



Reading Practice Intensive | Manaiakalani Education Trust

## READING PRACTICE INTENSIVE MANAIAKALANI EDUCATION TRUST

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### AIM

Provide teachers with professional development and support to improve reading instruction for disengaged learners.

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### IMPACT

- » Increased teacher effectiveness in reading instruction.
  - » Improved student engagement and reading comprehension skills.
  - » Enhanced data-driven approaches to monitor progress and measure impact.
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### CONTRIBUTING OUTCOMES

- » Teachers actively participated in professional development opportunities and received ongoing support.
- » The programme utilised data from teacher self-assessments, reading observations and student assessments (PAT reading comprehension data) to ensure accountability and inform programme improvement.





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# READING PRACTICE INTENSIVE

## MANAIAKALANI EDUCATION TRUST

### VISION

Impacting learner outcomes through effective delivery of the Reading Practice Intensive for teachers

### OVERVIEW

The Reading Practice Intensive is making a significant impact on teacher practice, directly addressing TRPET's strategic priorities and achieving its objectives.

This case study details the programme's successes in enhancing teacher practice, impacting learner outcomes and aligning with key funding priorities.

### MISSION

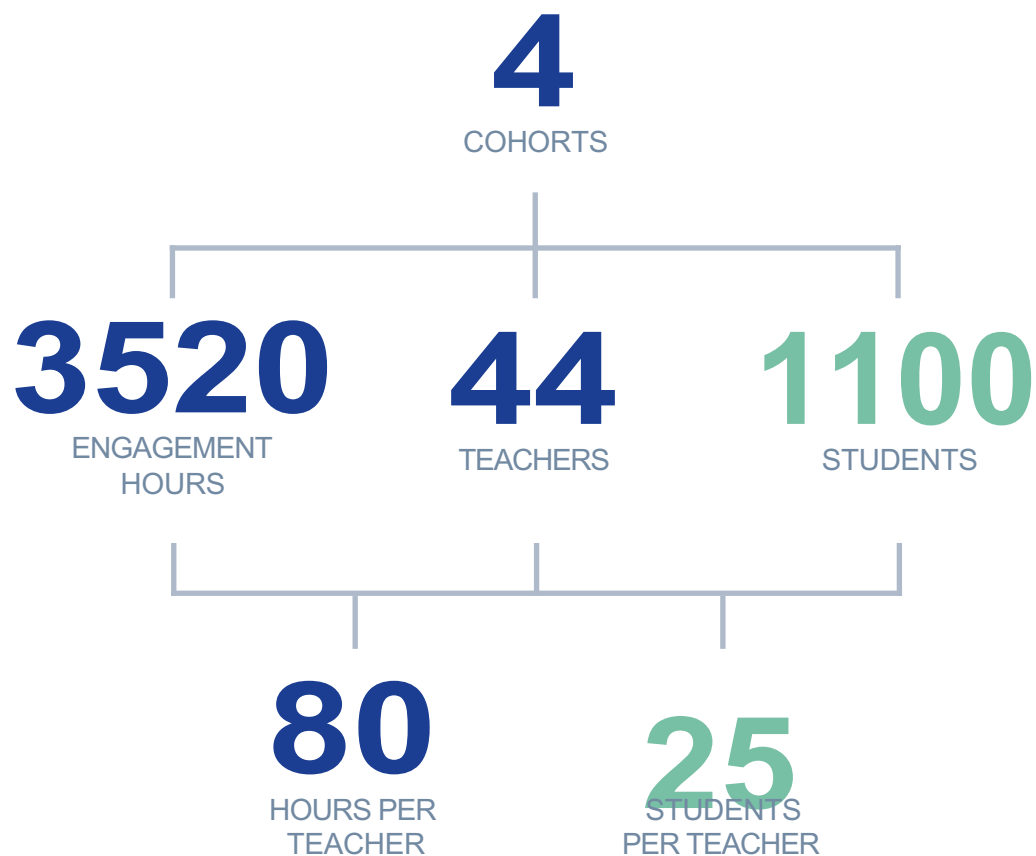
Teachers will:

- » 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, and improve on reading practice



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## READING PRACTICE INTENSIVE — OUTPUTS FOR 2023/24



- » 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.



# Contributions to TRPET’s strategic priorities

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



#2

## Increasing Teacher Effectiveness

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

The programme increases teacher effectiveness by providing teachers with the content and practice knowledge to influence the quality of reading outcomes. Through the programme, teachers acquire the skills to use tools and methods for effective assessment, planning, design and differentiation as well as implement, sustain and improve on reading practice.



#3

## Addressing Inequalities

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

The programme works primarily with teachers in low socioeconomic and challenged communities. Data collected from students’ reading comprehension tests showed learners whose teachers were part of the programme made almost the expected progress across the school year, compared to those learners whose teachers were not part of the intervention.

## Empowering teachers through professional 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 a larger number of learners.

## Measurable success

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

### 1. Teacher participation

High teacher participation across four cohorts demonstrates commitment to the programme.

### 2. Teacher self-assessment

Teachers completed self-assessments against the “pillars of practice”, providing valuable data on shifts in practice.

### 3. Shifts in practice

Manaiakalani is using analysis of teacher planning and reading observation data to measure shifts in practice as determined by 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.”*

### 4. Impact on Learners

Manaiakalani is collecting PAT reading comprehension data from students to evaluate shifts in achievement between intervention and non-intervention groups. They have shared PAT reading data with school leaders at network, cluster and school levels.

While all learners are below the norm, those whose teachers were part of the intervention group made almost the expected progress across the school year.

The Reading Practice Intensive is a scalable programme — continuously refined and made available to teachers across the Manaiakalani Network.

Data-driven and research-based, the programme is aligned with government direction and requirements in structured literacy approaches.

## Looking Ahead

There are positive indicators for the Reading Practice Intensive's impact on teacher practice and student outcomes.

Manaiakalani has ambitious plans for the programme's future, such as evaluating its impact on teacher practice and student outcomes; creating a lasting impact on reading instruction within the Manaiakalani Network schools; and sharing the programme's findings and resources with other educators.

## Reading Practice Intensive testimonials

*"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 [figure out] how I can build them into my classroom programme."*

– Teacher A

*"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 programme 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 B

*"Another very intensive yet thought-provoking day — today [focused] on guided reading. Now I have had time to process and 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 was my takeaway 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."*

– Teacher C





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