**Accelerating Learning in Mathematics Fact Sheet**

**Accelerating Learning in Mathematics is a short intervention for year 1-10 students who have had at least 40 weeks of schooling and are not meeting expectations mathematics.**

**This intervention is a supplementary support to lift student achievement. It is in addition to, and connected with, students’ classroom programmes.**

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| **How does the intervention work?** | * Accelerating Learning in Mathematics (ALiM) uses the expertise within the school to undertake a short-term intervention to accelerate the progress of students not meeting expectations in mathematics. The intervention is in addition to effective classroom teaching. * Teachers are supported to inquire into their practice and share their learning. Teachers will complete cycles of inquiry focused on accelerating targeted students. Schools and kahui ako can decide the timing and duration of the cycles and which students can be included in each cycle. * All PfS instruction is provided within the students’ regular learning setting. They may or may not be in the same teaching group but their teacher adapts their teaching in response to individual needs of the focus students in order to accelerate their progress. |
| **How are schools supported?** | * Ministry funding of $4000 per teacher per year supports the intervention. * Mentor support for leadership and teachers. * Mentors will organise across school and local meetings to discuss and share professional practice as needed. |
| **What are the expected outcomes?** | * Acceleration for small groups of learners who are achieving below or well below expectations. * Growth in professional knowledge and capability in using accelerative strategies with students. * Mentoring of teachers will grow leadership capability to lead sustained change in student achievement. * Evidence of teachers strengthening their use of inquiry, particularly between cycles to analyse the effect of their teaching, identifying and using adapted strategies for the next teaching cycle. * Evidence of teachers working in partnership with parents, families and whānau to support and sustain accelerative achievement gains. |
| **What does ALiM involvement do to build success?** | * ALiM will support schools, clusters and kahui ako to build conditions to support sustained achievement gains. These conditions include: * an effective and culturally responsive mathematics teacher with good content and pedagogical knowledge, and the willingness to inquire into doing things differently * leadership capability and support for ALiM, and a willingness to adapt and change at an operational and professional level * school-wide monitoring and assessment through inquiry and knowledge building processes, underpinned by the concept of ongoing improvement. * [ERO Report. Raising Achievement in Primary Schools: ALL and ALiM (June 2014)](http://www.ero.govt.nz/National-Reports/Raising-achievement-in-primary-schools-ALiM-and-ALL-June-2014) outlines what a ‘strategic and successful’ school looks like. |
| **How does ALiM fit in with the overall support for mathematics achievement?** | * ALiM fits within the three-tiered system of teaching support for students: * **Tier 1:** effective classroom teaching * **Tier 2:** supplementary support (more intensive and explicit than instruction in Tier 1) **ALiM sits in tier 2** * **Tier 3:** specialist support (most intensive instruction). |
| **The intervention works best when...** | * There is leadership commitment and support to build the conditions that sustain the improvement gains and changed practice. * Schools may have participated in mathematics leadership and/or assessment PLD in the past and have improved their classroom and leadership capability. * Schools may be involved in Professional Learning and Development (PLD) at the same time, and this can be beneficial to the success and sustainability of the programme. If this is the case, it is critical that there is alignment between PLD and PfS to maximise the benefits of both programmes. |
| **How can this support be scheduled within a school plan?** | * Considering multiple rapid cycles of ALiM in a year: * The teacher provides extra support for a small group of 6-8 students who are not meeting expectations in reading or writing. The teacher is supported by the mentor to inquire into their practice, through analysis of data and teaching strategies used. * In further cycles the teacher continues to use data to adapt teaching practice and develop strategies to accelerate achievement. The teacher may work with the same students, different students or a mix. The mentor will especially support the teacher to share practice with other teachers and to work in partnership with parents, families and whānau. * Mentors will organise local meetings with small groups of teachers from within the school, Kāhui Ako or local region during the inquiry to spread successful practices. |
| **Building school-wide systems, capability and processes** | * As a result of being involved in ALiM, school systems and processes around interventions are strengthened. * Schools will use their existing planning that supports: * increasing teacher knowledge of what works across the school for priority groups of students * determining which supports should be offered to meet the needs of students not meeting expectations * measuring the ongoing success of support programmes, retaining those that show acceleration * building coherence of all supplementary support responses within the school curriculum * Implementing school and teaching cycles of inquiry to transfer knowledge, so that effective teaching practices are implemented school wide. |
| **School reporting** | * Participating teachers provide these data to their Board as part of a short report that explains the need that had been identified, the impact on student outcomes, how practice has changed and the next steps. * Mentors will aggregate data to provide a report to the Ministry |
| **For more information about how to access support and to read more about ALiM** | * Talk to your Regional Office Education Advisor if you are interested in the programme. * [ERO Report. Raising Achievement in Primary Schools: ALL and ALiM. June 2014.](file:///C:\Users\ConnellyI\Downloads\Raising%20achievement%20in%20primary%20schools%20ALIM%20&%20ALL%20June%202014%20(2).pdf) |