Discussion

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Overall

1. Very privileged to have two programmes looking at common scientific and policy challenges

2. The significance of these two programmes seen in two ways:
   1. for policy
   2. For educational sciences

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Policy context

1. Child and Youth Well Being strategy

2. Early learning 10 year plan

3. Mental health strategy (inquiry plus)

4. Royal Commission Christchurch (educate for diversity, inclusion, SR)

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Educational sciences value

1. How best to promote SR and language in the early years?
2. Testing what is predicted in relationships (lang / SR / Lit)
3. How best to promote the transition to school in literacy / language?
4. Replication
5. Solving 4 core challenges in education

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Kia timata pai and Better Start

1. SR and literacy in 'everyday' activities.

2. Developmentally broad + intensive focus.

3. Because of these- solving the problem of balance[1] between high prescription (for treatment integrity / fidelity) and local adaptation:
   1. TI as effective adaptation / generalisation?
   2. need to document

[1] tight / loose

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Kia timata pai and Better Start

4. Collaboration with sector partners - in part a mechanism for embedding.

5. Intervention / experimental designs: RCT and treatment comparison*.

6. Cultural framing of the intervention / programme / tools.

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Leveraging off differences?

1. Timing and dosage of the oral language component.
2. Different exposures to the SR component.
3. Training / implementation (cascade / train the trainers).
4. Transition focus (versus follow up).
5. Activity base for phonemic awareness focus.

Implication?

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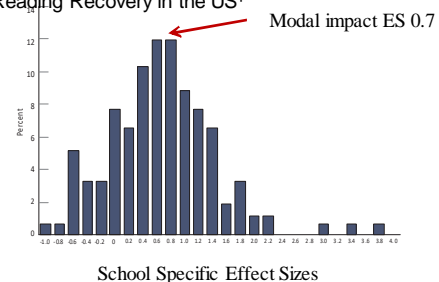FACULTY OF EDUCATION
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What will we need to know?

1. Obviously the answers to key questions

2. Beyond that- what does it take in the real world (Bryk's principle: not *what works*…BUT *what works for whom, under what conditions, and at scale*

3. Are there the known risks: opportunity costs, 'Matthew effects', enacted curriclum effects etc…

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Challenges to studies

1. Can they / should they / help to solve 4 related challenges in educational change?
   - Variability- (practices) - implementation and effects (a lesson from the RCT for RR)
   - Sustainability of impact and changes - cohorts, practices in an open complex systems including turnover, changed imperatives etc…
   - Scalability of changes
   - Capability building for each of the above

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School Specific Impact (n=147 schools, 866 students) of Reading Recovery in the US[1]

Modal impact ES 0.7

School Specific Effect Sizes

[1]From Consortium for Policy Research in Education (2013)

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Sources of variable impact

- Lesson level: 'Instructional strength' (*deliberateness* and *dexterity*)
- School level: *isolation*, *obstruction*, *endorsement*, *integration*
- School / District level: *administrative support*
- State : *political and funding resources*

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Challenges to studies

2. With our small infrastructure and capability context how best to leverage off both.

3. The analysis and the process of developing the resources themselves. Essentially and critically part of the treatment

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Conclude

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