

SOUTH AUSTRALIAN ACCELERATED LITERACY PROGRAM: EFFECTIVE SCHOOL RUBRIC

	INDICATORS OF HIGHLY EFFECTIVE IMPLEMENTATION OF ACCELERATED LITERACY	INDICATORS OF EFFECTIVE IMPLEMENTATION OF ACCELERATED LITERACY	INDICATORS OF INEFFECTIVE IMPLEMENTATION OF ACCELERATED LITERACY
SCHOOL STRUCTURES	<p>AL reflected in whole school structures:</p> <ul style="list-style-type: none"> • Pedagogy embedded across school. • AL evident in Site Learning Plans. • Formalised opportunities for professional learning and discussion related to AL pedagogy. E.g. staff meetings • Consultant and leadership delegate review progress each term, via formalised report and discussion. • Systematic data collection, in line with SAALP Data Collection Protocols, including opportunities for teachers to plan for strategic use of data to inform practice. • Governing Council and school community kept informed of AL implementation via ongoing communication. E.g. school newsletters • AL discussions are part of DIAf Improvement and Accountability processes: <i>Focus on Learning</i> 	<p>AL reflected in whole school structures:</p> <ul style="list-style-type: none"> • Consistent pedagogy evident across year levels. • AL evident in Site Learning Plans. • Formalised opportunities for professional learning and discussion related to AL pedagogy. E.g. staff meetings • Consultant and leadership delegate review progress each term, via formalised report and discussion. • Systematic data collection, in line with SAALP Data Collection Protocols. • Governing Council and school community kept informed of AL implementation via ongoing communication. E.g. school newsletters • AL discussions are part of DIAf Improvement and Accountability processes: <i>Focus on Learning</i> 	<p>AL not reflected in whole school structures:</p> <ul style="list-style-type: none"> • Consistent pedagogy not evident across year levels. • AL not evident in Site Learning Plans. • Opportunities for professional learning and discussion are informal. • Consultant is rarely, or not provided with formalised opportunities to review progress with leadership delegate. • Data collection and analysis is left to individuals. SAALP Data Collection Protocols are partially or not adhered to. • Governing Council and school community are not formally made aware that AL is implemented. • No link made between DIAf Improvement and Accountability process and Accelerated Literacy pedagogy
	<p>School timetable reflects the central nature of literacy:</p> <ul style="list-style-type: none"> • Provision of regular opportunities for teachers to be released individually/in pairs/in groups to plan with consultant/coordinator/each other. • Opportunities provided for teachers to view footage of AL practice or observe AL practice at their own or other sites. Time for feedback/reflection provided. • Commitment to rigorous systematic explicit teaching. (Lessons implemented a minimum of 4 days per week or the equivalent of). • Observations and feedback times with consultant are negotiated, timetabled and committed to. Renegotiated in lieu of unforeseen circumstances. • Interruptions to explicit teaching are avoided. All school personnel are aware of this goal. • Withdrawal of students from explicit teaching is avoided. • Timetable of explicit teaching is considered when planning for excursions and events. • Opportunities provided for teachers to attend PD. 	<p>School timetable reflects the central nature of literacy:</p> <ul style="list-style-type: none"> • Provision of regular opportunities for teachers to be released individually/in pairs/in groups to plan with consultant/coordinator/each other. • Opportunities provided for teachers to view footage of AL practice or observe AL practice at other sites. Time for feedback/reflection provided. • Commitment to rigorous systematic explicit teaching. (Lessons implemented a minimum of 4 days per week or the equivalent of). • Observations and feedback times with consultant are negotiated, timetabled and committed to. Renegotiated in lieu of unforeseen circumstances. • Interruptions to explicit teaching are avoided. All school personnel are aware of this goal. • Withdrawal of students from explicit teaching is avoided. • Timetable of explicit teaching is considered when planning for excursions and events. • Opportunities provided for teachers to attend PD. 	<p>School timetable does not reflect the central nature of literacy:</p> <ul style="list-style-type: none"> • Teachers are not provided with regular opportunities for release to plan with consultant or release only occurs when leadership members have available time. • Teachers not provided with opportunities to view colleague practice. • Lessons are random or infrequent and unplanned. • Observations and feedback times with consultant are not negotiated or are regularly cancelled. • Explicit teaching is interrupted frequently. • Students are frequently withdrawn from explicit teaching. • Excursions and events often take priority over explicit teaching. • PD opportunities regularly not accessed.

HIGHLY EFFECTIVE IMPLEMENTATION	EFFECTIVE IMPLEMENTATION	INEFFECTIVE IMPLEMENTATION
<p>Structures to support teachers' core business:</p> <ul style="list-style-type: none"> • Roles, expectations and goals negotiated at the beginning of each school year, with those teachers who have volunteered to receive support to implement AL. A commitment to a rigorous implementation model and the expectations established and communicated. • Site Genre Plan aligned to Learning Area learning outcomes informs text selection and planning. • Systems in place for identified staff to access/prepare resources required for AL implementation, prior to teaching: <ul style="list-style-type: none"> -Purchasing/making/processing of texts -Borrowing and returning texts -Purchasing of required consumables • Systems in place for identified staff to support data collection and EDSAS entry. 	<p>Structures to support teachers' core business:</p> <ul style="list-style-type: none"> • Roles, expectations and goals negotiated at the beginning of each school year, with those teachers who have volunteered to receive support to implement AL. A commitment to a rigorous implementation model and the expectations established and communicated. • Site Genre Plan aligned to Learning Area learning outcomes informs text selection and planning. • Systems in place for identified staff to access/prepare resources required for AL implementation, prior to teaching: <ul style="list-style-type: none"> -Purchasing/making/processing of texts -Borrowing and returning texts -Purchasing of required consumables • Systems in place for identified staff to support data collection and EDSAS entry. 	<p>Structures not in place to support teachers' core business:</p> <ul style="list-style-type: none"> • Expectations are imposed on teachers or not reinforced by school leadership. • Text selection is left up to individual teachers, with the risk of repetition. • Teachers provided with insufficient support to access the resources required for AL implementation i.e. (texts/consumables) • Teachers expected to enter required EDSAS data.
<p>Budget makes provision for:</p> <ul style="list-style-type: none"> • Consultant support accessed for a minimum 2 years when pedagogy first implemented at the site. Negotiated thereafter. • Teacher attendance at all four days of Introduction to AL PD. • Regular opportunities for teachers to be released individually/in pairs/in groups to plan with consultant/coordinator/each other. • Consumables required for explicit teaching • Hours/release to access texts/consumables • Hours/release for data collection/entry/analysis • Purchase of multiple copies of texts and big books, when loaning is not an option • Release for identified teachers to attend formal PD opportunities 	<p>Budget makes provision for:</p> <ul style="list-style-type: none"> • Consultant support accessed for a minimum 2 years when pedagogy first implemented at the site. Negotiated thereafter. • Teacher attendance at all four days of Introduction to AL PD. • Regular opportunities for teachers to be released individually/in pairs/in groups to plan with consultant/coordinator/each other. • Consumables required for explicit teaching • Hours/release to access texts/consumables • Hours/release for data collection/entry/analysis • Purchase of multiple copies of texts and big books, when loaning is not an option • Release for identified teachers to attend formal PD opportunities 	<p>No identified budget line or insufficient financial allocation for:</p> <ul style="list-style-type: none"> • Teacher release • Purchasing/processing of texts • Purchase of consumables required for explicit teaching • Hours/release to access texts/consumables • Hours/release for data collection/entry/analysis
<p>Long term sustainability taken into account:</p> <ul style="list-style-type: none"> • Teachers encouraged and supported to undertake accreditation and re-accreditation in AL. • Teachers encouraged and supported to enrol for a Graduate Certificate in AL. • Potential AL leaders identified and given opportunities to attend/lead professional development. • Expectation of AL implementation made evident to applicants prior to appointment. 	<p>Long term sustainability taken into account:</p> <ul style="list-style-type: none"> • Teachers encouraged and supported to undertake accreditation and re-accreditation in AL. • Teachers encouraged and supported to enrol for a Graduate Certificate in AL. • Potential AL leaders identified and given opportunities to attend/lead professional development. • Expectation of AL implementation made evident to applicants prior to appointment. 	<p>Long term sustainability not taken into account:</p> <ul style="list-style-type: none"> • Opportunities for further studies and leadership in AL not provided. • Expectation of AL implementation not disclosed to applicants.

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PEOPLE	<ul style="list-style-type: none"> • SAALP Consultant employed according to level of support accessed. • Teachers volunteer to undertake Accelerated Literacy PD and accompanying support model. • Member/s of leadership team and interested teachers observe rigorous AL practice in the year prior to commitment. • Alternatively, opportunities are provided for teachers to hear or view information about AL prior to commitment. • AL Contact Person released to negotiate and prepare schedule of support. Preferably a staff member with an understanding of the AL support model. • Stakeholders offered opportunities to attend relevant AL PD. • Principal provides high level of active support. • Performance Management: opportunities for ongoing formal professional learning in Accelerated Literacy is part of Step 9 negotiations 	<ul style="list-style-type: none"> • SAALP Consultant employed according to level of support accessed. • Teachers volunteer to undertake Accelerated Literacy PD and accompanying support model. • Member/s of leadership and interested teachers observe rigorous AL practice in the year prior to commitment. • Alternatively, opportunities are provided for teachers to hear or view information about Accelerated Literacy prior to commitment. • AL Contact Person released to negotiate and prepare schedule of support. Preferably a staff member with an understanding of the AL support model. • Stakeholders offered opportunities to attend relevant AL PD. • Principal provides high level of active support. • Performance Management: commitment to ongoing learning in Accelerated Literacy pedagogy is on agenda of performance management meetings 	<ul style="list-style-type: none"> • Teachers have AL PD and/or support imposed on them or teachers commit without having expectations being made clear. • Opportunities are not provided for teachers to hear or view information about Accelerated Literacy prior to commitment. • AL Contact Person role: <ul style="list-style-type: none"> - changes often throughout the course of a year. - is undertaken by 'time poor' member of leadership. - is shared by leadership. - does not receive the required release time to negotiate and prepare a timetable of support. • Performance Management: commitment to ongoing learning in Accelerated Literacy pedagogy is not on agenda of performance management meetings.
PHYSICAL RESOURCES	<ul style="list-style-type: none"> • Text management and resources managed by Literacy Coordinator and library staff 	<ul style="list-style-type: none"> • Resources are centrally located and managed for easy access. 	<ul style="list-style-type: none"> • Resources are not centrally housed or if they are, cannot be accessed by all.

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PROFESSIONAL DEVELOPMENT	<p>Teachers in first year of AL implementation:</p> <ul style="list-style-type: none"> • Complete Introduction to AL (all 4 days) in first year. • Encouraged to attend SAALP Text Analysis Workshops, site specific AL PD and other SAALP PD of interest. • Encouraged to undertake Accreditation in AL, if consultant identifies their take-up of pedagogy as exceptional. • ESL teacher and AET encouraged to complete the Introduction to AL PD. <p>Thereafter teachers trained in AL are:</p> <ul style="list-style-type: none"> • Encouraged to attend SAALP Refinements in AL. • Encouraged to attend SAALP Text Focus Workshops, site specific AL PD and other SAALP PD of interest. • Encouraged to undertake Literacy Secretariat courses; Literacy for Learning and How Language Works. • Offered opportunities to attend Curriculum Leaders' Days. • Encouraged to undertake accreditation in AL at the recommendation of consultant, if their take-up of pedagogy is identified as being of a high standard. <p>Accredited teachers:</p> <ul style="list-style-type: none"> • Encouraged to enrol in Grad Cert in AL or encouraged to undertake re-accreditation in AL. • Offered opportunities to attend Curriculum Leaders' Days. • Encouraged to present to local and statewide audiences. <p>Principal/Leadership Delegate:</p> <ul style="list-style-type: none"> • Attend the Introduction to AL. • Offered opportunities to attend the Curriculum Leaders' Days. <p>SSOs and ACEOs:</p> <ul style="list-style-type: none"> • Encouraged to attend SAALP PD modules, accompanied by a teacher then encouraged and provided with opportunities to implement strategies. 	<p>Teachers in first year of AL implementation:</p> <ul style="list-style-type: none"> • Complete Introduction to AL (all 4 days) in first year. • Encouraged to attend SAALP Text Analysis Workshops, site specific AL PD and other SAALP PD of interest. • Encouraged to undertake Accreditation in AL, if Consultant identifies their take-up of pedagogy as exceptional. • ESL teacher and AET encouraged to complete the Introduction to AL PD. <p>Thereafter teachers trained in AL are:</p> <ul style="list-style-type: none"> • Encouraged to attend SAALP Refinements in AL. • Encouraged to attend SAALP Text Focus Workshops, site specific AL PD and other SAALP PD of interest. • Encouraged to undertake Literacy Secretariat courses; Literacy for Learning and How Language Works. • Offered opportunities to attend Curriculum Leaders' Days. • Encouraged to undertake accreditation in AL at the recommendation of consultant, if their take-up of pedagogy is identified as being of a high standard. <p>Accredited teachers:</p> <ul style="list-style-type: none"> • Encouraged to enrol in Grad Cert in AL or encouraged to undertake re-accreditation in AL. • Offered opportunities to attend Curriculum Leaders' Days. • Encouraged to present to local and statewide audiences. <p>Principal/Leadership Delegate:</p> <ul style="list-style-type: none"> • Attend the Introduction to AL or parts of it. • Offered opportunities to attend the Curriculum Leaders' Days <p>SSOs and ACEOs:</p> <ul style="list-style-type: none"> • Encouraged to attend SAALP PD modules. 	<p>Teachers:</p> <ul style="list-style-type: none"> • Choose not to complete all 4 days of the Introduction to AL in the first year of implementation. • Are not provided with opportunities to attend SAALP PD nor encouraged to enrol for further AL studies. • Do not attend site specific AL PD or SAALP PD when it is offered. <p>Principal/Leadership Delegate:</p> <ul style="list-style-type: none"> • Choose not to attend any SAALP Introductory PD. <p>SSOs and ACEOs:</p> <ul style="list-style-type: none"> • Not encouraged or provided with opportunities to attend SAALP PD modules.
MOTIVATION	<ul style="list-style-type: none"> ◆ Newly appointed teachers agree to train in and implement AL prior to accepting appointment. • A commitment to the following is evident: <ul style="list-style-type: none"> - A whole school literacy approach - Rigorous sustained professional learning - A culture of critical reflection of practice • The AL pedagogy is evident in school publications and whole school forums. 	<ul style="list-style-type: none"> • Newly appointed teachers agree to train in and implement AL prior to accepting appointment. • A commitment to the following is evident: <ul style="list-style-type: none"> - A whole school literacy approach - Rigorous sustained professional learning - A culture of critical reflection of practice • The AL pedagogy is evident in school publications. 	<ul style="list-style-type: none"> • Newly appointed teachers are not informed of the expectation to train in and implement AL prior to accepting appointment. • A commitment to the following is not evident: <ul style="list-style-type: none"> - A whole school literacy approach - Rigorous sustained professional learning - A culture of critical reflection of practice • The AL pedagogy is not evident in school publications. • SAALP Consultant support model is viewed as a poor performance strategy

