
RTeach Newsletter – April 2019

*Kia ora koutou katoa,
This is our first newsletter for 2019*

OVERVIEW

- RTeach is currently active in four Kāhui Ako or clusters
- STEM facilitators have joined RTeach
- Highlights:
 - RT3T™ school gains 19 scholarships
 - Stunning results in Science / cross-curricular – again
 - Seamless transitions and well-being
- International update

UPDATES

- RTeach is currently active in four Kāhui Ako or clusters, representing a range of decile 1 to 10 schools. The shared vision includes building RT3T™ into a sustainable school-wide strategy. This includes cross-curricular developments, and planning for continuity e.g. from years 4 to 10; years 7 to 13, and for priority student groups.
- Reciprocal Teaching–RT3T™ was designed to support strong results school-wide with reciprocal teaching – rather than weak or negative results. To 'get it right on the ground' while staying evidence-based, integrity, careful planning and working openly together are essentials.
- We're continuing to hear about "the amazing impact on my teaching". Our most expert teachers declare that RT3T™ changes how they teach and how students learn,

and that students benefit in many ways – becoming motivated collaborative learners and leaders, with the results to show for it.

- NCEA Outcomes of the Year 9 intensive coaching group work. You may remember that early in 2018, the principal of a large secondary school reported unexpectedly high pass rates for NCEA. The results were achieved by a cohort of students who had all participated as Year 9s in **RT3T™ intensive group work** - and replicated those of other schools.
- In February, 2019, we were again alerted to exceptional scholarships results in another RT3T™ high school. *See below.*

RTeach Expansion

- Malcolm Howard and Jim Hogan, two STEM facilitators, have joined our team.
- We are also collaborating with FocusED, who can both support and supplement RT3T™ – by offering additional help around literacy, assessment and hard to teach students.

Please go to our website for more detail. <https://rteach.co.nz/team/>

HIGHLIGHTS

RT3T™ school gains 19 scholarships

The principal of Trident High School says that receiving 19 scholarships in 2018 are fantastic results for a decile 5, predominantly Māori, rural school.

Trident **was one of RTeach's early adopter schools** and is in their 4th year with RT3T™.

Two years ago one of Trident's highly experienced teachers was ecstatic about how many of her students achieved Scholarship. This was a new one for her, and she credited reciprocal teaching for the dramatic results.

Trident started small, but as the teachers saw the multiple benefits for their students, they **quickly and innovatively incorporated RT3T™ across different year levels, curriculum areas and specific groups of students.** Students who have benefitted from RT3T™ include Year 9s and 10s, Unit Standards classes at Years 11 and 12, Year 12 Services Academy and Year 13 Scholarship classes. E-asTTle results have consistently shown leaps of 1–3 years in the **students' Deep Thinking skills.**

The Maths department has also been instrumental in supporting the development of **RT3T™ Maths, and are finding it particularly useful in helping students to gain a growth mindset and collaboratively solve maths word problems.**

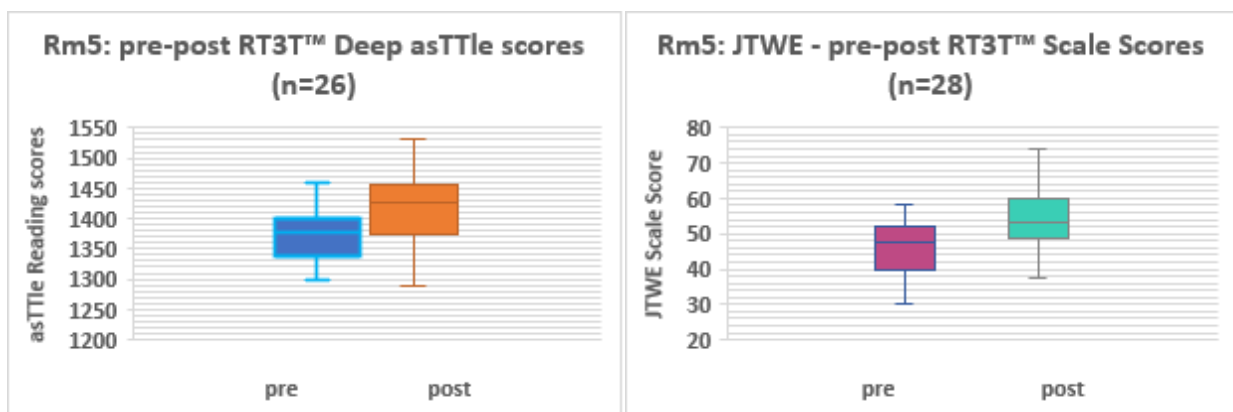
Along with the intensive coaching group work for every year 9 or 10 class, there has been whole staff PLD each year, designed to enable all teachers to inquire into ways in which they can explicitly create opportunities for students to utilise the RT3T™ thinking, **collaborative and leadership skills they've learned in the group work, across all learning areas.** This whole school focus sets a platform for students to be actively involved in their learning, constantly challenged in their thinking and confident to not only work collaboratively with others but also to recognise and ask for clarification when they realise they have lost understanding in whatever context they might be in.

Congratulations, Trident teachers, what an amazing foundation for learning you are establishing together with your students.

Stunning results in Science – again

You may remember that we reported last year on the stunning results from the first longitudinal science initiative. A cluster of schools used *both* TWE (Science: Thinking with Evidence), JTWE (Junior Science: Thinking with Evidence) *and* e-asTTle Reading – averaging more than a year's progress on both literacy and science standardised measures. The schools involved are delighted that they have been able to replicate these results in 2018 with a larger number of students.

The following graphs show a year 5 class's progress after 15 sessions of RT3T intensive coaching teamwork:



Seamless transitions and well-being

Increasingly RTeach facilitators are collecting anecdotal evidence from school leaders, pastoral staff and teachers, about the impact that RT3T™ can have on students' key competencies and on their wellbeing.

- A Year 10 Dean informed a staff meeting that although he knew nothing about RT3T™ at that stage, he hoped it would continue in the school, as since the commencement of the intensive team work with the Year 10 classes, the number of pastoral comments on KAMAR had gone down dramatically.
- Teachers are noticing that formerly reticent students are becoming more confident to ask questions and voice opinions once they have experienced the collaborative group work.
- An English teacher described how after her Year 11 class did a round of RT3T™, attendance improved and when she introduced a novel study to them, for the first time in her experience, **there wasn't a murmur of complaint from the students, they just got on and read the novel themselves – including for homework. In the past she would have had to cajole them to read or she'd read most of it aloud to them. "What I saw was a group of students confident in their own ability to handle the reading of that novel. It was a 'wow' moment for me!"**
- More and more teachers are reporting that RT3T™ students transitioning between RT3T™ schools (from Primary to Intermediate or Intermediate to Secondary) are immediately and eagerly taking on lead roles in classes where many students are new to RT3T™, **with a "Come on, we can do this!" attitude, confidently leading groups, encouraging and modelling for their peers, and demonstrating an open-to-learning mindset no matter how challenging the task appears to be.**

This year we've experienced the buzz of students from a large RT3T™ intermediate school settling into an RT3T™ secondary school. When four classes started the intensive coaching, there was almost immediate full participation in focussed discussions, with teachers reporting that students were leaving class excitedly gesturing and talking the RT3T™ language of working together. The focus now is on late arrivals and students with attendance issues.

NZ research shows transitions can stultify achievement and a sense of belonging for a large number of our students for half a year or more.

When students develop the safe RT3T™ tuakana-teina and collaborative learning culture, they become empowered learners, enjoying high participation, leadership and well-being. Research shows the shifts are maintained despite holiday breaks, and after transitions between contributing and destination schools.

International update

Reciprocal teaching is being more and more widely used internationally. Professor John Hattie now ranks reciprocal teaching at the top of his ten most powerful evidence-based teaching strategies. Check out the diagram at this site:

<http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/>

See the RTeach website: <https://rteach.co.nz/>