

## Literacy assessments and interventions in Aotearoa New Zealand primary schools

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### Biographies

*Amanda is a Senior Lecturer in Literacy. She is interested in literacy development, its association with psychosocial development, especially for children experiencing literacy learning difficulties. Amanda has worked extensively across primary schools and holds research experience in developing and implementing projects within the educational context.*

*Alison Arrow is an Associate Professor in literacy at the University of Canterbury. Alison co-led a longitudinal intervention project examining the effectiveness of providing teachers with more targeted literacy teaching strategies for improving child literacy outcomes; this work has led to wider changes to literacy approaches in Aotearoa New Zealand. Her areas of research interests include teacher knowledge and professional development, early literacy development, reading and spelling development, reading comprehension, the use of digital technologies, and literacy difficulties.*

### ABSTRACT

To meet the needs of students, including those demonstrating literacy learning difficulties, schools and teachers must have assessments and interventions that can identify and meet the needs of those students. In Aotearoa New Zealand, however, assessment and support for students demonstrating literacy difficulties are primarily left to schools themselves. There is a lack of research on the nature of assessments and interventions used by schools and their confidence in using these to meet the needs of students, including those with literacy learning difficulties. In this paper, we discuss research related to the types of assessments used to identify literacy difficulties and the interventions provided to students in Aotearoa New Zealand. We found a wide range of assessments and interventions were used in schools, but assessments were often unlikely to provide information about specific literacy difficulties interventions and interventions often failed to meet the criteria for intervention (teacher-led, based on specific needs). The variability of interventions and assessments suggests that the identification of students with literacy learning difficulties and associated interventions lack consistency that affects the support provided to these students.