

# Appendix G: Implementation framework

The framework is designed to support schools to reflect, self-evaluate and track their progress towards initiative implementation. The framework includes 6 dimensions describing the initiative policy parameters and related guidance. Each dimension is unpacked across 4 levels of proficiency to support schools to self-assess and set developmental goals.

## The department's guidance for using the framework

The framework can be used to guide collective discussions between student achievement managers and school leaders, classroom teachers and tutors to:

- self-evaluate their current implementation of the initiative and small group learning practice and understand what improved practice looks like
- engage in reflection, inquiry and conversations about improving initiative implementation
- sustain the acquired initiative implementation learnings into 2022 to support sustainable small group learning.

Figure G1: Assessment criteria for the framework dimensions

Dimensions and related guidance	Emerging	Evolving	Embedding	Excelling
<p><b>Tutoring model and dosage</b></p> <p>Research indicates that tutoring is most effective in accelerating learning gain with:</p> <ul style="list-style-type: none"> <li>• 45-minute sessions, 2 to 4 times a week,</li> <li>• duration between 6 to 20 weeks</li> <li>• up to 5 students of similar learning attainment levels.</li> </ul> <p><i>*Please note: Implementation may differ between schools based on funding, context, student preference, age, learning needs and staffing profile.</i></p>	<p>The tutoring model and dosage is not yet aligned with recommendations and may be impacting learning gain achievement.</p>	<p>The tutoring model and dosage aligns with 2 of the recommendations, but learning gain is still not evident.</p>	<p>The tutoring model and dosage aligns with all the recommendations and some learning gain is evident.</p>	<p>The tutoring model and dosage demonstrated sustained evidence of learning growth, consistently for most students.</p>

Dimensions and related guidance	Emerging	Evolving	Embedding	Excelling
<p><b>Student selection and focus area(s)</b></p> <p>Students needing tutoring support are identified based on multiple sources of evidence, including:</p> <ul style="list-style-type: none"> <li>teacher judgement and classroom observations</li> <li>existing classroom assessments</li> <li>standardised assessments</li> <li>where applicable, existing Individual Education Plans (IEPs) to identify current and expected learning attainment levels (where applicable).</li> </ul>	<p>Selection of students is based on the latest achievement level.</p> <p>Focus area(s) align with the needs of the cohort of identified students.</p>	<p>Selection of students and focus area(s) informed by triangulation of student learning and engagement data.</p> <p>Students transition out of small group learning, but Tier 1 support not evident.</p>	<p>Selection of students and focus area(s) informed by triangulation of student achievement, learning growth and engagement data.</p> <p>Students can transition back into Tier 1 teaching with scaffolded support between tutor and classroom teacher.</p>	<p>Data is used to continuously reflect and adjust areas of student focus and meet students at their point of need.</p> <p>The school has developed a plan for students to transition in and out of small group learning based on emerging learning needs.</p>
<p><i>*Please note: The focus area(s) of tutoring should meet students at their point of need</i></p>				
<p><b>Collaboration, curriculum planning and pedagogical practice suitable for small group learning</b></p> <ul style="list-style-type: none"> <li>Tutor and classroom teacher/s identify suitable evidence-based interventions for the targeted curriculum area.</li> <li>Tutors and classroom teachers then determine how the impact of this intervention on student learning will be assessed.</li> <li>Tutors and classroom teachers set challenging student learning goals from the Victorian Curriculum.</li> <li>Where applicable, schools may decide to develop an IEP for students receiving initiative support.</li> </ul>	<p>Tutors use pedagogical knowledge and the Victorian Curriculum to design learning programs.</p> <p>Tutors individually plan their lessons based on the Victorian Curriculum.</p>	<p>Tutors and classroom teachers collaborate to design learning programs and individual learning goals based on the Victorian Curriculum.</p>	<p>Where applicable, tutors and teachers co-design learning programs and IEPs with students, ensuring that they align closely with Tier 1 classroom learning.</p> <p>Leaders establish formal processes so that tutors and classroom teachers collaboratively plan, assess and report on student learning growth.</p>	<p>Tutors and teachers collectively examine the effectiveness of their pedagogy and practice using student and peer feedback as well as assessment data to continuously improve.</p> <p>Leaders develop teacher self-efficacy and whole-school collaborative practices to ensure student learning gain is maintained once students transition out of the program.</p>
<p><b>Monitoring learning growth</b></p> <p>Schools should monitor student learning gains during short (5 to 8 week) cycles utilising a range of classroom-based assessment strategies, in conjunction with existing or developing teacher moderation processes. These assessment strategies can include:</p> <ul style="list-style-type: none"> <li>student self-reflection and goal setting, including recording their own progress against identified learning goals (dependent on student and context)</li> <li>moderation of assessment of student work samples</li> <li>recording and analysing observations of student verbal responses or student problem solving with the</li> </ul>	<p>Tutors use observational data to note student learning growth.</p> <p>School leaders identify targets for improved achievement or engagement outcomes.</p>	<p>Tutors collect and analyse achievement and engagement data, and monitor growth to determine whether students should stay or leave the program at the end of the term or semester.</p> <p>School leaders can present evidence of initiative student achievement and improved levels of engagement.</p>	<p>Tutors collect and analyse achievement and engagement data to monitor student growth in inquiry/improvement cycles.</p> <p>School leaders have oversight of monitoring student achievement and engagement levels. They incorporate the initiative into the whole-school assessment schedule and will use this as evidence</p>	<p>Tutors and teachers use 5 to 8-week inquiry/improvement cycles to moderate and analyse achievement and engagement data to adapt student learning goals in IEPs (where applicable) and the curriculum.</p> <p>School leaders plan to use current and previously collected evidence of learning growth to monitor initiative</p>

Dimensions and related guidance	Emerging	Evolving	Embedding	Excelling
class using assessment rubrics formative assessment tasks undertaken during tutoring sessions.			of progress towards the 2022 Priority Goals in their Annual Implementation Plans.	students for 6 to 12 months beyond the initiative to ensure learning gain is maintained.
<p><b>School leadership</b></p> <p>School leaders are responsible for:</p> <ul style="list-style-type: none"> <li>determining the most appropriate model of tutoring for their school and students, with support from regional staff and guided by the evidence, resources and professional learning developed by the department</li> <li>recruiting tutors (in line with tutor recruitment requirements) and ensuring that funding is spent during the 2022 calendar year supporting staff to undertake professional learning.</li> </ul>	School leaders recruit tutors and endorse the initiative allocation of resources based on immediate needs and define implementation roles and responsibilities, including making staff aware of available professional learning.	School leaders recruit tutors based on students' needs, allocate resources appropriately to support the initiative as a stand-alone program, ensure staff understand and action their roles and responsibilities, and support access and time for professional learning.	School leaders monitor the tutor workforce at regular intervals to ensure tutoring is meeting students at their point of need, incorporate the initiative into their whole-school approach to school improvement, including collaboration between school leadership, classroom teachers and tutors to monitor progress, and further support tutors (e.g. coaching).	School leaders appoint tutors that have expertise in the school's identified small group learning focus area(s), are embedding practices from small group learning that are maximising student learning gain. Staff are proactive in their roles and are planning how successful practices from the initiative can be sustained and embedded in whole-school plans, including ongoing improvement and impact.
<p><b>Student voice</b></p> <ul style="list-style-type: none"> <li>Co-develop learning goals with each student to best support their learning needs.</li> <li>For identified students with an IEP, teachers and tutors should work in partnership with students to develop individual goals based on the age and learning needs of the student.</li> <li>Schools are engaging with relevant regional and school-based staff that support the engagement of CALD and Koorie families in learning* as necessary.</li> </ul> <p><i>*This could include Koorie Education Support Officers and Multicultural Education Aides.</i></p>	Students are informed of being selected to participate in the initiative.	Tutors develop learning goals with students, where students demonstrate little involvement.	Tutors co-develop learning goals with students, where students demonstrate strong involvement. Tutors provide opportunities for students to be involved in discussions about their progress against these learning goals.	In consultation with students and their classroom teacher/s, tutors collaborate and make decisions about student learning goals, regularly monitor student learning progress and provide ongoing opportunities for students to actively participate in their learning.

Source: the department's guidance for the Tutor Learning Initiative implementation framework.