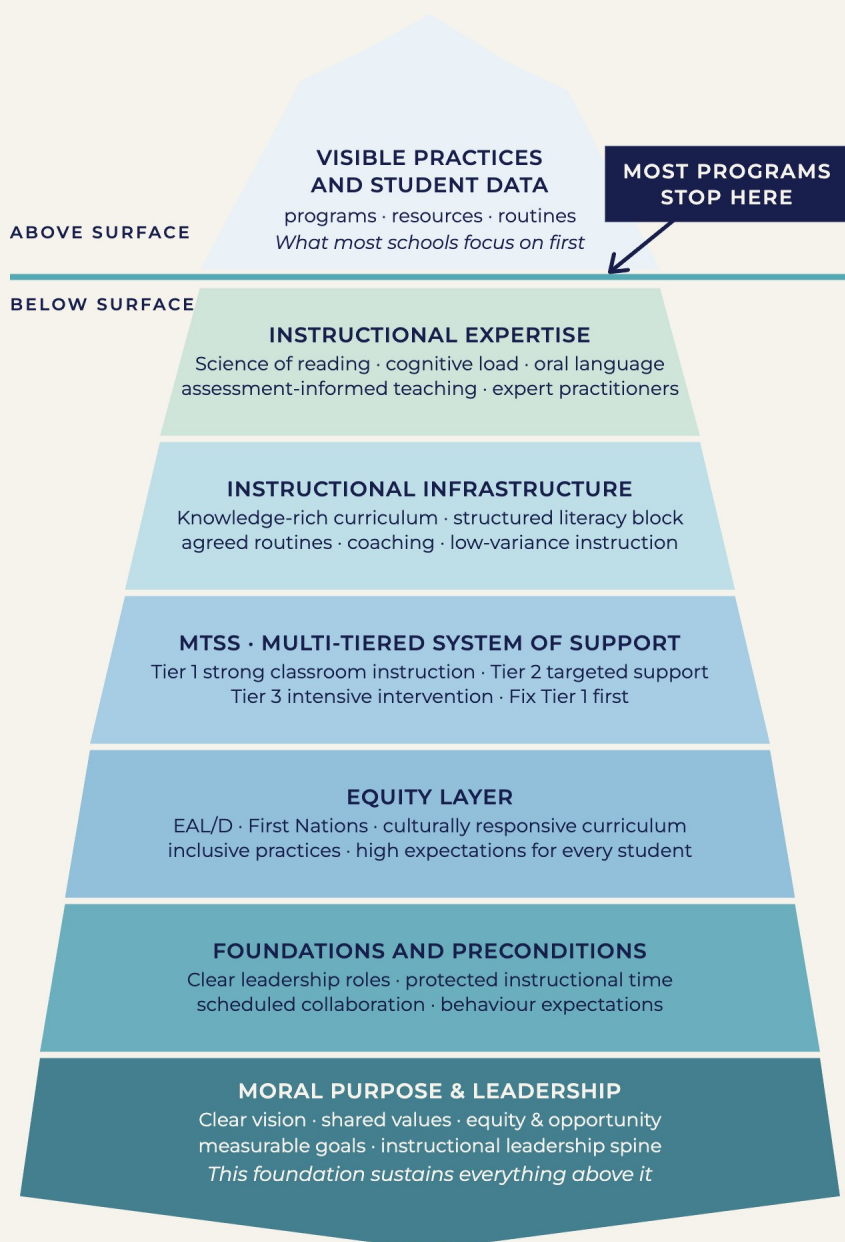


The Literacy Improvement Iceberg™ (MODIFIED)

There is no shortage of effort in schools, but there is often a gap between the effort schools are putting in and the impact showing in student data. What is visible above the waterline is rarely the whole problem. Looking at the whole school system first shows the underlying reasons and conditions for the lack of improvement, and why impact is leaking.



THREE COMMON GAPS SCHOOLS ARE NAVIGATING

THE IMPLEMENTATION GAP

We know what. We need the how.

- Is our professional learning “one and done”, or does it include modelling, rehearsal, feedback, coaching and iteration?
- After professional learning, are we checking in with staff: “How can I help you, what more support do you need, do you have an action plan?”
- Are we working in short, sharp, staged bursts, with five-weekly implementation cycles?

THE CONSISTENCY GAP

It's working, but not everywhere.

- Is there consistent curriculum and instruction from one class to the next?
- Can every teacher tell you what high expectations look like in the classroom, in a lesson?
- Is our instructional guide reviewed at the end of Term 4 and in people's hands, not just in a Teams folder?
- Have we got tight induction processes, so practice holds beyond one person?

THE DIRECTION GAP

We know outcomes must improve, but where do we begin?

- Where are we going, and why are we doing this?
- What are the underlying reasons or conditions for the lack of improvement? Why are we leaking impact?
- If more than 20% of students need additional support, are we fixing the system that created the problem?

Diagnose before you prescribe. The full Literacy Improvement Iceberg™ diagnostic is part of the Literacy Impact™ Audit and Strategy Consultation and Building Literacy Excellence™ one year partnership.