RT3T™ Implementation Proposal

For a 2026 High School - *Exemplar only*

This Proposal is in response to the request by a high school principal, who approached Dr Julia Westera, Director, RTeach Institute, after the ERO School Evaluation Report identified areas of progress across the school as well as areas for improvement, including:

- attendance, engagement and retention for all students
- lifting achievement, specifically reading
- growing teacher and leadership capability

RTeach Institute *is a PLD Provider* whose development work centres on a shared vision and action plan with partner schools.

RT3T™ (Reciprocal Teaching - 3 Track) is the implementation approach designed by Dr Westera with and for our ākonga, kaiako and leaders and is responsive to ongoing practice-based evidence.

Why RT3T™ Matters

The Evidence Base

- Professor John Hattie ranked reciprocal teaching 3rd out of 49 teaching strategies in Visible Learning (2007).
- Best Evidence Synthesis – Reciprocal Teaching describes reciprocal teaching as a pedagogy that accelerates reading comprehension and thinking skills in a relatively short period of time (p.i). Why RT3T™ Matters? - RTeach Institute
- The 2023 BES release identifies reciprocal teaching as a significantly high impact cross-curricular pedagogy, drawing on RTeach practice-based evidence from secondary schools: RT3T™ Results in High Schools - RTeach Institute

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- Dr Westera 's formative PhD research, Reciprocal Teaching as a school-wide inclusive strategy (2002) documents successful whole-school implementation in both primary and secondary settings.
- RT3T™ continues to feature as a significant equity pedagogy with Kōkirihia.
- Piripi Prendergast, Project Lead, Tokona te Raki, Māori Futures, has provided a timely update on the Tokona website: Kōkirihia Update August 2026. Three RT3T™ case studies feature in Kōkirihia.

RT3T™ provides a Structured and Equitable Literacy and Communication Approach:

- Moves students beyond decoding into deep comprehension, thinking, and discussion
- Integrates key comprehension and thinking skills rather than teaching them in isolation
- Extends across curriculum areas, supporting purposeful, authentic learning
- Provides a consistent language approach across year levels and learning areas
- Reduces the tail of achievement while remaining highly effective for high-performing students
- Is inclusive, counters bullying, and supports student wellbeing and belonging

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The RT3T™ Implementation Model - Overview for Planning Purposes

RT3T™ was designed with and for our ākonga, kaiako and leaders by Dr Julia Westera in response to the need for a high impact, inclusive and sustainable approach for all learners in Aotearoa/New Zealand.

The kaupapa of RT3T™ is summarised in this animation: Kaupapa (4min).

The essence of RT3T™ translates in te reo Māori as whakaako tauutuutu, meaning to teach and coach one another, with kaiako and students confident to be both teacher and learner when working collaboratively.

When well-implemented, RT3T™ engages and empowers learners and their teachers, their whānau and communities.

Unique to RT3T™ is the RT Rākau Kōrero™ or talking stick, carved by Thomas Hansen to support the empowerment of learners to share and develop essential skills we all need as global citizens. This communication tool supports face to face / kanohi ki te kanohi relationships and quickly establishes high expectation teaching, safety, engagement, collaboration and leadership.



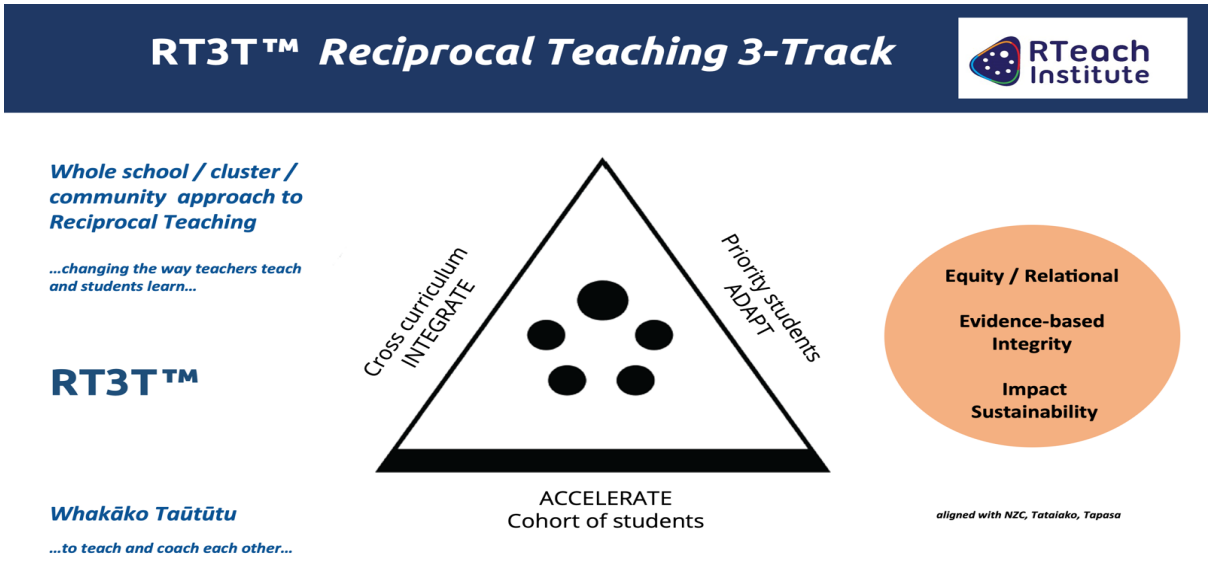
He waka o puritia, ā-mahere, a-ariā - the waka that holds the conceptual map.

For updates on developments visit: RT3T™ Multi-strategy Package and Blog - RTeach Institute

With RT3T™, teachers gain a pedagogy that empowers them to confidently meet many of the challenges of providing effective, differentiated learning in mixed ability classes, whilst at the same time benefiting their students in multiple ways.

With RT3T™, students are much more likely to engage and to accelerate in literacy, language, critical thinking, NCEA and Scholarship. RT3T™ improves vocabulary, comprehension and other essential academic and everyday skills including critical thinking, team and study skills.

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RT3T™ comprises a school-wide approach with three interrelated tracks

- **accelerate**, comprising intensive coaching in the whole class and in small teams. This track provides collaborative and supported PD. It can also be used to facilitate formative assessment and fast transition support for all students when they settle into a new school or class.
- **adapt**, comprising intensive coaching developed for priority and transitioning learners.
- **integrate**, with an all teacher focus on extension and integration of the RT3T™ high expectation culture, thinking and team skills into regular classroom practice across a range of challenging tasks, learning areas and settings.

Phasing-in starts with an Early Adopter team and extends over two or more years with the role of the Facilitator shifting over this time.

Alongside strategic planning and development, co-construction between Facilitator and SLT e.g. Delivery plan and development of an agreed schedule, introduction to whole staff, initial meetings with lead team, pre-planning meeting with teachers. Scheduling cascades, as shown in this table.

Round 1 (3-4 classes)	PLD Preplan	1. Introductory	2. Intensives	3. Integration		
Round 2 (3-4 classes)		PLD Preplan	1. Introductory	2. Intensives	3. Integration	
Round 3 (3-4 classes)			PLD Preplan	1. Introductory	2. Intensives	3. Integration

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1. RT3T™ Intensives. PLD, co-teaching and workshops with each teaching team. Learning the basics with the Facilitator leading and setting up lead team roles. A lead team getting it right on the ground: fast learning rather than fast expansion.

2. RT3T™ Integration. Transferring and embedding practice with the same and a different class. Foci could include launching with a new class, extending higher order thinking, cross-curricular development, adaptations, whanau and community partnerships. Involves shared leadership with the Facilitator at any levels:

    - school
    - departmental
    - lead teacher
    - new and continuing teachers
    - whānau and community

3. RT3T™ Leadership development. Facilitator planning and co-leading for consistency, impact, inclusion and sustainability. Documentation of structures for ongoing sustainability. The implementation is based on a phasing in Research and Development, not a 'cascading', approach..

Phasing in RT3T™ interwoven with CAA, *2026 Exemplar*

as a way of lifting achievement with CAA in Year 9 and 10 in 2026 and 2027 while growing teacher and leadership capability including through co-teaching of practice

To build whole-school capability in RT3T™ as a consistent, cross-curricular pedagogy that prepares students for success in the NZ Literacy CAA (Reading, Writing, and Meaning-Making) - by also strengthening the focus on:

- Reading comprehension and interpretation
- Writing for purpose and audience
- Vocabulary, syntax, and text structure knowledge
- Meaning-making across curriculum texts

Assumptions:

- All staff involved each year attend RT3T™ PLD

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- Aligned with school assessment dates and the first and second literacy CAA windows, in May and September and following up in the second Literacy CAA window, with 3.5 terms in 2026, and 1 term in 2027.

PHASING IN PLAN *for 2026 Exemplar*

Term 1 (6 weeks): Cohort 1: The Early Adopters from 3 learning areas, English, Science, Health, which reflect the range of text types specific to the CAA (literary, informational, and discipline-specific texts).

CAA Focus: Establish strong, consistent literacy instruction in core learning areas

Participants: 6 teachers total from English, Science, Health and 2 Literacy Coordinators

Classroom Implementation in 6 Year 9 classes - Each teacher implements RT3T™ in one separate Year 9 class

CAA Alignment:

- RT3T™ explicitly teaches:
    - Reading strategies required for understanding unfamiliar texts
    - Writing strategies aligned to CAA expectations (clarity, structure, evidence, vocabulary)
    - Oral language and discussion to support meaning-making
- Early implementation in Year 9 supports CAA readiness before assessment pressure

RT3T™ PD Support is ongoing and ensures:

- Developing quality and consistent language of literacy across subjects
- Alignment with CAA literacy progressions

Term 2: Cohort 2: The Early Adopters (Cohort 1) invest in Department-Based Expansion

Classroom Implementation - in 6 more Year 9 classes from the EA departments - Alongside RT3T™ Facilitators, each EA teacher mentors a teacher from their department to implement RT3T™ in a new Year 9 class

CAA Alignment for Term 2

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- Consistency and reliability of literacy practice
- Builds shared expectations of what literacy looks like in each subject
- Reduces variability in subject preparation for the CAA

RT3T™ PD Support is ongoing and ensures:

- Developing quality and consistent language and skills of literacy co-teaching practices across subjects
- Alignment with CAA literacy progressions
- Integration within ongoing co-teaching

Term 3: Cohort 3: Cohort 2 teachers invest in Department-Based Expansion

Classroom Implementation - in 6 + 6 more Year 9 classes - Alongside RT3T™ Facilitators, each Cohort 2 teacher mentors a teacher from their department to implement RT3T™ in a new Year 9 class

CAA Alignment for Term 3

- Students experience RT3T™ strategies repeatedly across subjects
- Literacy skills are taught as transferable, not subject-bound
- Supports students to independently apply skills required in CAA reading and writing tasks

RT3T™ PD Support is ongoing and ensures:

- Developing quality and consistent language of literacy co-teaching across subjects
- Alignment with CAA literacy progressions

RT3T™ PD Support will be specific to developing Cohort 2 in skilled RT3T™ co-teaching practices

RT3T™ Lab - Dedicated Support Team

CAA Focus: Targeted support and acceleration

Participants

- 2 Literacy Co-ordinators
- 6 Learning Assistants

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Purpose: the RT3T™ Lab:

- Provides structured support in classroom RT3T™ implementation
- Provides targeted intervention and extension for students at risk of not meeting CAA requirements and RT3T™ foundational skills as per RT3T™ rubric.

PHASING IN PLAN *for 2027 - Exemplar*

- Continue with the remaining teachers from Early Adopter Departments (English Science and Health)
- Repeat the same iteration as the 2026 Plan, with Early Adopters in each new department:
    - Social Science, ELL.
    - Maths. RT3T™-Maths provides the opportunity for students to transfer RT3T™ using a variation of the metascript and metaroutine, developed specifically to solve maths word problems. This adaptation is most efficiently coached and integrated into classroom practice after classes have completed the initial RT3T™ intensive coaching, enabling an easy transfer of the confident culture and skills of RT3T™ to maths word problems.

Summary: **Some Reasons Why This Model Supports CAA Success**

- Builds literacy before high-stakes assessment
- Uses a train-the-trainer model for sustainability
- Embeds literacy and critical dialogue in multiple subjects, mirroring the CAA
- Aligns and interleaves teaching, RT3T™ PD and implementation to CAA literacy expectations
- Develops and consolidates a unifying collaborative and independent teaching and learning culture

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