

GROW Literacy Kaiako Capability Rubric

NAME:

DATE:

	Beginning	Developing	Effective	Embedded
Science of Learning (SoL)	I don't yet understand the principles of the Science of Learning (SoL).	I am starting to understand the SoL principles (e.g. working memory, cognitive load theory, explicit instruction, gradual release of responsibility, etc.).	I have a good understanding of the SoL principles.	I can support my colleagues in understanding the SoL principles and share with them proven and impactful teaching strategies and practices.
	I am not sure what the SoL might look like and sound like in a classroom.	I am starting to build a kete of teaching strategies and practices that support the SoL principles.	I have a growing kete of teaching strategies and practices that reflect the SoL and I am making changes to how I plan, teach and assess.	I ensure any changes made to my practice are proven strategies based on sound research including the SoL.
		I am reflecting on my own practice in relation to the SoL	I can talk about how the changes I am making to my practice are based on the SoL principles and the GROW Literacy tools (e.g. GROW Literacy Lesson Sequence	I can justify the improvements I am making to my practice in reference to SoL theories .
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Science of Reading (SoR)	I don't yet understand the principles of the Science of Reading (SoR).	I am starting to understand the SoR research and some of the essential components within a structured approach to literacy (e.g. scope and sequence, explicit teaching, diagnostic assessment etc.).	I have a good understanding of the SoR research and the different literacy elements within a structured approach to literacy (e.g. oral language, systematic synthetic phonics teaching and knowledge, fluency, vocabulary, handwriting, comprehension etc.).	I can support my colleagues in understanding the SoR and share with them proven and impactful teaching strategies and practices.
	I am not sure what the SoR might look like and sound like in an effective literacy programme.	I am starting to build a kete of teaching strategies and practices that support a structured approach to literacy.	I have a growing kete of teaching strategies and practices that make up a structured approach to literacy and I am making changes to how I plan, teach and assess.	I ensure any changes made to my practice are proven strategies based on sound research and the SoR.
		I am reflecting on my own practice in relation to the SoR.	I can talk about how the changes I am making to my practice are based on the SoR and the GROW Literacy tools (e.g. GROW Literacy Scope and Sequence).	I can justify the improvements I am making to my practice in reference to SoR theories .
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Know my Ākonga	I try to find out most of my ākonga's • Likes and dislikes • Hobbies and interests • Prior knowledge • Past literacy experiences.	I create opportunities to get to know most of my ākonga's prior knowledge, current literacy skills, strengths and next learning steps .	I plan for and explicitly provide opportunities to find out more about all my ākonga's literacy strengths and next learning steps, as well as their attitudes to literacy and learning preferences .	I regularly use deliberate strategies and tasks to understand all my ākonga's literacy strengths and next learning steps, but also their motivations, aspirations and sense of learner agency.
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Know my Content	I don't yet understand what (i.e. the content) I should teach so as to reflect the Science of Learning (SoL) and the Science of Reading (SoR).	I am starting to build an understanding about the essential literacy content I need to teach so my programme reflects the SoR.	I have a good understanding about the literacy content I need to teach and how this is supported by the SoR.	I have a deep understanding of the literacy content that should be included in an effective structured literacy programme and how that content is supported by the SoR. I keep up to date with new literacy research and ideas, so my content knowledge continues to grow.
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Planning	I am not yet familiar with the GROW Literacy Lesson Sequence or how to plan for a structured approach to literacy. I don't yet understand what the 'Gradual Release of Responsibility' is.	I am starting to use planning and teaching resources based on evidence, including the Science of Learning and Science of Reading. I sometimes plan for and incorporate a Gradual Release of Responsibility into my literacy lessons (e.g. "I do it" → "We do it" → "You do it with others" → "You do it on your own"). My planning and teaching practice mostly reflects the GROW Literacy Lesson Sequence.	My structured approach to literacy classroom programme is supported by quality planning and well considered resources. I incorporate a Gradual Release of Responsibility into all my literacy lessons. My planning and teaching practice mostly reflects the Science of Learning, the Science of Reading and the GROW Literacy Lesson Sequence.	My structured approach to literacy classroom programme is informed by the most recent research and supported with responsive planning and proven resources.
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Explicit Teaching	I am unsure what 'explicit teaching' is and what it looks like and sounds like in a lesson.	The elements of explicit teaching within the GROW Literacy Lesson Sequence are helping me to understand what explicit teaching is.	The elements of explicit teaching within the GROW Literacy Lesson Sequence are evident in most of my literacy planning and lessons.	I always plan for and effectively employ explicit instruction in all my literacy lessons, and this is confirmed by my colleagues or PLD facilitator.
	I am yet to use explicit teaching strategies that support a structured approach to literacy or reflect the Science of Learning, approach to literacy or reflect the Science of Learning.	I am starting to plan for and include some explicit teaching strategies in some of my literacy lessons.	I have a kete of explicit teaching strategies and activities that I use in my classroom, and I can describe how they support a structured approach to literacy and reflect the Science of Learning.	I have a kete of proven explicit teaching strategies and activities that support a structured approach to literacy and reflect the Science of Learning. Through PLD and sharing my practice with others, I am reflecting on my impact, adding to my kete of strategies and improving my practice.
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Teacher Modelling	I am unsure what 'teacher modelling' is and what it looks like and sounds like in a lesson.	The elements of teacher modelling within the GROW Literacy Lesson Sequence are helping me to understand what teacher modelling is (the "I do it"). I am starting to plan for and include some teacher modelling in some of my literacy lessons.	The elements of teacher modelling within the GROW Literacy Lesson Sequence are evident in most of my literacy planning and lessons.	I always plan for and effectively employ teacher modelling in all my literacy lessons and this is confirmed by my colleagues or PLD facilitator.
	I am yet to use teacher modelling strategies that support a structured approach to literacy or reflect the Science of Learning.	I am starting to build a kete of teacher modelling strategies (e.g. think alouds) and tools (e.g. modelling books) that mostly support a structured approach to literacy and reflect the Science of Learning.	I have a kete of teacher modelling strategies and tools that I use in my classroom and I can describe how they support a structured approach to literacy and reflect the Science of Learning.	I have a kete of proven teacher modelling strategies and tools that support a structured approach to literacy and reflect the Science of Learning. Through PLD and sharing my practice with others I am reflecting on my impact, adding to my kete of strategies and improving my practice.
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Guided Practice	I am unsure what 'guided practice' is and what it looks like and sounds like in a lesson I am yet to use guided practice to support my structured approach to literacy or reflect the Science of Learning.	I am starting to build an understanding of the importance of guided practice and my role in it. I am starting to plan for and include opportunities for guided practice in some of my literacy lessons (the "We do it"). I am starting to use scaffolds and prompts to support ākonga to build independence. I am starting to build a kete of guided practice strategies and tools	I understand that guided practice is essential to learning and how it supports ākonga learn. I understand how to make guided practice more impactful (i.e. the spacing effect and interleaving). I am planning for and providing opportunities for guided practice in my literacy lessons and I am starting to monitor its impact (e.g. check for understanding and errors). I have a kete of strategies and tools that support ākonga to build independence and I can describe how they support a structured approach to literacy and reflect the Science of Learning.	I always plan for and effectively employ guided practice in all my literacy lessons, and this is confirmed by my colleagues or PLD facilitator. I have a kete of proven guided practice strategies and tools that support a structured approach to literacy and reflect the Science of Learning, including the use of the spacing effect and interleaving. Through PLD and sharing my teaching practice with others I am reflecting on my impact, adding to my kete of strategies and improving my implementation of guided practice.
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Independent Practice	I am unsure what 'independent practice' is and what it looks like and sounds like in a lesson. I am yet to use independent practice to support my structured approach to literacy or reflect the Science of Learning.	I am starting to build an understanding of the importance of independent practice and my role in it. I am starting to plan for and include opportunities for independent practice in some of my literacy lessons (the "You do it with others" → "You do it on your own"). The opportunities I provide for independent practice directly support the skills ākonga can do, reinforce new learning and involve ākonga practicing with less prompts and scaffolds. The opportunities I provide for independent practice involve ākonga practicing with fewer prompts and scaffolds.	I understand that independent practice is essential to learning and I understand how it supports ākonga learn. I understand how to make independent practice more impactful (i.e. the spacing effect and interleaving). I am planning for and providing opportunities for independent practice in my literacy lessons, and I am starting to monitor its impact (e.g. check for understanding and errors). The opportunities I provide for independent practice involve ākonga practicing with no prompts and scaffolds.	I always plan for and effectively employ independent practice in all my literacy lessons, and this is confirmed by my colleagues or PLD facilitator. I have a kete of proven independent practice strategies and tools that support a structured approach to literacy and reflect the Science of Learning, including the use of the spacing effect and interleaving. Through PLD and sharing my teaching practice with others I am reflecting on my impact, adding to my kete of practice and improving my implementation of independent practice.
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Check Understandings & Provide Feedback	I am unsure what effective feedback looks like and sounds like in a literacy lesson.	I am starting to include opportunities to check understandings and provide feedback in some of my literacy lessons so that I am sure learning is occurring (i.e. corrective feedback e.g. highlighting the error, giving the correct answer).	I understand that teacher checking and feedback are essential to learning, and I understand how they support ākonga learn. I plan how I will check understandings and provide feedback in my literacy lessons. I ensure feedback is received, understood and used by ākonga.	I always plan for and effectively use checking strategies and feedback (including feed forward) in all my literacy lessons and this is confirmed by my colleagues or PLD facilitator.
	I am unsure about how monitoring and feedback supports a structured approach to literacy or reflects the Science of Learning.	I am starting to build a kete of checking and feedback strategies (e.g. self checking/self assessment) and tools (e.g. "two stars and a wish") that mostly support a structured approach to literacy and reflect the Science of Learning.	I use my kete of checking and feedback strategies/tools to further ākonga learning.	I have a kete of proven monitoring and feedback strategies and tools that support a structured approach to literacy and reflect the Science of Learning. Through PLD and sharing my teaching practice with others I am reflecting on my impact, adding to my kete of strategies and improving how I check that learning is occurring and how I give feedback and feed-forward.
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Diagnostic Assessment	I am yet to learn how to administer literacy diagnostic assessments and I don't yet understand the purpose of this data.	I am starting to build an understanding about the importance of diagnostic data. I have begun to administer diagnostic assessments. With support , I can review the data from diagnostic assessments.	I have a good understanding of the importance of diagnostic data. I am becoming more confident in administering diagnostic assessments. I take part in a moderation process and I am starting to use diagnostic assessments to make changes to my planning and delivery of literacy learning.	I have a strong understanding of the process, purpose and value of literacy diagnostic assessment I can review data and moderate data confidently with my colleagues. I regularly use diagnostic data to make changes to my teaching practice.
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Formative Assessment	I am yet to learn how to gather and respond to formative data.	I am starting to build an understanding about the importance of formative assessment information. I have begun to gather formative evidence about my ākonga's literacy skills and knowledge. With support, I can review the evidence I am gathering from formative tasks or opportunities.	I have a good understanding about the importance of formative assessment. I am becoming more confident in collecting formative evidence through everyday literacy tasks and/or opportunities. I am starting to use formative evidence to make changes to my planning and delivery of literacy learning.	I have a strong understanding of the process, purpose and value of literacy formative assessment. I regularly use formative assessment evidence to make changes to my teaching practice. I keep excellent records of my formative evaluations and reflect on these regularly.
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Achievement & Progress	I do not know where individual ākonga are 'at' in literacy and I don't yet know how to identify 'at risk' ākonga or how to support them.	I know where most of my ākonga are at in literacy and I know how to identify potential 'at risk' ākonga who require extra support.	I know the current level of literacy achievement for all my ākonga and I can describe how they are progressing. I have used this information to identify my most 'at risk' ākonga and I have started to plan the extra support or interventions they require.	I know the current level of achievement and progress for all my ākonga and I can describe their next learning steps in detail. I can name my 'at risk' ākonga and I am underway with implementing a detailed plan for the interventions they require.
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GROW Literacy Kaiako Capability Action Plan

Date:

Actions:

Date:

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