



*Reciprocal Teaching for every  
student, teacher and school*

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## RTeach Newsletter – October 2020

*Kia ora koutou katoa,*

*There has been so much happening this year – a lot of challenges,  
adapting and learning for us, just like for everyone else.*

*We remain excited about RT3T™, and here is why.*

### OVERVIEW

- Our RTeach team of RT3T™ facilitator-coaches and STEAM facilitators is continuing to grow.
- RT3T™ schools are currently active in five Kāhui Ako or clusters.
- Four highlights that show the effects of proactive and targeted inclusion:
  - Seamless transitions, well-being and COVID.
  - RT3T™ providing success across all achievement levels, including for our Māori, Pacific and immigrant ākonga – with cohorts continuing to build on their progress each year.
  - Stunning results showing accelerated achievement for all priority learners – setting them up early for lifelong learning.
  - Stunning results consistently obtained for Year 4 ākonga. Steepest gains are for this cohort.

## UPDATES

- RTeach is currently active with the RT3T™ model in five Kāhui Ako or clusters, representing a range of decile 1 to 10 schools in 3 regions. The shared vision includes building RT3T™ into a high impact, inclusive and sustainable school-wide strategy, over 2 or more years.
- Reciprocal Teaching–RT3T™ was designed to support strong results school-wide with reciprocal teaching – rather than weak or negative results. Essentials with this evidence-based model are that leaders have sufficient understanding and experience with the model, and can plan proactively and responsively together with a spiral of inquiry approach.
- We're continuing to have passionate commitment about "the amazing impact on my teaching". Our most expert teachers declare that RT3T™ changes how they teach and how ākonga learn, and that ākonga benefit in many ways – becoming motivated collaborative learners and leaders, with the results to show for it. As one science teacher explained: "it's about ethics"; everyone getting the learning right.

Foci within RT3T™ schools include:

- building partnerships between and within schools:
  - for more smoother learning and belonging pathways e.g. from years 4 to 10; years 7 to 13, and for priority ākonga groups;
  - to align empowered collaborative learning cultures across schools
- cross-curricular. e.g. Literacy, Maths, English, Science, Social Science, place-based curriculum, integrated learning;
- key competencies and resilience, ākonga agency;
- languages, heritage languages e.g. Te Reo Māori, Samoan, Cook Island Māori, Tongan, Mandarin;
- distance learning; homework and home-school partnerships;
- proactive inclusion and accelerated achievement for low achievers. See **Highlights** below.

## RTeach Expansion

- Michael Drake and Paul Lowe, two STEAM facilitators, have joined our team, along with Karen Farmer and Elisabeth Gordon, two RT3T™ facilitator-coaches.
- We are also collaborating with FocusED, who can both support and supplement RT3T™ – by offering additional help around literacy, assessment and hard to teach ākonga.

Visit our website for more information. <https://rteach.co.nz/team/>

## HIGHLIGHTS

### Seamless transitions and well-being

This year has amplified the importance of getting transitions right. We continue to see the buzz of ākonga from RT3T™ contributing schools settling into RT3T™ destination schools and have further examples of the fast reintegration ākonga experience through RT3T™ following extended absences.

You might remember these observations from our last newsletter:

*“When ākonga 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.”*

2020 has provided further powerful evidence of this; that RT3T™ can be deliberately used as a fast forward tool for schools to create seamless transitions.

Teachers and leaders have reported seeing ākonga quickly resettle back into learning despite COVID anxieties and disruptions. RT3T™ team settings have worked to create a sense of well-being and belonging during these multiple transitions.

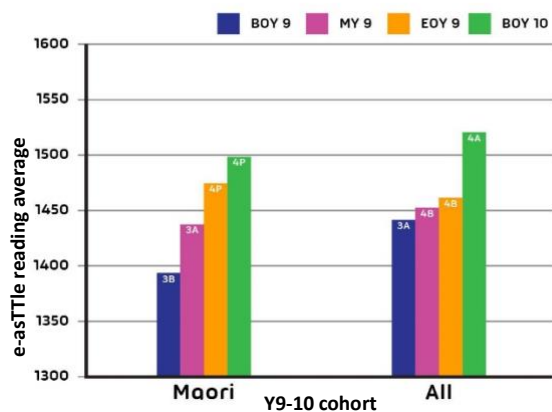
Significantly, these schools have also seen continued achievement progress this year, despite the disruptions of 2020. The extended absences have worked as incubation periods from which ākonga have readily launched into the next phase of deep learning.

## *RT3T™ is providing success across all achievement levels, including for our Māori, Pacific and immigrant ākonga*

RT3T™ schools are continuing further with the intensive coaching – extending into every year level continuously or more variably, from year 4 to year 13, with ākonga continuing to show progress each year.

Three RT3T™ secondary schools are reporting that upward trends are continuing as cohorts progress through school, with improvement seen in NCEA and scholarship results.

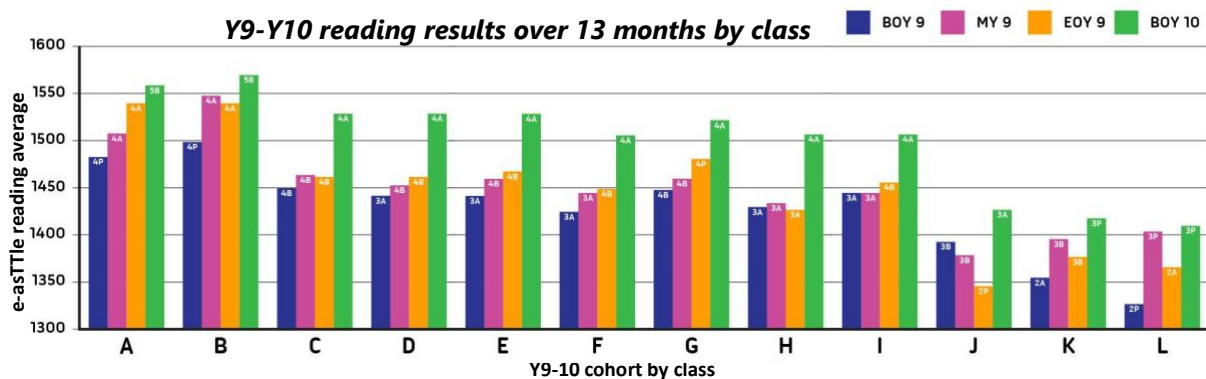
### **Y9-Y10 reading results over 13 months**



These 2017 results show RT3T™ can work as a powerful pedagogy for all ākonga – irrespective of prior achievement level and ethnicity.

RT3T™ has immediate and delayed acceleration leaps – even after the summer holiday slump, reversing the slump – shown by the **high green bar** for each class.

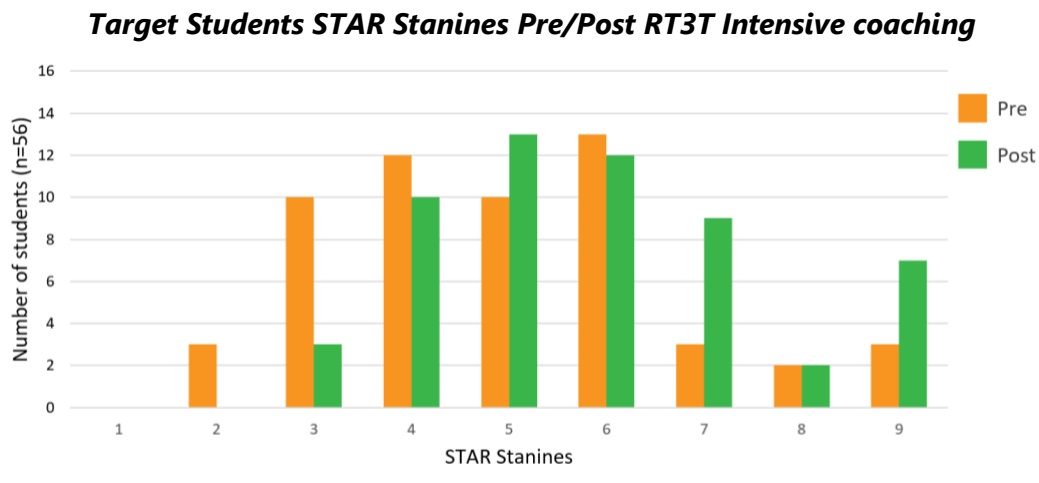
### **Y9-Y10 reading results over 13 months by class**



## *RT3T™ sets children up early for lifelong learning*

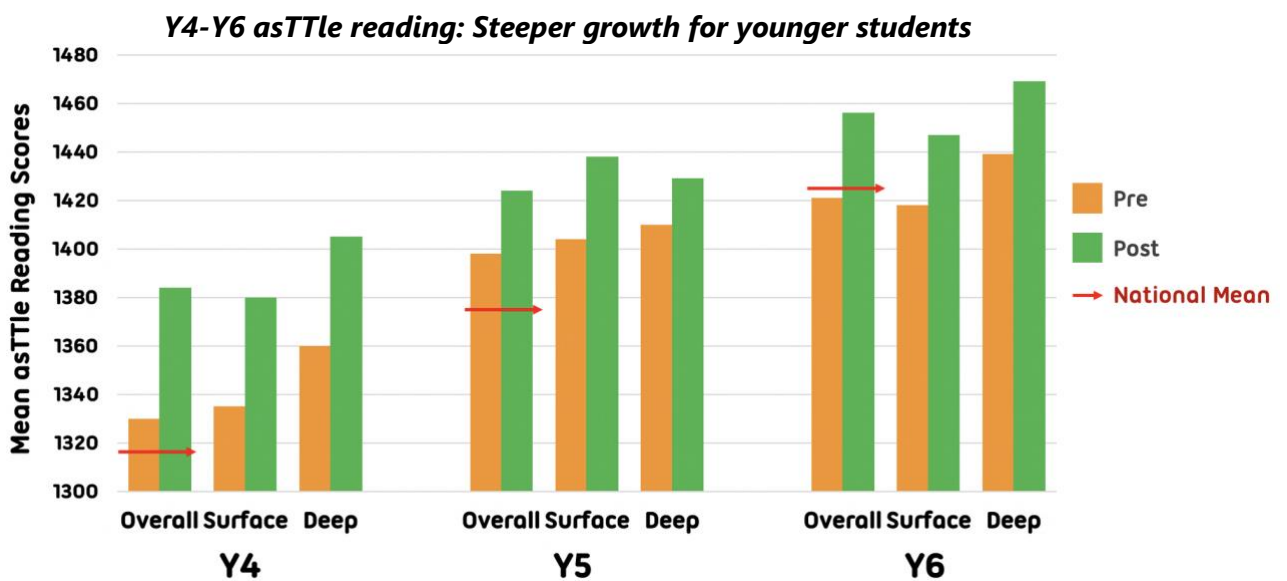
By specifically targeting our lowest achievers with extra RT3T™ coaching intensives, results are repeatedly and consistently showing a large seismic shift. This enables full participation for these ākonga within the RT3T™ inclusive classroom culture – with everyone being more effectively set up for success.

The following 2020 graph shows Year 4 to 6 ākonga at Level 2, who are predominantly Māori (68%), and predominantly boys (62%), achieving accelerated gains within the short timeframe of the coaching intensives. The graph shows ‘a **seismic shift**’ – a translation of the whole group upwards. These results replicate those of previous years and from other RT3T™ schools.

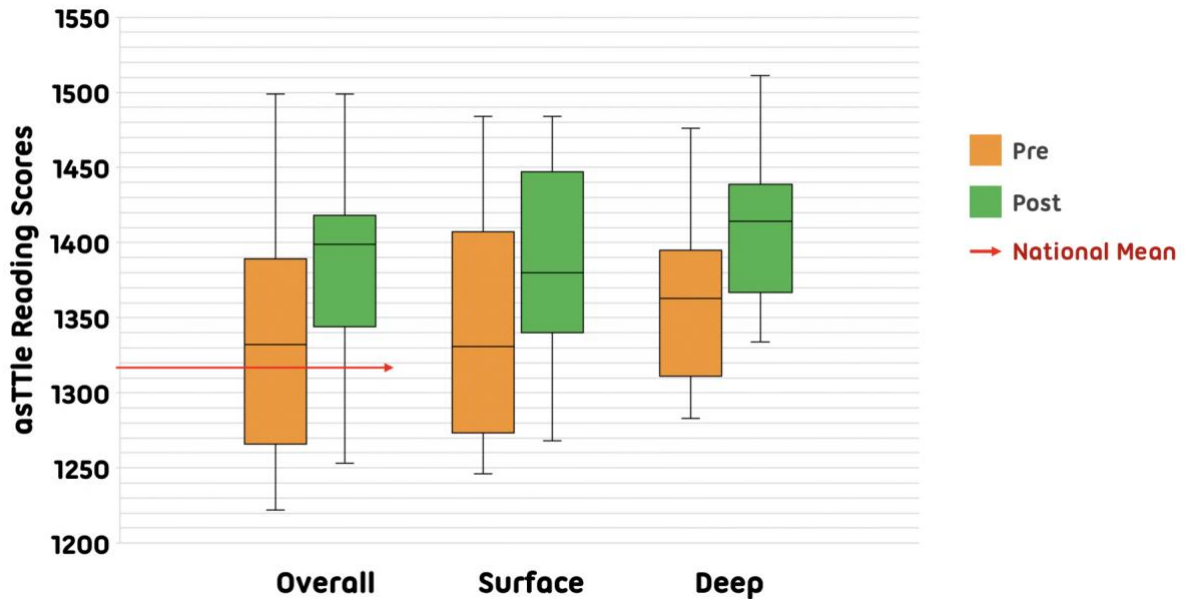


*Stunning results consistently obtained for Year 4 ākonga. Steepest gains are for this cohort*

The following 2020 graphs show Year 4 ākonga making larger gains than Year 5 and 6 ākonga, with all of the lower scoring Year 4 ākonga leaping above the national average.



**Y4 asTTle reading (n=36)**



This pattern has been replicated in 3 of our primary schools. The steepest gains are for Year 4 cohorts, demonstrating again that RT3T™ can provide a systemic and culture shift that ensures accelerated achievement for all ākonga – and proactive and effective inclusion.

When our primary schools prioritise Year 4s, these ākonga are set up for success at one of the most optimal and formative times of their schooling years.

### *Previous year's highlights*

- RT3T™ school gains 19 scholarships
- Stunning results in Science / cross-curricular – again
- Seamless transitions and well-being
- For past newsletters, visit: <https://rteach.co.nz/rt3t/newsletters/>

Visit our RTeach website for more information: <https://rteach.co.nz/>