

Perceived Direction of Progress in key aspects of literacy teaching and learning

Teachers were asked to respond to the following question by placing a tick in the box best capturing their opinions:

Is the school in your view, improving (UP), declining (DOWN) or maintaining the status quo (STATIC) in key aspects of literacy teaching and learning?

Indicate the direction of progress for each item	UP	STATIC	DOWN
1. Student literacy learning is a major focus of discussion amongst teachers	23	32	4
2. The focus of leadership in our school is on literacy learning	20	25	10
3. Teachers talk to one another about their professional learning about literacy	15	33	9
4. Improving literacy learning happens in many places, not just in class	20	27	9
5. Our children are encouraged to take risks in their literacy learning	9	37	12
6. Students collaborate with each other in their literacy learning	31	21	6
7 This school draws on the expertise of children as a resource for literacy learning	16	34	8
8. Teachers are encouraged to be adventurous in their approaches to literacy learning	9	37	12
9 Direct teaching is a recognised part of our school's literacy learning repertoire	20	30	5
10. Teachers gather and use evidence of children's literacy learning to guide their teaching	31	22	5

Discussion Questions:

What do we see in these data?

What reasons could be advanced to explain this?

What might now be done in this school?

NOTE: These are actual data adapted from a school in London (MacBeath and Dempster, 2009)