Changes to the ITE Programme Requirements policy

New Requirement 1.4: *Preparation to Implement the Curriculum* and amendments to Requirement 4.3: *Key Teaching Tasks*

Effective 26 September 2024

Teaching Council of Aotearoa New Zealand

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Contents

New Requirement 1.4: Preparation to implement the curriculum

1.4: Preparation to implement the curriculum

Requirement

The programme must be designed and delivered to ensure that graduates can demonstrate the knowledge and skills to implement and assess an appropriate range of the mandated curriculum for the sector and setting in which they are intending to teach, including being equipped to undertake a broad range of teaching practices, as well as those that have been integrated into the curriculum.

Evidence to support meeting this requirement

The Teaching Council will want to see in **provider documentation** how components of the curriculum and aligned pedagogy and assessment practices are intended to be reflected in the structure of the programme. For secondary programmes, this would involve showing how the provider assures themselves that graduates will be able, through a combination of previous academic study and the options for specialist study available within the programme, to develop the knowledge and skills to implement the curriculum in any particular secondary school subject, as well as in closely related subjects (e.g. general science in relation to biology).

The **approval panel** will want to particularly test:

- How cross-curricular or thematic elements of the curriculum (e.g. ngā mātāpono | principles or competencies/learning dispositions) are to be reflected in the programme;
- The approach to ensuring that the teaching of learning areas is grounded in discipline knowledge;
- The approach to ensuring that student teachers become conversant with assessment practices associated with the curriculum content;
- How any teaching practices integrated into the curriculum will be reflected in the programme; and
- How professional experience placements will be used to develop knowledge and skills to implement the curriculum and assess student learning.

Where substantive changes are made to a curriculum area, a key focus of **programme monitoring, and review** will be assessing how effectively it has been adapted to take account of these changes.

Guidance

Ngā Paerewa | Standards sets out an expectation for teachers to design learning based on curriculum and pedagogical knowledge, including assessment practices. Close reading of the elaborations provides an interpretation that this entails a thorough knowledge of the curriculum content.

Kura, schools and centres may also have local teaching and learning programmes in place, and some schools (private schools and charter schools) are not required to have reference to any national curriculum framework. However, to be prepared to meet *Ngā Paerewa | Standards* (in a supported environment), a student teacher needs a solid grounding in the Government-mandated curriculum documents used in the sector and setting in which they are intending to teach. This includes the

discipline/content knowledge that underpins the expected learning outcomes. Insofar as teaching practices are integrated into the curriculum documents, programmes should prepare student teachers to be able to undertake these practices.

The mandated curricula are:

- Early childhood education: *Te Whāriki*
- English-medium schooling: *The New Zealand Curriculum*
- Māori-medium schooling: *Te Marautanga o Aotearoa*

The Teaching Council acknowledges that Māori medium education may also be undertaken using other curricula including *Te Aho Arataki Marau*, *Te Marautanga o Te Aho Matua* and *Te Marautanga o ngā Kura ā-iwi*. Māori-medium ITE programmes may therefore, additionally, choose to ensure that graduates can demonstrate the knowledge and skills to implement these curricula.

Secondary teaching graduates are not expected to demonstrate the knowledge and skills to implement the curriculum in all learning areas but are expected to do so in relation to at least one secondary school subject.

In structuring the curriculum content of their programme, providers should be mindful that the curriculum documents as currently written identify that the teaching and learning of reading, writing, and maths[1] is a priority for all schools using *The New Zealand Curriculum*, as is the teaching of tuhituhi, pānui and pāngarau for all kura using *Te Marautanga o Aotearoa*. In particular, the design of primary programmes should recognise that schools with students in Years 0 to 8 are required to provide for daily teaching to ensure that students are getting sufficient depth of learning in reading, writing, and maths.

The Teaching Council also recognises that ITE providers, as experts in teaching and learning, would continue to expose student teachers to a range of teaching and assessment practices and learning approaches throughout the course of their ITE programme.

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[1] For simplicity, 'maths' is used as an all-encompassing term to refer to the grouping of subject matter, skills, competencies, and understandings that encompass all aspects of numeracy, mathematics, and statistics.

Amendments to Requirement 4.3: Key Teaching Tasks

Additional text is in *italics*.

4.3: Key teaching tasks

Requirement

In addition to 4.1, the assessment framework must contain:

- a set of at least 10-15 key teaching tasks that graduates from the programme can be entrusted to be capable of carrying out as a beginning teacher on day one on the job;

- an explanation of how the key teaching tasks connect to *Ngā Paerewa | Standards*; and

- an explanation of how student teachers will be assessed on their mastery of the key teaching tasks.

The key teaching tasks in the assessment framework must include any 'core' key teaching tasks applicable to the programme that have been issued by the Teaching Council and incorporated as Appendix 3 of this document.

The Teaching Council may also issue one or more 'model' key teaching task, which will also be incorporated into Appendix 3. Programmes may choose to incorporate 'model' key teaching tasks into their assessment framework but are not required to do so.

Evidence to support meeting this requirement

The Teaching Council will want to see in **provider documentation**:

- a description of the 10-15 (or more) key teaching tasks for the programme
- an outline of how these have been developed
- a diagram showing how they connect to *Ngā Paerewa | Standards*
- an outline on how these key teaching tasks will be assessed.

The **approval panel** will want to particularly test:

- the research base for the chosen key teaching tasks
- how the key teaching tasks connect to *Ngā Paerewa | Standards*
- whether the key teaching tasks are all discrete tasks
- whether the key teaching tasks are all observable
- how the key teaching tasks reflect the setting(s) that the graduates are likely to teach in
- how partners have been involved in developing the key teaching tasks
- how the assessment of the key teaching tasks links to the professional experience placements
- how progress towards proficiency in mastering the key teaching tasks will be monitored and assessed through the programme
- how the programme will ensure that graduates can be entrusted to be able to carry out the key teaching tasks on day one as a beginning teacher
- how moderation processes will provide assurance of the assessment of key teaching tasks.

*Where 'core' key teaching tasks have been introduced, **programme monitoring, and review** will include consideration of how these have been incorporated into the programme.*

Guidance

The key teaching tasks are clearly defined discrete **tasks**, aligned to *Ngā Paerewa | Standards*. They are observable and measurable and describe actions that derive from the integration of knowledge, understanding and behaviour. They are high priority in the sense that they represent key aspects beginning teachers need to have mastered in order to work effectively with learners from day one. Key teaching tasks are specific to beginning teachers. More experienced teachers will have a different set of tasks that they can be entrusted to carry out.

All student teachers must learn to perform key tasks proficiently if they are to be effective beginning teachers from day one. Identifying the most vital of these tasks and reliably assessing student teachers' progress towards mastery provides assurance that they can be entrusted upon graduation to take on the full responsibilities of a beginning teacher. In other words, that they are ready to be an effective beginning teacher (as outlined in the Readiness principle in the assessment framework – refer 4.1). While some of the tasks will be common across sectors, many will be sector-specific.

Identifying key teaching tasks is an important component of the partnership relationship between providers and practitioners, and also offers the opportunity for moderation by sector across the system. Agreement about what constitutes key teaching tasks essential to successful beginning teaching is commonly reflected in the professional experience placement (or practicum) report. Assessing student teachers' ability to carry out key teaching tasks also forms a basis for assessing their progression towards proficiency as a teacher.

Key teaching tasks **do not replace *Ngā Paerewa | Standards***, rather they draw on the professional knowledge, skills and understandings embedded in *Ngā Paerewa | Standards*. They are not simply fragmented performances, but the enactment of professional knowledge and expertise.

Where 'core' or 'model' key teaching tasks have been issued, providers will have the choice of assessing these in addition to all of the tasks previously developed with partners or discontinuing an equivalent number of these existing tasks. The addition of 'core' or 'model' tasks and removal of other tasks as a consequence of new 'core' or 'model' tasks being issued will not, on their own, be treated as a major change to the programme.

Note that where a programme is using 'core' key teaching tasks or 'model' key teaching tasks, these have been approved by the Teaching Council. Therefore, approval panels and programme monitoring, and review will treat the suitability of these key teaching tasks as already determined. In particular, there is no expectation that these key teaching tasks should or are able to take account of individual partnership relationships between providers and practitioners.

Progression

The level of support student teachers need to be able to carry out the key teaching tasks can be progressively measured through the programme, as follows:

1. Demonstration – the student teacher has insufficient knowledge and skills to perform the task.
2. Direct Supervision – the student teacher performs the task competently under full supervision.
3. Indirect Supervision – the student teacher does not need direct supervision and can be trusted to know when to ask for assistance.
4. Independent – the student teacher can effectively carry out the task independently without any need for supervision.

Alternatively, a scale of 'not achieved', 'achieved with direct supervision', 'achieved with indirect supervision', and 'proficient' could be used to demonstrate progression.

Structured Literacy model Key Teaching Task

The task

> *Make use of appropriate language and literacy assessments to locate where ākonga | learners are in a scope and sequence, and then use this to plan for and explicitly teach the appropriate next step in the sequence.*

Criteria for assessors

Locating where ākonga | learners are:

- Able to articulate the purpose of the scope and sequence used.
- Able to use assessment information to identify what ākonga | learners know and where that locates them on the scope and sequence.
- Able to identify the appropriate next step in the scope and sequence based on need.

Planning for the next step:

- Demonstrates relevant teaching content knowledge.
- Plans a lesson that uses explicit instruction based on the appropriate next step in the scope and sequence and relevant teaching content.
- Identifies appropriate resources to be used.
- Develops and selects examples for modelling and guided practice.

Teaching the next step:

- Appropriately follows through on what has been planned.
- Able to assess where ākonga | learners are at in their understanding at the end of the lesson.

Guidance

Note – context on what a 'key teaching task' is can be found in Appendix 1.

What is covered by 'language and literacy'?

This encompasses 'Oral Language', 'Reading', and 'Writing' over phases 1 and 2 of the curriculum. It is worth noting that this encompasses all components of the learning area for English Years 0-6 in The New Zealand Curriculum (NZC).[2]

Isn't that too broad? Doesn't this key teaching task need to be on structured literacy?

Structured literacy approaches are more than just phonics and more than just in the early years of school.

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[2] https://newzealandcurriculum.tahurangi.education.govt.nz/5637228582.p.

The English Years 0-6 learning area identifies the elements of structured literacy approaches in phases 1 and 2 of the curriculum as including:

- oral language
- phonemic knowledge
- systematic synthetic phonics
- handwriting
- vocabulary
- morphology
- syntax
- fluency
- text structure
- writing processes
- comprehension.

What is the "relevant teaching content knowledge" that should be demonstrated in carrying out this task?

The relevant content knowledge will depend on the element of language and literacy being assessed and taught, and the location on the scope and sequence. All of the elements above start with the simple concepts and move to more complex. For example,

- in handwriting the beginning of this is on forming letters correctly, and then moves through to having automaticity and stamina of handwriting

- in syntax (sentence structure) it starts with what is required for a basic simple sentence (a subject and a predicate), and becomes very complex with different types of complex sentences, to deliberate sentence choice for effect in writing

- in morphology is starts with simple concepts of adding basic suffixes and moves through to more complex understanding in Latin and Greek root words.

What is an 'appropriate' assessment?

This includes, but is not limited to, the assessment, aromatawai and reporting tools referenced in the curriculum document: Phonics Checks; Progressive Achievement Tests (PATs), Te Waharoa Ararau (TWA) and e-asTTle.

Other assessments can also be used, including formative assessment undertaken by teachers themselves. Some scopes and sequences have their own assessment tools.

The crucial feature of an assessment being 'appropriate' is that it is pertinant to a scope and sequence, and that both the breadth and the specificity of the information that it provides are sufficient to locate ākonga | learners on the sequence and scope.

What is a 'scope and sequence'?

A scope and sequence is a document that describes *what* content a curriculum or instructional programme is going to cover (the "scope") and *in what order* that content should be taught (the "sequence").

A scope and sequence will be designed in a way that reflects the concept of *cumulative instruction*: ensuring that skills are taught explicitly to what is sometimes described as 'mastery'[3] before moving on

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[3] Cf. the English Years 0-6 learning area (p. 10): "developing mastery and automaticity, by linking new knowledge and skills to prior learning and providing multiple opportunities for spaced repetition. This process ensures that new information is transferred to long-term memory, allowing skills to be performed effortlessly, and opening up opportunities for extension and enrichment."

to learning new skills, and that instruction progresses systematically from less complex to more complex content.[4] This is an integral element of structured literacy approaches.

The most widely known and used scope and sequence in New Zealand schools is the one that accompanies the Ready to Read Phonics Plus series of decodable readers (see Appendix 2). The Ready to Read Phonics Plus scope and sequence is designed for years 1-3.

Other widely used scope and sequences are:

- The Code, a systematic approach for teaching spelling for years 1 - 8 that accompanies the Little Learners Love Literacy decodable readers
- The iDeaL Approach for Schools approach for teaching phonological awareness and the alphabetic principle (years 0-2) and spelling (years 3-8) that accompanies the Learning Matters resources.

At the time this model key teaching task was written, no scope and sequence was yet available in the area of oral language. However, that is likely to change.

The teaching sequences in the new English Years 0-6 curriculum document itself could also be seen as a scope and sequence. These by themselves, however, may be too high-level for the diagnostic process to be undertaken in this task.

What is meant by "the appropriate next step in the sequence"?

In most cases progression through a scope and sequence will be linear – ākonga | learners are best to move from one step in the scope and sequence to the next step in the scope and sequence.

But this is not always the case. In some instances, a student teacher might legitimately identify that the learning needs of the ākonga | learners might be best served by moving further up the scope and sequence. This will not generally be the case however, and the student teacher should have a clear rationale for taking that approach.

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[4] Meg Mechelke, "Scope and Sequence: What Is It, and How Do Educators Use It to Guide Instruction?"

Iowa Reading Research Center, March 21, 2023, https://irrc.education.uiowa.edu/blog/2023/03/scope-and-sequence-what-it-and-how-do-educators-use-it-guide-instruction: "When a student has reached mastery over a particular skill, they can execute that skill with 100% accuracy in a controlled instructional environment. However, this is not the final step in developing a skill. After students have mastered a given skill, it is important that they continue to practice it, so that they develop the ability to execute the skill in more difficult contexts and to perform it more fluently. When a student reaches the level at which they can execute a skill without consciously thinking about, they have achieved automaticity. Students do not have to achieve automaticity over every skill before they progress to the next. For example, a student does not have to be able to decode short vowel sounds automatically before being taught simple closed syllable words. However, a student who has not yet mastered short vowel sounds, such as /ă/, is unlikely to succeed in decoding words like "cat" or "map." This can lead to confusion and frustration for students and educators alike."

Does the student teacher need to administer the assessment?

It would be ideal that this is part of the key teacher task, but does not have to be. This recognises that the opportunity to be part of an assessment process won't always arise at the right time for a student teacher.

The focus of the task is on analysing the assessment results; using that to identify the learning need; planning for teaching based on that need; and then executing that plan.

Does the student teacher need to be observed carrying out a lesson?

Yes, the assessor should have the opportunity to observe the student teacher in the classroom and see how they have followed through on their planning in the classroom environment.

Should the student teacher be assessed on the assuredness of their teaching and/or its fidelity with an explicit teaching approach?

These are all important areas, and ones that the student teacher should receive feedback on, but they are not central to this particular key teaching task. The other 'core' key teaching task focusses in some depth on how the student teacher performs with a class. This one focuses more on identifying learning needs and planning.

Is there a specified size of the group of ākonga | learners that student teacher should be working with for this task?

The ākonga | learner located on the scope and sequence could be a whole class, a smaller group or even potentially a single individual. In setting up this task, the size of the group is less important than the insights that the activity undertaken provides about the range of the student teacher's diagnostic skills, ability to tailor instruction to that, and then carry that out in practice. An activity with a smaller number of ākonga | learners that is set up in a way that provides these insights would be a suitable way to undertake this task.

What is meant by 'explicitly teach' and what are 'examples for modelling and guided practice'?

Modelling and guided practice are both references to explicit teaching, which is an integral aspect of structured literacy appoaches. The English Years 0-6 learning area identifies that "explicit teaching is the key approach for students learning new literacy knowledge and skills" (p. 16).

For more detail on the explicit teaching approach, see the Explicit Teaching model key teaching task.

Explicit Teaching model Key Teaching Task

The task

Design and implement an explicit instruction sequence in a curriculum area, ensuring:

- explicit teaching and modelling of skills, knowledge and concepts
- guiding students' practice and development of skills
- facilitating students' independent practice and application of skills.

Criteria for assessors

Design:

- Has broken down the skill into manageable sequenced steps.
- Demonstrates knowledge of the skills and content that they are teaching.
- Review has been included and is relevant.
- Reflects the three steps of gradual release (I Do, We Do, You Do) (explicit teaching and modelling; guiding ākonga | learners practice and development of skills; facilitating students' independent practice and application of skills).
- Has kept the focus on actual learning.
- Has planned for active ākonga | learner participation, that uses appropriate techniques to elicit responses from all learners.
- Was child-friendly, clear and concise.
- Plans for appropriate and realistic resource use.

Implementation:

- Has stated the purpose and goal related to the intended learning.
- Has reflected the three steps of gradual release (explicit teaching and modelling; guiding ākonga | learners practice and development of skills; facilitating students' independent practice and application of skills).
- Has been organised, focused and engaging.
- Has been teaching the content, rather than the activity that supports the content.
- Has communicated with clarity, using clear demonstrations, explanations and examples.
- Has ensured active participation of all ākonga | learners throughout each stage of the lesson, by eliciting overt responses appropriate to the instruction sequence.
- Has provided immediate and constructive feedback.
- Has adapted the instructional sequence as needed, based on noticing, recognising and responding to ākonga | learner needs.

Guidance

Note – context on what a 'key teaching task' is can be found in Appendix 1.

What area of the curriculum is this key teaching task intended for?

This key teaching task can potentially be used in any area of the curriculum. While explicit teaching is often associated with structured literacy, this teaching approach can be used in any area of the curriculum. It is, for instance, referenced in the new Mathematics and Statistics learning area of the New Zealand Curriculum (NZC).

What is explicit teaching?

Explicit teaching (sometimes also called 'explicit instruction) is a direct instructional teaching approach using carefully crafted lesson plans and clear delivery methods.

It prioritises being structured, systematic, and engaging, with a focus on enabling ākonga | learner success.

Explicit teaching breaks down skills and complex concepts into manageable steps, with the teacher continuously checking ākonga | learners understanding throughout the process. This method requires active ākonga | learners participation. This is achieved by integrating ākonga | learner participation routines throughout the whole lesson.

A common framework of explicit teaching is the sequence of explicit teaching and modelling of skills, knowledge and concepts; followed by guiding ākonga | learner practice and development of skills; and then facilitating ākonga | learner independent practice and application of skills. These are also known as the three steps of gradual release. They are depicted in the diagram in the learning area for English Years 0-6 in The New Zealand Curriculum (NZC) reproduced below (Figure 1).[5]

Figure 1The three steps of gradual release as depicted in the English 0-6 learning area of the curriculum

This is also characterised as the **"I Do, We Do, You Do"** framework. During the "I Do" phase, the teacher clearly demonstrates and explains the content. This is followed by the "We Do" phase, where ākonga | learners engage in guided practice with scaffolded support from the teacher who addresses any misconceptions with effective feedback or re-teaching. Once ākonga | learners demonstrate proficiency in the "We Do" phase, they progress to the "You Do" phase, where they independently apply their understanding of the target content.

See Appendix 3 for a model explicit teaching delivery structure.

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[5] https://newzealandcurriculum.tahurangi.education.govt.nz/5637228582.p.

> **Explicit Teaching: what it is not?**
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> Explicit teaching does not involve:
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> - the teacher spending most of the lesson talking, and ākonga | learners not having the time to practise and action feedback
>
> - ākonga | learners engaging in independent learning activities and problem-solving before teachers provide the necessary explanations, demonstration or modelling
>
> - teachers not adjusting to what ākonga | learners know, understand and can do
>
> - teachers being required to use scripts
>
> - ākonga | learners engaging in tasks that are not creative or imaginative.
>
> Adapted from NSW Department of Education, *Explicit teaching in NSW public schools, https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-in-nsw-public-schools.pdf*.

What do we mean by "manageable sequenced steps"?

Explicit teaching treats learning as a cumulative and systematic process. New content is broken into a sequence and manageable steps, practices known as 'sequencing' and 'chunking'. Sequencing intentionally orders learning to manage ākonga | learners cognitive load. Chunking breaks complex concepts, strategies or skills into smaller, more manageable components.

Teachers break down new information by explaining, demonstrating and modelling.

- Explanations should be clear, concise and unambiguous, using consistent well-defined language and limiting unnecessary information.
- Demonstrations should guide ākonga | learners through the content step-by-step, narrating the thinking or decision-making process needed to complete relevant tasks or procedures.
- Modelling should use worked examples to show all the steps required to complete a task or solve a problem.

Each step is consolidated by providing opportunities for ākonga | learners to apply their understanding in guided and independent practice. This helps ākonga | learners build on what they already know, understand and can do.

Teachers respond to ākonga | learner understanding by moving backwards and forwards between teacher modelling, guided practice and independent practice.

What does "review" mean in the context of explicit teaching?

An explicit teaching sequence begins and ends with review.

At the beginning of an explicit sequence, the teacher reviews skills/ knowledge/ content that is a pre-requisite for that sequence.

They also review related skills/knowledge/content that has previously been learnt. This provides the opportunity for deliberate practice, retrieval practice, spaced practice.

- Deliberate practice is goal-oriented practice consciously devoted to improvement of a skill.
- Retrieval practice is a learning strategy in which ākonga | learners must retrieve information from memory.

- Spaced practice (also known as distributed practice) is a learning strategy, where practice is broken up into a number of short sessions over a longer period of time.

At the end of an explicit sequence, the teacher undertakes short review of what has been taught. This is interactive, with the teacher asking questions on the content that has been taught.

Why is it important for the student teacher to state the purpose and goal related to the intended learning?

Following review (above), the teacher then outlines the objectives and desired learning outcomes for the explicit teaching sequence that is about to begin. These should be communicated in ākonga | learner friendly language, modelled by the teacher and shared in ways that make sense to ākonga | learners to ensure they know what they are learning and why. The teacher will come back to this throughout a lesson and series of lessons.

What are the characteristics of the style and pace of explicit teaching?

The teacher should communicate with clarity and provide an organised, focused, engaging lesson. The pace of the lesson should aim to maintain the engagement of ākonga | learners and optimise the amount of content covered without sacrificing adequate thinking time.

This is often referred to as a 'perky pace' (a term coined by Anita Archer). A perky pace is dependent on the teacher having good preparation and knowing the lesson inside out. It is also dependent on the teacher knowing how they are going to engage the ākonga | learners - what methods are they going to use to elicit responses.

How does explicit teaching promote active student participation?

A critical delivery skill, when undertaking explicit teaching, is eliciting frequent overt ākonga | learner responses. This is seen as crucial to increasing engaged learning time, reducing disruptions, and intensifying lesson impact.

Teachers should use structures that support all ākonga | learners to participate and share their thinking. This may include a diverse range of activities, encompassing verbal participation, written exercises, and practical applications. The explicit teaching approach emphasises employing alternative methods to ākonga | learner selection beyond hand-raising. Hand-raising can disadvantage ākonga | learners who may be less forthcoming, potentially leading to inequities in participation.

There are three response categories: simple, complex, and very complex.

Simple responses (3-5 opportunities per minute for all) might involve choral responses, partner discussions, gestures, or holding up whiteboards/hand signals.

- Choral responses are useful for practice and review of factual information. To work efficiently, the teacher must have structures in place to elicit these responses, e.g. a verbal or gestural cue, so that the ākonga | learners respond in unison.
- Hold-ups can include showing fingers (to represent 1, 2, 3 or thumbs up or down etc.), response cards, or whiteboards. This participation strategy makes all ākonga | learners accountable, and it is easy for the teacher to monitor everyone quickly. These are especially useful when the answers are short and the same, during a quick review.

Complex responses (at least 1 per minute from all) could involve written responses, partner sharing, or discussions.

Very complex responses (1 response every 10-30 minutes from all) could entail completing a problem/question, conducting an experiment, or responding to a writing prompt.

These practices allow teachers to monitor ākonga | learner responses. This facilitates the provision of timely and targeted feedback, encompassing both constructive corrections and positive reinforcement, while also informing the teacher of any adjustments to the lesson plan based on ākonga | learner comprehension.

What is the role of feedback in explicit teaching?

Teachers should provide prompt verbal feedback, correcting misconceptions and explaining correct answers and processes as they proceed through a lesson.

Feedback should be both timely and task focussed. It should be constructive and focus on growth and improving understanding for future learning experiences.

Feedback is effective when planned for and ākonga | learners are given the opportunity to reflect and act on the feedback they're provided.

What does "noticing, recognising and responding" mean in the context of explicit teaching?

Teachers should check for understanding throughout the lesson to establish where all ākonga | learners are in their learning. This is crucial to identify gaps and adjust teaching before moving to independent practice or removing scaffolds.

A well-established practice for this is noticing, recognising and responding (NRR).

NRR supports teachers to purposefully use classroom observations and conversations to *notice* ākonga | learner work, and reliable assessment information to *recognise*, and then *respond* to ākonga | learner progress as they plan and modify what and how they teach to meet all ākonga | learner needs.[6]

Is explicit teaching appropriate for a diverse range of ākonga | learners?

The explicit teaching approach has been developed for ākonga | learners across a range of learning areas and across age groups, from those beginning school through to adolescents.

It is compatible with culturally responsive pedagogy, particularly in the emphasis on actively supporting ākonga | learners to connect new learning to their existing knowledge. Programmes have been developed that apply explicit teaching to Māori medium settings, especially in a structured literacy context.

The applicability of explicit teaching has been researched for ākonga | learners with autism, intellectual disabilities, dyslexia and developmental language disorders, and for those with Down Syndrome.[7]

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[6] "Noticing, recognising and responding to learning progress", *Education Gazette*, Volume 102, Number 7, 8 June 2023, https://gazette.education.govt.nz/articles/noticing-recognising-and-responding-to-learning-progress/: "In this context, 'noticing' doesn't just happen by chance. It is the active and deliberate process of being present during a learning experience. Teachers must deliberately cultivate 'noticing' by being in the moment, aware, and responding in ways that best support ākonga progress."

[7] For autism: see Cravalho, D. A., Jimenez, Z., Shhub, A., & Solis, M. (2020). How grades 4 to 8 teachers can deliver intensive vocabulary and reading comprehension interventions to students with high-functioning autism spectrum disorder. *Beyond Behavior, 29*(1), 31-41. https://doi.org/10.1177/1074295620907110.

For intellectual disabilities, see: Gersten, R., Chard, D. J., Jayanthi, M., Baker, S. K., Morphy, P., & Flojo, J. (2009). Mathematics Instruction for Students With Learning Disabilities: A Meta-Analysis of Instructional Components. *Review of Educational Research, 79*(3), 1202-1242. https://doi.org/10.3102/0034654309334431; Nelson, G., Cook, S. C., Zarate, K., Powell, S. R., Maggin, D. M., Drake, K. R., Kiss, A. J., Ford, J. W., Sun, L., & Espinas, D. R. (2022). A systematic review of meta-analyses in special education: Exploring the evidence base for high-leverage practices. *Remedial and Special Education, 43*(5), 344-358. https://doi.org/10.1177/07419325211063491

For dyslexia and developmental language disorders, see: Peterson, A. K., Fox, C. B., & Israelsen, M. (2020). A systematic review of academic discourse interventions for school-aged children with language-related learning disabilities. *Language, Speech, and Hearing Services in Schools, 51*(3), 866-881. https://doi.org/10.1044/2020_LSHSS-19-00039

For Down Syndrome, see: Lim, L., Arciuli, J., Munro, N., & Cupples, L. (2019). Using the MULTILIT literacy instruction program with children who have Down syndrome. *Reading and Writing: An interdisciplinary Journal, 32*(9), 2179-2200. https://doi.org/10.1007/s11145-019-09945-8

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Australian Education Research Organisation, *Practice guide for primary and secondary schools – Develop techniques and practices – Teach explicitly*, February 2024, https://www.edresearch.edu.au/sites/default/files/2024-02/teach-explicitly-aa.pdf.

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Appendix 1: What is the Key Teaching Task form of assessment?

Key teaching tasks are an element of the assessment framework for every Initial Teacher Education (ITE) programme. They have been mandated by the Teaching Council's *ITE Programme Requirements* policy since 2019.

The key teaching tasks are clearly defined discrete tasks, aligned to *Ngā Paerewa mō te Umanga Whakakoranga | Standards for the Teaching Profession*. These tasks should cover what graduates from the programme can be entrusted to be capable of carrying out as a beginning teacher on day one on the job.

They are observable and measurable and describe actions that derive from the integration of knowledge, understanding and behaviour. They are high priority in the sense that they represent key aspects beginning teachers need to have mastered in order to work effectively with learners from day one.

Key teaching tasks are specific to beginning teachers. More experienced teachers will have a different set of tasks that they can be entrusted to carry out.

All student teachers must learn to perform key tasks proficiently if they are to be effective beginning teachers from day one. Identifying the most vital of these tasks and reliably assessing student teachers' progress towards mastery provides assurance that they can be entrusted upon graduation to take on the full responsibilities of a beginning teacher. In other words, that they are ready to be an effective beginning teacher. While some of the tasks will be common across sectors, many will be sector specific.

Key teaching tasks do not replace *Ngā Paerewa | Standards*, rather they draw on the professional knowledge, skills and understandings embedded in *Ngā Paerewa | Standards*. They are not simply fragmented performances, but the enactment of professional knowledge and expertise.

Programmes are required to have in place a set of at least 10-15 key teaching tasks. Their assessment framework is required to include explanations of:

- how the key teaching tasks connect to *Ngā Paerewa | Standards*
- how student teachers will be assessed on their mastery of the key teaching tasks.

In 2024, the *ITE Programme Requirements* were amended to provide for the Teaching Council to issue 'core' key teaching tasks or 'model' key teaching tasks. A programme's assessment framework will be required to include any 'core' key teaching tasks applicable to the programme that have been issued by the Teaching Council. Programmes may also choose to incorporate 'model' key teaching tasks into their assessment framework but are not required to do so.

In the case of the majority of key teaching tasks that are developed by individual ITE providers, it is required that the providers' identified partners have been involved in this process. Identifying key teaching tasks is an important component of the partnership relationship between providers and practitioners, and also offers the opportunity for moderation by sector across the system.

Agreement about what constitutes key teaching tasks essential to successful beginning teaching is commonly reflected in the professional experience placement (or practicum) report. Assessing student teachers' ability to carry out key teaching tasks also forms a basis for assessing their progression towards proficiency as a teacher.

Appendix 2: The Ready to Read Phonics Plus scope and sequence

Ready to **Read** Phonics Plus

Scope and Sequence

The *Ready to Read* Phonics Plus scope and sequence provides a pathway for teaching and learning the written code. The scope is a summary of what is being taught and moves from simple to more complex. The sequence is the order that sounds and letters are cumulatively introduced within the scope. The books support children to apply their growing knowledge to decode a meaningful text that corresponds to the sequence. Diagnostic assessment and progress monitoring are used to determine what children know and to tailor the teaching to their needs.

There are four phases in the *Ready to Read* Phonics Plus scope and sequence: Kākano, Tupu, Māhuri, and Rākau. The Kākano phase has three subgroups, which focus on words with short vowel sounds (consonant-vowel-consonant) and the introduction of the double spelling "-ck" and the consonant digraphs "th", "ch", "sh", and "-ng" (two letters used to spell one sound). Tupu begins with words containing short vowel sounds, including double letters (-ff, -ll, -ss, -zz) and initial and end blends. Tupu continues with words containing long vowel sounds, including the split digraph and vowel teams and some alternative spellings.

The scope continues to broaden in Māhuri with additional vowel sounds (for example, ay, o, ow) and "-r" control vowels (ar, or, er, ir, ur). The progressions culminate in Rākau, using morphemes and multisyllabic words using all syllable types. At this point, carefully selected *Ready to Read* Colour Wheel books can be introduced alongside the Phonics Plus texts.

A systematic approach allows teaching and learning to occur cumulatively and intentionally. Simple code knowledge sets the foundation for complex code knowledge so that all children have success.

Kākano — Seed

Single consonants / Short vowels / Consonant digraphs								
1	m	a	d	p	o	t	n	i	s
2	l	e	c	f	u	b	g	r	h
3	k	j	v	w	y	z	-ck	th	ch	sh	-ng

Tupu — Seedling

Consonant patterns / Consonant blends / Long vowels / Alternative spellings

1	-ff	-ll	-ss	-zz	x	-tch	qu	wh	-dge

Initial blends (for example, cr-)	End blends (for example, -st)

2	a_e	e_e	i_e	o_e	u_e	ee

soft c	oo (for example, food)	oo (for example, look)

Māhuri — Sapling

Suffixes / Vowel teams / -r control / Alternative spellings / Diphthongs

-ing	-ed	-s

ai	ay	ea	igh	ie	oa	ow	oe	ew	ue

ar	or	er	ir	ur	ear	air	ere

ea (for example, bread)	ph	-ge

ow	ou	oy	oi

Rākau — Tree

Contractions / All syllable types / Morphemes / Alternative spellings

Apostrophe (for example, I'm)

All syllable types are now used in multisyllabic words

Prefixes (for example, re- un-)   Suffixes (for example, -er -est -ly)

Further vowel and consonant sounds (for example, eigh kn gh oar ore)

Te Poutāhū — Curriculum Centre

Te Tāhuhu o te Mātauranga — Ministry of Education

Te Kāwanatanga o Aotearoa — New Zealand Government

Appendix 3: Explicit teaching delivery structure

PLANNING	Select critical content.
	Sequence the skills/knowledge logically.
	Break down content into obtainable chunks.
	Develop or select clear examples and non-examples.
OPENING OF LESSON	**Opening:** • Gain attention. **Review:** • Pre-requisite skills/knowledge/content. • Previously learnt skills/knowledge/content (this provides the opportunity for deliberate practice, retrieval practice, spaced practice). **Goal:** • State lesson goals and purpose.
BODY OF LESSON 'I do' phase: Modelling	Lessons can be whole class or smaller group. Present new learning in small obtainable chunks, through clear and concise explanations, modelling, "think-alouds" (describing), showing examples and step-by-step demonstrations. • During this phase, the teacher is checking for understanding through active engagement routines that elicit frequent responses from ākonga | learners. (see below for examples of engagement routines). Note at this point the teacher is still the one performing the skill, ākonga | learners are only answering targeting questions about the skill/content. • If the majority of the group/class has confusions/misconceptions, then the teacher needs to re-teach the skills. If only a few ākonga | learners have confusions or misconceptions, they provide corrective feedback to scaffold and support those ākonga | learners. • Where appropriate, examples and non-examples may be used. • Depending on the complexity of the skill/knowledge/content, several demonstrations may be needed. • The teacher is deliberately building active ākonga | learner engagement by eliciting overt ākonga | learner responses. • Maintain a brisk pace (Anita Archer).
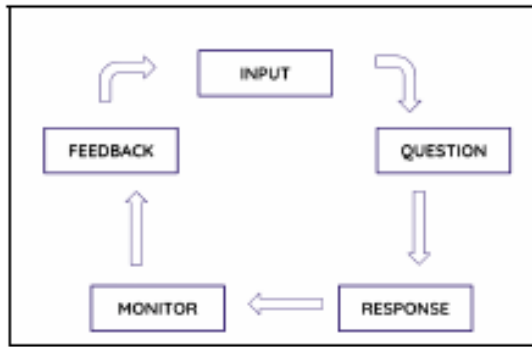
Adapted from: Anita Archer/Charles Hughes; *Explicit Instruction Effective and Efficient Teaching.*

BODY OF LESSON *'We do' phase: Guided Practice*	This lesson component aims to cultivate successful and self-assured ākonga | learners who can effectively use and apply the target skill. To ensure high levels of success, ākonga | learners will receive scaffolded practice, which can be progressively withdrawn as their understanding strengthens. Guided practice will be provided through prompts, such as directions, clues, cues, or reminders. Prompts are graduated from telling them what to do - to asking them what to do - to reminding them what to do. Types of prompts are: • Physical prompts - these are beneficial for ākonga | learners who have learning difficulties. • Verbal prompts - include explicit directives - telling them what to do, questions or reminders. Although the teacher is giving specific verbal prompts e.g; which column do we add first? The ākonga | learners are still performing the skill. Wording for verbal prompts should be aligned with what was said in the 'I do' modelling phase. • Visual Prompts - are written, e.g. posters, examples on the board, and cue-cards. They are there to support ākonga | learner success as they practice the skill. These can be used in the modelling phase to show ākonga | learners their use. The teacher is deliberately building active ākonga | learner engagement by eliciting overt ākonga | learner responses.
BODY OF LESSON *'You do': Unprompted Practice*	This final stage of explicit instruction assesses ākonga | learner proficiency in performing the newly acquired skill independently. • Ākonga | learners remain within the instructional group, allowing for close observation by the teacher, as they attempt tasks similar to those encountered during the guided practice phases ("I Do" and "We Do"). • It is recommended that ākonga | learners complete these tasks one at a time to ensure accuracy. This approach reduces the chance of ākonga | learners solidifying incorrect procedures through repeated errors. The teacher plays a crucial role by actively monitoring ākonga | learner performance throughout this independent practice phase.

| CLOSING OF LESSON | • A short review of what has been taught. This is interactive, the teacher asks questions on the content that has been taught. |
| | • Follow-up work is often assigned. |