



# Manaiakalani

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## Report to Te Rau Puawai Education Trust

January 2025

### Manaiakalani Reading Practice Intensive Case Study: Enhancing Teacher Practice and Learner Outcomes

This paper reports back to Te Rau Puawai Education Trust (TRPET) on the delivery of the programme of work relating to the Manaiakalani Reading Practice Intensive programme. It supplements reporting concurrently undertaken for TRPET by Rajshree Krishnan of Comet Auckland.

TRPET provided a grant to Manaiakalani Education Trust to support the Manaiakalani Reading Practice Intensive (RPI), a professional development programme which aims to lift learner literacy achievement through increasing the effectiveness of teacher reading practice and learner engagement, particularly for disengaged learners.

We believe that the Manaiakalani RPI is making a significant impact on teacher practice, and as such directly addresses Te Rau Puawai Education Trust's strategic priorities. This report details the programme's successes in enhancing teacher practice, impacting learner outcomes and aligning with key funding priorities.

#### 1. The Manaiakalani Reading Practice Intensive

The RPI's vision is to impact learner outcomes through the effective delivery of the Reading Practice Intensive to teachers working principally in schools in low socio-economic and challenged communities. Through the RPI course, teachers:

- Acquire content and practice knowledge to influence quality reading outcomes.
- Impact learners as lifelong readers.
- Use tools and methods for effective assessment, planning, design, and differentiation.

- Implement, sustain, improve on reading practice

Programme Impact can be evidenced in three areas:

1: Teacher Professional Learning and Development : increased teacher confidence and capability in teaching literacy and communications

2: Reading achievement: the evaluation of shifts in PAT reading achievement

3: Scalable practices for wider network impact

Evidence of impact in each of these three areas is outlined in section 3 below.

## 2. Outputs in 2024 school year (the period of funding)

- 44 teachers across 4 cohorts participated in the Reading Practice Intensive.
- 1100 students were impacted by the programme (25 students per teacher).
- The programme involved 3520 engagement hours (over the whole year 80 hours per teacher).
- Teachers undertook a beginning self-assessment questionnaire and analysed their students' March PAT reading comprehension data.
- The programme provided numerous educational resources and materials, which teachers adapted for use with their students.
- Teachers shared their learning and reflections on their blogs, alongside material that resonated with them.
- Learners shared their blog posts showcasing the results of their learning

## 3. RPI impact and evidence

### 3.1 Teacher Professional Learning and Development.

Teachers participating in the Reading Practice Intensive initially faced challenges in implementing effective reading programmes, using tools and methods for assessment, planning, design, and differentiation, and sustaining and improving reading practices. The programme addressed these challenges head-on. Schools that made attending the Reading Practice Intensive days easier for their teachers seemed more fully engaged. Where sharing with other staff members was built in by the school, teachers had a bigger impact on their peers and, therefore, a larger number of learners.

The programme's influence over 4 cohorts is evident in several key areas:

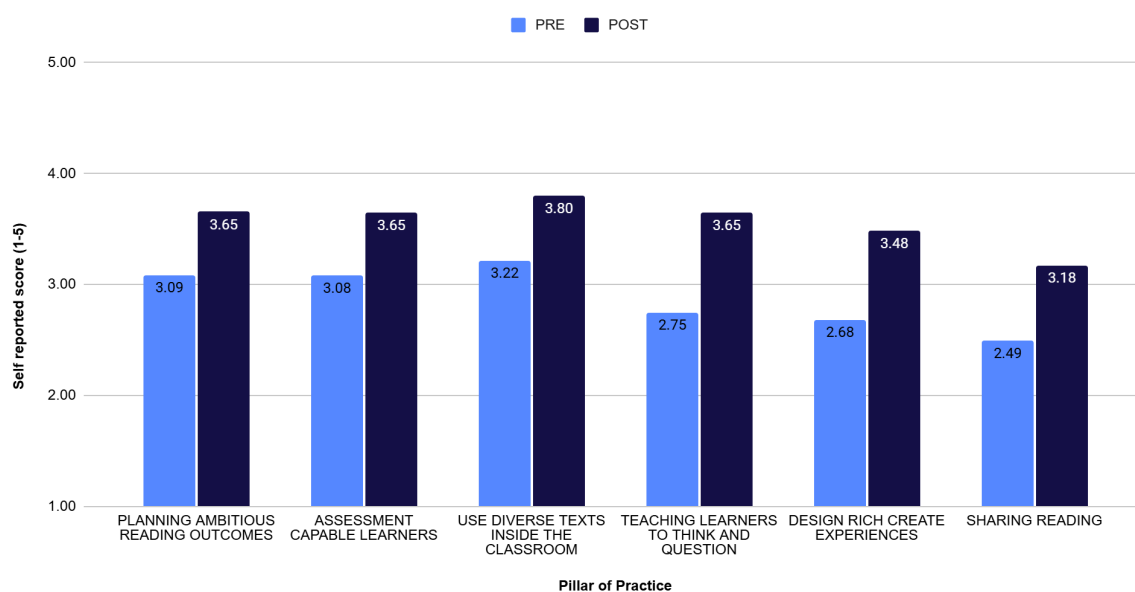
**Teacher Participation:** High teacher participation across four cohorts demonstrates commitment to the programme.

**Teacher Self-Assessment:** Teachers completed self-assessments against the "pillars of practice," providing valuable data on shifts in practice.

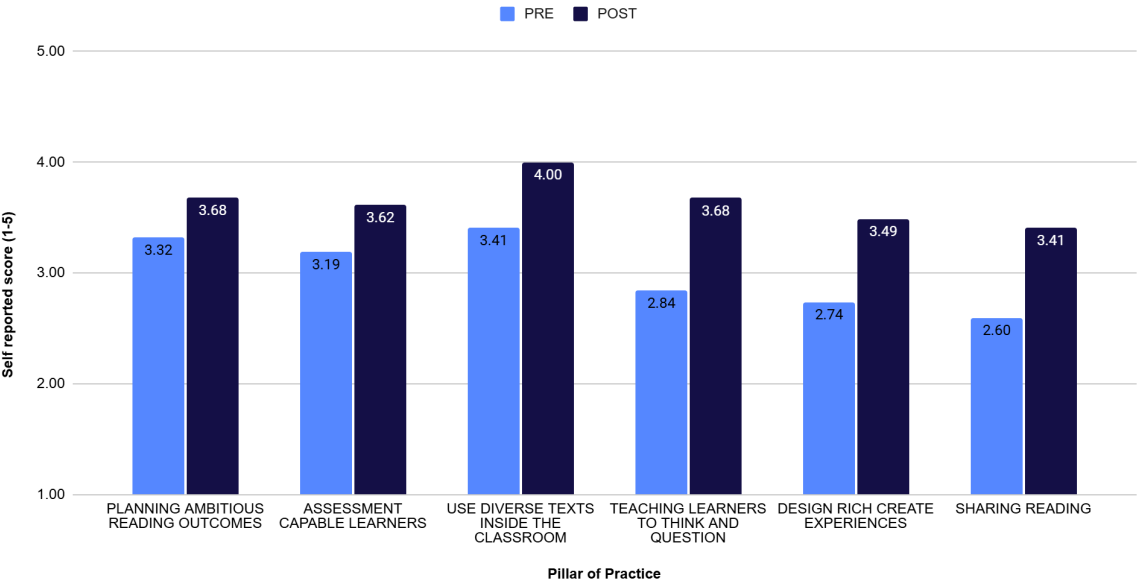
**Shift in Practice:** Analysis of teacher planning and Reading Observation data is being used to measure shifts in practice as measured against the 'pillars of practice'. Teacher reflections shared on their blogs also show evidence of a shift in practice, such as:

- Increased awareness of the "pillars" that make up a reading programme: "Teachers are already more aware of the pillars that make up a reading programme and how these fit together to build a full picture of reading learning for their learners."
- Tweaking or adapting their practice to include beneficial practices: "They have begun to tweak or adapt their practice to ensure that they are including all practices that are beneficial in this regard."

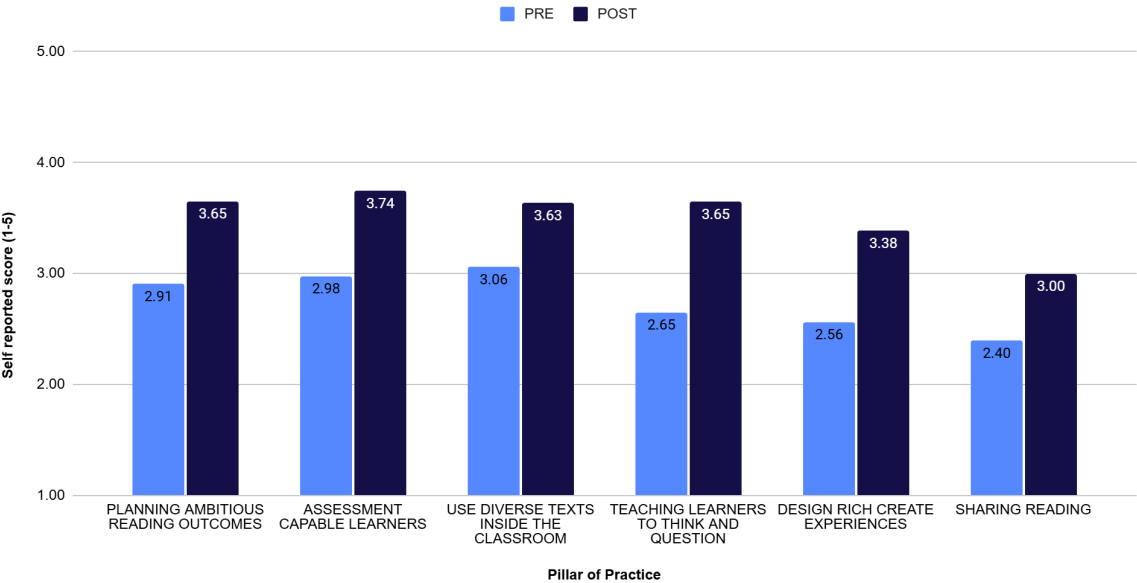
**All 2024 Cohorts - Average Self Report Scores Pre and Post RPI by Pillar of Practice**



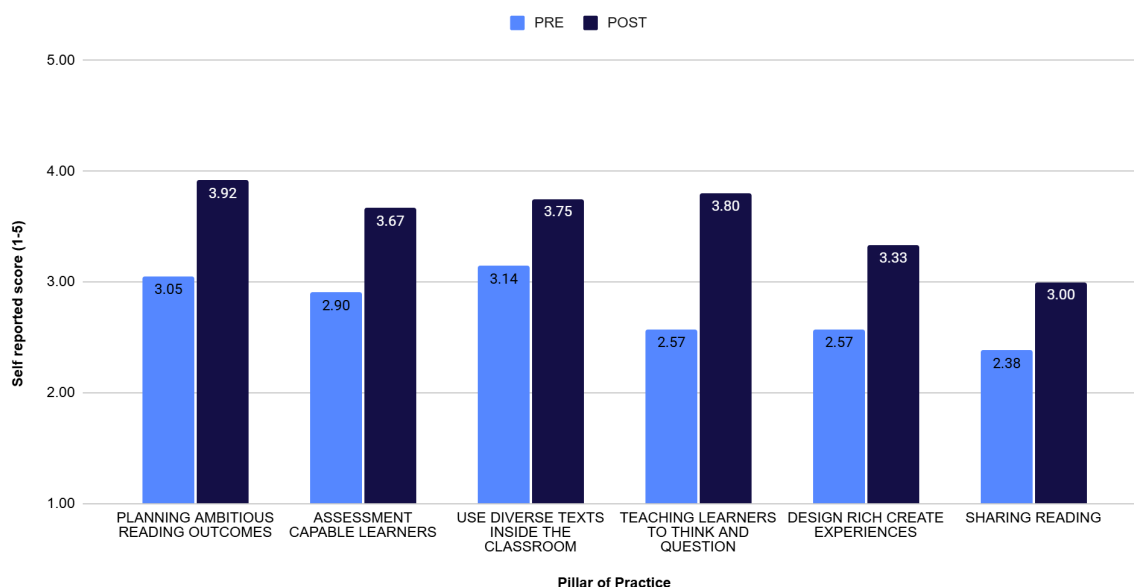
Cohort 1 - Average Self Report Scores Pre and Post RPI by Pillar of Practice



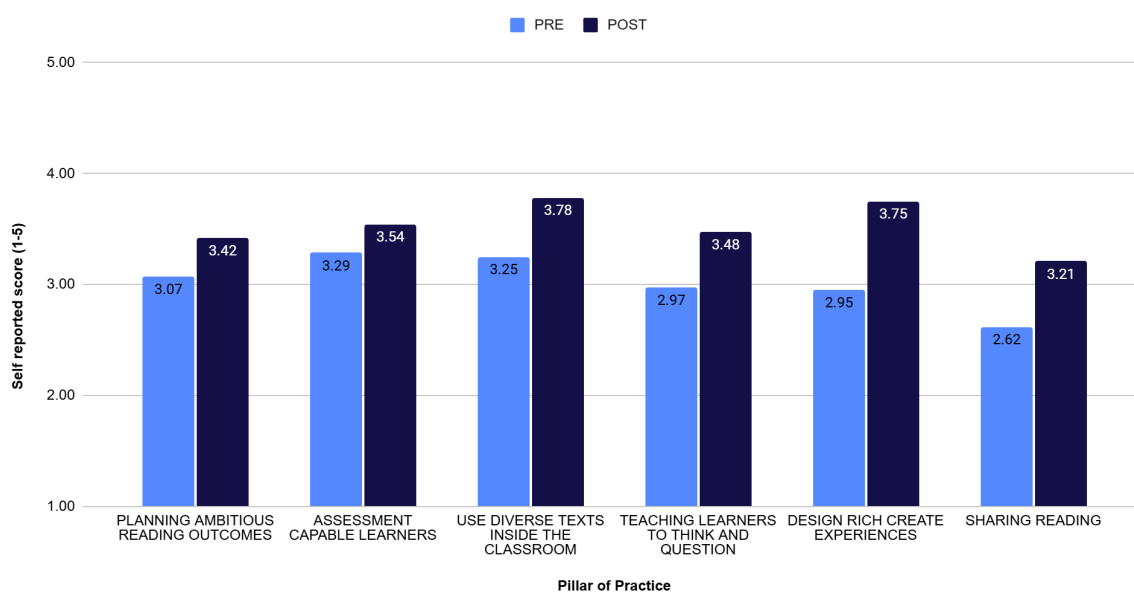
Cohort 2 - Average Self Report Scores Pre and Post RPI by Pillar of Practice



**Cohort 3 - Average Self Report Scores Pre and Post RPI by Pillar of Practice**



**Cohort 4 - Average Self Report Scores Pre and Post RPI by Pillar of Practice**



A snapshot of teacher feedback commentary is included below::

- Teacher A "I have picked up so many fantastic ideas today and wonderful resources. It is going to be timely to sit and look at these carefully and how I can build them into my classroom programme."
- Teacher B "I really appreciated the course today. I know that this course is a resource to ensure that teachers across New Zealand are teaching high quality Literacy programmes and ensuring teachers do know what to teach! Especially,

with the wide range of children, families and circumstances across New Zealand. Learning that is professional development in itself."

- Teacher C: "Another very intensive, yet thought provoking day focusing on reading - today on guided reading. Now I have had time to process and have a good conversation with a work colleague (also my RPI mentor as it turns out!) I was able to put today's learning into context. She asked me what my takeaway was from today and I began to rattle off more than one. As she discussed her fresh conversation with our principal, around our senior students' reading, I was able to add to her list of mullings on the topic."

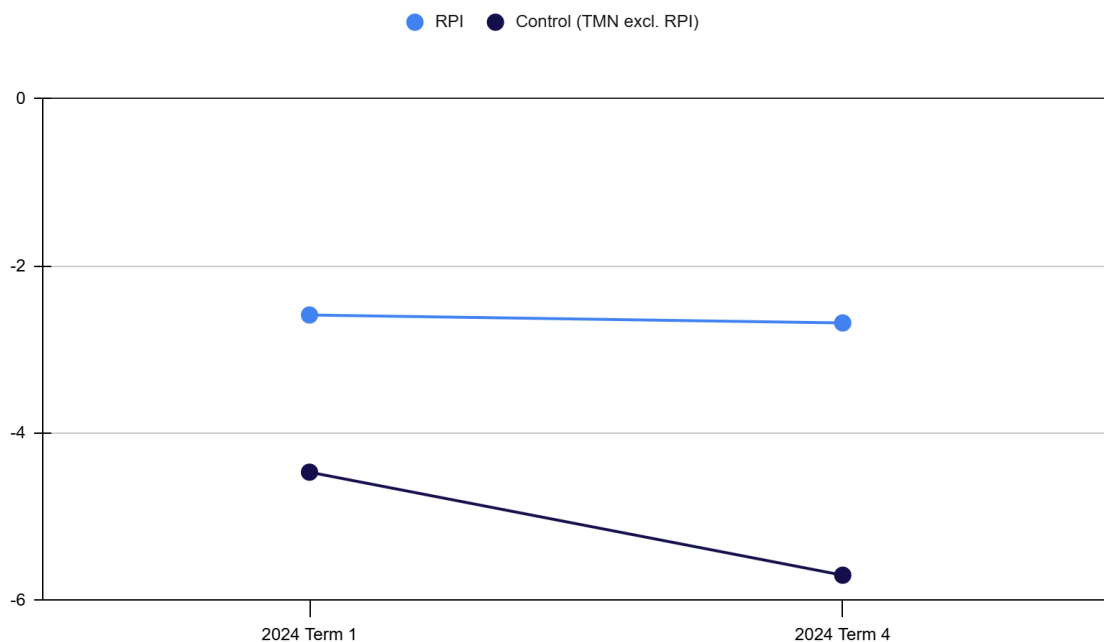
These testimonials suggest that the programme is providing teachers with valuable professional development opportunities and resources that are helping them to improve their reading instruction.

### 3.2 Reading achievement : Impact on Learners

To measure impact on learner achievement, PAT reading comprehension data is collected from students' Term One and Term Four testing to evaluate shifts in achievement between intervention and non-intervention groups. This data is shared with school leaders at network, cluster, and school levels.

In the graph below, we can see that while all learners are below the norm and did not make the expected gain across the year, the learners whose teachers were part of the Intervention (RPI) group made almost the expected progress across the school year, compared to those learners whose teachers were not part of the intervention. Over time, we would anticipate that these learners' progress would continue to accelerate as their teachers' new learning becomes embedded and sustained, putting them at or above the expected progress.

Mean Difference from Norm PAT Reading Comprehension Score for RPI learners and TMN learners excluding RPI learners from Term 1, 2024 to Term 4, 2024



### 3.3 Scalable Practices for wider network impact

The RPI is a repeatable programme continuously being refined through research and teacher input, and progressively made available to teachers across the 120 schools in the Manaiakalani network. Teachers who have completed the programme champion enhanced skills and techniques across their school and are able to mentor teachers in the development of new practice. The focus on data, measurement and reflection provides accurate and relevant data to guide school leadership in their change prioritisation. Course content and availability, communities of practice and expert guidance from the Manaiakalani research team, means learning is accessible and continuous.

## 4. Alignment with Strategic Priorities

The Reading Practice Intensive directly addresses two of TRPET's strategic priorities:

- Increasing Teacher Effectiveness: The programme equips teachers with the content and practice knowledge to deliver effective reading programmes, influencing quality reading outcomes for learners.

- Addressing Inequalities: By improving teacher practice, the programme aims to enhance learning outcomes for all students, including those who may face educational inequities

## 5. Looking Ahead

With these positive indicators of its impact on teacher practice and student outcomes, the programme has ambitious plans for the future. These include further evaluation of the impact on teacher practice and student outcomes; the creation of an ongoing impact on reading instruction across the Manaiakalani Network schools, and sharing the programme's findings and resources with other educators. It should be noted that programme leaders are qualified in Structured Literacy approaches and we are confident that the Programme aligns well with government direction and requirements in this area.

The Manaiakalani Reading Practice Intensive is more than just a professional development programme; it's an investment in the future of reading education. By empowering teachers with the skills and knowledge to deliver effective reading instruction, the programme is fostering a brighter future for all learners. Manaiakalani Education Trust is deeply appreciative of the support from TRPET that has helped sustain this important work.



Jenny Oxley  
Kaiarataki Chief Executive  
on behalf of the Manaiakalani Education Trust