

The Literacy Secretariat is committed to supporting and maintaining coherent, whole site approaches to literacy. This requires consistent attention to focused literacy leadership and quality literacy teaching. This is supported by Fullan's work on the right drivers for system change (Fullan, 2011):

1. Foster intrinsic motivation of teachers and students;
2. Engage educators and students in continuous improvement of instruction and learning;
3. Inspire collective or team work; and
4. Affect all teachers and students

The Accelerated Literacy Program has the potential to support that goal but it is not a silver bullet. Teachers need to be engaged in purposeful, goal oriented teaching, in thorough planning and implementation of, and reflection on their literacy program. Such a goal requires relentless determination on the part of the school leadership to ensure that active engagement by teachers with the pedagogy is moving towards whole site implementation, and not losing momentum. It needs to be embedded as part of reflexive practice. It can easily slip into ritualistic, tokenistic activity.

The commitment of SAALP is to building school capacity. This needs both well researched pedagogy and rigorous implementation. Fact Sheet 4, the SAALP Effective School Rubric, is a review tool for school staffs to reflect on the quality of the whole-school literacy program. This fact sheet supports principals in reflecting on the level of commitment to building capacity through whole-site implementation in SAALP school.

Ongoing professional learning

- ◆ Does the principal attend all whole-site professional learning with staff?
- ◆ Are staff encouraged to attend additional AL workshops, including returning as refreshers to *Intro to AL*, attending *Refinements in AL*, and *Text Analysis workshops*. Is this a priority for their 37.5 hours of out-of-hours PD?
- ◆ Do identified curriculum leaders from this school attend the three Curriculum Leaders' Days throughout the year?
- ◆ Is the learning from Curriculum Leaders' Days shared with the rest of the staff through staff meetings or school closure days?
- ◆ Are there any teachers who have the potential for Accreditation in AL? If so, how have they been encouraged to take it on? How can they be supported with additional release time?
- ◆ Is the Effective School Rubric used to reflect with the staff on our program implementation?

Performance management

- ◆ Are our teachers planning regularly and systematically for their AL lessons at least four days a week? How do we know? Who looks at their weekly planner?
- ◆ Are any teachers regularly turning up for meetings with the AL consultant with no evidence of planning or thought, or often being absent on a day when they are scheduled to be observed?
- ◆ Is Accelerated Literacy implementation on the agenda of each performance management meeting?
- ◆ Is the confirming or disconfirming feedback provided in the consultant's term reports used to inform discussions with teachers?
- ◆ Is improvement in AL pedagogy included in the performance plan for any Step 9 negotiations? How are experienced teachers used as mentors for beginners?

Resourcing

- ◆ Is consultant time invested effectively? How do we ensure that the teachers with most capacity continue to grow?
- ◆ Is there a risk that consultant time is used for performance management purposes? Is there a limit to the extent of such support?
- ◆ How many teachers meet the criteria for an AL flag, ie planning and teaching the AL sequence for at least four days per week?

Recruitment and appointment

- ◆ Do advertisement and appointment processes make it clear that this school uses AL pedagogy, and it is an expectation that teachers will be trained and implement the pedagogy?
- ◆ Is it made clear to new teachers that observation of their practice is a non-negotiable condition of appointment?
- ◆ If not, what does this say about the school level of commitment to AL pedagogy and implementation?

Use of data

- ◆ Is the data analysis provided by SAALP discussed with staff and included in the annual report?

Level of external support

- ◆ Is our school level of external consultant support commensurate with internal school capacity?
- ◆ If our school has moved to half-intensive or affiliated level because of our internal capacity, have the school AL leaders taken over the role of the consultant to maintain the momentum and high expectations of teachers?
- ◆ Are experienced teachers released to observe, plan with and provide feedback to others in a rigorous and systematic way?
- ◆ Is the shift to half-intensive indicative of a reduction in commitment?

