

Learning for Living

The CPIT Reading Cluster: January – June 2007 Evaluation Report

Robyn Chandler

VICTORIA UNIVERSITY OF WELLINGTON

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

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Victoria University of Wellington
P O Box 600
Wellington 6001
New Zealand

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1. Introduction

Background to the Learning for Living Reading Professional Development Initiative

Learning for Living is a Ministry of Education work programme giving expression to the government's goal of raising foundation skills, and its current priority of "raising the literacy and numeracy levels for the workforce" (Ministry of Education, 2002; Ministry of Education, 2006, p.5). It is about ensuring that all adults are able to gain the literacy, numeracy, and language (LNL) they need as a foundation for further learning and development in a context that is relevant to the tasks they perform in everyday life. It is also about gathering a robust knowledge and evidence base about effective ways of building these foundations. The broad goals of the Learning for Living Project are:

- Building adults' competence in using literacy, numeracy and language to participate effectively in all aspects of their lives;
- Examining effective literacy, numeracy and language provision in order to inform future policy development;
- Developing a strong partnership approach to cultivate confidence, expertise and reflective practice among adult educators;
- Communicating findings and experiences across the tertiary sector.

Learning for Living was part of the implementation of the first Tertiary Education Strategy (2002-2007), and builds on strategies for adult literacy and ESOL. These strategies were influenced by the New Zealand results from the International Adult Literacy Survey (IALS) 1996 which covered documentary, prose, and numeracy skills. IALS found that almost half of adult New Zealanders were likely to have some difficulties with tasks such reading newspapers, bus-timetables, health information, and bank statements. These skills impact on people's ability to develop and participate in social and community life. Research suggests that enhancing adult literacy and numeracy skills leads to movements from unemployment to employment, non-voting to voting, better health outcomes and increased participation in community life including in children's schooling OECD, HRC Canada, 1997).

The Adult literacy (reading) professional development began in 2005 as part of Learning for Living. It was informed by earlier work programmes and research commissioned by the Ministry of Education, in particular a review of the best available evidence on effective adult literacy, numeracy and language teaching (Benseman, Sutton & Lander, 2005). The review suggested the importance of:

- deliberate and sustained acts of teaching
- teaching of reading by teachers well trained in the reading process, and who are skilled in identifying reading difficulties and appropriate strategies for addressing them
- a curriculum lined to the real literacy, language and numeracy events that learners experience in their lives.

The Adult Literacy (Reading) Initiative

In 2005 -2006 a team of literacy specialists worked with the Ministry and developers to create the adult literacy (reading) professional development initiative. The focus was on effective reading strategies and on developing adult appropriate frameworks, approaches and tools. Consultation took place to ensure the conceptual frameworks, plans, tools and approaches were appropriate for the tertiary sector, and consistent with those for schools.

Developers were contracted to facilitate professional development cluster groups. Parallel numeracy projects were mounted, as well as other literacy initiatives including the development of a framework for mapping learning progressions, development of assessment tools, and a resource for teachers of adult literacy. These projects were still under development in the period January – June 2007. This meant that the adult literacy professional development was loosely structured as developers and participants explored draft approaches and tools.

The key features of the literacy (reading) professional development were:

- Cluster groups to build communities of practice
- A programme of intensive professional development for tutors and managers
- Use of the *Effective Literacy Strategies* programme from the schools sector
- Exploration of the use of draft tools and resources including the draft progressions, the draft adult literacy teaching resource, and a diagnostic learner interview
- The challenge of assessment
- Evaluation.

The Ministry contracted Victoria University to evaluate the impact of the professional developments on the participating learners, tutors, organisations, and on the developers. Evaluation reports were presented at the end of each phase.

Communities of practice

Communities of practice were both a vehicle for the professional development as well as being an outcome that was deliberately nurtured through the initiative. Cluster groups are often used for

professional development within the schools sector, as are school-wide initiatives. The *Effective Literacy Strategies* programme for school teachers sought to foster teacher learning about literacy through

Developing a sustainable professional learning community that is given time to reflect on and explore teaching practice and students' learning (Ministry of Education, 2004, p.6).

Core components of an effective community of practice are the time and “sustained interaction” needed to enable the creation of shared understanding and exploration of practice (Ministry of Education, 2004). They are not created through one-off events, or through information-sharing sessions. They are about active participation, contribution and engagement. The members may not see themselves as formally affiliated but will identify with each other as practitioners with a shared focus; in this instance, teachers working to enhance their students' learning through deliberately incorporating literacy teaching into their courses.

Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. (<http://www.ewenger.com/theory/>)

By July 2006 a major goal of the professional development initiative was the rolling out of the professional development at an organisational level such as across a PTE or polytechnic. There was a shift from nurturing the cluster as the community of practice to building communities of practice within an organisation. This was accompanied by an emphasis on greater involvement of vocational tutors, and the promotion of team teaching involving specialist literacy tutors and vocational tutors.

To a limited extent there was an intention to foster community of learning approaches among the students participating in the project.

The professional development initiative at Christchurch Polytechnic Institute of Technology (hereafter CPIT) was one of two “onsite clusters” started in 2006 where the cluster community is the institutional community, drawing its participants from different parts of the organisation.

In 2007, CPIT had begun Phase 2 of the professional development initiative, originally intended as a period of consolidation of the learning from Phase 1. Four cluster meetings were held at CPIT between the beginning of February and the middle of June, 2007. Three Schools were represented in the initiative by three managers and six vocational tutors. The three literacy tutors reported to a fourth manager for the purposes of the initiative; this manager also functioned as a literacy tutor. Participating tutors were allocated release time to attend cluster meetings, to plan, trial and reflect on the implementation of literacy strategies with their learners, and to engage in “team teaching” – collaborative work carried out by a pair of literacy and vocational tutors.

Overview of the report

This report describes the processes and outcomes of the Adult Literacy (Reading) Initiative as experienced by the CPIT cluster. Chapter 2 introduces the research evaluation framework, the cluster participants, and the data collection approaches. The following chapters then evaluate various aspects of the CPIT experience from the perspectives of the tutors, managers, and developers involved. Chapter 3 evaluates the effectiveness of the professional development. Chapter 4 examines the impact of the initiative on the reading beliefs and knowledge of the tutors. Chapter 5 considers the impact on institutional systems or processes. Chapter 6 describes the impact on literacy (reading) teaching. Chapter 7 then looks at the outcomes for learners at CPIT. Chapter 8 focusses on the 'team teaching' component of the initiative. The concluding chapter summarises the key findings of the CPIT reading cluster.

2. Overview of the evaluation

The research evaluation framework

The evaluation approach is adapted from the work of Shaha, Lewis, O'Donnell and Brown (2004) and Guskey (2000, 2002). The approach considers both the “Levels of Impact” and the “Perspectives” of the key participants (see Figure 1). The four levels of impact are derived from the work of Guskey (2000) and include: tutor attitude and tutor knowledge, organisational structures and processes, tutor teaching practices in literacy, and learner outcomes. Each of these aspects is important in evaluating the effectiveness of a professional development initiative. While professional development does not directly or exclusively lead to improvements in learning, high-quality professional development “is an important and necessary prerequisite to such improvements” (Guskey, 2000, p.75). The impact of professional development on learners’ achievement is accomplished primarily through its direct effect on the knowledge and practices of the tutors and the organisation’s leaders (Guskey, 2000).

Figure 1 outlines the focus research questions linked to the four levels of impact. The focus questions formed the basis for surveys used to gather the perspectives of the participating tutors, managers, and developers.

		Perspectives of tutors, managers, developers
		Focus evaluation questions
Levels of impact	Tutor attitude and tutor knowledge	To what extent have tutors’ existing beliefs and expectations been challenged/changed? To what extent have tutors’ level of subject knowledge and pedagogical content knowledge been raised?
	Organisational structures	What organisational structures and processes to support change have been implemented? To what extent have providers established on-site communities of practice? To what extent is the cluster operating as an effective community of practice?
	Tutor practice	To what extent are tutors more able to analyse and use the reading demands of courses and the reading needs of their learners as the basis for teaching decisions?
	Learner outcomes	What are the reading achievement and attitudinal outcomes experienced by learners?

Figure 1 **The evaluation approach**

The participants

The following section provides demographic information on the tutors and learners participating from January to June in the CPIT Adult Literacy (Reading) Initiative and outlines the programmes

involved. Table 1 summarises the key features of the five courses involved in the CPIT cluster. A further vocational tutor did not respond to requests for information.

Note: Course 4 students spent little time with the tutor involved in the initiative and thus were not assessed.

Programmes

Table 1 **Programmes involved**

	Course 1	Course 2	Course 3	Course 4	Course 5
Course type/s	Vocational	Vocational	Vocational	Vocational	Vocational
NZQA Level of course/s (or equivalent)	Level 4	Level 2	Level 3	Level 4	Level 2
Number of students enrolled in participating courses	9	26	7	8	6

Tutors

The CPIT on-site cluster in 2007 involved four literacy tutors and six vocational tutors. Two of the literacy tutors described their positions as ESOL related. One of the vocational tutors was not teaching her usual bridging course with an emphasis on Te Reo and Te Ao Māori. Over half the tutors were male, with the four literacy tutors divided equally according to gender. Over half the tutors were aged 45 and older. Most of the tutors were NZ Europeans. Nearly all of the tutors were in permanent positions, with one of these jobs being part-time. One of the literacy positions was fixed term part-time and this position came to an end at the conclusion of this phase of the professional development.

Table 2 **Profile of tutors**

Characteristic	Profile of the ten tutors
Gender	4 female, 6 male
Age	Under 45 (4), 45 and over (6)
Ethnic profile	Māori (1), NZ European (6), NZ European & Pasifika (1), Dutch (1), English (1)
Type of position	literacy(4), vocational (6)
Tenure of position	permanent (8, 1 Part-time), fixed-term (1 Part-time)

In July 2006, at the beginning of the initiative, more than half (60%) of the tutors had more than ten years' experience in adult education; this was true of only 3 tutors (two of whom were literacy tutors) in regards to experience in adult literacy education. Sixty percent of tutors had five years or less experience in this area.

Tutors' professional qualifications as at the outset of the professional development initiative are tabulated below and described briefly here. Seven tutors held either a Bachelors or a Masters degree; the four literacy tutors all held Masters degrees. Four tutors held a compulsory sector teaching qualification with another having completed an overseas Diploma in Education. Four tutors held a Certificate in Adult Teaching. Four vocational tutors held Advanced Trade Certificates. Two of the literacy tutors held qualifications in TESOL. One tutor held a Diploma in Māori Language Teaching and a Bachelor in Immersion Teaching (this has been counted in 'related vocational qualification' in Table 3 below).

During the period January to June 2007, four tutors were studying toward either a Certificate or Diploma in Adult Education and Training. Two tutors had participated in a Workbase course, and one tutor had studied toward a Postgraduate Diploma in Literacy Education.

Table 3 **Qualification and professional development profile of tutors**

	Number of tutors (from a possible 10)
<i>Qualifications on entry to the professional development July 2006</i>	
Compulsory sector teaching qualification	4
Adult sector teaching qualification	4
Other tertiary qualifications (excluding postgraduate)	4
Postgraduate qualifications	4
Related vocational qualification	5
<i>Study and course participation Jan – June 2007</i>	
Studying for a literacy-related qualification Jan-June 2007	1
Studying for an adult sector teaching qualification Jan-June 2007	4
Workbase course Jan-June 2007	2

Learners

The tables below provide the demographic details available for the 35 learners (from 4 of the 5 programmes involved) who completed both reading assessments. Seventy-four percent of the

learners were male. Two thirds of the learners were under 20. Most learners were NZ European (80%) and the majority of learners (91%) were from an English-speaking background.

Table 4 **Profile of reassessed learners by age and gender**

	Female	Male
Younger than 20	6	18
20 – 29	2	3
30 - 39	0	2
40 - 49	1	1
50 and older	0	1
Not stated		1
<i>Total</i>	9	26

Table 5 **Profile of reassessed learners by ethnicity and home language**

	English-speaking background	Non-English-speaking background
Asian	0	1
New Zealand European/ Māori	1	0
New Zealand European	28	0
Other	3	1
Pasifika	0	1
<i>Total</i>	32	3

Data collection approaches

Three primary data sources were used to inform the evaluation of the Adult Literacy Initiative at CPIT from January- June 2007. Each of these data sources is described briefly in this section and other sources are noted.

Learner assessment information

Learners at CPIT were asked to participate in the *ETS test of applied literacy skills: Prose literacy* and to undertake a short survey on their attitudes to reading. Assessment was conducted at two points: as close as was possible to the beginning and end of phase 2. The two measures employed are briefly described below.

The ETS

The Educational Testing Service's Prose Literacy test was designed to measure the application of reading within typical adult tasks such as reading advertisements, health and consumer information, and news stories. It assesses skills in locating information, integrating information from more than one source within a text, and the generation of information based on interpretation of the text.

Results are entered question by question, allowing fine analysis according to question type and difficulty rating. The difficulty rating ranges from response probability (RP) scores 236 to 456, and is determined according to the increasing number of features that must be processed, distractors, less obvious identity between question and text, and increasing length and density of text. Correct, incorrect, and non-responses are differentiated.

The raw scores are then converted to a Proficiency Score, calculated according to the difficulty ratings of the correct responses. Possible Proficiency Scores range from 170 (0 questions correct) to 400 (24 questions correct) for Prose Test A, and 160 – 390 for Prose Test B. The Proficiency Score, when used in conjunction with the interpretive framework, “provides a useful indication of the range of tasks that an individual can be expected to perform with a high level of consistency, as well as the kinds of tasks that are likely to be highly challenging” (Kirsch et al., 1991, 4.10). Over-interpretation of results is warned against; however, test results should be considered as “broad - but useful – guidelines” (Kirsch, 1991,4:11).

The test shares a number of features with the International Adult Literacy Survey (IALS), which New Zealand participated in in 1996. The IALS uses a five-level scale, with level three viewed as the minimum level for functional literacy, those scoring at levels four and five would be expected to be able to cope with the literacy demands of diploma and degree level courses. The IALS results suggested forty-five percent of New Zealanders were functioning at level one and two. At the time of the current evaluation New Zealand was participating in a new international survey – the Adult Literacy and Life-skills Survey (ALLs), and the results from that survey are not yet available.

ETS has refined its own marking for the ETS tests, and uses a different scale to that published with the test papers. These changes have resulted from ongoing analysis of the results of large scale surveys administered by ETS. The research team took the decision to continue using the published scales and guidelines on the grounds that this enabled results from the current round to be compared with the previous round, and that we did not have access to the software used by ETS with the new scales.

Reading Attitude Survey

The research evaluation team developed a simple learner attitude survey to be administered by the tutors. This was based on attitude questions used in the parallel numeracy project. Further detail will be found in Chapter 7.

Tutor, manager, and developer surveys

The perspectives of the tutors, managers and developers on the Adult Literacy Initiative at CPIT over the evaluation period (January - June 2006) were obtained through online surveys. In addition to the focus questions outlined in Figure 1 the surveys had a number of questions that more generally sought the tutors’, managers’ and developers’ reactions to the professional development.

Table 6 summarises the number of participants at CPIT and the proportion of returns received.

Table 6 **Respondents**

	Number of participants	Number (%) of returns
Tutors	10	7 (70%)
Managers	4	4 (100%)
Developers	2	2 (100%)

The surveys were undertaken at the end of the professional development phase. By this stage, one tutoring position had been disestablished. One manager who is also a tutor did not complete the tutor survey. One tutor did not respond to communications.

Tutor, manager, and developer interviews

The perspectives of the tutors, managers and developers on the team teaching component of the Adult Literacy Initiative at CPIT were gathered using semi-structured interviews. Interviews were held in June 2007, following the conclusion of the current phase of professional development. Questions were based on the focus questions as outlined in Figure 1.

3. Effectiveness of the professional development

This chapter reports on the perspectives of participants in the CPIT cluster on the effectiveness of the professional development. Participant comments are taken from the surveys and field notes from meetings attended by the researcher.

Perspectives of the tutors

Tutors were asked to rate the relative helpfulness of the professional development components in supporting change in their teaching practice. The following table summarises their responses.

Table 7 **The professional development experiences considered most helpful by tutors**

N=7	N/A	Very helpful	Moderately helpful	Minimally helpful	Not helpful
Cluster meetings	0	5	2	0	0
Between meeting tasks	0	6	1	0	0
On-site meetings with developer	3	2	2	0	0
On-site meetings/discussions without developer	3	4	0	0	0
In-class observation by developer	6	1	0	0	0
Being observed by other tutors	5	2	0	0	0
Observing other tutors	3	4	0	0	0
Reflective journal	5	1	1	0	0
Contribution of the developer	0	5	2	0	0
Preparation of workshops for other tutors	2	3	1	1	0
Using the Learning Media Ltd Diagnostic Process for Reading (Online)	4	0	1	1	1
Using Effective Literacy Strategies years 9-13	0	3	2	2	0
Using the Learning Media L4L Draft Resource (online)	3	0	2	1	1
Using the Draft Learning Progressions	1	2	3	1	0
Reading Focus Groups	2	3	1	1	0
Other aspects	4	3	0	0	0

Between-meeting tasks, contribution of the developer, and cluster meetings were the only professional development components rated by all tutors surveyed (resources are discussed

separately below). Between-meeting tasks were rated as very helpful by over 85% of the tutors, the remaining tutor considering this aspect moderately helpful. These ratings are higher than those in the previous phase of professional development (29% very helpful, 43% reasonably helpful, and the remaining two tutors finding the tasks either slightly or not helpful). The contribution of the developer and the cluster meetings were rated equally in this phase. Cluster meetings were rated the same proportionately as in the previous phase (71.43% very helpful and 28.57% as moderately helpful) but are no longer rated as helpful in a relative sense, perhaps suggesting that, as intended, the responsibility for professional development has moved into the institution itself.

The aspects of the professional development considered most helpful by those who engaged in them were on-site meetings or discussions without the developer (four tutors), being observed by or observing other tutors (two and four tutors respectively), and, for the one tutor involved, in-class observation by the developer (presumably within the cluster meeting context). Four tutors identified working with another tutor (their literacy or vocational colleague) as an aspect of the professional development that supported change in their teaching practice, with three finding this very helpful.

The remainder of the aspects are discussed in approximate order of perceived value. Those who engaged in on-site meetings with the developer or the reflective journal found these aspects to be either very or moderately helpful. One tutor commented that: "I like to take ownership of the reflective journals as well, these have been very helpful for the students but also for myself."

Preparation of workshops for other tutors and the Reading Focus groups were rated equally, sixty percent finding them very helpful, twenty percent moderately, and twenty percent minimally helpful.

Tutors were also asked to rate a series of resources introduced in the professional development as to how helpful they were in supporting changes to practice. Of all the components, the resources were rated lowest overall.

Eighty-three percent of tutors who used them found the Draft Learning Progressions to be very (33%) or moderately (50%) helpful. One tutor found them only minimally helpful.

All tutors surveyed used *Effective Literacy Strategies years 9-13* and the resource was rated as very helpful by nearly forty-three percent, as moderately helpful by almost twenty-nine percent, and as minimally helpful by the remaining two tutors.

The two online resources were rated as least helpful by the tutors who used them, in each case one tutor found both resources only minimally helpful. It is not possible to determine if the online medium contributed to this low rating, however, a tutor who rated both as moderately helpful commented that "I had trouble with the Online pages but I ended up getting assistance from my Literacy Tutor."

Five tutors gave suggestions for improvements to the professional development. Two tutors felt

that cluster meetings could have been better structured, with one of them suggesting more meetings. Two tutors would have preferred more time looking at literacy tools, “other than just giving us the booklet” as one wrote. Another tutor felt that greater contextualisation by working with student material would have improved the experience. A vocational tutor noted that “Vocational teachers have usually come late to teaching, anything that will improve teaching skills will be welcomed.”

All tutors said they were enthusiastic about the professional development with many noting the positive impact on themselves and on their students. A literacy tutor noted that it “had been a good model and change has happened for myself, vocational tutors, and students.” A vocational tutor explained their enthusiasm: “because I was learning new stuff and I was show how to implement the new learning with my students.” This tutor wanted to “encourage more tutors to do this project so it can upskill your teaching and shows you how to enjoy the sharing between Tutor and Students.”

One tutor described the main outcome for CPIT as a cluster as

being able to apply all of last year's learning, still having the support of the cluster and literacy/vocational tutor pairs - i.e the "weaning off process" worked well and gave tutors space to practice and trial... but with ongoing support/check-ins.

Perspectives of the managers

The four managers at CPIT were asked to rate the aspects of the professional development according to how helpful they considered these were in supporting change in their tutors’ teaching practice.

Table 8 The professional development experiences considered most helpful by managers

N=4	N/A	Very helpful	Moderately helpful	Minimally helpful	Not helpful
Cluster meetings	0	3	1	0	0
Between meeting tasks	0	1	2	1	0
On-site meetings with developer	3	1	0	0	0
On-site meetings/discussions without developer	3	1	0	0	0
In-class observation by developer	4	0	0	0	0
Being observed by other tutors	3	0	1	0	0
Observing other tutors	3	0	1	0	0
Reflective journal	2	1	1	0	0
Contribution of the developer	1	1	1	1	0
Preparation of workshops for other tutors	3	1	0	0	0
Using the Learning Media Ltd Diagnostic Process for Reading (Online)	2	0	1	1	0

Using Effective Literacy Strategies years 9-13	1	1	1	1	0
Using the Learning Media L4L Draft Resource (online)	1	1	1	1	0
Using the Draft Learning Progressions	0	2	1	1	0
Reading Focus Groups	2	2	0	0	0
Other aspects	3	1	0	0	0

Two managers believed the reading Focus Groups to be very helpful. Many components (7) were only rated by a single manager; of the three components rated by all managers, cluster meetings were rated most highly, followed by the Draft Learning Progressions and between-meeting tasks. Two managers felt the Reflective Journal was either very or moderately helpful. The contribution of the developer was felt to be either not applicable, very, moderately, or minimally helpful. This divergence of response was also expressed in respect of two of the resources: *Effective Literacy Strategies* and the online Draft Resource. Like the tutors, managers rated the two online resources as being of least help.

Two of the managers felt that the professional development could have been improved by continuing the focus on reading, that the opportunity to consolidate learning had been missed, and that “the purpose of phase 2” wasn’t clear:

This phase felt very "muddy". The shift in emphasis from reading to writing meant that tutors weren't sure what to do. They had "got the hang" of literacy strategies and wanted to practice them, but then had to move to writing. Instructions and direction of the project were imprecise and unclear. The cluster-meeting time was not used effectively.

Lack of cohesion and the limited number of meetings meant this phase was not as useful as Phase 1. There was no opportunity for peer presentations, which were a valuable component of Phase 1. Agendas were not adhered to.

A third manager also noted that “the phase lacked some cohesion,” but put this down to “unforeseeable circumstances.”

The remaining manager, however, would only have wanted “more time for PD” and also noted external circumstances as having a detrimental effect:

it was exceptionally well organised - especially the gradual devolution of direction from developers to participants... a fantastic model - ongoing, good continuity, blending theory & practice Workload & industrial issues have limited maximal effect

Three of the managers described their participation as “agreeable,” most found external circumstances of various kinds modified their enthusiasm. One manager wrote that: “I am very passionate about the topic of literacy, however, I thought we lost impetus in Phase 2.”

Perspectives of the developers

Developers were also asked to rate which aspects of the professional development they considered were most helpful to the tutors

Table 9 **The professional development experiences considered most helpful by developers**

	N/A	Very helpful	Moderately helpful	Minimally helpful	Not helpful
Cluster meetings	0	2	0	0	0
Between meeting tasks	0	0	1	1	0
In-provider meetings with developer	2	0	0	0	0
In-provider meetings without developer	1	1	0	0	0
In-class observation from developer	2	0	0	0	0
Being observed by other tutors	1	0	1	0	0
Observing other tutors	0	1	0	1	0
Reflective journal	1	1	0	0	0
Preparation of workshops for other tutors	1	0	0	1	0
Facilitation of workshops for other tutors	1	0	0	1	0
Using the Learning Media Ltd Diagnostic Process for Reading (Online)	1	0	0	1	0
Using Effective Literacy Strategies years 9-13	1	0	1	0	0
Using the Learning Media L4L Draft Resource (online)	0	0	0	2	0
Using the Draft Learning Progressions	0	2	0	0	0
Reading Focus Groups	0	1	1	0	0
Other aspects	1	1	0	0	0

Of those components rated by both developers, cluster meetings were considered to have been very helpful. Reading Focus Groups were perceived to be very or moderately helpful, observing other tutors very or minimally helpful, and between meeting tasks moderately or minimally helpful. Both developers agreed that using the Draft Learning Progressions was moderately helpful, but that using the online Draft Resource was minimally helpful.

Both developers identified literacy and vocational tutors working together as a notable aspect of the professional development, with the second developer also listing “Including the onsite staff development person in the cluster Inviting guest speakers from within CPIT to talk about their area eg Learning support,” although she did not rate these aspects.

When asked to identify aspects that could be improved, one developer felt that there was too much expected in the time available:

This phase was quite demanding with the new resources (Learning Media and Learning Progressions) and trying to focus on PD, dissemination etc. Personally I believe it was too much with very little contact time for cluster members

The second developer noted ongoing issues within the institution: “At times more managerial support required for tutors: release time for ongoing planning and delivery.” She also felt that “Examining texts for appropriate learning” was desirable.

4. Impact on the tutors' beliefs and knowledge

This chapter considers to what extent tutors' level of subject knowledge and pedagogical content had been raised by the professional development and associated resources.

Tutors', managers', and developers' surveys were consulted to provide the perspectives presented in this chapter.

Perspectives of the tutors

Most tutors felt there had been considerable or moderate development of their knowledge in terms of content, effective teaching, and integration of literacy.

Table 10 **Tutors' perspectives on extent of changes to beliefs and knowledge**

	Considerably	Moderately	Minimally	Not
Content knowledge of literacy developed	4	2	1	
Knowledge of how to effectively teach literacy developed	3	3	1	
Knowledge of how to effectively integrate literacy developed	3	4		
Knowledge of available literacy resources developed	2	1	4	

Over half of the tutors identified only minimal development of their knowledge of available literacy resources in this phase of the professional development.

Tutors were asked about the impact of the Draft Foundation Learning Progressions on their knowledge. Six of the seven tutors had used the Progressions occasionally. In terms of developing understanding in the learning progressions of reading, five tutors found them moderately helpful and one minimally helpful. There was a greater range of response to the learning progressions in writing, with one tutor finding them very helpful in developing their understanding, three moderately, and one minimally helpful. One tutor did not use the Learning Progressions.

Perspectives of the managers

Most of the managers felt that their tutors had developed their knowledge of effective literacy teaching and the integration of literacy; one manager saw only minimal development in these areas.

One manager noted the enthusiasm of a tutor to share this knowledge with her colleagues, and a new and confident facility with literacy terminology.

Perspectives of the developers

The two developers felt that tutors' knowledge of how to effectively teach literacy had increased either considerably or moderately. They disagreed on the extent to which tutors now had greater knowledge of how to effectively integrate literacy, with one deeming this considerable and the other minimal. They considered that tutor knowledge of available literacy resources had developed either considerably or moderately in this phase of the professional development.

One developer believed that the Draft Foundation Learning Progressions were only minimally helpful in developing the tutors' understandings of learning progressions in reading and writing. She saw increased awareness of the progressions as a main outcome of the phase for the tutors, however. The second developer felt that the reading progressions had been moderately helpful.

5. Impact on institutional systems or processes

This chapter addresses the following main questions:

1. What organisational structures and processes to support change have been implemented at CPIT?
2. To what extent has CPIT established an on-site community of practice?

The primary sources for this chapter are the end of phase 2 surveys undertaken by the tutors, managers, and developers. Field notes and interview notes have also been consulted.

Perspectives of the tutors

Just over half the tutors felt that there had been barriers to their successful participation in the professional development and these were similar to those identified at earlier stages of the initiative: workload and the difficulty of arranging for relief tutors. One tutor commented: “It isn’t easy to get vocational teachers to stand in for anyone away on a course, we have to do the course and our own usual work as well.” For one tutor, a barrier was created by the fact her usual class wasn’t running due to low enrolments.

Two tutors identified structures or systems that had been put in place within CPIT to help them to implement practices from the professional development. For one, this was the provision of teaching cover. The second identified the institution of a learning support centre at a secondary campus, and commented: “This is a direct result from the activities and lobbying of students in particular (and tutors) in 2006.”

Two tutors stated that structures or systems were already in place and one of them noted that the current redevelopment of programmes in her area would allow an even greater integration of literacy strategies than had already occurred.

While one tutor did not feel that any structures or systems had been put in place, he did believe that there was now “buy-in from top management”.

Four of the seven tutors felt very supported within the organisation to implement practices from the professional development, one moderately so, a sixth minimally so, and the last tutor did not feel supported.

Most tutors (6/7) felt that the professional development had fostered more collaboration with other CPIT tutors (4 considerably and 2 moderately so) and that this collaboration would continue. Several tutors commented on increasing collaboration across the organisation. One

tutor did not feel that what collaboration there was would continue, as there was “no structure to” enable this.

Perspectives of the managers

Half the managers identified barriers to CPIT’s successful participation in the professional development. One manager alluded to organisational restructuring and industrial action (attendance at one of the four cluster meetings had been affected) as barriers. The second manager referred to release time, and pointed out that “while there may be a time allowance, the workload does not diminish (ie the work is still there to fit in after time with the project).” This manager, however, joined the others in identifying the organisation of release time as an action taken within CPIT to support the professional development. Support by CPIT for an application to TEC for additional funding for a parallel project was also noted as an enabling action.

All managers felt that the professional development had fostered considerably more collaboration between tutors, with three feeling this level of collaboration would continue, although one commented that

I've answered yes, but feel that I want to answer possibly. The option for peer tutoring/development happened because it was resourced. Without release time, it will be more difficult for the current level of co-operation to continue. However, useful relationships/connections have been made because of the project. I think students on my programmes will benefit from this.

A manager noted that the cluster was

Very close knit; The sadness of losing 2 key people and realising that we were missing not just 2 good people but an institutional resource was going. I think the fact that the ...tutors were able to vocalise “What will we do without you?” said heaps – a year ago they wouldn’t have known who they were let alone the skills they represented.

This manager saw the “focus on spreading out and involving cross faculty groups” as a main outcome for CPIT, and that this was “No longer a small group of individuals doing PD but rather an institutional approach.”

Perspectives of the developers

Both developers felt that the professional development had fostered considerably more collaboration between the tutors at CPIT and that this collaboration would continue.

For one developer, the most important outcomes for the organisation involved a series of linkages:

The cluster members are now more aware of other people within their organisation. They ... are more aware of what other support is available across the organisation and becoming a

voice by requesting further support. The organisation is becoming more aware of the need to formalise a stronger link across each faculty around the needs of foundation learners.

6. Impact on literacy teaching

This chapter looks at changes in teaching practice from the perspectives of the tutors, managers, and developers and, in particular, considers to what extent CPIT tutors were more able to analyse and use the reading demands of courses and the reading demands of their learners as the basis for teaching decisions.

An analysis of the surveys with tutors, managers and developers provides the data for this section.

Perspectives of the tutors

Two CPIT tutors felt they had made considerable change to their literacy teaching over the course of the initiative, and just over half considered they had made moderate changes. An experienced literacy tutor noted only minimal change, but also commented on an important shift in practice:

My literacy teaching is similar, but [I] have changed in that I was able to bring back my experiences of teaching literacy in context, and learning about ...vocational tutors' teaching styles and types of learning, to offer more of a "tertiary" learning experience.

Other tutors mentioned assessment, resources, application of literacy strategies, vocabulary, and student involvement with content or assessment design as examples of these changes. One tutor spoke of changes in her awareness of student need and her own literacy practices as well as teaching content, activities, and delivery strategies.

I no longer take the students' literacy ability for granted. I consciously apply literacy strategies when I am reading, I discuss and demonstrate strategies when working with written text in the classroom, and I can quickly create new resources and exercises to help my students with reading and understanding text.

Tutors were also asked to determine the extent of change in specific literacy teaching practices that occurred during the last six months of the professional development. Their responses are summarised below.

Table 11 **Tutor perception of extent of change in literacy teaching practices**

	n/a	Previously changed	No change	Minimal change	Moderate change	Considerable change
Initial assessment of learners' literacy	1	0	2	2	0	2
Ongoing monitoring of learners' literacy	1	0	2	2	2	0
Provision of feedback to learners on literacy skills	1	0	2	2	1	1

Integration of literacy knowledge & strategies into courses	1	0	0	0	3	3
Teaching reading for understanding	1	0	1	0	3	3
Type of teaching activities	0	0	0	1	4	2
Resources	0	0	0	1	4	2
Nature of the discussion between tutors and learners	0	0	1	3	2	1

The greatest perceived changes took place in integrating literacy knowledge and strategies, teaching reading for understanding, teaching activities, and resources. Five of the tutors included literacy strategies (and their implementation) as one of the most important outcomes for them as a tutor. While assessment practices showed less change amongst the tutor group, one tutor made an important point:

Please note No change is not a bad thing. We always assessed our students literacy levels before the programme started, therefore there is no change in behaviour. We consciously monitor and track our students' literacy on the programme etc

A tutor who perceived considerable change in most of the aspects of teaching enquired about, including assessment practices, summarised the changes thus:

We have an entry criteria assessment now with a literacy/numeracy component We have enhanced resources of which the students were part of in developing and "owned" the outcomes/results. We have a learning support centre now on board. We have books and visuals in the room on the wall We talk about teaching and learning styles and break the "ice" about personal short comings that may arise. We encourage discussion and stay away from labelling.

A literacy tutor observed change in the vocational tutors:

Saw that vocational tutors had increased ability to integrate reading/writing teaching with less support from me -so evidence that the process/my input had an effect. Practice (multiple opportunities!) using the Draft Learning Progressions, in the cluster meetings and with vocational tutors, increased my knowledge and confidence to use them

As a group, tutors found the Draft Learning Progressions less helpful in supporting their literacy teaching than they had in developing their knowledge: two found them moderately helpful (including the tutor cited above and a vocational tutor she worked with), three minimally helpful, and one not helpful.

Five out of the seven tutors found the Learning Media Draft Resource (online) only minimally helpful in supporting their teaching of literacy, and one tutor did not find it helpful.

Similarly, although tutors had found *Effective Literacy Strategies* helpful in supporting change in their teaching practice (72% found it very or moderately helpful), fewer found it helpful in supporting their literacy teaching (57% found it very or moderately helpful).

Nearly all tutors felt they were now either very (one) or moderately (five) effective in meeting the literacy needs of their learners.

Most tutors, including the literacy tutors, felt that their confidence in effectively teaching literacy had increased in this phase of the professional development (five considerably so). Looking ahead, the two literacy tutors felt they would need either minimal or no support to effectively teach literacy, however, of the vocational tutors, three tutors felt they would need moderate support, and two tutors felt they would need considerable support.

Perspectives of the managers

Two managers considered the tutors had considerably changed their literacy teaching in the last phase of the professional development. The remaining managers saw either moderate or minimal change.

Three managers noted integrating literacy into courses as the greatest change they had perceived; for one manager, this was a process that had been occurring since the beginning of the initiative: “Since July 06 tutors have seen how they can incorporate literacy development into their lessons while at the same time delivering the required content. This is a huge change.”

Other major changes noted were awareness of literacy issues and needs, approaches to planning, confidence, including the confidence to ask others for assistance, and communication with peers.

All managers felt their tutors were very (one manager) or moderately (three managers) effective in meeting the literacy needs of learners. All felt that their tutors would continue to need a moderate amount of support to continue to effectively teach literacy to adult learners.

Perspectives of the developers

The developers felt that the tutors’ teaching practices had changed either considerably or moderately in the last six months. Both noted that tutors had a more analytical approach to their teaching, examining their curriculum, resources, and practices. One added: “They have become more passionate about the area and [are] speaking the language more.”

Both developers believed the tutors were effective at meeting learners’ literacy needs (either very or moderately so). One developer considered the tutors would continue to need a considerable amount of support to effectively teach literacy to adult learners, the second developer felt moderate support would be required.

They recognise the need to teach: - content - develop literacy skills to enable the learner to direct their learning - the need to develop independent learners, not tutor controlled
They are making changes to courses and approach to facilitating the learning. They are not feeling uncomfortable with not knowing all the answers

For one developer, the greatest change in the tutors was in their use of literacy strategies and their examination of and reflection on practice. The second developer identified confidence in reviewing their own practice and helping learners with complex text, the recognition that reading strategies should be transferable, and their operating as a community of practice: “Working as a team and drawing of each others’ expertise more - now they know what is available within their institute...”.

7. Literacy (reading) outcomes for learners

This chapter considers the reading achievement and attitudinal outcomes experienced by learners at CPIT .

As well as the tutor, manager, and developer surveys, the main sources for this chapter include the results of the ETS Prose Tests A and B and the Reading Attitude Surveys.

Reading achievement outcomes

Learners' reading achievement outcomes over this phase of the initiative at CPIT were measured by the use of the ETS prose tests. While it is not possible to prove a causative relationship between these achievement outcomes and the tutors' professional development, the outcomes may be seen as indicative, and, in combination with other data, suggest a positive link between the two.

Just over two-thirds of the CPIT learners who completed Test A in 2007 went on to complete Test B (35/52).

Four course groups completed the ETS tests. Learner participation in Test B ranged from 58-73% of that in Test A, and from half to two-thirds of the total course membership in these groups.

Tables 4 and 5 in chapter two outline demographic details for these 35 learners. As the majority of the learners were NZ European and from an English-speaking background, further analysis according to ethnicity and language has not been carried out.

Analysis of learner responses to ETS Tests A and B

The following table presents the results of the ETS tests categorised according to the five-level scale described in chapter 2. Note: where percentages do not add up to 100% this is due to rounding error.

Table 12 CPIT ETS scores categorised according to level

Levels	Score range	Test A (CPIT students with 2 assessment points)		Test B	
		<i>n=35</i>	<i>percent</i>	<i>n=35</i>	<i>percent</i>
1	0-225	1	2.86%	0	0
2	226-275	11	31.43%	7	20%

3	276-325	15	42.86%	12	34.28%
4	326-375	7	20%	14	40%
5	376-500	1	2.86%	2	5.71%

The average proficiency score for Test A was 294.86 with a standard deviation of 38.453; the average score for Test B had risen to 317.43 with a standard deviation of 41.113; the median score rose from 290 to 310.

Table 13 **Mean and median scores across both tests**

	N (completed scripts)	Mean Proficiency Score	Standard Deviation	Median
Test A	35	294.86	38.453	290
Test B	35	317.43	41.113	310

The average change in proficiency score between tests A & B is shown below.

Table 14 **Mean change in scores March to June 2007**

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
CPIT	35	22.571	25.592	4.326	-20	70

The mean change was more than a single increment (ten points) and a t-test confirmed that the improvement, while relatively small, is statistically significant.

Gender

Table 15 **Mean change in scores March to June 2007 according to gender**

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Female	9	10	15	5	-20	20
Male	26	26.923	27.243	5.343	-20	70

As a group, male learners at CPIT had a much higher mean change (over two increments) than did female learners (a single increment). The results for test A show that female learners achieved at higher levels than did the male learners, with 77.78% at levels 3 and above compared to 61.54%. While the proportion of female learners at levels 3 and above did not change in test B, more achieved at level 4: 44.44% as compared to 11.11% in Test A. The Test B results of the group of

male learners are broadly similar to those of the female learners, with 80.77% now at levels 3 and above, and 46.15% at levels 4 and above (in test A this group formed 26.92% of male learners). No female learners achieved at level 5.

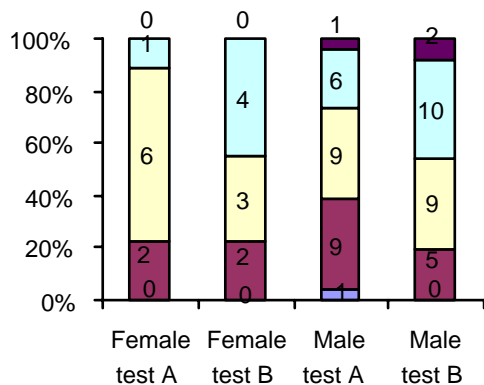


Figure 2 ETS scores categorised according to level and gender

Age

There was very little difference in mean proficiency score change between learners in the under 20s age group and those aged 20 and over; the younger students' mean proficiency change was 22.5 (std.dev. 25.580) and the 20 and over group showed a mean change of 27 (std. dev. 24.060).

Response and non-response rates

The ETS tests enabled analysis to be made of the learners' response and non-response rates to test items.

Table 16 Mean change in response and non-response rates March to June 2007

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
CPIT	35	0.029	2.036	0.344	-6	6

The negative minimum rate indicates the student attempted six fewer questions in Test A than they had in Test B. The mode was 0. Sixteen students (45.714%) showed no change. Fourteen of these students (40% of all reassessed students) had answered all questions in both tests. Fifteen students in Test A and seventeen students in Test B attempted all questions. Eight learners (22.857%) attempted more questions in the second test, eleven learners (31.428%) attempted less.

Attitudinal change

The main source of information on learner attitudes were results of the Reading Attitude Survey. The tutors were asked to conduct a simple written survey with their students at the beginning of

the phase and repeat it at the end of the phase in conjunction with the ETS. Surveys were available for two groups of students.

The survey had 5 items, each with scaled responses.:

1. How much do you like reading?
2. How good are you at reading?
3. How confident are you about the reading you need to do in your daily life?
4. How often do you read for pleasure? (e.g. novels, magazines, newspapers)
5. Would you like to be a better reader?

The responses to the first four items were scored to arrive at an overall score for attitude to reading, and the fifth was used to indicate openness to improving reading proficiency.

Table 17 **Overall attitude to reading**

	Attitude score (first assessment) N=9	Attitude score (second assessment) N=9
Mean	12.66	12.11
Median	13	14
Minimum-Maximum	5-18	6-16

Scale: 18-20 very positive; 11-17 mainly positive to positive; 4-10 negative to somewhat negative

A third of the reassessed learners from the two course groups surveyed demonstrated negative to somewhat negative attitudes to reading at both assessment points. One learner in the first survey showed a very positive attitude to reading. The remaining students were mainly positive to positive at both assessment points.

When asked as to whether they would like to be a better reader, a third of the learners showed more uncertainty about improving proficiency at the second assessment point than they had initially. Of the five students who had initially answered “yes,” two had now changed their response to “maybe.” Of the two students who had answered “no,” one had now changed to “maybe.” The one student who had answered “maybe” did not change, and the student who had chosen both “no” and “maybe” now opted for “no.”

Perspectives of the tutors

Tutors were asked what proportion of learners they believed had improved their literacy more than they would have prior to the professional development. Six of the tutors were able to comment, with half believing they could see evidence in most learners, and the remaining tutors considering that some of their learners fell into this group. Two tutors gave assessment as evidence for these views. Two tutors noted that the attitude toward literacy assessment had changed, one commenting:

ETS: Feedback from students was positive, students found the second ETS much easier to do and completed it in Half the time. Two students that struggled with ETS 1, have been diagnosed with dyslexia, yet the second ETS they found easier.

One tutor looked to feedback more generally and learners’ reflective journals for evidence. Two specified learner engagement: for one tutor this was in terms of “literacy focussed activities,” the second tutor noted that questions were now being asked in class.

Five tutors felt there had been moderate to considerable change in the nature of discussion amongst their learners.

Three out of five tutors felt that most of their learners had increased confidence in their literacy. A fourth tutor felt some of his students were more confident, and the last tutor that a few were so.

Although one tutor's learners were not directly involved in the initiative, the transfer of tutor knowledge meant outcomes for these learners: "For learners in the Adult literacy programme - they experienced more 'tertiary-type' activities as they may experience in further study." A vocational tutor felt that the outcomes of the initiative for learners included: "1. Greater awareness of the nature and importance of literacy skills. 2. Improved engagement in their learning process."

Perspectives of the managers

All managers agreed that the initiative had led to improved literacy outcomes for learners in participating classes. Three managers agreed that the initiative had increased the learners' enthusiasm for or confidence in literacy, one manager was uncertain.

Perspectives of the developers

Both developers agreed that the professional development had developed the effectiveness of tutors in teaching reading strategies which would enhance learning outcomes for students, and that tutors now placed a greater emphasis on developing learners' enthusiasm for, or confidence with, reading and/or writing.

One developer pointed out that they were only able to access tutors' views on learner outcomes as opposed to the previous phase of the initiative where learners presented their own views to the cluster.

7. Team Teaching at CPIT

This chapter considers the extent to which “team teaching” has functioned as an effective component of the L4L professional development initiative at CPIT. More specifically it will first describe the team teaching component and then evaluate the extent to which team teaching has contributed to the following professional development impacts:

1. Tutor attitude and tutor knowledge:
 - a. To what extent have tutors’ existing beliefs and expectations been challenged/changed by their involvement in team teaching?
 - b. To what extent have tutors’ levels of subject knowledge and pedagogical content knowledge been raised by working in literacy/vocational pairings?
2. Tutor practice:
 - a. To what extent has team teaching enabled tutors to analyse and use the literacy demands of courses and the literacy needs of their students as the basis for teaching decisions?
 - b. To what extent has team teaching assisted tutors to make changes in their practices that will raise literacy achievement of learners?
3. Learner outcomes: What do tutors/managers perceive to be the impact, if any, of team teaching on learner attitudes and achievement?
4. Organisational structures:
 - a. What organisational structures and processes to support team teaching have been implemented at CPIT?
 - b. Has team teaching contributed to the establishment of an effective community of practice at CPIT?

The main data sources for this chapter are interviews with the tutors and managers conducted at the end of June 2007.

Team Teaching at CPIT

As “Team Teaching” has been used in the professional development initiative at CPIT in a particular sense, all interviews began by asking participants how they would define team teaching. Although participants’ definitions varied according to their differing experiences, the core of team teaching at CPIT was described as a literacy tutor and a vocational tutor working together, “peer-to-peer...a collaborative partner[ship],” “working on incorporating literacy strategies within [the vocational tutor’s] teaching.”

At the outset of the professional development at CPIT, tutors paired off; as there were initially four literacy tutors and seven vocational tutors, one literacy tutor might work with two vocational tutors from different departments or schools. The particular manifestation of team teaching was determined by the background and skills of the literacy tutors involved and “the needs of the vocational tutors.”

A typical instance was described by the literacy tutor involved as comprising joint lesson planning, preparation of resources and activities, delivery, and evaluation. Often, a literacy tutor would initially deliver the literacy specific content, allowing the vocational tutor to observe a literacy specialist working with their students.

One literacy tutor felt that probably seventy percent of the team teaching time was concentrated on resources, with the remainder focussing on delivery. Another literacy tutor noted a similar ratio, and wished there had been more opportunity to concentrate on practice. Similarly, a vocational tutor felt it was unfortunate that, due to the dearth of suitable material, that resources had had to take centre stage.

Literacy tutors were often approached by the vocational tutors to work on a particular resource, a workbook for example. A vocational tutor described this process:

[the literacy tutor] and I are two completely different disciplines, but what I knew was the trade and my students ...I would get the information I needed to put across and I’d write it down...and [the literacy tutor] would take it away...So it wasn’t collaborative in the sense of working together on the same thing at the same time, ...we were like a filtering system, I would vector in the information that was needed, and [the literacy tutor] would vector in... a more easily understood way of presenting...even the page layouts...then we’d sit down... and talk, maybe alter a few things, then introduce it to the students...

One literacy tutor who felt there needed to be an emphasis on practice began the team teaching process by observing the vocational tutor, and becoming familiar with the students and course demands.

Tutor attitude and tutor knowledge

For many vocational tutors, the team teaching pairs were where their knowledge of literacy and the application of strategies fully developed.

...one of the first things I asked [the literacy tutor] to do was to look at my workbooks, it's great to have someone [to do this] ...especially a literacy tutor...some very simple changes were made and I've learned from that so I can do those things myself now.

This tutor explained that the knowledge imparted in the professional development only really became clear when she watched the literacy tutor delivering to the students.

Another noted:

Of course [there's been an impact on my knowledge] because ...we all have different skills and when you see - I'm a tradesman...when you see a skill being used and you can appreciate that skill then you tend to mimic that skill...I can see that's a good thing to do and I can build on that skill and that's the great thing about L4L because it brought me into contact closely with all the [other] people...

All vocational tutors spoke of the impact of the team teaching experience on their own literacy, and for some this was profound. One tutor who had “professed not to be a reader...and a visual learner” was now applying literacy strategies in personal literacy practice and “I'm actually finding something, that might be meaningful,” “[I'm] more efficient at finding things I want to read” and “able to take advantage” of reading opportunities.

While highly literate in Maori, another tutor explained that improving her English “was one reason [for my initial involvement in the project].”

I saw [literacy] as English, outside of Maori...I didn't know what literacy was...when the project started...being with other people and English being their first language...I felt really inadequate, but when examples needed to be made, then [the literacy tutor] would use a Maori example so that I could understand what she was talking about... From there I've enjoyed it....

Involvement in Learning for Living inspired the tutor to join the local branch of Literacy Aotearoa and she now plans to complete a Masters degree looking at both Maori and English literacy.

For these tutors, developing personal literacy knowledge and skills allowed them to better assist others; one tutor explained: “I'm going back in my own learning to fill in the gaps...and I'm helping someone else...,” “I feel confident using academic texts, I can answer the questions students have...there was a time I didn't like to do the reading...”.

Literacy tutors spoke of a variety of changes in attitude and knowledge. Realising the extent to which vocational tutors were not from teaching backgrounds, one literacy tutor described a new found appreciation for her teacher training, and an immense respect for her vocational colleagues. She also found team teaching brought a new sense of tertiary context into her own practice, necessary, as many of the students would go on to further tertiary training. Another literacy tutor

had had little experience in teaching “young Kiwis” and “watch[ed the vocational tutors] closely...[they were] both excellent practitioners....” The tutor also “found the experience motivational,” it “expanded my view of possibilities...[I can] see ways in which the skills I’ve developed can be used in other areas.” Another literacy tutor noted the breaking down of “silos” and a manager typically noted that knowledge of each other was a major outcome of the team teaching: “Both their worlds started to meet...they now have the confidence to know they have a whole group of contacts out there...and they’re peers... and it’s not us and them.”

Tutor practice

One vocational tutor had been a voluntary adult literacy tutor for thirteen years, so was under “no illusion about what we should have been doing, but in a polytech you get tied up with what you have to do... and what this programme has done is given me time to develop the things I would like to do...”.

The tutor described a fairly typical initial approach to teaching, and how the team teaching built onto earlier professional learning:

my first experience at teaching...I used to give handouts...cause that’s how I learnt to gain information and it’s only going through the certificate of teaching that you realise...[this is not everyone’s learning style]...I changed my way of operating after the certificate...and then the [Learning for living] programme showed me different sections [at CPIT] and how they can help me get information across to my students...

The irony for some tutors was that their existing practice was very text-based, and yet neither they nor their students were confident with text:

my traditional way of teaching was to give the reading and ask them to pull out the main points but now I can do other things...so much I can do now I couldn’t do before....now we can get into the subject of the reading...before we were stuck on the reading...

A new understanding of literacy strategies, in particular the use of the contents page, and the notion of modelling literacy practices, allowed one tutor to stop “constantly shortcutting [the students’] learning [by directing them through a text].”

I’m seeing the students now...turn to the contents page... before they’d be flicking the pages...the funny thing is that was pretty much my method too, even in front of the class...and now that I’m able to model a good practice...they can find out stuff for themselves...

For some tutors, major changes in practice might be expressed as a subtle shift in emphasis. In the teaching of a tried and trusted activity, for example, one tutor realised that prior to the team teaching experience he had been steering students in a particular direction that reflected his own bias toward visual representation and away from text. Other tutors extended their existing practice to incorporate literacy strategies, “sneaking a lot of the other stuff [literacy] in”.

Many changes in practice were resource-based: the redesign of workbooks and other course material, for example. Tutors also worked together on redesigning assessments (including online assessment), and creating activities for the classroom. A key piece of new knowledge could find expression in a number of practice areas: one tutor described how he always writes terminology on the board now - “I don’t assume that because the students are in a polytech they can spell” – and is planning to co-write a dictionary of technical terms with the literacy tutor.

One major shift in practice by tutors was the extension of the team teaching notion to include the students themselves. Students were frequently consulted about resources, for example, or might choose the literacy strategies they wished to use.

The vocational tutors wanted to continue to work as a team. Some didn’t feel confident to teach literacy without this support: “[it’s] not natural for me yet...I’m not ready to go off on my own.” One literacy tutor believed a tutor she worked with could, in fact, manage alone:

[my role in the team teaching has been] much less hands-on than last year...he’d say: ‘I still need you to step in and teach that stuff’ but in terms of planning I’m not doing much now...and he’d be fine.

The vocational tutor in question believed that: “I’ve developed a little bit, but there’s so much depth when you can turn to a specialist...” The issue for the tutors was not necessarily confidence, but acknowledgement of the respective areas of expertise: “[The literacy tutors are] highly skilled people...whether that comes from a university degree or the length of time they’ve spent developing it...you can’t get that overnight...”. This tutor suggested the development of a foundation studies team that vocational tutors could go to for advice on working with foundation skills.

Literacy tutors described “new angles” on and more clarity around existing practice, and the managers in the initiative who taught also described changing their own practice as a response to sharing others’ practice through the professional development.

Learner outcomes

Tutors and managers were asked if they felt the team teaching had had an impact on learner attitudes and achievements.

For some tutors and managers, it was “early days.” One manager felt that “anything that makes it more straightforward is going to have an impact” but that student evaluations were indicating some learners were connecting new practices with improved outcomes. There were too many variables, however, to be clear about cause and effect at this stage. A vocational tutor felt that they had “Just scratched the surface” so far, but believed that the long term would show improved learner outcomes. A manager considered that, due to the particularly high needs of the student cohort (in areas such as family violence, poor health, and learning disabilities as well as literacy),

there had “probably been minimal impact...but [that] doesn’t mean there hasn’t been one,” and nonetheless, the team teaching “will enhance the product we offer.”

One vocational tutor attributed students’ increased confidence “with an area they were not so good in” largely to the strategies taught by the literacy tutor. A literacy tutor described how students made it clear in the teaching sessions when they found particular strategies helpful. A vocational tutor observed a major shift in learner attitude and skills when he realised they were now able to be given a worksheet and work independently on it, applying the skills learnt through the team teaching to the text and the task.

For many tutors, learner engagement with literacy was a major outcome: “Just to see students reading” who did not before. While this engagement relied on the application of new skills for some, it also demonstrated a major attitudinal shift: “They are getting through this course so much easier, because they’re taking more control of it, more ownership, and they’re using skills to do it.” Another tutor noted the powerful effect of increased student autonomy and institutional response, student complaint leading to onsite learning support being provided on a secondary campus (previously students had had to travel to the main campus). The tutor noted that the students “were very assertive, very open and direct” in criticising the situation and articulating their needs.

Overall, participants felt the team teaching had had a positive impact on learner attitudes and achievement, with students coming to see the literacy tutor as a specialist who could help them. The only instance where this was not always the case involved a night-class where the students were in full-time work, very focussed on course content, and did not, on the whole, choose to engage.

Organisational support and communities of practice

Many participants did not separate team teaching out as a separate component of the professional development and described it in terms of a functioning community of practice, “not just the two specialists...it’s been a much broader team than that...,” considered one manager, and “because of the different inputs the output’s been much richer.” For a vocational tutor, this community extended beyond the cluster group:

[it’s] gathering the resources together of more people than just myself...I don’t regard team teaching as just within my section, but basically getting information and input from anybody in the polytech that can help me...they enable you to build networks that will be helpful...for the students...It’s not so much two teachers in a class...it’s getting ideas...

As one developer noted, team teaching at the core pair level was challenging in terms of the initial setup and the challenges continued in some areas, the provision of organisational support for team teaching varying from school to school. By the conclusion of this phase of the professional development, all managers involved could see the growth of a community of practice at the departmental level, and for some, the structures and processes necessary to foster it.

One area already had a strong collegial team and the manager was “feeling like we’re really going to be able to build a community of practice.” She planned to build on the pre-existing culture of discussing practice and on the fact the school had “always been passionate about... second chance [learners]”. As well as the tutor involved in Learning for Living, two other tutors were involved (or would be involved) in a parallel CPIT project modelled on Learning for Living, and funded from the Foundation Learning Pool.

The enthusiastic participation of one tutor within a small department, together with ongoing internal and external support, and the opportunities afforded by new programmes and pathways for learners, meant that plans to bring two other new staff members into the initiative would result in nearly half the department’s involvement.

Although release time was an ongoing problem for the third CPIT school involved in the initiative, the manager explained that the community of practice fostered by the cluster team was able to build on a recently developed sense of identity and collective voice among the tutors.

Most participants believed that team teaching had itself contributed to the establishment of an effective community of practice, although estimates of the scale of and support for this community varied, and all had questions about how it might fare in the future.

Elements considered necessary to continue and further develop the community of practice included time, ongoing access to literacy expertise, a receptive attitude on the part of management and tutors, an invitational culture and appropriate modelling, a connection with staff development and other foundation initiatives at CPIT, and appropriate resourcing and management support.

One vocational tutor said of the team teaching: “It just makes sense to have that cooperation going on and that sharing of knowledge...I know it’ll continue...our collaboration won’t stop...as long as we have the time.” This tutor had a manager able to timetable and a part-time position that in theory afforded the flexibility and time necessary, however even this tutor could find herself “snowed under.” As discussed already, managers in other areas did not have timetabling authority, and therefore release time was for some an ongoing issue, and, as one tutor in this position noted, “passion’s no good if the time’s not provided.”

Programme time was also an issue: one team teaching pair used tutorials to introduce literacy strategies to the students, as the current programme was not able to afford the time.

The fact that two literacy tutors had been lost to the initiative by the end of the phase and CPIT was about to enter a period of restructuring provoked concern amongst participants as to whether there would be ongoing access to literacy expertise. A literacy tutor noted “We’ve lost two of our literacy tutors...I’m a bit concerned about that...I like to be in a teamwork situation... It’s like packing down for a scrum and you find three guys missing...”. A manager felt that vocational tutors’ expressed concern was on both a personal and a professional level, “they’ve identified a

skill-set gap.” One vocational tutor was keen to share his knowledge with colleagues, but warned that specialist input would continue to be needed so that the learning wasn’t dissipated.

A number of participants noted that tutors needed to “buy in” to the idea of their role in foundation learning before the community of practice could be expanded: “Attitude’s tremendously important,” “I can only make it grow to people who are prepared to listen.” It was believed that many vocational tutors would feel threatened by the idea of sharing their practice, or by the idea of literacy itself, or be unconvinced of the initiative’s efficacy. Tutors were convinced of the value of appropriate modelling in growing the community of practice: “I believe that team teaching itself is...undermining the people who don’t want to team teach...we’re certainly making a few waves...just by doing it...other people see...[It] break[s] the ice for people...who don’t see the benefits.” Another tutor felt that so far

there hasn’t been any great change in our institution... [but it] could be quite invaluable...[I have] colleagues [with] similar...low literacy...[we need] to ease them in...need someone to fly the flag...bring them in slowly but surely, if you bring them in and say they’re doing literacy [you won’t see them for dust]...

Relationships were key, as one tutor said: “if it’d just turned up on the email [I would’ve deleted it].” The project also needed to be “sold” to those with day to day operational power, the authority to timetable, for example.

One of the developers noted that a key strength of the professional development initiative at CPIT was the inclusion of staff development personnel in the cluster. Cluster planning for the next phase of the initiative involved the manager from Staff Development sharing a key coordinating role with another manager. Staff Development were looking at ways to embed the Learning for Living model into the institution’s professional development structures and processes, believing it needed to have “mainstream” funding, management backing, and invite tutors in who could be recognised for their work, for example, by completing foundation strands in the Diploma in Adult Teaching.

Participants were aware of the need to connect their practice to other foundation learning initiatives at CPIT and were strongly encouraged in this by the developers as part of planning for the dissemination phase of the professional development initiative. Many already had connections to these other CPIT initiatives, for example, a vocational tutor was on the Foundation Learning Academic Board sub-committee, another was involved in the parallel Foundation Learning project, and, due to a cluster meeting presentation, all were aware of the institutional review of Learning Services, currently looking at how to better assist foundation level learners.

Some participants noted the strong commitment to foundation learning at top-level management and looked to that continuing and spreading through all management levels.

One manager felt that Learning for Living had facilitated the coming together of pre-existing organisational “philosophy and passion” and government requirements around foundation

learning. She saw “a masterpiece brewing,” “come back in five years and you’ll see it cemented into place.”

8. Key Findings of the CPIT Reading Cluster

This section of the report identifies the key findings for the CPIT onsite cluster. The following sections summarise the key impacts of the initiative on the tutors' attitudes, knowledge and practices, on learner outcomes, and on organisational systems and processes and the development of a sustainable community of practice. The participants' reactions to the professional development are also summarised.

Tutor attitudes, knowledge, and practice

Nearly all tutors felt that their content knowledge of literacy and knowledge of how to effectively teach and integrate literacy had developed considerably or moderately during this phase. Tutors saw less change in their knowledge of available literacy resources.

The *Learning Progressions* in reading were found to be helpful in developing tutors' understanding by the majority of those who used them, the writing progressions were found to be less helpful.

For many vocational tutors, the team teaching pairs were where their knowledge of literacy and the application of strategies fully developed.

All vocational tutors spoke of the impact of the team teaching experience on their own literacy.

Most tutors felt they had made considerable or moderate changes to their practice. The greatest perceived changes took place in integrating literacy knowledge and strategies (this was also noted by the managers), teaching reading for understanding, teaching activities, and resources. The team teaching experience contributed to these changes.

Learner outcomes

Tutors believed that most or some of their learners had improved their literacy more than they would have prior to the professional development. Many noted that learners were more engaged with literacy and gave examples of greater student autonomy: "They are getting through this course so much easier, because they're taking more control of it, more ownership, and they're using skills to do it."

The results of the ETS prose tests again showed a significant improvement in reading abilities as measured by the test.

As a group, the male learners at CPIT had a much higher mean change than did the female learners. Female learners scored at higher levels in the first test.

Institutional systems or processes

Workload and release time continued to be issues for some tutors at CPIT. Most tutors felt supported within the organisation to implement practices from the professional development.

Most participants felt that the professional development had fostered considerably more collaboration between the tutors at CPIT and that this collaboration would continue. One manager felt “a small group of individuals doing PD” had transformed into “an institutional approach.”

Most participants believed that team teaching had itself contributed to the establishment of an effective community of practice (that built on existing communities within CPIT), although estimates of the scale of and support for this community varied, and all had questions about how it might fare in the future.

Elements considered necessary to continue and further develop the community of practice included time, ongoing access to literacy expertise, a receptive attitude on the part of management and tutors, an invitational culture and appropriate modelling, a connection with staff development and other foundation initiatives at CPIT, and appropriate resourcing and management support.

Reactions to the professional development

As in the previous phase, participants found their engagement with the professional development to be beneficial overall, and all tutors were enthusiastic about their participation. Between-meeting tasks were rated highly in this phase, perhaps suggesting that, as intended, the responsibility for professional development had moved further into the institution itself.

Of all the professional development components, the resources introduced into the initiative were rated lowest overall by tutors in terms of supporting changes to practice. The online resources were found to be least helpful, with one tutor noting trouble with the online medium itself.

Most of the managers felt this phase lacked the cohesion of the first phase, and two that the opportunity to consolidate earlier learning had been missed. One of the developers felt that the phase had attempted to do too much.

Many participants noted the importance of the team teaching component in the overall efficacy of the professional development.

The most valuable time out of the whole project...has been the one-on-one with the literacy tutors...sometimes seeing some videos...doesn't help...our day-to-day issues.... [time with the literacy tutor,] that's when the magic happened.

9. References

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