support students who are falling behind and are below year level expectations in literacy<br>• co-lead the implementation of an approach to literacy intervention<br>• co-lead professional learning around differentiation of literacy learning activities<br>• model differentiated literacy learning activities and high impact teaching strategies<br>**Leaders will:**<br>• ensure that timetable and meeting schedules prioritise collaboration for literacy improvement across all teams.<br>• understand the development needs of each staff member to support the development of their knowledge and capability in providing differentiated teaching practices<br>• co-lead professional learning around differentiation of literacy learning activities<br>• model differentiated literacy learning activities and high impact teaching strategies |
| | Success Indicators | **Students:** student work samples, student self-evaluation, discussions during learning walks, moderated assessment samples, pre- and post-testing.<br>**Teachers:** lesson and unit plans, notes from learning walks, samples of formative assessment tasks, moderation activities from PLCs, peer observations<br>**Improvement Teachers:** evidence of delivered professional learning, pre- and post-testing of prioritised students, lesson and unit plans, student work samples, moderated assessment samples.<br>**Leaders:** evidence of delivered professional learning, notes from learning walks/ observations and feedback provided to teachers, peer observation schedules |
| | Activities and milestones | Develop a professional learning plan and capability building strategy<br>• School Improvement Team (including Improvement Teacher) – Term 1<br>Examine student learning data to identify areas for literacy improvement<br>• School Improvement Team (including Improvement Teacher) and teachers – Term 1<br>Develop and implement an agreed approach to literacy intervention<br>• School Improvement Team (including Improvement Teacher) – Term 1 to Term 4<br>Develop an understanding of what differentiated teaching and what differentiated content is (using resources such as HITs)<br>• School Improvement Team (including Improvement Teacher) – Term 1 |

## Getting started for school leaders

To get started with implementing the MYLNS initiative across their school, school leaders are encouraged to:

- identify the team of staff who will drive and champion the MYLNS initiative across the school (e.g. Literacy and Numeracy Leaders/Learning Specialists)
- nominate an experienced, effective teacher who best fits the criteria to be an Improvement Teacher
- meet with their SAM to support the implementation of MYLNS across the school
- use the Improvement Cycle below for initial discussions with the team when deciding on school wide approaches for the MYLNS initiative.

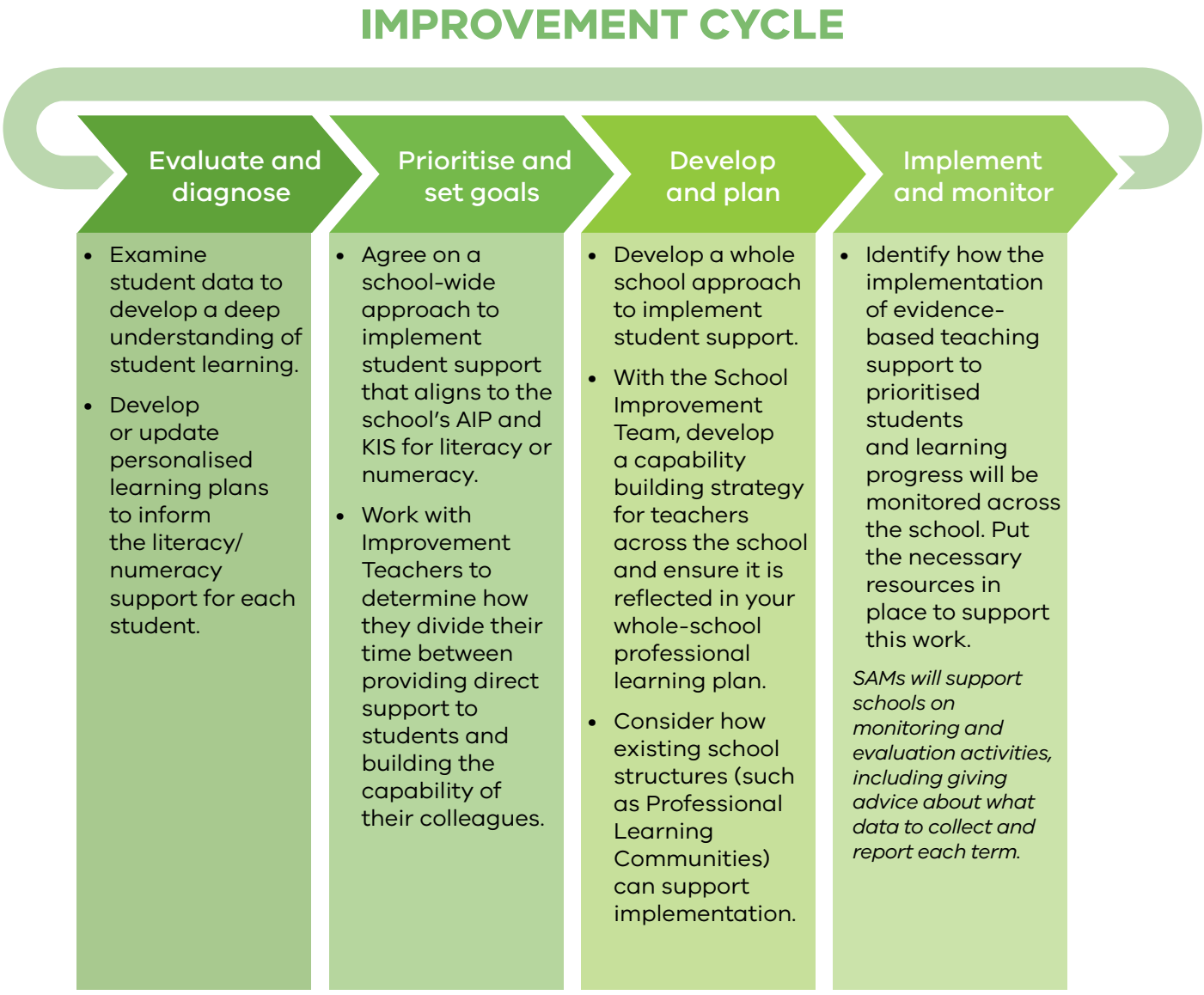


*Figure 4: Stages of the Improvement Cycle.*

# 7. Resources

**The following are essential resources that school leaders and Improvement Teachers can use to support the implementation of the MYLNS initiative.**

English as an Additional Language (EAL)

https://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/default.aspx

High Impact Teaching Strategies (HITS)

https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx

Literacy and Numeracy Strategy Phase 2

https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/literacynumeracy/Literacy_and_Numeracy_Strategy_Phase_2.pdf

Literacy Learning Progressions

https://www.vcaa.vic.edu.au/curriculum/foundation-10/crosscurriculumresources/Pages/Literacy.aspx

Learning Management System (LMS)

https://mylns.instructure.com/login/canvas MYLNS Case Studies https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/middle-years-literacy-and-numeracy-support-initiative.aspx

Numeracy Learning Progressions

https://www.vcaa.vic.edu.au/curriculum/foundation-10/crosscurriculumresources/Pages/Numeracy.aspx

Parents and carers as partners

https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/dimension4parents.aspx

Professional Learning Communities (PLCs)

https://www.education.vic.gov.au/school/teachers/management/improvement/plc/Pages/default.aspx

Professional practice notes

https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/practicenotes.aspx

School attendance

https://www.education.vic.gov.au/school/teachers/studentmanagement/attendance/Pages/default. aspx

Student engagement

https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/default.aspx

Student health and wellbeing

https://www.education.vic.gov.au/school/teachers/health/Pages/default.aspx

Student mapping tool

https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/student-mapping-tool.aspx

Student voice practice guide (Amplify)

https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/amplify.aspx

Support for students with additional learning needs

https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/default.aspx

Victorian Curriculum F-10

https://victoriancurriculum.vcaa.vic.edu.au/ Victorian Literacy Portal

https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/literacyportal.aspx

Victorian Numeracy Portal

https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/Pages/numeracyportal.aspx

Victorian Teaching and Learning Model

https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/Victorianteachingandlearningmodel.aspxliteracyportal.aspx

Whole-School Guide to Curriculum Planning

https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/dimension1curriculum.aspx

Victorian Teaching and Learning Model

https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/Victorianteachingandlearningmodel.aspxliteracyportal.aspx

# 8. Appendices

**APPENDIX 1**

## Sample letter for parents

### Dear Parent / Guardian

We are writing to inform you about the additional learning support that we will be providing for **[Student name]**. The school is able to provide this support through the Department of Education and Training's Middle Years Literacy and Numeracy Support (MYLNS) initiative. This initiative provides intensive literacy and numeracy teaching support to secondary students to help ensure they have the literacy and numeracy skills they need for future work or study.

We have determined that **[Student name]** will benefit from additional support in **[literacy and / or numeracy]** by previous achievement data and other measures of **[literacy and / or numeracy]** progress.

This support is being provided and coordinated by **[Teacher name]**. **[Teacher name]** will work with **[Student name]** to understand their progress in **[literacy or numeracy]** to date and set goals for future learning.

**[Teacher name]** will work with **[Student name]'s** regular classroom teachers to help them incorporate strategies to support **[Student name]'s** learning in class. **[Teacher name]** may also support **[Student name]** directly in class as part of a small group, or work with them individually at times, outside of the classroom. We anticipate that this support will help them build literacy and numeracy skills that will serve **[Student name]** well in future work or study.

We are excited to be able to support **[Student name]'s** learning in this way. We encourage you to partner with us in supporting the learning occuring at school, and monitoring success by reading **[Student name]'s** reports and attending Parent, Student and Teacher interviews.

If you have any queries or would like to discuss how you can work with us to support **[Student name]** through MYLNS, please do not hesitate to contact **[XXXXX]**.

Sincerely,

***[School leader]***

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