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## RTeach Newsletter – September 2022

*Kia ora,*

There has been a great deal of media interest in student achievement of late, particularly around the decline in literacy and maths levels. You may have read the article *Chosen to Fail* published recently (8.08.22) in both the Listener and the NZ Herald (attached). One section of the article focused on an interview with Shirley Hardcastle, the Principal of Viscount School, who identified the successes achieved using Reciprocal Teaching.

What wasn't mentioned was that RTeach Institute facilitators are working with Shirley and the teachers at Viscount School, implementing a fresh approach to reciprocal teaching, developed by Dr Julia Westera, co-author of *Best Evidence Synthesis – Reciprocal Teaching*.

Dr Westera created Reciprocal Teaching - RT3T™, as a strategic approach with a focus on empowering our students to accelerate their learning – and to achieve success in all their schooling and everyday endeavours. RT3T™ is designed to equip, engage and empower all of our learners, throughout their lives, using culturally responsive and inclusive approaches. RT3T™ is fully aligned with the *NZC Vision Statement* (2007, p8), Tātaiako and Tapasā.

To achieve seismic shifts in student achievement, such as those seen at Viscount School, RT3T™ must be well implemented by skilled and trained facilitators. It involves careful school-wide planning with each school, coaching in critical thinking, literacy and leadership skills for students, and ongoing coaching and support for teachers.

### UPDATES / WHAT'S NEW?

- The Tokona Te Raki working group has identified RT3T™ as providing one of the key pedagogical approaches that schools and teachers might explore as they move into a de-streamed environment. This group was formed as part of the Ngāi Tahu focus on de-streaming and represents all significant educational organisations and iwi.
- This year an exciting development is a rākau kōrero specific to our kaupapa. Carved by Thomas Hansen, the rākau kōrero is named:

***He waka o puritia, ā-mahere, a-ariā  
– the waka that holds the conceptual map.***



*Thomas Hansen (carver), and Dr Julia Westera, RTeach Institute*



*Susie Talimalo-Ikihele, RTeach Institute, and Thomas Hansen (carver)*



*Piripi Davis (Ngāti Whātua) and Thomas Hansen (carver) at Ōrākei marae*

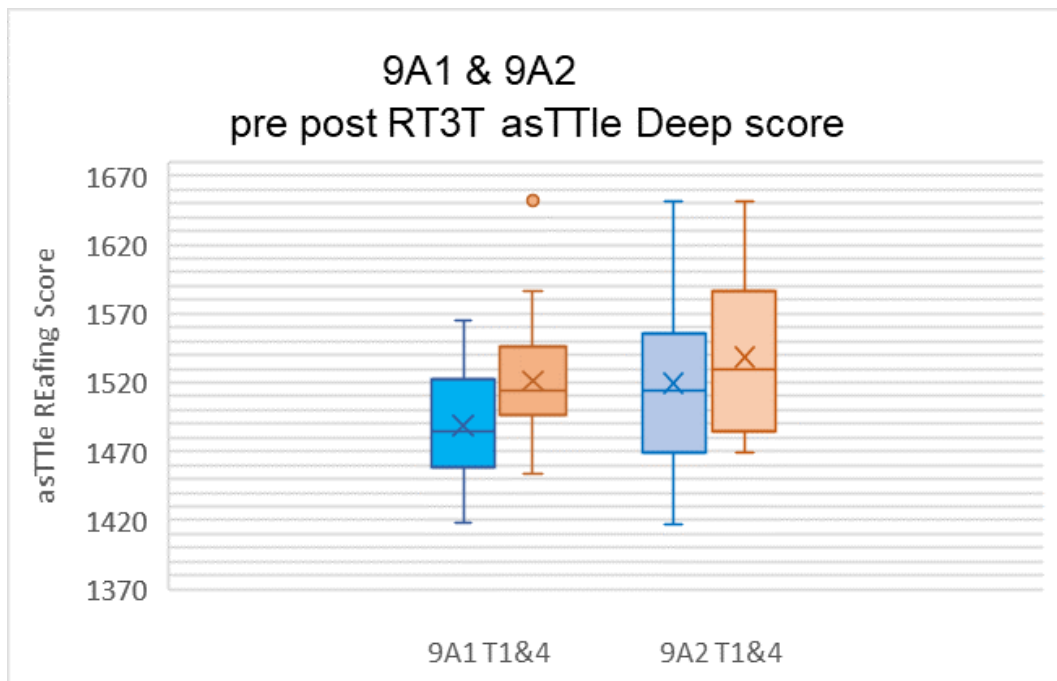
## WHAT'S HAPPENING IN RT3T™ SCHOOLS?

- The RT3T™ school-wide model is being implemented in a number of 'early adopter' schools, from Year 3 onwards, across 3 regions. These include 8 secondary schools.
- Schools are seeing that the combination of instructional coaching integral to RT3T™ PLD, together with the whole school model, has a more durable, powerful, and deeper effect for teachers and akonga when well-implemented.
- Leaders, teachers, and students are remaining strongly committed to RT3T™. They can see how the collaborative approach directly supports re-engagement, rapid learning, and the development of confident leaders.
- Melissa Malama-Talataina, Y7/8 team leader at Viscount School, said that 'despite everything that's happened with Covid, we've been driving RT3T right throughout from Y3 to Y7-8, as has our management... and into maths, writing and general theme work... It's very beneficial... it allows for other students who have been away to come and be quickly re-engaged...'



*Y7/8 students at Viscount School with their teacher, Melissa Malama-Talatina*

Despite the Covid years, teachers and students are still achieving great results:



When asked, what might your parents say if they saw you leading a group?



**Bob said:** “When it comes to my dad he would say that he is proud of me... and keep carrying on... try and make the people follow you not you follow them...”



**Ava said:** “My parents would be surprised and proud, because I am the shy type, and I don’t usually talk that much”

**Visit the RTeach website:** <https://rteach.co.nz> for a range of principal, teacher and student voices, plus results achieved in RT3T™ schools.

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