

Table of Contents

Abstract	ii
Acknowledgements	iii
List of Tables	vii
List of Figures	viii
1. Introduction	1
2. Programme Description	3
The school	3
History of the Reading Enrichment Programme.....	3
Programme format.....	5
3. Literature Review	8
Purpose	8
Adolescent literacy.....	9
The challenges of literacy in adolescence	11
Adolescent literacy and transition.....	11
Conceptions of adolescent literacy	14
Instructional approaches that address the challenges of adolescent literacy	16
The need for acceleration	17
Tutoring.....	18
Theory	20
Ecological model	20
Reading apprenticeship	22
Legitimate peripheral participation	23
Implications for practice.....	25
Training.....	25
Aligning programmes of instruction and student need	26
Length and frequency of tutoring	26
Social affective factors	27
Key aspects of programme structure	30

In conclusion	33
4. Methodology	34
Foundational theory: Extending a mixed methods approach.....	34
Participants	36
Instruments.....	37
Documentation	37
asTTle data	38
Questionnaire.....	39
Observations	41
Focus group interviews	42
Attendance data.....	44
Analytical tools.....	45
Reliability and validity	47
Ethics.....	49
Limitations.....	50
5. Findings	51
Reading achievement outcomes	51
asTTle reading tests: Pre-intervention and post-intervention results	51
Affective outcomes: Students' views of themselves as readers and learners.....	55
Confidence in reading	56
Confidence to participate in a literacy learning community.....	56
Tutoring in the REP programme: Elements of effective practice.....	58
An overview	58
The tutoring process	61
Reading the text	61
Vocabulary	63
Comprehension activities	65
Reading log challenge	66
Interaction and relationship	66
A description of the teacher-led lessons	68
A qualitative description of the teacher-led lessons	68

Quantified analysis of two teacher-led lessons	71
Mileage	73
Transfer of skills	76
In conclusion	77
6. DISCUSSION.....	78
A theoretical framework for evaluating success	78
Key aspects of the REP programme.....	82
Achievement gains	85
Modelling affective outcomes.....	86
Elements of effective tutoring.....	875
Modelling and scaffolding of effective reading strategies	86
Using increased reading mileage to facilitate skills transfer across contexts	87
Effective vocabulary learning	88
Implementing effective tutor training	89
Selection of students	90
Selecting resources that facilitate effective literacy learning	92
In conclusion	93
7. Conclusion.....	94
Essential elements of REP tutoring.....	94
Implications of the research and recommendations.....	95
Pre- and post-intervention testing	95
Student selection and transition	95
Transfer of skills	96
Developing the reading log challenge	97
Limitations and further research.....	98
References	99
Appendix A: Questionnaire.....	107
Appendix B: Observation template.....	113
Appendix C: Focus group interview schedule	114
Appendix D: Participant information sheets and consent forms.....	116

List of Tables

<i>Table 3.1</i>	Principles Describing the Opportunities Adolescents Need to Develop Effective Literacy Skills	10
<i>Table 4.1</i>	Sources of Data used as Evidence for each of the Research Questions	45
<i>Table 4.2</i>	asTTle Curriculum Sublevel Scores Converted to Ordinal Representative Numbers for Analysis	46
<i>Table 5.1</i>	A Comparison of Pre-Intervention and Post-Intervention asTTle Scores using Representative Numbers	52
<i>Table 5.2</i>	Students' Sublevel Gains Compared with the Type of Tutoring Interactions in which they were Engaged	59

List of Figures

<i>Figure 5.1</i>	A Comparison of Pre-Intervention and Post-Intervention asTTle Reading Scores Using Representative Numbers	53
<i>Figure 5.2</i>	asTTle Reading Scores using Representative Numbers at the Start of Term 1 Year 9 and the End of Term 2 Year 9, Comparing Expected National Means, Actual National Means and REP Student Means	54
<i>Figure 5.3</i>	Students' Overall Gains Correlated with their Initial Sublevel Scores using Representative Numbers	55
<i>Figure 5.4</i>	Mean Number of Minutes Four Students were Observed Engaged in Activities in a Teacher–Led Lesson (Example One)	71
<i>Figure 5.5</i>	Mean Number of Minutes Four Students were Observed Engaged in Activities in a Teacher–Led Lesson (Example Two)	72
<i>Figure 5.6</i>	Students' Self-Reported 'Not For School' Reading Actions in the Previous Week ...	74
<i>Figure 5.7</i>	Students' Self-Reported 'For School' Reading Actions in the Previous Week	75

1. Introduction

Just as literacy practices can facilitate community cohesion, a lack of literacy skills can result in exclusion. As communities express concerns regarding the perceived lack of literacy skills of students and school leavers, many of these same communities are seeking approaches to ameliorate the literacy skills of their adolescents. The Reading Enrichment Programme (REP) which is the subject of this evaluation represents one community's response to the literacy needs of their adolescent students.

This research project was initiated in consultation with the participant school and tutoring programme. The school and tutors were interested in developing an evaluation of the programme in terms of its effect on students' reading practice. The programme co-ordinators were also interested in establishing some empirical evidence for the efficacy of the methods they were employing.

Having an on-going involvement in adolescent literacy, I was interested to participate in a project that closely examined teaching and learning strategies and their effects. Furthermore, I was motivated to participate in research which was potentially of immediate use to the participants themselves.

The key feature that differentiates the REP programme from other programmes currently operating in New Zealand secondary schools is the extensive and sustained participation of community volunteers as literacy tutors. Consequently, voluntary community tutoring has become the focus of this study, which asks what, if any, features of the REP programme make it effective, in terms of students' reading achievement and affective outcomes.

The study describes the REP programme and evaluates its effect. This research is of value to the school and programme itself as it seeks to refine and improve its own practice. In addition, by describing the structure and approach of the programme, and identifying effective tutor practices, it enables others to take them into consideration when planning literacy programmes, thus making this valuable research for a wider audience.

The following 'Programme Description' is a contextualising description of the school and programme in which the research project took place.

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2. Programme Description

The school

The REP programme is a one-to-one community mentoring programme run in an urban, multi-cultural secondary school.

The co-educational, decile three school has a growing role of 808 students, having undergone significant changes in recent years. In its 2009 report, the Education Review Office Te Tari Arotake Matauranga (ERO) describes these changes as being a “transformation ... effective in achieving a settled, supportive and positive school climate” (ERO, 2009).¹ In addition, the 2012 ERO report describes students as “highly engaged and making good progress with their learning” (ERO, 2012).² The development of the REP programme has been one of a number of programmes targeted at achieving this change, which has included the implementation of restorative pastoral care, a whanau organisation of classes and a ‘Pathways’ guidance programme.

There was an increase in the school’s achievement of NCEA Level 1 literacy requirements in 2008, however achievement remained below decile and national levels. In the same year, Year 9 reading achievement improved but was still below the national mean at the end of the year, and Year 10 reading achievement improved considerably and matched the national mean at the end of the year. There is a pattern of improving literacy achievement in the junior school (ERO, 2009). The 2012 ERO report recorded “high rates of achievement in literacy and numeracy at NCEA Level 1” (p. 2).

History of the Reading Enrichment Programme

The REP programme itself was originally established in 1999. It has its foundations in the efforts of one community member. Prompted by a “report from the Corrections Department stating that

¹ & ² The ERO homepage has been referenced to maintain confidentiality.

76.6% of New Zealand prison inmates were illiterate,” and having concluded from further reading that too many “students were leaving secondary school without satisfactory levels of literacy achievement” (Participant, 2011), this Rotarian joined with the local Rotary Club to approach the school with a proposal for a programme partnership. The efforts of this programme driver were instrumental in the establishment of the REP programme, its renewal, and endurance. Whilst the programme is now well-established, with momentum, support and resourcing, the ongoing organisational and philanthropic efforts of the programme driver ensure this is maintained.

Following a period of consultation with school management, literacy educators, researchers and teaching staff, community tutors were assembled and the programme began. Over the years, the programme has been refined to better meet the needs of the students, and adapted to best fit with the school. The current format of two, hour-long tutoring sessions each week began in 2007 and a third, teacher-led lesson was added in 2009. At this time the programme moved into a dedicated classroom and a committed programme teacher was appointed. This teacher is responsible for the overall running of the programme, including student selection, home / REP and REP / school liaison, resourcing, tutor training, assessment and reporting. This teacher delivers the weekly teacher-led lessons.

Up until 2009 SRA laboratory exercises had been used to supplement a programme of shared reading. At that time, a new SRA laboratory (SRA/McGraw-Hill, 2006) was funded by Rotary and became the primary activity of the tutoring sessions.

Document artefacts associated with the REP programme describe it as “a proactive attempt to improve the reading skills of those beginning students who have been identified as having a reading standard that is likely to be detriment[al] to their academic progress throughout their secondary schooling” (Participant, 2011). Its stated aims are to improve students’ reading enjoyment and ability, lift self-esteem and self-empowerment, and improve social etiquette.

The school operates a system at Year 9, whereby students are divided into four bands. The students with the lowest levels of literacy achievement are placed in a class of much smaller size. The majority of students are placed in middle band classes of mixed, average ability. Currently,



the REP programme operates across these middle and lower bands. From the middle bands, 20 students, five from each of the four form classes, attend the programme for two terms and are then replaced by a further 20 students from the middle bands who attend the programme for the second two terms. In addition, ten students from the lower band class attend the programme for the full year. Thus, 50 students complete the programme over the course of one academic year.

Tutors are drawn from throughout the community, recruited primarily by word of mouth and publicity through local media interest in the programme. Many of the recruits are peers of the initiating Rotarians, from golf clubs, churches, PROBUS and other social groups. The year 2012 started with 59 tutors on the database and a further three joined during the course of the research. A majority of active tutors attend regularly, completing at least one, and sometimes up to two or three sessions per week, whilst others attend occasionally, filling any vacancies. One volunteer acts as the tutor co-ordinator, using the internet to book and confirm the tutoring schedule. If tutors arrive at class and students are unexpectedly absent, the teacher has two or three 'substitute' students in each band who receive occasional tutoring due to a regular student's absence. The flexibility built into this system is intended to allow tutors to commit to assisting in the programme without the commitment becoming burdensome. Anecdotally, tutors report thoroughly enjoying their participation in the programme.

The REP programme, including the salary of the teacher, is funded entirely through the efforts of the programme driver accessing funding through several sources, including a number of private foundations.

Programme format

As far as possible, the programme co-ordinator consistently pairs the same tutors and students, with one student typically having two regular tutors across the twice-weekly sessions. However, this is not absolutely rigid, with both tutor and student absences requiring flexibility of the system.

Within the programme, tutoring dyads work independently, but the sessions invariably follow the format outlined on the classroom wall and in the tutor guide. Students greet their tutors formally and engage in social conversation. Dyads usually begin with some kind of 'warm-up' activity.

This may include reviewing the vocabulary recorded in the student's personal glossary during previous sessions, reviewing topic vocabulary from other classes, or discussing an idiomatic saying or current news story displayed on the board. Dyads quickly move on to the primary activity of the tutoring sessions, reading and completing the SRA activity cards.

SRA is a reading comprehension system designed for independent use by students. Within the REP programme students complete the activities working together with their tutor. The SRA cards include a range of fiction and non-fiction texts which are approximately two B5 pages in length. They include accompanying vocabulary and comprehension activities, and are graded using a colour-coding system. Students work their way up through the grades. In the REP programme, students are generally required to complete three cards to a 90% accuracy level before moving up to the next colour grade. The activities which accompany each text have a strong focus on vocabulary and inferring meaning from text. Students mark their own work using a marking schedule that is designed to identify where repeated errors of a specific type are occurring. In such instances the marking schedule refers the student to a 'Skill Builder' activity which specifically addresses the gap in knowledge. In addition to the comprehension activities set out in each SRA card, REP students write a five-point summary of each text they read and use a personal glossary to record new vocabulary.

This year the programme added the component of a reading log challenge. Using a class library, the students select texts for independent reading at home. The class library contains fiction and non-fiction texts covering a wide range of length and difficulty. These include School Journal Story Library texts recently published by Learning Media through to a broad range of novels. The texts are up-to-date and appealing, and include many that have been recently adapted to film, for example *The Invention of Hugo Cabret* (Selznick, 2007) and *The Hunger Games* (Collins, 2008). When students complete a text, tutoring sessions conclude with students and tutors discussing the text. Tutors sign off the text on a record sheet and students select a new text.

In addition to the twice-weekly tutoring sessions, the weekly teacher-led lessons are conducted with ten students in each class and are structured around vocabulary exercises and reading comprehension tasks. There is no direct link stated in documentation between the activities in these teacher-led lessons and the SRA tutoring activities.

The programme is very purposefully referred to as Reading Enrichment, and any sense of it being a remedial intervention is strenuously avoided.¹ Students are reminded that it is a privilege for them to be selected for the REP programme and the programme is esteemed within the culture of the school. To attend, students are withdrawn from three other lessons each week, one each of either maths, science, social studies or an option class. Despite this, students appeared to view the REP programme as a regular part of their timetable, rather than something for which they were being withdrawn. Furthermore, subject teachers who had students taken from their classes expressed an appreciation of the benefit the REP programme is to students, as demonstrated in the comments below.

Anecdotally, the programme enjoys the support of the school's teaching staff, with a number noting "Students who are in the REP programme become more passionate about learning, participate more regularly in class discussion and also take more pride in their book work" (Science Head of Department, personal communication, June 5, 2012). The principal is of the view that the REP programme "enhances the reading abilities of students who may otherwise never reach the literacy levels required to achieve at NCEA level" (Personal communication, June 11, 2012) and believes that the REP programme helps many of these students go on to achieve at the highest levels.

As can be seen from this description, the REP programme is well-established within the school and its supporting community. It has a clear focus and imbedded pattern of practice. The theory and practice of the programme will be examined more closely in the literature review and used to frame the questions for this research.

¹ The term 'intervention' has not been used with reference to the REP programme. For perspicuity it has been used in the discussion of some literature, and to report the pre and post intervention findings.

3. Literature Review

Purpose

This review sets out to draw together a range of literature in order to create a framework through which to view and evaluate the various contributing factors to the REP programme.

As a starting point for creating this framework, the documents associated with the REP programme were surveyed and the theory that underlies the programme was synthesised. Core principles of the programme, as summarised from the surrounding document artefacts were:

- Reading is made up of decoding and comprehension.
- Reading is a contextualised, sociocultural and purposeful act.
- Literacy is identity-forming and can enhance well-being.

These core principles show the REP programme took a complex view of the literacy learning process and responded with a multifaceted approach. The core principles located the programme within a sociocultural and constructivist tradition and therefore this was the theoretical stance that informed this literature review and research framework.

Literature within this theoretical tradition asserts that adolescent literacy teaching and learning is bound by its social and cultural context and that students' literacy is constructed within this context.

Within this review, literature which takes this broad, inclusive view has been drawn upon to consider both the achievement outcomes and affective outcomes of the literacy teaching and learning process. In addition, the review surveys literature that addresses the effective elements of one-to-one tutoring as an approach to addressing the multifaceted challenges of adolescent literacy.

Adolescent literacy

As students move out of the senior primary grades and into secondary school, they transition into the realm of adolescence and adolescent literacy. History shows adolescence to be a relatively recent construct. Educators' and theorists' conception of adolescent literacy is also in its relative infancy and is the subject of continuing debate (Alvermann, 2009).

In 1997 the International Reading Association established the Commission on Adolescent Literacy and in 1999 they published a position paper (Moore, Bean, Birdyshaw & Rycik, 1999). At this time, adolescent literacy was not well-recognised as a specialised area, with many practitioners in the field feeling that the literacy needs of adolescents were being ignored.

From this relative lack of interest, cries of an adolescent literacy crisis rose sharply. The public perception was that literacy instruction should be complete by the end of primary school; therefore students unable to cope with the literacy demands of high school created alarm. The gravity of community and expert concerns regarding the gap between expected and actual levels of adolescent literacy achievement led to the establishment of the Commission of Adolescent Literacy and a number of other organisations (ibid).

As interest in the field has broadened, understanding of the specific literacy needs of adolescents has developed. Primarily, this has resulted in an acceptance that literacy development does not end with the foundational skills explicitly taught at primary school, but that ongoing development of skills is important. In their position statement Moore et al. (1999) noted, "the need to guide adolescents to advanced stages of literacy is not the result of any teaching or learning failure in the preschool or primary years; it is part of normal reading development" (p.101). As students enter secondary school, and learning environments that demand specialised approaches to specialised texts, they must discern when to use what strategies.

This is more than a simple switch from 'learning to read' to 'reading to learn'. It involves being initiated into the specific literacies used in different contexts. Furthermore, it requires students learn how to approach specific texts and use the most appropriate strategies in accessing and constructing their meaning.

This need to focus on specific text types is emphasised in the key factors for advanced reading comprehension identified by the RAND reading study group in 2002. These include the

importance of contextualised, explicit strategy instruction, being exposed to a range of genres, and the development of vocabulary knowledge (Snow, 2002). The call for teaching and learning practice to engage students with authentic text was echoed by Sturtevant, Boyd, Brozo, Hinchman, Moore and Alvermann (2006), in collaboration with several other adolescent literacy experts and classroom practitioners, when they outlined eight principles which describe the opportunities adolescents need in order to develop effective literacy skills. These principles are divided into three groups as shown in Table 3.1.

Table 3.1

Principles Describing the Opportunities Adolescents Need to Develop Effective Literacy Skills (Adapted from Sturtevant et al, 2006, p.4)

<i>Principles related to contexts for learning:</i>	<i>Principles related to instructional practices:</i>	<i>Principles related to connections between literacy in and out of school:</i>
Adolescents need opportunities to ...	Adolescents need opportunities to ...	Adolescents need opportunities to ...
... participate in active learning environments that offer clear and facilitative literacy instruction.	... engage with print and nonprint texts for a variety of purposes.	... connect reading with their life and their learning inside and outside of school.
... participate in respectful environments characterized by high expectations, trust and care.	... generate and express rich understandings of ideas and concepts.	... develop critical perspectives toward what they read, view, and hear.
	... demonstrate enthusiasm for reading and learning.	
	... assess their literacy and learning competencies, and direct their future growth.	

These principles highlight the importance of teaching and learning practices that respond to adolescents holistically, including their attitude as well as their achievement. When considering this broad view of Year 9 literacy achievement, transition is an important issue, as the effects of transition present specific challenges in the overall picture of adolescent literacy learning.

The challenges of literacy in adolescence

Adolescent literacy and transition

For most students in New Zealand, Year 9 marks a major transition, from primary (or intermediate) school to secondary school. Issues affecting both the academic and social development of students at Year 9 are complex.

Schools are dealing well with the initial anxieties that can accompany the transition to secondary school, with orientation and peer support programmes being common in New Zealand (McGee, Ward, Gibbons, & Harlow, 2004). Whilst it has been found that students' initial concerns regarding a new site and being the youngest within a larger community are generally short-lived, longer-term anxieties about school work tend to surface towards the end of Year 9. These concerns are related to teaching and learning, expectations and motivation (ibid).

Schools, having addressed the social-personal concerns of students, need to refocus on their longer-term, work related concerns. This is reflected in the finding that the quality of liaison between primary and secondary teachers on either side of the transition is inconsistent. Students report feeling that their achievement at primary school is undervalued (McGee et al, 2004). Many secondary schools in the studies reviewed by McGee et al (2004) disregard the achievement information they receive, or conduct their own testing at the beginning of Year 9. Furthermore, the studies reviewed by McGee et al (2004) reveal a mismatch between students' expectations of work at secondary school and what they actually experience upon arrival. For many, the increase in workload is not matched by an increase in challenge. This is disappointing and in the long term demotivating for students (Capella & Weinstein, 2001).

The mismatch in expectations students experience during transition is explored in Green's (1998) research on writing. In this study of transition (Year 6 to Year 7) in Australia, Green compares the types of writing students engage in, in the last year of primary school and the first year of high school. This comparison shows a clear shift during transition, from writing that requires composition and meaningful creation, to work that involves straight copying of text, or answering questions by copying text. Furthermore, Green's research also reveals the amount of writing required of students reduces during this transition.

There have been attempts to address the difficulties arising from these transitions. In the United Kingdom, a new national curriculum was implemented in an attempt to aid transition. It was hoped this would “offer a solution to some transition problems by providing curriculum continuity across the primary/secondary divide” (Office of Her Majesty’s Chief Inspector of Schools, 2002, as cited in McGee et al, 2004, p.7), however this has proven unsuccessful (McGee et al, 2004). Whilst *The New Zealand Curriculum* (Ministry of Education, 2007) and qualifications framework are overarching and present a similar possibility for smooth transition between one learning environment and the next if, upon entering secondary school, students’ achievement is not aligned with the expectations of the curriculum, they are at greater risk of their learning not transferring smoothly (Hawk & Hill, 2001).

In addition to continuity in achievement expectations, attitudinal factors contribute to smooth transition. Motivation is a complex issue which is addressed more fully later in this literature review. However, some key points should be raised, as they relate to transition. Both the teaching and learning approach, and the students’ view of effort and achievement, can affect motivation as they transition into secondary school (Grainger & Frazer, 1999, Spence & Stan-Spence, 1990)

In terms of approaches to teaching and learning, primary teachers tend to be more task-oriented, focusing on process and using assessment formatively to develop individual learning. In contrast, in New Zealand, assessment at secondary school tends to be ‘higher stakes’ and therefore has an evaluative, competitive focus. This can influence teaching to be more goal-oriented. For students who are struggling with the work, this shift tends to be unhelpful and demotivating (McGee et al, 2004).

Compounding this shift in assessment focus are students’ beliefs surrounding ability and effort, which are inclined to change as they enter secondary school. A shift from focusing on the importance of effort, to a belief that achievement is based on ability alone, is a natural tendency in adolescence and this belief is exacerbated by secondary school “environments that emphasise ability goals” (McGee et al, 2004, p. 8). When students believe that their achievement is primarily influenced by their ability, and they view ability as a stable factor that is beyond their control, the consequence is that they view their achievement as beyond their control and lose motivation (Boekarts, 2002).

A decrease in motivation often sits alongside other factors that can affect adolescents. The preoccupations of adolescence, including peer group relationships, can become complicated by, and in turn complicate, transition. School responsiveness, social support, involvement in extra-curricula activities, and providing choice within the school framework are all protective factors against a drop in achievement and attitude during transition (McGee et al, 2004, Hawk & Hill, 2001, Green, 1998)

In addition to the major transition between primary and secondary school settings, Year 9 students must adjust to the regular transitions they will experience within the high school setting itself. Whereas the primary or intermediate environment exposes students to limited content differentiation and specialisation, the high school environment demands much more independence and self-regulation.

In Year 9, students experience moving independently between departments which typically place much less emphasis on literacy learning than primary classroom teachers. Secondary school departments are often primarily focused on teaching content knowledge, and may not be explicit in teaching the strategies appropriate for approaching subject-specific texts. To achieve, Year 9 students entering secondary school must learn to navigate their way between these “educational islands” (Hawk & Hill, 2001, p. 29) and to adapt their literacy practices to the demands of each new setting. McGee et al cite research that recommends “primary students be prepared for different styles of learning at secondary school” (Office of Her Majesty’s Chief Inspector of Schools, 2002, cited in McGee et al, 2004, p. 5). It is argued that this preparation needs to encourage students towards taking responsibility for independent learning.

In addition to primary schools preparing students to participate in a range of settings, secondary school teachers need to interrogate their teaching and ensure they are not only matching their teaching to the requirements of their subject disciplines but also assisting their students to engage successfully. As one student interviewed by Bishop and Berryman (2006) stated, there are “teachers that teach subjects” and teachers that teach “kids” (p. 25). Adolescents in this study reported much higher levels of motivation when teachers were proactive and flexible in helping them engage with their work.

As the issue of transition highlights, adolescent literacy is a complex construct, and consequently, when literacy fails to develop, the causes and effects are equally complex.

Conceptions of adolescent literacy

Research into the challenges of adolescent literacy distinguishes between the processes of decoding and comprehension, and as with the REP programme, is generally focused on the issues presented by more complex comprehension challenges.

Whilst most low-progress adolescents understand the basic rules of decoding, they lack the fluency necessary to “focus on the act of making meaning of text” (Deshler, Palincsar, Biancarosa & Nair, 2007). This is borne out in Deshler et al’s (2007) discussion of high school students’ comprehension, in which they state that most high school students read with literal comprehension, a minority of 46% being able to make simple inferences and only 8% able to make more complex inferences.

Difficulties with decoding and accuracy can slow students’ reading to the point where comprehension is affected and in this way disfluency can be both a cause and effect of reading difficulties. Snow and Sweet (2003) concur, stating “fluency is both an antecedent to and a consequence of comprehension” (p.5). As such, automatising reading and freeing up the students’ attention is essential to achieving comprehension.

A survey of instructional programmes used with struggling readers again highlights the issue of comprehension, stating “comprehension is not assured after accuracy and fluency have been achieved” (Deshler et al, 2007, p.14). This disjunction between mastering decoding and achieving comprehension is one issue that must be addressed by any literacy programme.

The ‘Simple View of Reading’ (Hoover & Gough, 1990) describes reading comprehension as the sum of decoding and linguistic comprehension. However, a more complex conception of reading may assist in supporting adolescent readers who have grasped decoding but not yet achieved fluent comprehension. For example, Snow and Sweet (2003) describe reading comprehension as being composed of the reader, the text and the purpose for reading which exist within a larger sociocultural context that shapes them. This more comprehensive construction of the reading

process accounts for the more complex literacy skills adolescent students are expected to have mastered and the consequently increased “possible sources of reading difficulty” (Deshler et al, p.20). By the time students reach adolescence they possess diverse background experience which influences their purposes for reading and the sociocultural context in which they read (Culican & Emmitt, 2002). In their profiling of failing students Buly and Valencia (2002) reiterate that adolescent literacy experience and therefore adolescent literacy failure is “multifaceted and individual” (p.232).

The development of the multiliteracies literature illuminates further the complex nature of adolescent literacy. Multiliteracy theory, as established by the New London Group, posits that increasingly, the boundaries separating students’ work lives, citizenship and personal life worlds (New London Group, 2000) are broken down, and the literacy practices adolescent students use in each context are transferrable and adaptable. Literacy pedagogy must account for the “culturally and linguistically diverse and increasingly globalised society” that students occupy and the “burgeoning variety of text forms” (New London Group, 2000, p.9) with which they are engaged. As such, literacy teaching and learning must be designed to recruit and use the expanding and malleable skills students bring with them to the classroom, and go on to develop and equip them further. To achieve this, skilled practitioners use both ‘mirror texts’ to reflect students’ identity and ‘window texts’ to develop and broaden their perspectives (Galda, 1998, Glazier & Seo, 2005).

Multiliteracies’ perspective of the multifaceted nature of adolescent literacy does not view complexity as a disadvantage or cause of failure, but rather as an advantage, offering multiple opportunities for intervention and enrichment. By orchestrating a learning environment in which students can use the cultural capital (McNaughton, 2002) they bring with them, teacher and students work within the third space where school and life worlds interact (Moje, Ciechanowski, Kramer, Ellis, Carrillo, & Collazo, 2004). In this way the literacy learning process is both informed by a student’s identity and in turn contributes to the construction of a student’s identity. A teaching approach that takes into account the complexity of adolescent literacy enables “efficacious learning” that will have “purchase on life outside the classroom” (Lankshear & Knobel, 2003, p.49).

Instructional approaches which address the challenges of adolescent literacy

This complex view of reading argues for multiple factors that could account for the breakdown of the reading process, and this in turn offers a more comprehensive model for instructional approaches. An approach that allows for an interaction of “multiple disciplinary and theoretical perspectives” (Dressman, Wilder & Connor, 2005, p.57) and frames adolescent literacy within a complex of “variables” (p. 56), provides the opportunity to develop a more complete understanding of adolescent literacy.

The construction of adolescent literacy and literacy failure influences the construction and implementation of the approaches used to address them. Wasik and Slavin (1993) state that

“programs with the most comprehensive models of reading and therefore the most complete instructional interventions appear to have larger impacts than programs that address a few components of the reading process” (p.196).

The variability in cause and manifestation of difficulties means no single intervention will solve all problems for all students. However it is possible to identify a number of factors characteristic of effective adolescent literacy instruction (Deshler et al, 2007):

- providing multiple opportunities to actively engage with vocabulary
- providing multiple opportunities to gain reading mileage with high interest texts
- providing direct, explicit comprehension strategy instruction that targets required skills in specific areas
- rehearsing students in the transfer of these skills between contexts.

These principles for adolescent literacy instruction are reiterated across the literature. Culican and Emmitt (2002) cite Luke and Freebody’s (1990) ‘Four Resources Model’ as a way of broadening teaching and learning beyond a single focus and developing students’ literacy repertoire. Similarly, Alvermann and Eakle (2003) argue that students must be taught to be

strategic in their approach to text rather than simply learning strategies as an end in themselves. Likewise, Allington (2006) argues for the importance of helping students develop a “thoughtful literacy” (p. 128).

Together, this body of research advocates a broad approach when constructing literacy instruction programmes. This approach is exemplified in Kim, Capotosto, Hartry and Fitzgerald’s 2011 study in which the authors describe a trial that contrasts an informal reading mileage programme with a structured reading programme (READ 180). Although this research was conducted in the setting of senior primary school classes, its findings are interesting when generalised to the secondary school context and the REP programme. The structured reading programme included small group activities and whole class teaching. The trial found the structured programme to have three times as great an effect on student reading achievement than the reading mileage programme. Interestingly, this research contrasts further with an earlier trial conducted on the same READ 180 programme before the whole-class teaching was included. The whole-class teaching was found to be an effective component of the programme.

Whilst Kim et al’s (2011) study shows that programmes need to be carefully structured and encompass a range of strategy and skills teaching, it is also important to ensure that there is continuity. If there are “conflicting methodologies” (Juel, 1996, p. 286) that lead to significant differences between what is taught in class and in specialised literacy programmes, this can cause confusion for the student. Juel argues that it is important that class teachers do not abdicate responsibility for students’ learning. In fact, for literacy programmes to be most effective they must be co-ordinated (Wasik, 1998) within the context of high quality classroom instruction (Shanahan, 1998). Likewise, Kim et al (2011) advocate as most effective, an approach that combines specialised programmes with class work.

The need for acceleration

To achieve this effectiveness and be of real benefit to low-progress students, interventions must achieve accelerated progress. In establishing the Reading Recovery programme, Clay (1979, 2005) made a clear case for pursuing acceleration beyond expected rates of progress. In their work, Lai, McNaughton, Amituanai-Toloa, Turner and Hsiao (2009) develop the argument for

accelerated progress, stating that for an intervention to be effective the acceleration it achieves must be “robust” (p.31). By this, they mean that the rate of gain should be “increased relative to expected gain” and “sustainable” (p. 31). Lai et al (2009) advocate two key approaches to achieving this: the use of evidence specific to teaching and learning contexts, and the use of achievement data and problem solving to refine practice.

These principles for achieving robust acceleration may be applied to a broad range of interventions. The literature addressing approaches and interventions in adolescent literacy is expansive. In addressing literacy challenges, tutoring is the approach used by the participant school. This review now focuses on the literature and research that addresses the elements and effects of tutoring.

Tutoring

In seeking to address adolescent literacy failure, tutoring is a common intervention. Within the broader body of literature which addresses one-to-one literacy programmes, the terms ‘tutoring’ and ‘mentoring’ are used with various definitions. In this research the term ‘tutoring’ refers to tutor / student interactions where supporting literacy achievement is the primary focus of the relationship. In contrast, ‘mentoring’ holds the relationship between mentor and student as primary and includes improved literacy skills as one of a number of varied goals, alongside psychological, interpersonal, behavioural, vocational and other educational goals.

Initiating one-to-one literacy programmes without attention to the way the programme is structured is not beneficial (Wasik & Slavin, 1993). In implementing a tutoring programme, schools have a number of choices in the structure they adopt, including whether to implement a tutoring or mentoring programme, whether to use peers, older students or adults, and whether the work is paid or voluntary.

Shanahan (1998) gives a clear summary of the benefits of tutoring as being:

Greater individual involvement, improved attention, increased time on task, teacher explanations that are more likely to match the prior knowledge of the student, greater match of curricular demands to student needs, more appropriate

individual pacing, more immediate and relevant feedback to student attempts, and greater opportunity for student identification with the tutor (p.229).

A New Zealand meta-analysis of youth mentoring programmes concurs, observing that mentoring programmes “with psychological and interpersonal goals were typically more effective” (Farragguia, Bullen, Dunphy, Solomon, & Collins, 2010, p. 24) than programmes featuring educational goals. The authors suggest that this is due to the development of psychological and interpersonal skills being inherent in the development of a mentoring relationship, whereas the development of educational skills and strategies requires greater structure which does not develop naturally in a mentoring relationship.

Where the mentoring relationship takes primacy over educational outcomes, this is not the best forum for achieving educational goals, unless there is extensive wrap-around support (Kim et al, 2011). Intensive literacy teaching has been found to be three times more effective than general afterschool programmes which focus on the mentoring relationship.

Repeatedly arising from research into afterschool tutoring programmes in the United States, is the notion that to be effective, these programmes must be sequenced and active in structure, and focused and explicit in the delivery of their content (Durlak & Weissberg, 2007, Kim et al, 2011). Likewise, Wasik and Slavin (1993) argue for structure and direction.

In discussing one-to-one relationships further, Farragguia et al posit that matching mentor and mentee gender, culture and socio-economic background is not a factor in the effect of a programme however the overall cultural appropriateness of the programme is important. This is reinforced by Robinson, Hohepa and Lloyd (2009) in their ‘Best Evidence Synthesis’ which states, “one of the most educationally powerful strategies is to help students connect their school work with their family, cultural and community experiences, knowledge and skills” (p.150). That is, programmes are most effective when they ensure the educational cultures of students’ “homes and schools align” (McNaughton, 2002, cited in Robinson, Hohepa & Lloyd, 2009, p.151).

Specific instructional approaches and programmes should be designed to help parents or community members support students’ learning. In addition these interventions are most effective when they provide teachers with professional development that focuses on helping

them align their teaching and learning practices with home knowledge (Robinson, Hohepa & Lloyd, 2009).

When tutoring programmes are structured in such a way that they are drawing on the cultural capital of students' homes and communities, they are creating the third space as described earlier in the multiliteracies literature (Moje et al, 2004). Involving the students' community in the tutoring itself can encourage this alignment, and creation of space.

Theory

This survey of literature addressing the reading process and the structure of tutoring illuminates the REP programme's understanding of reading as the aggregate of decoding and comprehension. In the same way, the REP programme's assertions that reading is a contextualised, sociocultural and purposeful act should be considered in light of the relevant literature.

Viewing voluntary community tutoring within the context of broader literacy theory can illuminate further the way in which the tutoring relationships and processes work. Three theories are examined here in relationship to community tutoring: Bronfenbrenner's ecological model, cognitive apprenticeship, and Lave and Wenger's legitimate peripheral participation. Broadly, these are all contextualising theories that offer a framework through which adolescent literacy, literacy failure and interventions can be viewed and evaluated.

Ecological model

The ecology of human development model establishes the importance of the interactions between a child and his or her environment. This theory considers the immediate and broadening contexts a child occupies, how the child interacts with these environments, how different contexts interact with each other and how these interactions impact development (Bronfenbrenner, 1979).

Since its first publication, this theory has been tested, utilised and developed, both by Bronfenbrenner himself and many others. A number of these developments and applications of

the theory are illuminating when applied to the context of community tutoring. In 1995 Bronfenbrenner published a description of what he had come to refer to as the “bioecological paradigm” (Bronfenbrenner, 1995, p. 620), in which he describes human development as taking place, “through processes of progressively more complex reciprocal interactions” (p. 620) between a person and his or her environment.

In order to be effective in terms of development, interactions must occur regularly and over a sustained period. Bronfenbrenner (1995) describes these on-going interactions as a proximal process and as such, regular, on-going tutoring acts as a proximal process to effect development. When viewed through this bioecological paradigm, tutoring can be seen as a joint function of the biopsychological nature of the individuals involved, the environment in which they interact and the nature of their interactions (Bronfenbrenner, 1995).

By breaking down the tutoring process in this way, the components and relationships are made explicit and therefore available for investigation and intervention where necessary.

The bioecological paradigm has been used as a framework for further study by numerous researchers, including Moen and Erickson (1995) in their investigation of the construct of resilience, which they describe as “a key component of healthy development” (p. 169). Psychological resilience incorporates both “a sense of competency and effectiveness” (p.169) and positive connection to community. This is closely related to the concept of self-efficacy discussed later as a ‘Social affective factor’ (p. 27), in relation to motivation.

Resilience is a protective factor against stressors (Werner, 1990, cited in Moen & Erickson, 1995). An important aspect of resilience as a protective factor is the social resources developed around and within the student. Moen and Erickson describe these social resources as social integration, including multiple role occupancy, positive relationships and access to support networks. Within the context of community tutoring, all these social resources may be developed or available to a student through their relationship with their tutor. Furthermore, community tutoring has the advantage of providing the “transgenerational approach” (p. 169) advocated by Moen and Erickson.

Bronfenbrenner’s theoretical developments and Moen and Erickson’s work on the construct of resilience illustrate how the ecological model or bioecological paradigm provides a framework

for examining the sociocultural context of tutoring and how it can contribute to student well-being.

Reading apprenticeship

Reading apprenticeship is based on the sociocultural theory of cognitive apprenticeship. Cognitive apprenticeship is the practice whereby “an expert practitioner or mentor consciously models” skills, with the aim of moving students “toward skilful independence” (Schoenbach, Braunger, Greenleaf & Litman, 2003, p. 134). Rogoff (1990) describes this guided participation in a sociocultural context as “building bridges from children’s present understanding and skills to reach new understanding and skills” (p. 8). This process of modelling and scaffolding skills, and ultimately establishing independence through the gradual dismantling of support, focuses on establishing students’ responsibility for their own learning and metacognition.

In her extended discussion of apprenticeship and its roots in the developmental theories of Vygotsky and Piaget, Rogoff describes the relationships between the expert and novice practitioner within an apprenticeship or tutoring dyad. Whilst Piaget promotes equality, Vygotsky sees merit in equality of power but argues for a need for inequality in skills and understanding in order for “cognitive development to occur” (Rogoff, 1990, p. 148).

Cognitive apprenticeship provides an approach to teaching and learning that may be established within both the classroom and the tutoring context. Generally, the reading apprenticeship literature highlights the importance of the approach in the context of content literacy, whereby teachers apprentice students into the specific literacy skills needed to access and construct the specialised texts associated with their subject area. Schoenbach et al (2003) assert that “talk about how we read in subject areas” (p.134) is important but all too scarce. They suggest that for many secondary school subject area teachers, the specific skills and strategies they use to construct and make sense of texts in their fields remain unexamined, and consequently “this knowledge is invisible and therefore unavailable to most of them” (p.134).

Teachers and tutors should be conscious of the literacy practices in which they are engaging, thus enabling them to make their practice explicit, and visible to students. As such, Schoenbach and

Greenleaf (2009) develop the concept of apprenticing students to “engaged academic literacy” (p. 99). To achieve this kind of literacy the authors argue that students need opportunities to develop:

1. Dispositions for engagement in academic tasks.
2. Text-based problem-solving capacities.
3. Discipline-based literacy practices.
4. Resilient learner identities. (p.99)

When these processes become explicit to teachers within their own literacy practices, they are then better able to model and scaffold these into their students’ independent practice. In this way literacy learning is identity-forming as it fosters students’ views of themselves as successful learners.

Legitimate peripheral participation

The cognitive apprenticeship model has been widely referenced and developed, including by Lave and Wenger (1991) in their description of legitimate peripheral participation. In this “analytical viewpoint on learning” (p. 40) the authors argue that when students occupying legitimate peripheral positions within a community of practice are enabled, this facilitates growing involvement and full participation. For students making low progress, this enabling approach affirms the position they occupy and the achievements they have made so far, and furthermore, it outlines the course for their progress towards the centre of the community of practice. Lave and Wenger describe the process by which students enter full participation as a “centripetal development” (p. 57), thus portraying the student’s movement towards full participation at the centre of the community of practice.

In the context of literacy, this centripetal process not only charts students’ progress as literacy learners, it influences their identity formation as they become full participants in the community of literacy practice.

In their analysis of learning and the apprenticeship relationship, Lave & Wenger (1991) highlight the important role of near-peers, arguing that most learning occurs not in moments of explicit demonstration but where participation in the ambient community of practice allows students to observe more skillful practice. Lave and Wenger argue that this observation takes place most often, not within the relationship of teacher/student or master/apprentice, but rather within the relationships between newer and more advanced apprentices. In a sense, the practice of a more advanced apprentice creates a natural zone of proximal development (Vygotsky, 1978) into which the newer apprentice can advance.

The process of active, peripheral observation has been described as intent participation by Rogoff, Paradise, Mejia Arauz, Correa-Chavez and Angelillo (2003), who highlight its effectiveness in contrast to direct instruction. In defining intent participation as “learning through keen observation and listening, in anticipation of participation” (p. 176), Rogoff et al (2003) emphasise the importance of this intentional, peripheral participation as a legitimate precursor to developing full participation. This “intent participation” (p. 176) results in the student entering into the practice at an appropriate point, where the initial action and on-going support of the tutor facilitates the successful completion of the activity. As the tutoring process or apprenticeship proceeds, the balance shifts towards extending student participation and them taking increasing control of the process.

Apprenticeship within the ambient community of practice “is a way of organizing activities that makes their meaning visible” (Lave & Wenger, 1991, p105). When tutoring operates in such a way, tutors make their skills and strategies explicit and observable to the student, and provide opportunities for the student to take control of the activity.

This process is illustrated by a description of novice apprentice tailors observing more advanced peers working on the initial pattern making and cutting and only entering the process themselves to hem and sew buttons in finishing a garment (Lave & Wenger, 1991). This supports the argument that cognitive apprenticeship is not simply ‘learning in the real world’ where students, working to the best of their current ability, start at the beginning of a task and work their way through to completion. Rather, cognitive apprenticeship is a purposeful process that facilitates and supports active observation, strategically increasing activity from planned starting points

(Duke & Pearson, 2008, Pearson & Gallagher, 1983). Its end goal is to develop independent control, moving students towards full participation in the community of practice.

Implications for practice

As these broader theories of pedagogy are applied to the voluntary community tutoring context, a number of implications for practice arise. A review of the research literature highlights some important factors that can influence the effectiveness of tutoring programmes. These include tutor training, length and frequency of tutoring, the selection of students, structure of the programme and the way social factors are supported by the programme.

Training

When considering literacy tutoring as a reading apprenticeship a tension develops. This tension exists between tutors maintaining the role of near-peer, whereby they are primarily modelling their more developed literacy skills and training tutors to consciously make explicit the skills they are using, thereby creating a more didactic relationship.

As such, research into the importance of training to tutoring effectiveness is equivocal. Much of the research argues that training of tutors is important and where tutoring is aiming to develop higher-level skills, this is even more important (Wasik, 1998). This is reflected in Wasik and Slavin's (1993) survey of tutoring programmes that found tutoring delivered by certified teachers who were more flexible and able to rely on their own judgements and knowledge of how children learn, had more effect than more rigid tutoring delivered by paraprofessionals.

In contrast, is research that suggests it is not clear exactly what tutoring skills are, and therefore it is very difficult to teach them or attribute tutoring success to trained skills. Studies that have set out to teach tutoring skills have not been successful (Swanson, 1992, cited in Chi, Siler, Jeong, Yamauchi, & Hausmann, 2001). However, a lack of training may be compensated for in two ways. First, limited tutor training will be compensated for when tutoring programmes are more highly structured, often using programmes designed for self-instruction, as in the SRA Reading Laboratory. Secondly, supervision of tutoring by a knowledgeable co-ordinator will assist untrained tutors achieve effectiveness (Fitzgerald, 2004). Shanahan (1998) states that close

supervision of tutors' decisions, by a knowledgeable person, can mediate the need for training. Feedback to tutors on the work they are doing is an important role of this co-ordinator and another effective way of mediating the need for training (Juel, 1996).

Aligning programmes of instruction and student need

Students involved in tutoring as tutees, may be divided into three groups (Wasik, 1998): those who make very good progress and read at grade level, those who make some progress but remain below grade expectations and those who make virtually no progress. Wasik argues that those students making most progress in tutoring were those at moderate risk of failure and therefore tutoring is most effective when students at moderate risk of literacy failure are selected to participate.

The converse of this position is to focus on the multifaceted nature of adolescent literacy failure, and in doing so acknowledge that the efficacy of any one programme of instruction is limited. Therefore any programme should be selected and developed based on specific student profiles and not general assumptions (Buly & Valencia, 2002). Allington (2006) argues against 'one size fits all' intervention designs, stating that to be effective "intervention designs must vary based on reader needs". In order to achieve this necessary alignment of instructional programmes and student need, teachers must undertake "diagnostic studies of older poor readers prior to beginning an intervention" (p.93). In this way, the needs of the student, whatever their risk of failure, take precedence and selection is applied to the instructional approach adopted rather than the student.

Length and frequency of tutoring

The length of tutoring has been shown to be a factor in the effect of an intervention. The benefit of extended periods of tutoring is identified in a range of literature. Fitzgerald (2004) argues that low-progress students are working on the same developmental trajectory as other students, but at a slower rate and that extended engagement takes this into account, allowing them to achieve expected levels. Furthermore, continued tutoring is critical as this allows skills to become automatised and form the foundation for further development. In her research with college

scholarship athletes Juel (1996) found that tutoring dyads with reduced frequency of engagement (29 sessions per annum) were much less successful than dyads that met more often. In studies that involve adult tutors of at least college age, Juel (1996), Invernizzi, Rosemary, Juel and Richards (1997) and Fitzgerald (2004), all suggest that tutoring beyond a year may increase success.

Social affective factors

The interaction that occurs during tutoring, and the impact it has on students' affective outcomes is an important factor for consideration. Shanahan (1998) observes that reviews focus on cognitive and not social aspects of tutoring. However, he goes on to state that "it seems apparent that tutoring works best when students have a clear feeling that the tutors are trying to help" (p.218). In this way successful tutoring naturally incorporates features of the mentoring relationship outlined earlier. It is not simply the cognitive skills that are important, but also modelling of social aspects of learning, including engagement, agency, self-efficacy and confidence.

Fostering self-efficacy

Document artefacts outlining the structure and goals of the REP programme (Participant, 2011) describe a focus on developing self-esteem as a way of concurrently enhancing student well-being and literacy achievement. In contrast, the literature discussing the effects of tutoring focuses on the importance of self-efficacy in improving achievement (Grainger & Frazer, 1999). Whereas self-esteem is often developed through students being the passive recipients of external encouragement and support, self-efficacy, being inherently active in nature, must be constructed by students for themselves, with teachers taking a secondary, supporting role. This is a fundamental shift.

Motivation is an important influence on student engagement and achievement. Motivation is a cognitive and social factor closely associated with self-efficacy. For students entering secondary school with a history of repeated failure at school, low motivation and learned helplessness can be major barriers to literacy engagement and achievement (Boekarts, 2002, Grainger & Frazer,

1999, Spence & Stan-Spence, 1990, Williams & Barber, 1992). As described in the discussion of transition, low motivation can be magnified as students move into secondary school, enter adolescence and are at increased risk of passivity.

The low motivation and passivity that may characterise adolescents making low progress in literacy learning, can be countered by an active teaching and learning approach, characterised by a focus on metacognition (Vacca & Padak, 1990) and attribution training (Grainger & Frazer, 1999). The one-to-one nature of tutoring compels students to actively participate in interactions and the learning process through improved attention and increased time on task (Shanahan, 1998). Furthermore, an individualised approach allows tutors to monitor students' metacognitive skills and provide targeted feedback and support.

Developing students' metacognition helps them gain control and responsibility for their learning. This can be done by explicitly teaching students how to maintain, generalise and adapt strategies to different learning situations and for independent use.

Fostering an internal locus of control

Having an internal locus of control has been found to be a student's primary protective factor against the risk of entering secondary school with low reading achievement (Capella & Weinstein, 2001). This internal locus of control is a key goal of teaching and learning as described in attribution theory.

Attribution theory describes three dichotomies of how students perceive the relationship between "response and outcome" (Butkowsky & Willows, 1980, p.410). These are: internal ↔ external, stable ↔ unstable (or chronic ↔ transient) and global ↔ local (or general ↔ specific). When students attribute a literacy failure to external, stable and global factors this non-contingency can in turn result in three deficits: motivational, cognitive and emotional (Abramson, Seligman & Teasdale, 1978). It is therefore important to trigger self-efficacy (Boekarts, 2002) by using the active teaching and learning approach characterised by metacognition, as outlined previously.

In this theory, if students attribute success, or failure, to internal, transient, localised factors they are much more likely to remain motivated and actively engaged than if they view their

achievement as attributable to external, chronic and general factors. Within a tutoring context, an attribution training approach enables tutors to focus on developing positive self-talk and helping students attribute their successes, and failures, to the factors over which they have control. Tutors are able to model and scaffold appropriate strategy selection, and the positive effect of persistent effort.

Developing self-efficacy, or the lack of it, is at the core of the identity students create for themselves as readers and learners (Schoenbach & Greenleaf, 2009). When students possess self-efficacy, as opposed to the more general idea of self-esteem, they understand their active influence or control over outcome. Through attribution training tutors are able to effect the development of this learner identity.

Developing intrinsic motivation

Motivating factors are an important consideration when structuring a tutoring programme. Research suggests that both intrinsic and extrinsic rewards can be motivating. Daniels and Aropstathis (2005) argue that when a student engages with a task for its inherent value, the student is more likely to sustain engagement. Paige (2011) develops the idea that intrinsic and extrinsic motivation can coexist and collaborate, and that extrinsic motivation can in fact be used to develop students' intrinsic motivation. This, Paige argues, is done by catching and holding students' attention, so that they may attach value and meaning to an object or topic (Hidi & Renninger, 2006).

Another powerful way to encourage this internal motivation is to ensure learning goals are compatible with students' own goals (Boekarts, 2002). When a student engages with a task for its inherent value, the student is much more likely to sustain engagement. By ensuring learning goals are compatible with students' own goals (Boekarts, 2002), thus reducing reliance on external incentives, the tasks are naturally more inherently valuable to students.

Many of the benefits of tutoring, including increased individual interaction and a greater alignment of teaching to students' prior knowledge and need (Shanahan, 1998), are characteristic of an approach that fosters internal motivation. In this way, one-to-one tutoring can be effective in developing students' internal motivation.

Avoiding dependency

By positively addressing the affective outcomes of motivation and self-efficacy through an active learning approach, tutoring interventions can avoid the pitfall of increasing students' dependency (Spence & Stan-Spence, 1990, Lee, 2002). As has been shown, clear goals and effective feedback “lead to increased self-efficacy and greater use of comprehension strategies” (Shrunk & Rice cited in Sturtevant et al, 2006, p. 12)

An active teaching approach (Spence & Stan-Spence, 1990), with its focus on metacognition, forms the framework for effective tutoring that enables students' to construct their own motivation, internal locus of control and self-efficacy. This is the foundation of a resilient learner identity as described by Schoenbach and Greenleaf (2009) in ‘Theory’ (p.20).

Key aspects of programme structure

Modelling and scaffolding strategies

Modelling and scaffolding students' practice forms the foundation of literacy tutoring, as described in the theory and literature outlined in this review. The specific processes of modelling and scaffolding strategies bear some further explanation and examination.

By modelling and scaffolding literacy strategies, tutors enable students to incorporate the strategies into their practice. Both the tutor and student must view the literacy strategies as tools for fostering comprehension, and not as learning goals in themselves (Snow, 2002).

Much has been published regarding the specific strategies that tutoring should incorporate in order to be effective. Sturtevant et al (2006) include “self-questioning, comprehension monitoring ... graphic organizers, making use of different text structures and summarizing” (p. 13) as key strategies to be included in teaching and learning practice. Whichever strategies are selected as appropriate, the process of modelling and scaffolding must make them explicit and visible to the student, allow for intentional observation and provide strategic support for students to enter into participation.

In order for modelling, scaffolding and strategy learning to be effective as means to the end of effective literacy practice, consideration must be given to how the support and scaffolding is dismantled. Facilitating students' independence and responsibility for learning at an appropriate time and rate should ultimately lead to students being able to use their literacy skills independently, within a range of settings. To achieve students' independence, scaffolding must be interactive and contain significant student contributions. Tutors must limit the prompts and feedback they provide, and allow students to identify errors and initiate interactions in which they construct their own understanding (Chi et al, 2001). This active tutoring approach which fosters independent literacy is in line with the previously described active approach required to develop self-efficacy, intrinsic motivation and an internal locus of control. By modelling and scaffolding active literacy skills as well as an active, effective disposition towards learning, tutors foster students' independent literacy practice.

Vocabulary

Amongst the strategies identified within the literature, those concerned with vocabulary learning are integral to literacy achievement. Allington (2006) states "thoughtful literacy requires readers to have an adequate and expanding vocabulary" (p.128). Vocabulary extension is a vital aspect of developing reading comprehension and productive language (McNaughton, 2002).

To be effective, practitioners must counter a reductionist view of teaching and learning vocabulary and address the multidimensionality, polysemy and heterogeneity of vocabulary, that is, the interrelated and nuanced nature of vocabulary (Nagy & Scott, 2004).

Research varies but conservatively suggests that students need to learn 2000-3000 words per year (Kieffer & Lesaux, 2007) with a total of approximately 50,000 words by the end of secondary school (Graves & Watts-Taffe, 2002). Given the enormity and importance of the task, vocabulary instruction must, to be successful, incorporate both explicit instruction and strategy instruction for independent learning (Kiefer & Lesaux, 2007).

Vocabulary teaching and learning must engage students with the context and morphology of words as well as their definitions (Nagy & Scott, 2004). This approach fosters word consciousness in students, engendering enthusiasm, curiosity and satisfaction in using words well (Graves, 2000). Modelling is a key part of this, and teachers and tutors need to pay

attention to vocabulary when they are sharing reading and thinking aloud. In this way strategies for approaching vocabulary are scaffolded into students' practice.

The key to success in vocabulary teaching and learning is building and dismantling the scaffolding so that students make the strategies their own and use them as part of their normal reading. This, Graves (2000) argues, is what will sustain students' successful literacy engagement in the future.

Mileage

In addition to explicit strategy teaching, the importance of reading mileage to students' literacy development has been well established, including by Stanovich (1986) in his seminal description of the Matthew effect. In their position statement on adolescent literacy Moore et al (1999) reiterate the fundamental importance of mileage, describing the opportunity to achieve reading mileage as being what adolescents "deserve" (p. 101).

Mileage is vital to adolescent literacy development as it enables students to develop stamina (Schoenbach & Greenleaf, 2009) and this in turn, "helps automatize decoding" (Deshler, et al, 2007), which in turn impacts fluency.

However, as shown in the discussion of theoretical constructs, reading is a complex process. Many researchers point out that increasing students' reading mileage is less effective in the absence of a structured programme. Rather, they argue, to gain its full benefit, mileage must be contextualised within a programme of explicit teaching (Invernizzi, Juel & Rosemary, 1997, Kim et al, 2011).

The increased attention and time on task that characterises one-to-one tutoring (Shanahan, 1998) mean that it is a useful approach for increasing students' reading mileage. Furthermore, when tutoring focuses on activities that align with students' needs, it provides a context that maximises the benefits of increased mileage.

In conclusion

In conclusion, the core principles of the REP programme as described, are supported by this review of the sociocultural and constructivist literature, as a valid approach to adolescent literacy learning.

The one-to-one tutoring that characterises the REP programme addresses students' affective outcomes as well as their achievement outcomes. Tutoring does this through the modelling and scaffolding of effective literacy strategies and active, engaged dispositions to learning. As such, one-to-one tutoring, as it is practised in the REP programme, addresses the complex challenges of adolescent literacy. Using the literature outlined in this review, the core principles of the programme have been developed to create research questions which interrogate the outcomes achieved by the REP programme and the effective elements of REP tutoring.

The following research questions, underpinned by the contextualising theory and core principles of the programme, have formed the framework for this evaluation of the REP programme:

- To what extent does the REP programme improve students' reading achievement outcomes?

- What effect does the REP programme have on students' views of themselves as readers and learners?

- In what ways is the REP programme's approach to tutoring congruent with research-based elements of effective tutoring?

4. Methodology

Foundational theory: Extending a mixed methods approach

Both the core principles of the programme and the literature surveyed present a complex, multidimensional view of literacy. Therefore this research required a method of inquiry and evaluation that accounted for this complexity and was able to capture data from across those multiple dimensions. This methodology summarises the theories used as a foundation for formulating research methods and explains the resulting methods that were undertaken.

This research takes the form of an evaluation of a single cycle of the REP programme. It describes the REP programme and evaluates its efficacy and the contributing factors. This evaluation is underpinned by post-modern and constructivist theory as it takes into account the specific context of the programme: the “socio-political realities, resources and needs” (Onwuegbuzie & Collins, 2012, segment i, n.p.) and students’ descriptions of their experiences.

A pragmatic stance (Tashakkori & Teddlie, 1998) has been adopted, as this research is concerned with the application of literacy theory and literature to a specific situation (Creswell, 2010, p. 10). As such, the emphasis is on the research questions themselves and methods have been selected to best answer the questions arising from the research context.

The REP programme attempts to address issues that are both qualitative and quantitative in nature, therefore they must be evaluated accordingly. A quantifiable measure in reading achievement and qualitative changes in attitude must be balanced to gain a full picture of any effect the REP programme may be having on students’ reading. In addition, a range of methods needs to be used to gain a comprehensive understanding of how the tutoring relationships are functioning. In order to achieve this balance and adequately address the research questions, this study accepts the compatibility of qualitative and quantitative methods and the validity of using them both within the same study (Tashakkori & Teddlie, 1998, Creswell, 2010, Onwuegbuzie & Collins, 2012). As such, the research is mixed methods in design, with qualitative and quantitative data being gathered concurrently and afforded equal status. The research data include quantitative achievement results and Likert scale measures of attitude as well as

qualitative responses to the questionnaire, data gathered from document artefacts, observations and focus group interviews.

The research design is a single-phase, however within this single-phase an iterative process occurred. The data gathered during the initial questionnaire and observations was used to inform and refine the questions posed in the focus group interviews at the conclusion of the study.

In addition to a range of data gathering techniques, a mixed methods approach includes mixed analysis strategies. The use of mixed analysis strategies does not just support the comparison of different data forms, it also allows for data transformation from one data form to another, in this way facilitating the integration of data. In this study, a mixed methods approach to design and analysis has been implemented in a number of ways.

First, as data were analysed, transformed and coded, and the constant comparative method applied, a matrix was developed (See Table 4.1) which presents a quantitative overview of the data. As this matrix evolved, it provided a summary of what was emerging from different data sets, where evidence had been located, and what were the emerging themes. This facilitated on-going planning and iterations in the data gathering process.

Once a range of quantitative and qualitative data had been gathered, data transformation was undertaken to allow for comparison and correlation. Quantitative data were transformed to qualitative form through the use of “narrative profile formation” (Onwuegbuzie & Collins, 2012, segment i, n.p.), where the quantitative data were reviewed and a qualitative description constructed. This qualitative description offers greater “descriptive precision” (Onwuegbuzie & Teddlie, 2003), particularly as it allows for meaningful information to be drawn from a small number of participants. Furthermore, the constant comparative method of analysis may then be used to make valid, meaningful comparisons between data sets.

Qualitative data have been quantified by numerically coding and counting the frequency of emergent themes. This has a number of benefits. It can provide an overview of a large quantity of qualitative data and reveal relevant themes, and also supports the comparison and correlation of this qualitative data with quantitative data sets within the research. Furthermore, by coding and quantifying the data, particularly the observation data, the data gathering and analysis process is made explicit and replicable. In this way, the reliability of the research is improved.

Extending the mixed methods approach beyond the data-gathering tools used and into the methods of analysis, allows for the integration and clear comparison of qualitative and quantitative data sets and contributes to the overall validity and reliability of the research.

Participants

Student selection is an important component of the programme as it is being evaluated by this research. Therefore the programme undertook its regular selection process and the students participating in the programme for the first half of 2012 became the pool of potential participants for this research. The school selected students for participation in the REP programme based on the school's profiling and organised them into intakes based on each student's timetable.

Student profiling included any information sent from primary or intermediate schools, asTTle testing conducted on entry to Year 9 and any professional judgments from teachers. It should be noted that as the programme has gained in profile within the school community, more parents have been requesting that their children attend and this is taken into consideration, too.

As stated in Chapter 2 'Programme Description' (p. 3), students at the participating school are organised using a banding system. The REP programme caters for ten students in the lowest band and they complete the programme over the course of the whole year. Students attending the REP programme for half the year come from mixed ability classes in the middle band. Due to time constraints this research focuses on these mid-band students working over two terms.

Participants were selected in this way to provide a representative data set that could be followed from entry into the programme through to programme completion, but at the same time limit the research to the parameters of this study.

Students selected by the school to participate in the half-year programme were identified as being at risk of not achieving within the context of their middle band cohort. It should be noted that in addition to the achievement levels of students, because the programme uses community volunteers untrained in behaviour management, the school selects students who are willing to participate and who do not present behavioural issues. Therefore, although students are selected by the programme teacher, some students' behaviour management has effectively disqualified

them from selection.

Thus, due to selection occurring from the mid-band and excluding students with behaviour management issues, the major focus of the programme was on 'moderate risk' students rather than those most at risk of literacy failure. As stated, the process for selecting students to participate in the REP programme will form part of the evaluation of the programme itself.

All 20 students who had been invited to participate in the REP programme for the first two terms of 2012 were invited to take part in the research and 18 of these students and their parents/caregivers consented, resulting in a participation rate of 90%.

The data-gathering process focused on the tutoring interactions and their effect on students' outcomes. As key figures in the tutoring process, the teacher and tutors were regarded as participants. Because this research was an evaluation of the programme as it existed, all of the current tutors (62) and the teacher were invited to participate and 100% consented to do so.

Instruments

Upon gaining the consent of participants and their guardians, qualitative and quantitative data were gathered, using a range of tools.

Documentation

A range of artefacts were collected and surveyed. This was the first data gathered and was used initially to articulate the core principles of the programme. Document artefacts used in this process included the prospectus, schemes of work, information provided to students, parents and tutors, promotional material, media reports of the programme and graduation material.

As the research progressed, further document artefacts were surveyed, and the constant comparative method was used to establish data codes and provide detail in the description of student attitude and the tutoring relationships. In addition to those outlined above, these documents included parental feedback and school reports.

Student work folders were also tracked and a record kept of the progress students were making with the SRA activity cards. This provided detail regarding mileage and achievement in terms of the accuracy with which students were completing the reading comprehension tasks. Students' progress with the SRA activities was compared with their asTTle results at the end of the programme.

Students' folders also included tutor comments remarking on each session the student had completed. Each of these comments was coded to produce quantifiable data that could be analysed for recurrent themes. Both the qualitative and transformed quantitative data provided detail regarding the nature of the tutoring relationships.

asTTle data

asTTle version 4 (Ministry of Education, 2005) is an assessment tool developed by the Ministry of Education to assess students' achievement and progress across a number of learning areas, including reading. asTTle enables teachers to create and analyse assessment tasks across curriculum levels 2 - 6. Teachers are able to select the appropriate curriculum level and strands, as well as test duration. In this way teachers are able to align assessments to the specific needs of their students and administer assessments at the most appropriate times. asTTle is a standardised test, providing a valid measure of student achievement and allowing for valid comparisons. All of these factors make asTTle an appropriate method for the REP programme to use, to measure student achievement. It should be noted that for consistency in testing, the REP programme has chosen to continue using the paper-based asTTle Version 4 test created in previous years, rather than developing a new test on the later version of e-asTTle (Ministry of Education, 2012).

asTTle reading data were collected to address the first research question, and provide data describing students' reading achievement outcomes prior to attending the REP programme and at the completion of the programme.

asTTle reading data are collected by the school as part of each student's school entrance information. These data form part of the information used to select students into the REP programme. A second asTTle reading test (Levels 3-5) is administered to the students upon entering the programme and these data are used as a baseline measure.

This second asTTle reading test has been used as the baseline achievement data for this study, for a number of reasons. The test administered at the REP programme captured the students' data immediately before the programme started. The programme administered the same test to students immediately upon completion of the programme. This allowed students' achievement to be compared before and after their participation in the programme, and with students who did not participate in the programme, by assessing it against national norms, both expected and actual. These national norms are broken down into quarter years, allowing for meaningful comparison of progress over half a year. Whilst it is not ideal to have used the same test for pre- and post-intervention testing, it was selected as a better alternative than using the school-wide test, because the school-wide test was not administered to all students included in the study. Also, the threat to test validity was reduced due to the extended time period between testing. As with student selection, an evaluation of the assessment undertaken by the programme will form part of this research.

Questionnaire

A questionnaire was constructed to collect data regarding students' views of themselves as readers and learners, the strategies they used when reading and their attitude towards tutoring in the REP programme.

The 'Enhanced Reading Opportunities Student Survey Measures' (Somers et al, 2010) published by the U.S. Department of Education was used as a model to construct the questionnaire. This student survey provided a model of an instrument that was constructed to assess comparable factors and has been used successfully over a period of time. The questionnaire items relating to strategy use were adapted to align with strategies commonly outlined in the literature (Allington, 2006, Alvermann & Eakle, 2003, Deshler et al, 2007, Hacker, 2004, Juel, 1996, Sturtevant et al, 2006) and which may be expected to be found in use in New Zealand.

The questionnaire was then piloted with four Year 9 students, and their responses and feedback were used to refine the questionnaire. For instance, it was found that where examples were given to support students in answering a question, there was too much repetition of these examples in the students' own answers. Therefore, an item which modelled the question and answer format, but which was unrelated to the research questions, was included to support students' answers without inadvertently influencing the research data. This model question was disregarded in data analysis.

The selection of a successful model, adaptation in line with current literature and the pilot study helped ensure that the a priori theory of literacy teaching and learning implicit within the construction of the questionnaire would facilitate accurate and comprehensive data gathering.

The finalised questionnaire was administered to the students by the school on my behalf at the commencement of the programme and then readministered at the conclusion of the programme. This provided comparative data regarding students' attitudes, strategy use and mileage.

Quantitative questions were designed using a forced Likert scale, with a four-option scale. These questions were designed to measure students' attitude to reading and their use of specific reading strategies outside the context of the REP programme.

Students were also asked to complete frequency charts recording their reading over the previous week. These charts recorded reading done for school and reading engaged in independently. These frequency charts, being retrospectively self-reported, were not designed as an exact measure of time spent reading, but rather to provide a general picture of reading mileage.

In addition to the quantitative questions, the questionnaire included a number of open response qualitative questions. These questions were designed to record students' feelings when asked to read and also what they found useful about REP tutoring.

A copy of the Questionnaire is included in Appendix A.

Observations

As this research project sets out to investigate the nature of REP tutoring, observation data were used to provide a detailed description of the tutoring process. As with the questionnaire, for purposes of validity, an established model was used as a starting point to develop the template for conducting and recording observations. Juel's (1996) observations and analysis of tutoring dyads were selected as the model. It was an appropriate choice because it is based on a similar understanding of literacy learning and tutoring relationships as the REP programme and was seeking to answer similar questions regarding students' views of themselves and the nature of tutoring. The template was piloted over four lessons and refinements made.

Similarly, a spreadsheet format was developed for the on-going compilation and coding of the observation data. The coding of observation data, particularly the strategies and scaffolding undertaken by the tutors, was developed using Hacker's (2004) description of reading comprehension monitoring and control strategies as a model. The coding system was piloted and underwent adjustment as the coding categories were developed and refined. The template and spreadsheet were then used to make and record a series of observations.

Observations were made of the 18 students working with their tutors in as many as 11 tutoring sessions each. I operated as an inactive, known observer (Newby, 2010). The REP classroom was set out with pairs of desks, each occupied by a tutoring dyad. Space between each pair allowed for unobtrusive movement, and a regular route around the room was established to ensure consistent observation and recording. Each dyad was observed for one minute, 45 seconds observation and 15 seconds recording, on a rotation throughout the lesson that resulted in each dyad being observed five times in each lesson. This approach provided 860 recorded observations of tutoring engagement during the two terms of the programme. A copy of the template used to record the observations of tutoring dyads is included in Appendix B.

These observations provided qualitative data for description and analysis. The constant comparative method was used to develop 18 categories into which interactions were coded. When observations were complete a quantitative analysis was carried out.

Observations were also conducted of the teacher-led lessons. The teacher-led lessons followed a very consistent routine. The classroom was set out in such a way that I could sit parallel to the students and unobtrusively observe four adjacent students at one minute intervals. These observations focused on recording the teaching and learning activities in which each student engaged. Fourteen teacher-led lessons were observed in this way, resulting in a qualitative, summarising description of the lesson format. Two representative lessons were coded and analysed, using codes adapted from the tutor observations.

As part of the observations, students' participation in the reading log challenge was also noted. This challenge, which was new to the programme in 2012, encouraged students to increase their independent reading mileage through external motivation. Specifically, students were not able to graduate from the programme without completing the reading log requirements and they were also rewarded with prizes at certain milestones. Whilst it is noted that the reading log challenge set out to increase mileage, and in many cases achieved this, observations showed, at times, students' text recount to be vague and inconsistent. Therefore, reading log records have not been used as a research measure, due to the observed unreliability of students' self-reporting under these externally motivated conditions.

Focus group interviews

All 18 students who participated in the research were invited to take part in the focus group interviews. Thirteen students consented to participate and three focus groups were conducted, with one group of five and two groups of four students. Interviews were audio recorded and professionally transcribed.

A series of sources were used to model and develop the focus group interview question schedule. The focus group interviews conducted as part of the Te Kotahitanga (Bishop & Berryman, 2006) research and the analysis of these interviews were used as a broad model, as the students involved were of a similar demographic to those attending the REP programme. The way in which this research translated its sociocultural and constructivist theory into the practice of engaging effectively with students and constructing an environment that encouraged candid discussion of behaviour, views and attitudes, was used as the foundation for approaching these focus group interviews.

To further establish a supportive environment conducive to open discussion, a log interview approach was adopted (Newby, 2010, Taylor & Bogdan, 1984). A week before their scheduled interview, students were asked to keep a log of their reading activities on an adapted checklist. This log approach was used to support students' contributions to the initial discussion, giving all participants a written prompt for a positive contribution. In this way the students were supported into active participation in the early stages of the interview, which helped to establish a positive, inclusive environment.

Having students prepare prompts, and developing a supportive environment, assisted in mediating the conforming effect of focus groups described by Sim (1998), "conformity of opinion within focus group data is therefore an emergent property of the group context, rather than an aggregation of the view of individual participants" (cited in Onwuegbuzie and Collins, 2012, segment vi, n.p.). During the introduction to the interview process it was explicitly stated that contrary views were welcome and opportunities were given throughout the interview process for divergent opinions to be expressed.

Principles from these selected models and approaches were conflated with the data already gathered from the asTTle assessments, questionnaires and observations to develop the question schedule for the focus group interviews. Following this iterative process, the question schedule was revised and finalised in consultation with experienced practitioners.

A copy of the focus group interview schedule is included in Appendix C.

The purpose of the focus group interviews and the question schedule was to gain detail and clarification regarding students' attitudes towards reading and the REP tutoring, their use of reading strategies learnt at the programme and their transfer of skills.

In order to gain this detail, a key strategy used in interviewing was asking students to describe critical incidences (Newby, 2010) to illustrate their responses and elicit specific information. For example, when students responded positively to the question, 'Do you think being a part of REP has made a difference to how you are doing at school?' this was followed up with the question, 'Can you describe a time when that happened?'

Attendance data

The attendance of students at the REP programme was recorded. This assisted in establishing the validity of the data collected by making explicit the amount of time each student had been observed, and any comparisons or correlations of data were made with this understanding.

Analytical tools

As stated previously, the mixed methods approach of this research includes a mixed analysis strategy. Initially, a matrix was developed to provide an overview of the data (Table 4.1) and a framework for coding across the different data sets.

Table 4.1

Sources of Data used as Evidence for each of the Research Questions

	asTTle Testing	Questionnaire	Observation	Focus Group Interview	Documents incl. Student Files
Achievement – acceleration in reading progress	✓				
Attitude – improved confidence in reading		✓	✓	✓	✓
Attitude – improved confidence in social interaction		✓	✓	✓	
Tutoring – relationship		✓	✓	✓	✓
Tutoring – apprenticing reading strategies		✓	✓	✓	
Vocabulary	✓	✓	✓	✓	✓
Mileage		✓	✓	✓	✓
Transfer of skills		✓	✓	✓	✓

Using constant comparative analysis, the matrix shown in Table 4.1 was developed. Quantifying and presenting the entire data set in this way supported and extended the mixed methods design as it allowed for analysis of the data set in an integrated way. This matrix and coding facilitated

the development of themes in the data analysis process which, in turn, assisted the iterative process and refined on-going data gathering and analysis.

As data were gathered and compared, key themes emerged relating to achievement, affective outcomes, and the tutoring relationships and strategies. By entering the key themes into the matrix and tracking which data sets provided evidence of each, an overview of the data sets and emerging findings was created.

The key themes emerging from the data and outlined in the matrix closely reflect and respond to the issues raised by the research questions. Furthermore, the matrix shows evidence for themes to be distributed throughout the range of sources. In this way the matrix overview of findings supports the validity of the research.

To facilitate the manipulation and analysis of achievement data, the asTTle sublevels were converted into ordinal data. These representative numbers are shown in Table 4.2. The letters attached to each curriculum level denote the sublevels and represent b – basic, p – proficient, and a – advanced.

Table 4.2

asTTle Curriculum Sublevel Scores Converted to Ordinal Representative Numbers for Analysis

asTTle Sublevel	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p
Representative Number	1	2	3	4	5	6	7	8	9	10	11

Means and standard deviations were calculated, a two-tailed T-test applied and the effect size calculated. Pre- and post-intervention comparisons were made and these differences compared to a number of other factors including students' initial scores.

Pre- and post-intervention comparisons were also made of the Likert scale results which described students' attitudes to reading and use of reading strategies. The Likert scale items were treated as an interval scale and the median calculated for each measure.

The tally charts recording students' 'for school' and 'not for school' reading actions were compiled and graphed. A mean number of reading actions, from the pre- and post-intervention data sets, were calculated and compared. In this study, a reading action refers to an instance of reading undertaken by a student. It does not denote the time spent reading or the amount read.

Using the constant comparative method, the observation data were coded into 18 categories. In this way the behaviours tutoring dyads engaged in were quantified as individual interactions and compared with other factors, including changes in achievement and attitude.

The primary method of data analysis used across the data sets, but especially with the qualitative data, was the constant comparative method (Lincoln & Guba, 1985, 2000). This method, commonly used in naturalistic inquiry, is theoretically and methodologically appropriate for use in this single-phase descriptive evaluation. The constant comparative method allowed for iterative analysis of the artefact documents, interview transcripts, the qualitative responses on the questionnaires and the observation data. Furthermore, it was used in conjunction with narrative profile formation (Onwuegbuzie & Collins, 2012) to make comparisons between this qualitative data and the quantitative data sets (Newby, 2010).

Reliability and validity

A number of steps have been taken to ensure the reliability and validity of the research, both during the data gathering and data analysis processes.

In gathering the quantitative data, as a standardised test, the asTTle assessment tool provides valid and reliable achievement results. Apart from the asTTle achievement data, all other quantitative data gathered involved self-reporting of behaviour and attitudes. The quantitative data gathered on the questionnaires used a Likert scale and tally charts.

The forced, four-option Likert scale used to measure students' attitudes to reading and use of reading strategies required decisive responses. Furthermore, approximately half of the questions

were worded to effectively invert the scale. These steps were taken as a way of improving the validity of the self-reporting on the Likert scale.

The self-reported, retrospective tally charts used to measure ‘for school’ and ‘not for school’ reading actions were structured carefully to improve validity. The time-frame covered was reasonable, with students asked to recall actions over a single week, and the charts were broken down into days and types of reading action, to assist students’ recall. Additionally, the tally charts were constructed as tick charts, asking students to record the occurrence of a particular reading action, rather than record amount read, or length of time spent reading. As a result, these quantitative data are not purporting to be detailed in a way that is unlikely to be accurate.

Reminding participants and assuring them that their confidentiality was being maintained throughout the project was also important in encouraging reliable self-reporting. Self-reported data which were observed to be too unreliable, specifically the reading log challenge tally, were not included in the research measures.

The validity of the tools used to gather the qualitative data was enhanced in a number of ways. First, in constructing the questionnaire, observation template and focus group interview question schedule, established models with theory, demographics and research objectives relevant to this study, were selected. All these qualitative data gathering tools were then piloted and reviewed with experienced practitioners before being implemented.

Member checking was also conducted immediately following the completion of data gathering and again when initial inferences had been established. The process of member checking involved engaging with the teacher, tutors and students to review the data that had been gathered, including inferences that had been made from the data. Data were presented in written form and discussed orally. In this process, participants were given the opportunity to make corrections, clarifications, and respond to the data.

Further steps were also taken to ensure the reliability and validity of the specific, qualitative, data-gathering tools. In terms of the observation process, observer influence (particularly the possibility of the “Hawthorne effect” occurring through participants’ “desire to please or achieve” (Newby, 2010, p. 122)) was mediated by the careful planning of a route through the classroom, positioning the observer unobtrusively. Also, a large number of observations were

made over an extended period. This increased participant familiarity with the observation process, with the purpose of reducing observer influence. In terms of increasing the objectivity of recorded observations, bias was mediated by the use of a literature-based, piloted template, previously described in 'Observations' (p.41).

A number of provisions were made to ensure the reliability of the interview data, including the structure of the question schedule and the development of the interview environment. These are detailed in the description of the 'Focus group interviews' (p.42).

The reliability and validity of the data and any inferences made were enhanced by the use of a triangulation process. Triangulation was strengthened by the broad range of data sources and data-gathering methods and the adoption of mixed analysis strategies. The constant comparative method used, incorporated the transformation and integration of data which enabled various data sets to reinforce and corroborate one another.

In addition to the specific steps taken to improve the reliability and validity of the data sets, all conclusions must be mindful of the limitations of the method and remain tentative.

Ethics

This is in essence ethical research as it has the potential to "benefit individuals being studied" and "be meaningful for others besides the researcher" (Creswell, 2010, p. 88).

The REP programme is designed to empower students through improved reading and engagement with their learning. The research, and in particularly the interviews, were constructed to provide students with an opportunity to reflect on their literacy learning and share their perspectives in a supportive environment.

In the same way, the outcomes from the research gave staff and management an opportunity to reflect on the work they are doing, reinforcing any positive factors and effects, and offering an opportunity to develop and refine the programme further.

The following specific ethical issues were addressed,

As the student participants were under the age of 16 years, written consent for participation was sought from the school and parents as well as participants.

Copies of the Participant Information Sheets and Consent Forms are included in Appendix D.

Confidentiality of the school and participant identity was maintained throughout the research. Where, in the focus group setting, this could not be guaranteed, participants were warned and also proactively asked to maintain confidentiality.

When tutors and the teacher were invited to participate, they were informed that students would be participating in focus group interviews in which they would be discussing their tutoring experiences. It was explained to tutors and the teacher, prior to them consenting to participate, that students would be proactively asked to maintain confidentiality but that their confidentiality could not be guaranteed within the focus group setting. All tutors and the teacher who consented to participate, did so with this understanding.

Participants retained the right to withdraw from participation and have their data withdrawn up to the completion of data gathering. Where, in the focus group situation, participants could not ask to have data withdrawn, this was made known to them prior to participation.

Limitations

Some initial parameters were imposed on this study by the time and resource available for the research and the structure of the REP programme itself. This limited the study to an in-depth description and evaluation of a single cohort of 18 students during two school terms, by a single researcher.

During the research, the selection of participants and specific asTTle testing tools remained the responsibility of the programme teacher. This was a limitation of the study but moreover, these processes became a factor of the study itself and are considered in further detail in the 'Discussion' (p.78).

5. Findings

The core principles of the programme which were evaluated and the research questions used to do this, reflect a sociocultural view of literacy as a complex and multidimensional construct. As a result, these findings address both the extent to which the REP programme improved students' reading achievement outcomes and the effect the programme had on students' affective outcomes.

Students' achievement outcomes were described using pre-intervention and post-intervention asTTle reading data. The findings regarding students' affective outcomes described students' confidence in reading and their confidence to participate in a literacy learning community. In doing so, questionnaire, interview and observation data were drawn on.

The findings go on to describe the specific elements of tutoring that comprise the REP programme, including both the interactions of the tutoring dyads and the teacher-led lessons. These findings on the nature of REP tutoring drew on observation, interview and questionnaire data.

Table 4.1 presents an overview of data sources used to address each research question.

Reading achievement outcomes

Student achievement was addressed by the first research question which asked, to what extent does the REP programme improve students' reading achievement outcomes? The primary source of data used to answer this question was the students' pre- and post-intervention asTTle reading tests. The results of these are presented here.

asTTle reading tests: Pre-intervention and post-intervention results

At the end of Year 8 / beginning of Year 9, students are expected to be working, in reading, at a curriculum level of 4p (representative number: 8) and the current national mean curriculum level for students entering Year 9 is 4p (Ministry of Education, 2012). As shown in Table 5.1, upon entering the REP programme at the beginning of Year 9, students' mean level of achievement in

reading was 3a (representative number: 6), two sublevels below the expected level of achievement.

Table 5.1

A Comparison of Pre-Intervention and Post-Intervention asTTle Scores using Representative Numbers

Student	Pre Intervention Score	Post Intervention Score	Sublevel Difference
1	2	7	5
2	6	10	4
3	6	8	2
4	7	8	1
5	7	10	3
6	3	8	5
7	6	9	3
8	4	7	3
9	5	9	4
10	5	8	3
11	4	9	5
12	7	9	2
13	7	9	2
14	7	9	2
15	8	9	1
16	8	9	1
17	7	9	2
18	9	10	1
Mean	6	8.72	2.72
St Dev	1.85	0.89	1.41
T- Test		P<0.001	

At the end of the second term of Year 9, students are expected to have progressed to curriculum level 4a (representative number: 9). Nationally, the actual mean achievement level in reading is 4p (Ministry of Education, 2012). Using the converted representative numbers given in Table

4.2, Table 5.1 shows that at the end of the second term, and the completion of the REP programme, students in this study achieved a mean score of 8.72, a score that falls directly between levels 4p and 4a. The gains made by each student are represented in Figure 5.1.

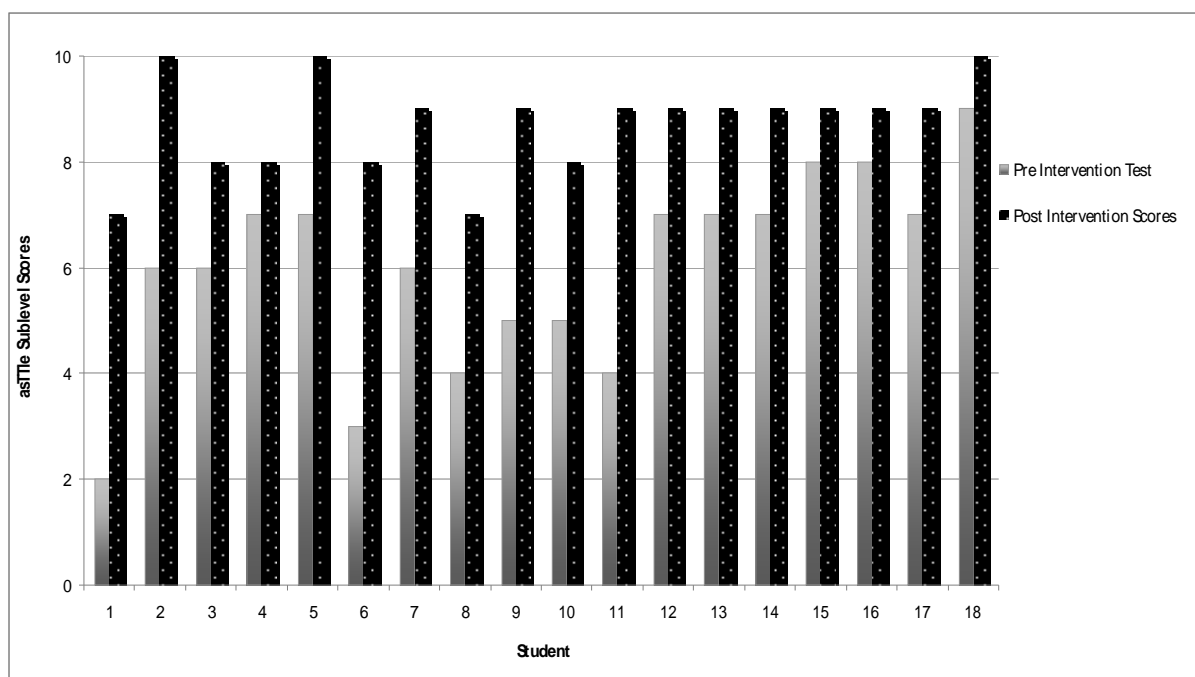


Figure 5.1. A Comparison of Pre-Intervention and Post-Intervention asTTle Reading Scores using Representative Numbers

Figure 5.2 illustrates the accelerated gains made by students participating in the REP programme, relative to nationally expected and achieved gains.

At the conclusion of the REP programme, of the 18 students in this study, 16 achieved at or above the national mean and 12 achieved at or above the nationally expected level. These results demonstrate that in this cohort, at the end of the REP programme, 66.66% of participants achieved at or above the curriculum expectation and 88.88% achieved at or above the mean national curriculum level.

Students made a mean gain of 2.72 sublevels over the two terms. All students gained at least one sublevel. A two-tailed T-test shows this to be a statistically significant gain ($p < .001$) and translates into an extremely positive Cohen's d effect size of 1.87. This compares with an expected gain of one sublevel and an actual national mean gain of less than one level.

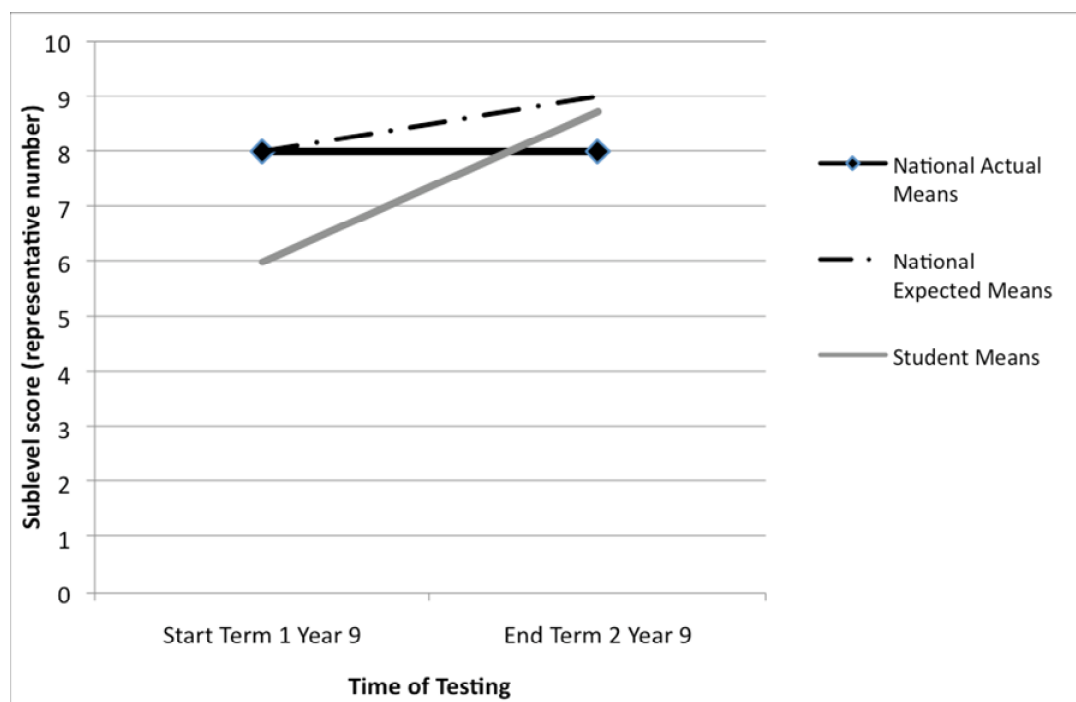


Figure 5.2. asTTle Reading Scores using Representative Numbers at the Start of Term 1 Year 9 and the End of Term 2 Year 9, Comparing Expected National Means, Actual National Means and REP Student Means

The difference in students' pre-intervention and post-intervention scores covered a range of one to five sublevel gains. Students' overall sublevel gains were related to their initial scores. As Figure 5.3 portrays, students with the lowest initial scores made the greatest gains across the course of the programme.

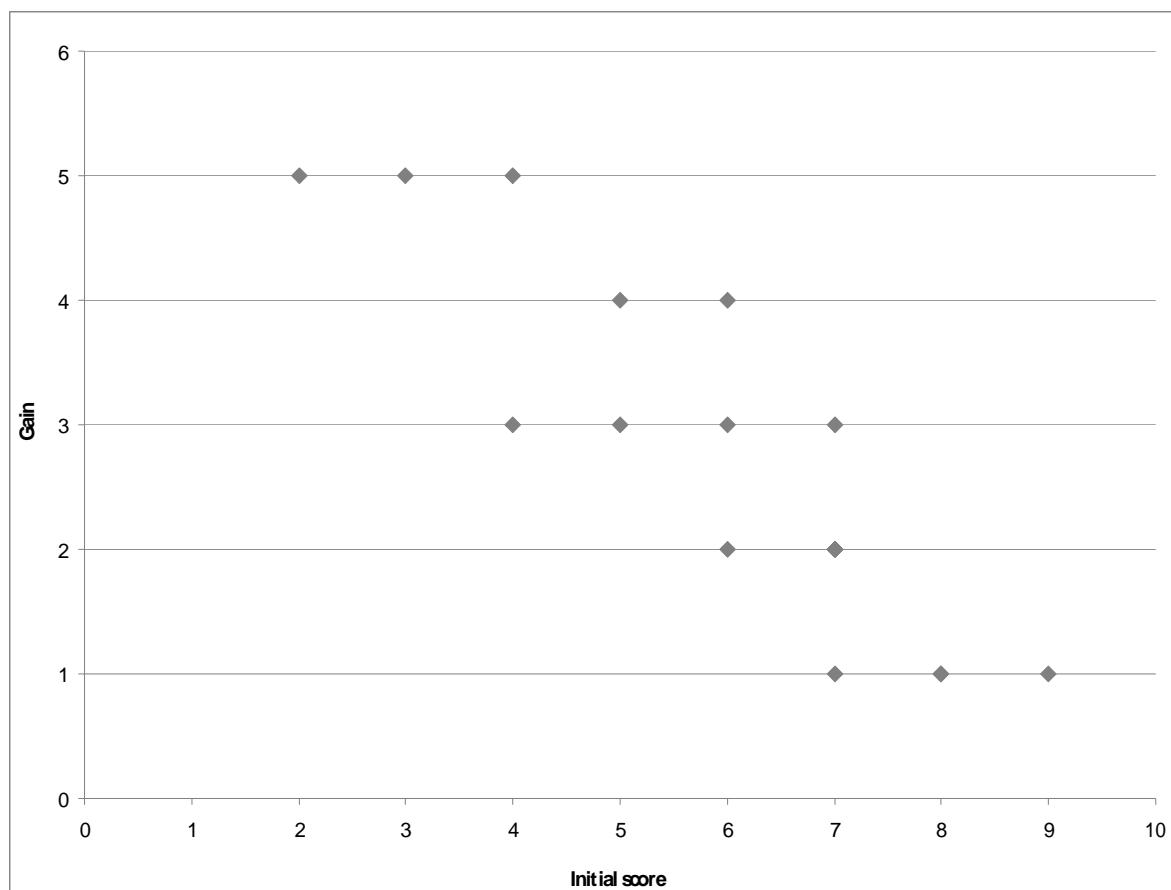


Figure 5.3. Students' Overall Gains Correlated with their Initial Sublevel Scores using Representative Numbers

Affective outcomes: Students' views of themselves as readers and learners

This research considered the affective outcomes of students' participation in the REP programme. The study gathered data which describes students' views of themselves and confidence as readers and learners participating in a community of literacy practice. These findings are drawn from the Likert scale data collected within the questionnaire, and illustrated using qualitative data from the questionnaires, interviews and observations.

Confidence in reading

According to the questionnaire data, students' attitude to reading remained positive throughout the programme. Students reported a median Likert scale score of three out of four in both the pre-intervention and post-intervention questionnaire. Whilst students reported positive attitudes to reading in the pre- and post-intervention questionnaire, when asked specifically how they felt about reading aloud more students initially reported negative feelings and there was evidence of change across time.

In the pre-intervention questionnaire, a majority of students reported negative feelings about reading aloud. These included being nervous, scared and lacking confidence. In the post-intervention questionnaire five students reported positive feelings towards reading aloud and an additional seven students reported still feeling nervous but being more confident and able to complete the task despite nerves. In the post-intervention questionnaire four students reported unqualified negative feelings.

In the pre-intervention questionnaire two students reported feeling nervous when asked to read to themselves and two specifically stated they did not like being asked to do this for homework. Post-intervention, all students reported positive feelings when asked to read to themselves.

In both the questionnaires and focus group interviews students reported feeling positive about the impact the REP programme would have on their future achievement.

“REP is a wonderful programme. It helps us understand more about what I'm reading. REP has really helped me to get to my future” (Student 5 - questionnaire)

“I think REP will help me in the future for my education” (Student 18 – questionnaire)

Confidence to participate in a literacy learning community

In focus group interviews, students identified social aspects of the programme as being very useful. Regarding the teacher-led lessons, students reported liking working with their peers and found the atmosphere in the classroom positive. They appreciated that the teacher's actions were

helping them with their interactions with adults throughout the school. In his focus group interview, Student 7 reported that the teacher-led lessons had made a “major” difference to the way he spoke to adults, helping him to be “more polite” and “use expression”. This reflected the increased experience and confidence students had in interacting with adults.

Throughout their participation in the programme students expressed enjoyment of the relationships they had with their tutors. On multiple occasions students expressed gratitude towards their tutors, as demonstrated in these questionnaire comments:

I would like to say thanks to tutors because I improved a lot and learned more than in the other subjects. Thanks for enriching my knowledge. (Student 10)

I just want to say that I am very grateful for all the help I have gotten from my tutors and from the programme. (Student 15)

The recurring theme of confidence gained, both in students’ reading skill and in their identity as capable learners is exemplified in these students’ comments:

I've had a great journey on this programme and I feel that this programme has made [me] a confident person. And now I can read better and even present in front of the class without stage fright. (Student 9)

[I feel] confident, relaxed and happy because I know I can read even [if] people laugh at me. (Student 1)

This self-reported increase in confidence and positive attitude is supported by a number of observations of tutoring interactions made toward the end of the programme. These later observations recorded students taking the initiative and guiding the reading process. This pattern of behaviour supports students’ self-reporting of increased confidence as literacy learners.

Tutoring in the REP programme: Elements of effective practice

One-to-one voluntary community tutoring is the key component of the REP programme and is what differentiates it from many other literacy programmes in existence. A basic description of the way the tutoring sessions are structured is provided in the 'Programme format' (p.5). What follows is a detailed description and analysis of the tutoring process and an examination of the elements that construct effective practice, using information from across the data sets.

An overview

Table 5.2 provides an overview of the observed tutoring interactions, quantified and coded into 18 categories. The table sorts students' results into descending overall sublevel gains and then compares these gains to the number of times they were observed engaged in specific types of interactions. The 18 interaction categories are presented in descending order of observed occurrence.

Transforming and summarising the data in this way reveals clear patterns of what dyads spent their time doing. Analysis revealed no relationship between increases in specific types of interactions and increased sublevel gains. However, calculating the mean number of times students were engaged in each type of interaction did reveal five activities that dominated the REP tutoring. These were word awareness and mileage in particular and also summarising and self-monitoring. The fifth predominant interaction was specific instances of encouragement and reassurance. These reinforcing interactions contributed to a positive, supportive environment and underpinned all the other interactions. This description of an encouraging atmosphere is supported by evidence in the questionnaire, observation, focus group and document data, as included in the following description of tutoring.

Table 5.2

Students' Sublevel Gains Compared with the Type of Tutoring Interactions in which they were Engaged

	18	16	15	4	17	14	13	12	3	10	8	5	9	2	11	7	6	1	Mean
Student																			
Gains (Sub-level)	1	1	1	1	2	2	2	2	2	3	3	3	4	4	5	5	5	5	5
No. of Sessions Observed	10	10	10	10	9	6	9	9	11	11	9	9	11	8	8	10	10	11	
Word Awareness	11	19	17	11	14	9	19	16	11	22	9	12	15	10	5	14	10	16	13.33
Mileage	14	12	12	12	8	7	10	5	16	5	7	10	11	6	10	9	6	15	9.72
Summarising	7	5	5	3	10	5	8	4	12	7	5	4	3	4	5	7	7	7	6.00
Encouragement	6	6	8	2	9	5	5	3	7	5	2	2	9	4	5	8	2	7	5.28
Text Reference	5	3	2	5	3	2	2	5	4	5	5	8	4	8	5	7	2	5	4.44
Self-Monitoring	6	4	1	2	2	4	6	4	4	9	4	6	6	1	3	4	7	3	4.22
Relational	6	3	5	1	7	0	4	4	5	3	14	2	5	1	1	4	8	2	4.17
Feedback	6	4	4	6	5	3	4	5	1	6	1	6	4	4	2	5	1	2	3.83
Reframing Tasks	1	1	1	4	2	4	3	5	7	7	4	5	3	5	4	4	4	4	3.78
Admin & Routine Tasks	3	4	2	1	1	2	1	5	4	2	5	4	6	4	5	5	8	3	3.61
Metacognitive Strategies	3	7	5	2	3	3	3	4	3	7	0	2	4	4	1	2	5	3	3.39
Modelling	5	5	5	3	3	1	3	5	2	2	0	1	2	1	4	1	3	5	2.83
Students Self-Scaffolding	2	5	4	8	3	0	2	1	0	2	2	4	4	1	1	4	2	1	2.56
Contextualising	4	1	2	3	5	0	1	0	1	4	3	4	4	2	2	3	2	3	2.44
Explicit Skill Teaching	1	1	3	0	1	0	2	0	4	2	0	3	1	0	0	1	5	3	1.50
Maintaining Focus	0	1	1	2	1	0	2	0	6	0	2	0	1	0	3	2	3	1	1.39
Prediction	1	0	0	2	1	0	0	0	2	3	0	0	2	1	1	0	1	0	0.78
Making 'Rules' Explicit	0	0	0	0	0	2	1	0	1	0	0	0	1	0	0	0	1	0	0.33

An explanation of tutoring interaction categories in Table 5.2

A number of the tutoring interactions recorded in Table 5.2 bear some description.

N.B. Self-Monitoring, text referencing, word awareness, prediction, reframing, and contextualising are all types of scaffolding which involve the tutor supporting the student to complete tasks which initially they would not have been able to do. Interactions were coded in these categories despite the level of responsibility students were taking, whether they be observer or almost at the point of taking full responsibility.

Contextualising: Interactions were coded in this category where they involved the tutor providing contextualising information which aided understanding of the text or where the tutor helped the student access their own background knowledge.

Explicit Skills Teaching: Rather than scaffolding, this involved more didactic style interactions where the tutor explained specific reading skills.

Feedback: Interactions were coded in this category when they involved tutors providing direct and explicit feedback, both oral and written.

Maintaining Focus: Interactions in this category involved the tutor acting to establish or maintain students' focus on the reading tasks. This included encouraging students to disregard irrelevant interruptions.

Making 'Rules' Explicit: This category coded interactions where the tutor was spending time explaining certain expectations. For example, in assessment situations, answers are unlikely to be repeated, so it is wise to review answers if this occurs.

Metacognitive Strategies: Interactions were coded in this category where they involved the tutor helping the student understand and control their own learning at a metacognitive level. This included activities such as highlighting key vocabulary which might feature in the following activities.

Mileage: Students reading silently and aloud, and tutors reading aloud to the students were coded in this category.

Modelling: Interactions were coded in this category when the tutor was explicitly modelling a specific skill. This includes reading aloud to the student.

Reframing Tasks: This category includes interactions where the tutor was helping the student to understand what was required or to formulate an answer by presenting the task in a different way. This included rewording questions and helping students eliminate options in multiple-choice activities.

Relational: This included social interactions and general conversation between the tutor and student.

Self-Monitoring: Students were pausing in their reading to check and clarify their understanding as necessary.

Self-Scaffolding: Interactions were coded as Self-Scaffolding when students were using resources at their disposal, for example, dictionaries and wall maps, to independently carry out tasks they could not successfully complete without these resources.

Summarising: Students were required to summarise each text they read before they began the other SRA comprehension tasks. In addition, this category includes interactions where the tutor or the student were reviewing and summarising the text they had read.

Text-Referencing: Students were explicitly referring to the text to formulate and confirm their answers.

Word Awareness: Any interaction which developed students' vocabulary knowledge was coded in this category. This included using the dictionary, discussion of vocabulary and morphology, and recording and revision of vocabulary lists.

The tutoring process

When students arrived at the classroom for their tutoring session, they left their bags at the front of the class and collected their work folder and SRA card from the teacher. The teacher reviewed students' progress between sessions and promoted students within the SRA system when he assessed them to be ready. Generally, students successfully completed three activity cards at each level before promotion; however, the teacher adjusted this benchmark as he judged necessary.

Following initial social interaction, tutoring dyads quickly started work where the student had finished at the end of the previous session. The SRA activity cards follow a regular format and always begin with a text for students to read, approximately two B5 sides in length.

Reading the text

As the dyads read the text together, tutors were modelling and scaffolding specific strategies.

Tutors took time before reading began to encourage students to predict what they would be reading. Tutors supported students' fluency and mileage by assessing when to take a turn reading

and when to listen. Tutors made on-going assessments as to how best to organise this reading process. For example, Student 3 continued to have difficulty with some aspects of decoding and her regular tutor would often read a passage and then have her re-read the passage, before moving on and doing the same with the next section.

Tutors were encouraged to use the Pause/Prompt/Praise technique as an effective way of encouraging student fluency and they were observed routinely doing so. Tutors used a range of prompts to facilitate students to read and comprehend new words independently. These prompts included drawing students' attention to contextualising details which could assist them, suggesting students record the word and continue, returning to it later, or directing the student to a dictionary.

Self-monitoring and summarising were important strategies modelled and scaffolded by tutors. Tutors were encouraged to have students stop half-way through the text to summarise and check their understanding. Tutors also often had students summarise what they had read in a previous session before recommencing reading or comprehension activities. Having students pause to assess their own understanding and summarise what they read, facilitated tutors' modelling and encouragement of thinking aloud.

Observations showed that working together to achieve increased reading mileage for students was an important element of REP tutoring. In the course of my observations of tutoring, I recorded a mean of 9.72 mileage interactions for each student, with a range of 11. Next to word awareness activities, mileage interactions were the activity in which dyads engaged most commonly. These observations included dyads reading aloud to each other and silently, engaging primarily with SRA texts, but at times also with class-library and other self-selected texts.

The document survey revealed that during the programme, students demonstrated markedly different work rates. For example, Student 3, who attended the programme without any absence, completed nine SRA activity cards within 44 tutor sessions. By contrast, Student 18, who also attended without absence, completed 21 SRA activity cards.

There was no relationship between the number of SRA activity cards completed and students' sublevel gains.

Vocabulary

Further analysis of tutoring interactions revealed a striking, shared enthusiasm for vocabulary. Developing word awareness was the activity in which dyads engaged most often. I observed an overall mean of 13.33 interactions per student involving word awareness activities. Students demonstrated an appetite for vocabulary learning and it was a dominant concern of students across all data sets.

Five students specifically mentioned vocabulary learning as being helpful on their post-intervention questionnaire and in the focus group interviews students made repeated reference to their vocabulary learning:

I enriched my vocabulary and my comprehension has gone up (Student 4).

I think it's better it's made my reading get better because when you're stuck on a word you can like sound it out and you know like what's it about. (Student 14)

A number of students described how their improved vocabulary had fostered interaction with family members, as shown in these two examples:

S16 Well me and my mum we were watching TV and one of the words I found out in REP came up and I asked my mum, 'Does she know?', she said no so I told her.

I Oh, very good. Can you remember what was the word?

S16 I think it was dejectedly.

Me and my sister were playing games about who knows the longest like who knows a lot of words. So if she doesn't know any words I just tell her the answer. (Student 4)

Student 17 described in some detail how discussion with his tutor, of the subject area vocabulary list, prior to starting the photosynthesis topic in Science, had helped his understanding in this

class. Observations of Student 17 and his tutor supported this statement and revealed a shared passion for science which saw them regularly engaged in discussion of scientific vocabulary, often prompted by, but well beyond the scope of, the SRA texts they were reading.

As demonstrated by this interaction with Student 17, students' appetite for vocabulary was fostered and fed by the tutors' own interest and enthusiasm. Tutors encouraged students to seek out definitions and record new vocabulary. But students became most engaged when they encountered vocabulary with which the tutor was unfamiliar, too. I observed many discussions of morphology, subtly nuanced synonyms and borrowings where the tutor was thinking aloud. Twice I observed tutors recording vocabulary in their own diaries to follow up at home.

The background knowledge and wealth of experience tutors brought with them to vocabulary learning enhanced the process for students, providing depth and context. This is further illustrated by an observation I made of Student 16 discussing the word 'immigrant' with her tutor. The tutor used the word to tell the student about her grandfather. Student 16 then used the word to relate an anecdote about her own grandfather. The tutor went on to contrast 'immigrant' and 'emigrant'. In this way the tutor developed relationship links with the student as they discussed shared family history and was simultaneously developing a deep understanding of the vocabulary item.

In another example the same tutoring dyad was observed in the same session discussing the word 'affection'. The tutor used their small whiteboard to demonstrate the root word 'affect', discuss this and contrast it with 'effect', explaining how the student could avoid confusing the two.

This extended example of a small part of one student's experience in one session exemplifies the rich, targeted interactions which occurred around vocabulary during REP tutoring.

Comprehension activities

When they had finished reading the SRA text, students wrote a five-point summary before beginning the set questions. This written summary facilitated focused discussion between the tutor and student and ensured the student had a secure, accurate understanding of the text before proceeding with the comprehension activities.

Dyads then began the SRA comprehension activities and tutors were observed to engage in a number of key actions. Text referencing was a strategy supported by the SRA format and routinely engaged in by the tutors who modelled and scaffolded a flexible approach to moving back and forth between the text and questions.

Reframing tasks was also a key strategy which tutors engaged in during comprehension activities. This did not simply involve them rewording questions for students, but was rather active scaffolding of students' attempts to use their own background knowledge, identify the essential points in a question, or work through a process of elimination to arrive at an answer. All these activities focused on supporting and building student independence when engaging with reading activities.

During the dyads' work on the comprehension activities, tutors were often observed modelling ways of engaging with the text with self-efficacy, working with flexibility and control. This was extended by dyads' engagement with metacognitive strategies and explicit skills teaching. All these activities encouraged students to take control of and direct their own literacy learning activities.

Modelling an active relationship with the text reflects tutors' general modelling of relationships and positioning of self as having efficacy in the literacy learning process. This was observed repeatedly in the way tutors kept students focused and engaged in the task at hand. Often engagement was maintained simply by the tutor's presence and air of expectation. Most notably, when the interruptions normal in a classroom situation occurred, tutors were quick to assess their importance, and whereas students working alone could be distracted for long periods, if tutors judged an interruption irrelevant to the student, they quickly re-engaged students' attention with their reading task. Generally, tutors brought with them a sense of urgency - that time was a precious resource to be used wisely.

As the programme progressed, observations showed students to be taking greater control of their own literacy-learning processes. There were increasing instances of students using resources to self-scaffold, for example, when they encountered a new vocabulary word, rather than needing to be prompted they would immediately use the dictionary to locate a definition and record this in their glossary. Students were also observed independently text-referencing when answering questions, using thinking aloud to work through possible answers, and using their personal whiteboards when reading to record key vocabulary for later reference, when completing the comprehension activities. These were all strategies which tutors had been modelling and scaffolding throughout the programme and as they dismantled the scaffolding, I observed students demonstrating independent proficiency.

Reading log challenge

Towards the end of each tutoring session, dyads spent time on the reading log challenge. Primarily, this involved the students orally summarising what they had read. Tutors discussed students' reading with them to varying depths. Students were very keen to have tutors sign off each book on their tally chart and whilst occasionally I did observe some students describe a very superficial understanding of a book, I never observed tutors asking students to take a book away and reread it before it was signed off. Some dyads spent time together selecting reading log books and this helped students to focus on choosing a text which interested them and was at an appropriate level of difficulty.

Interaction and relationship

Tutoring sessions always finished with students shaking their tutors' hand and thanking them. This courtesy was discussed at the teacher-led lessons and insisted upon by the co-ordinating teacher. At the beginning of the programme this was a formal action and many of the students displayed shyness in doing it. By the end of the programme shaking hands and thanking their tutor had become a natural, warm gesture that required no prompting from the teacher. Notably, I observed this to be true even when students were working with an unfamiliar tutor.

Before leaving the room, students lined up and each shared with the teacher an interesting vocabulary item from their work.

In addition to the one-to-one time spent together, tutors recorded written comments in the students' work folders and this contributed to the relationship which developed between tutors and students. In their focus group interviews, students reported taking a keen interest in these comments. They expressed a real appreciation of the encouragement they received in this way.

Tutors' comments were overwhelmingly in praise of the students. Of the 511 tutor comments recorded and analysed, 76.8% were comments of praise, 16% were critique and 7.2% were advice or encouragement. Within these three broad categories, tutors addressed a wide range of literacy issues. Notably, tutors commented on students' comprehension 105 times, their motivation or engagement 112 times and their oral reading skills 96 times.

Tutoring interactions changed in subtle, but significant, ways as the programme proceeded. Both tutors and students became increasingly comfortable and their interactions became more relaxed. Notably, towards the end of the programme students would initiate greetings and social interaction and tutors would often ask questions which demonstrated on-going and genuine interest. As examples, I observed tutors inquiring after a sick family member (Student 10), asking how a parent's graduation ceremony had been (Student 8), and how a student's rugby league trial had gone (Student 13).

The personal nature of the relationships that developed meant that they had effect beyond the students' achievement and attitude. Tutors were keen observers of their students and at times intervened on their behalf. For example, one tutor's observation and referral of Student 17's myopia led to him visiting the school nurse, optometrist and ultimately receiving spectacles. Another example of the warmth and reach of the tutoring relationships occurred when one of the students had a baby brother born during the course of the programme. In her focus group interview she explained:

One of my tutors ... she like, every time I see her she always asks how am I doing and how is my family. I said that I have got a little brother now and she brought two books and gave it to me and it's been helpful for my little sister, that

she's only 5 years old and she reads it to us at home. We read it to our brother too. (Student 16)

A description of the teacher-led lessons

In accordance with the view of literacy learning as a complex construct, the REP programme takes a multidimensional approach to teaching and learning reading. In addition to the two tutoring sessions students attended each week, students participating in the programme also attended a weekly teacher-led lesson. The stated focus of this lesson (Participant, 2011) is to support the social aspects of students' learning. Students attended this lesson in groups of ten.

Eleven teacher-led lessons were observed. As outlined in the 'Methodology', four students were closely observed during each session and their actions coded. Because these lessons and the students' actions followed such a regular format, a summarising narrative description of the classes is presented here and illustrated with two examples of coded, quantified analysis.

A qualitative description of the teacher-led lessons

Because the routines were so well established, students were obviously very settled in a familiar, safe, environment and the classes ran efficiently in terms of classroom management. Following a brief period of administration within which students distributed equipment, shed bags and settled in seats, the lesson began with students standing at their desks and being welcomed by the teacher.

The first activity was a series of 'Brain Gym' exercises led by the teacher. These exercises always focused on making physical left/right brain connections.

Brain Gym was followed by two vocabulary exercises. First, using a list of "300 most frequently used words", students spent a minute memorising up to 17 words and then competed to orally recount the most words in the correct order. Secondly, the teacher called out words from the dictionary and students raced to find them. The first to find each word would stand and read the part of speech and definition. They competed in a first-to-three format. The winners of these two exercises had their names recorded on the whiteboard for the week as memory and dictionary

champions. In the focus group interviews students reported enjoying these exercises and I observed all students competing enthusiastically.

The lesson then focused on completing a reading comprehension activity, which involved a mixture of multi-choice and short-answer questions. The teacher gathered these exercises from a range of websites.

It was the teacher's intention that each reading comprehension activity be completed over two lessons. However, the completion rate was much slower. At the end of the two term programme students had completed three articles, with each article taking up to six lessons to complete.

Students were required to answer the reading comprehension questions on the photocopied sheet. Then they used these notes to write a draft of full-sentence answers, with the teacher indicating how each sentence should be constructed. When these drafts had been checked, students rewrote the answers into their books. When this final copy was complete, students spent time drawing and decorating a heading.

I observed that the teacher's feedback on students' written work was primarily concerned with the accuracy of the sentence structure, layout and presentation of the work rather than gauging the depth or security of their comprehension.

The lesson often concluded with the group reading together. They either reread the comprehension article or another selection made by the teacher. I observed students reading selections from *Harry Potter* by J.K. Rowling and *Tunnels* by Roderick Gordon and Brian Williams.

Usually, students sat in a circle and took turns reading two or three sentences. The focus of this reading was on fluency, but also included some discussion of vocabulary and idiom. Similar to the comprehension exercises, the discussions around these readings were didactic; between teacher and student, rather than between students.

During the teacher-led lessons, I observed four formal feedback sessions where students were required to refer to vocabulary work they had done with their tutors or to comments their tutors had recorded. Students recounted these comments or vocabulary items to the rest of the class.

These were the only instances of direct reference between students' work with tutors and the teacher-led lessons.

The teacher's main aims were to instil respect and train students in his expectations of classroom behaviour. Students always greeted adults on entering the classroom and helped each other set out required resources for each lesson. Usually, these things were done without prompting. In the 11 teacher-led lessons I observed, students demonstrated a lot of self-discipline and engaged in each task with enthusiasm.

In the focus group interviews, students reported enjoyment of teacher-led lessons. They saw them as time to "practise" and "discuss what's going on during the week" (Student 13). In the questionnaire, focus group interviews and observations no student reported negatively on any activity in the teacher-led lessons and many reported an enjoyment of the active, competitive activities, describing the classes as "fun" and enjoying working as a group (Student 13).

Quantified analysis of two teacher-led lessons

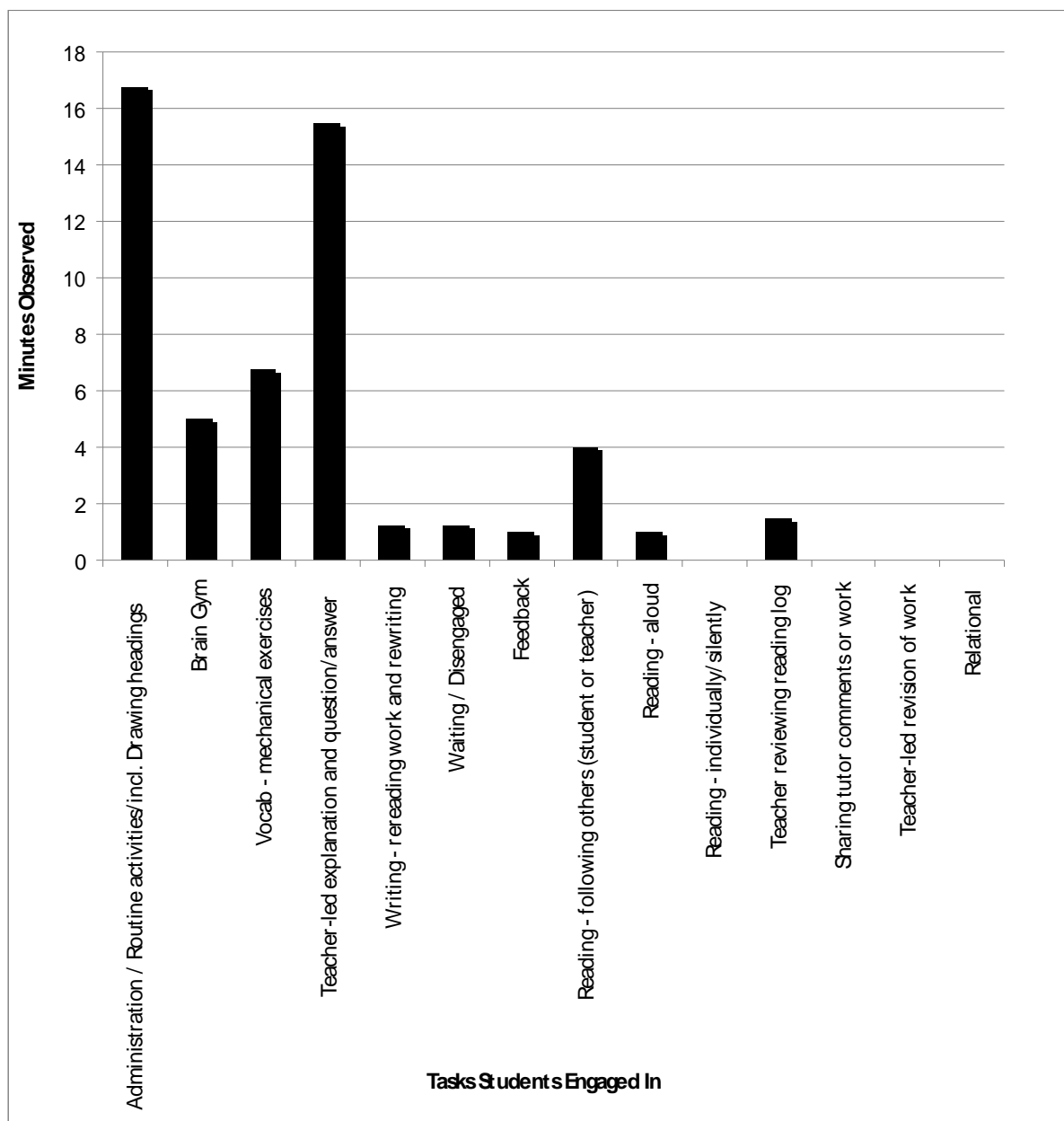


Figure 5.4. Mean Number of Minutes Four Students were Observed Engaged in Activities in a Teacher-Led Lesson (Example One)

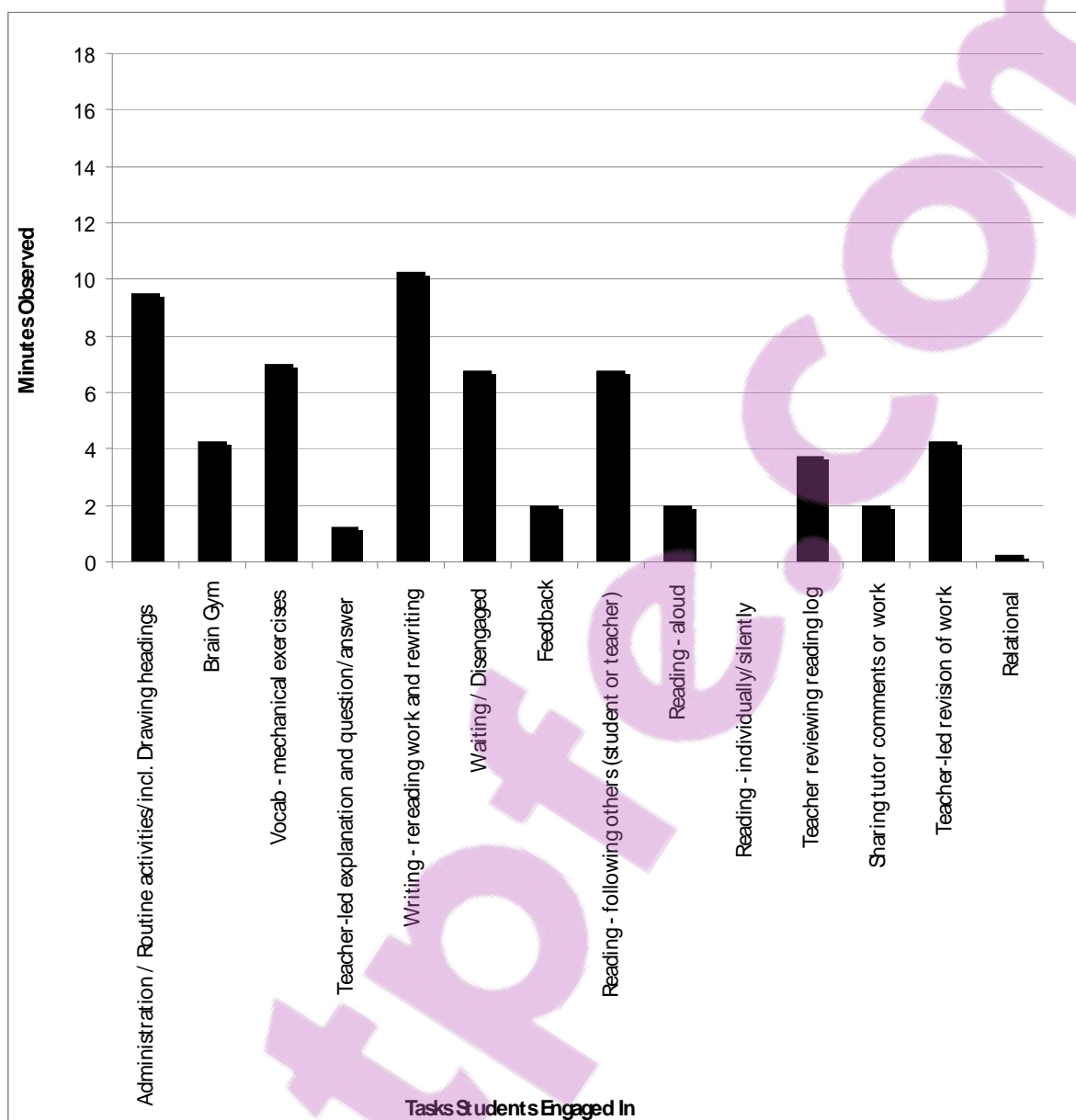


Figure 5.5. Mean Number of Minutes Four Students were Observed Engaged in Activities in a Teacher-Led Lesson (Example Two)

Figures 5.4 and 5.5 show that the teacher-led lessons were characterised by teacher-led activities with little opportunity for independent thought or action. In the first lesson analysed (Figure 5.4) a large proportion of student time was spent in didactic teaching activity. In the second lesson (Figure 5.5) students spent a lot of time re-reading and re-writing work they had completed

previously. In neither example analysed, did any of the students spend any time reading independently. A larger proportion of time (up to eight minutes) was spent following along as others read.

This analysis shows that a large proportion of students' time was spent completing routine activities including administrative tasks and workbook presentation.

Perhaps most importantly, in both these lessons no reference was made to the strategies students were engaging in with their tutors. This was representative of all the observations made of the teacher-led lessons and is illustrated further in the previous qualitative description of the lessons.

Mileage

In addition to the data outlined above which demonstrate students' reading mileage in the context of the REP tutoring dyads and teacher-led lessons, the questionnaire provided data describing students' reading mileage in a wider context.

As stated in the 'Methodology' (p 34) the questionnaire asked students to report instances of reading actions during the previous week. In doing so, students provided a rough approximation of their reading mileage.

All students, except one, reported an increase in both 'for school' and 'not for school' reading actions in the previous week. Student 7 reported a slight drop in 'not for school' reading actions over the previous week; however, he also reported a marked increase in 'for school' reading actions over the same periods. Figure 5.6 and Figure 5.7 illustrate educationally significant increases in the amount of reading being done by each student, each week.

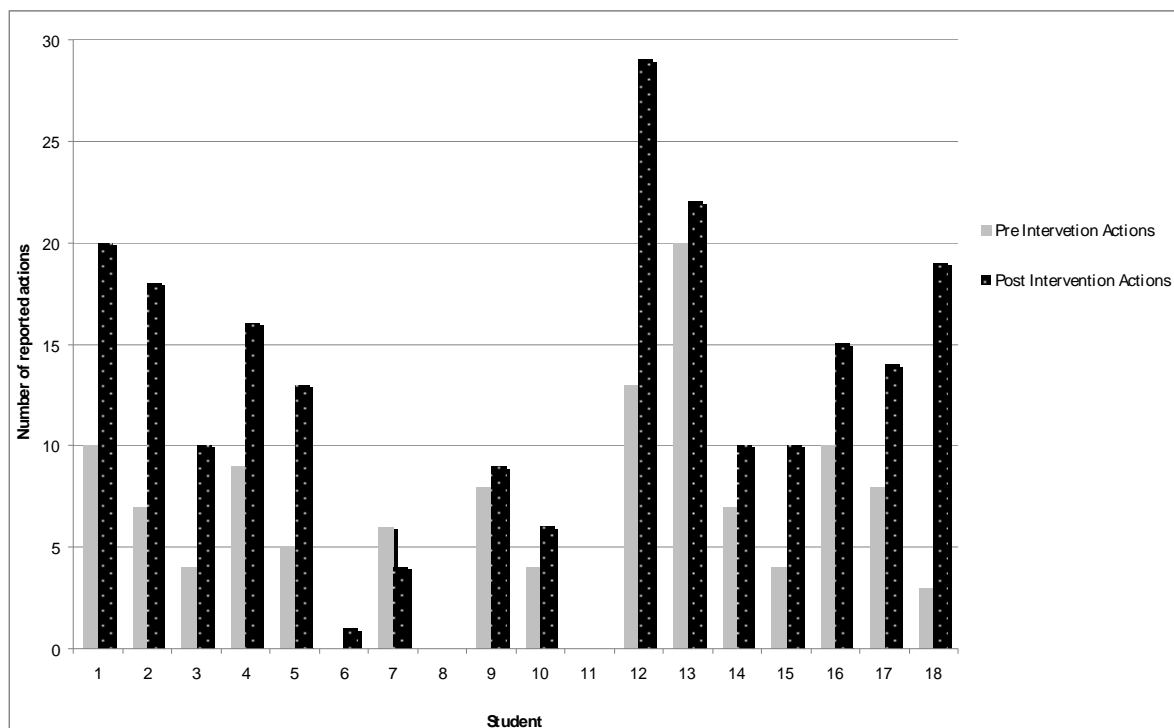


Figure 5.6. Students' Self-Reported 'Not For School' Reading Actions in the Previous Week

The mean number of 'not for school' reading actions in the previous week, reported in the pre-intervention questionnaire was 7.37.

The mean number of 'not for school' reading actions in the previous week, reported in the post-intervention questionnaire was 13.5.

This is a mean increase of 6.13 'not for school' reading actions, per student, in the previous week.

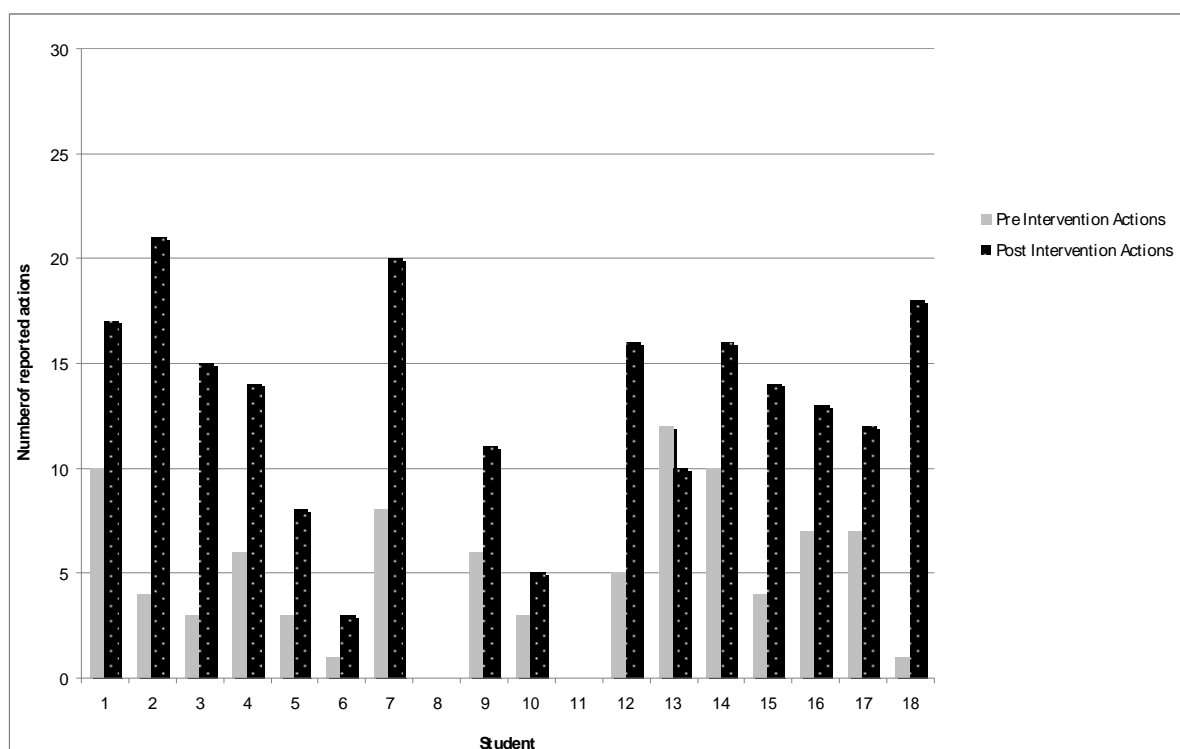


Figure 5.7. Students' Self-Reported 'For School' Reading Actions in the Previous Week

The mean number of 'for school' reading actions in the previous week, reported in the pre-intervention questionnaire was 6.

The mean number of 'for school' reading actions in the previous week, reported in the post-intervention questionnaire was 13.31.

This is a mean increase of 7.31 'for school' reading actions, per student, in the previous week.

As noted in the 'Method', reading log records have not been included as a measure of mileage. This is discussed further in the 'Discussion' (p.78).

Transfer of skills

The questionnaire and focus group interview tools sought to identify whether there was any transfer of skills occurring. In items 24 to 30 of the questionnaire, students were asked about their use of a range of specific strategies outside of the REP programme. In the focus group interview, students were asked to recall specific instances where they had used learnt strategies elsewhere.

In the pre-intervention questionnaire, students reported some use of the surveyed reading strategies. The post-intervention questionnaire showed a slight increase (0.387) in students' use of the strategies.

When asked in their interviews about strategy use outside of the REP programme students were unanimous in their agreement that participating in the programme helped them in their other schoolwork, but were less certain when asked to recall specific instances where they had purposefully used something they had learnt at the REP programme. Student 7 stated that he used "skim and scan" in his social studies and English classes. Student 1 said that he tried to "repeat the question twice" to make sure he had understood what was being asked. A number of students reported having more confidence to read on when they encountered an unknown word and Student 8 went on to explain:

When I was reading I normally stop if I can't do a word, like if I can't say a word, so what I do now is like I just sound it and carry on, I don't care if it is wrong. (Student 8)

Students did not make any links between the strategies they were learning with their tutors and the work they were doing in the teacher-led lessons. However, students did report purposefully using the social skills they practised in the teacher-led lessons, both with their tutors and in other school contexts.

In conclusion

The qualitative and quantitative results provide evidence that the REP programme had a positive effect on the students participating in this study. Students made positive gains in their asTTle assessments and also in measures of affective outcomes.

Analysis of the REP tutoring process revealed extensive modelling and scaffolding of reading strategies, with a focus on word awareness and mileage underpinned by encouraging, warm relationships.

These results raise questions regarding students' ability to purposefully transfer the skills they were learning at the REP programme into other literacy contexts, and how the teacher-led lessons may provide an opportunity to support this transfer of skills.

6. Discussion

As described in the findings there is evidence to support the claim that, for Year 9 students who arrive at secondary school with reading achievement below the expected levels, the REP programme provides an effective approach to accelerating their progress.

This research used the core principles of the REP programme to establish research questions as a framework for evaluation. Three key aspects of the REP programme and ways in which they contribute to an understanding of voluntary community tutoring, were identified through the evaluation.

The data indicate that the programme had positive outcomes for students in two main interrelated aspects: first, the gains made in student reading achievement and second, students being more positive and confident in reading and personal relationships. For many students entering the programme, their attitude to reading had been negatively impacted by on-going low progress in literacy.

The third aspect that was a key focus of the research was identifying the exact nature of the REP tutoring. The data suggest that a number of factors influenced the effectiveness of the voluntary, community tutoring which is the distinguishing characteristic of the programme. These factors include the strategies and behaviours tutors modelled, tutor training, transition issues and selecting resources.

The extent to which the theoretical framework, synthesised from the reviewed sociocultural literature, supports the structure of the REP programme, will be evaluated. Each of the three key aspects of the REP programme will then be discussed within this theoretical framework. The discussion will consider students' outcomes and the nature of tutoring relative to the REP programme itself, and as they contribute to the literature on tutoring more generally.

A theoretical framework for evaluating success

The REP programme holds at its core sociocultural principles which establish a view of literacy learning as a complex multi-faceted process. This expansive view of reading encompasses the

components of decoding and comprehension, the contextualised, purposeful nature of reading and its role in students' identity formation and well-being.

As such, for the REP programme, improved comprehension of reading activities is not an end in itself, nor is it the only measure of success for the students or the programme. Rather, effective reading skills in evidence throughout students' literacy practice, is a closer approximation of success. As such an evaluation of the REP programme and participants' success must incorporate an assessment of affective outcomes, including self-efficacy and personal relationships, as well as the application of literacy understanding across the curriculum.

The previously discussed sociocultural theories of Lave and Wenger (1991) and Bronfenbrenner (1979, 1995) which underpin this research, may be applied to evaluate the success of REP tutoring. This theoretical framework may be used to evaluate the programme's success in developing students' reading skills within the tutoring context and in transferring these skills to other contexts within the school and the wider community.

The legitimate peripheral participation theory described by Lave and Wenger (1991) legitimises the position of students on the periphery of the community of practice. In this model the apprenticeship process is the means by which students are drawn into full participation in the community, by the modelling and scaffolding of practice by other members of the community. Lave and Wenger highlight the importance of near-peer relationships in this process as the primary means by which students learn.

In the review of the literature in this study the apprenticeship model of legitimate peripheral participation has been related to Bronfenbrenner's (1995) bioecological paradigm as a way of describing the process students undertake as participants in community tutoring.

Bronfenbrenner's (1979) original ecological model describes a child as being situated within a series of nested contexts. When applied to REP tutoring, this model places students in the micro-context of the tutoring relationship, the meso-context of the REP classroom, where their tutoring relationships interplay with broader school contexts, and the macro-context of their wider community.

Whilst the idea of students moving between contexts may be somewhat of an appropriation of Bronfenbrenner's original model, later developments of the theory have emphasised the dynamic interactions between persons and contexts, and the importance of time in development. This focus on interaction and development over time is inherently dynamic and is evident in the regular and sustained nature of REP tutoring, demonstrating a proximal process as described by Bronfenbrenner's theory (1995). Thus, the bioecological paradigm appears to be a valid explanatory framework for viewing interactions between nested contexts and students' transfer of skills.

This synthesis of Lave and Wenger's (1991) and Bronfenbrenner's (1979, 1995) sociocultural theories can be used to describe students' participation in REP tutoring. When viewed through the lens of the legitimate peripheral participation model (Lave & Wenger, 1991) the REP programme works to affirm students' initial peripheral position. Observation and interview data showed that through near-peer relationships which scaffolded and modelled strategies, students were successfully drawn towards full participation in the literacy activities of the REP programme, that is, their community of literacy practice. Tutors purposefully modelled practice which made "the meaning visible" (Lave & Wenger, 1991, p. 105) and enabled students to engage in "intent participation" (p. 176). Tutors were then able to strategically scaffold students' activity as they worked towards the centre of the community of practice (Duke & Pearson, 2008, Lave & Wenger, 1991).

If Bronfenbrenner's (1995) bioecological paradigm is then applied, students, with their newly acquired skills, occupy the centre of nested contexts. These devolve from the micro-context of the tutoring relationship, to the meso-contexts of the wider REP programme including the teacher-led lessons, and subject area classrooms. Students' skills then devolve further into the macro-context of the wider community. Skills transfer requires students to move out from their initial point of skills acquisition in the micro-context, to use these in increasingly broad and independent contexts.

In this way sociocultural theory conceives of the development of students' effective reading skills through REP tutoring in contrasting ways. Legitimate peripheral participation (Lave & Wenger, 1991) portrays a centripetal movement of students from a peripheral position towards full participation in the community of literacy practice, whilst the bioecological paradigm

(Bronfenbrenner, 1995) portrays students' movement as centrifugal, using reading skills to facilitate effective interactions in increasingly wider contexts.

The pre- and post-intervention asTTle reading test results showed students to have made positive gains in achievement. However, both questionnaire and focus group interview data showed students were engaging in skills transfer in a limited way only. This suggests that students were achieving the centripetal movement described by Lave and Wenger (1991), in that they were able to apply the skills in the context of the tutoring interaction. However, students reported less successful skills transfer in a centrifugal direction, out into wider contexts. Ways of encouraging skills transfer need to be found to maximise the benefits of the REP programme.

There are several structural factors already existing in the REP programme that aid good skills transfer and which could be further developed. These include the structure of the apprenticeship model (Rogoff, 1990) as it develops supportive near-peer relationships, the use of scaffolding to support students and encourage independence as appropriate, and the use of the teacher-led lessons.

Currently, the relationships the teacher develops with students are a strength of the REP programme as they contribute to drawing students centripetally towards fuller participation in the programme's community of practice. Deshler et al (2007) argue that effective literacy programmes rehearse students in the transfer of skills between contexts. Developing a focus on students' centrifugal transfer of skills into wider contexts could enhance the benefit of these teacher-led lessons. This could be done by providing further opportunities for students to engage with texts they encounter in other curriculum areas. Also, these teacher-led lessons could explicitly support students' increasingly independent use of the strategies they are learning with tutors. Used in this way the regular and sustained teacher-led lessons would become a proximal process as described by Bronfenbrenner's (1995) bioecological model, fostering the transfer of students' skills into the wider contexts which they occupy.

The way in which the structural factors outlined here could be further developed to promote explicit and effective skills-transfer is considered in the 'Conclusion' (p. 92).

Key aspects of the REP programme

Having established the theoretical framework and used it to evaluate the success of the REP programme, key aspects of the programme are now discussed.

For students to achieve generalised literacy success, their practice needs to encompass effective reading skills and strategies, supported by self-efficacious attitudes and behaviour. Together, these effective reading skills and positive affective factors help to form students' literate identities (Lave & Wenger, 1991), which enable them to adopt "dispositions for engagement" (Schoenbach & Greenleaf, 2009, p.99) across contexts. The REP programme addresses the key aspects of achievement gain and affective outcomes through one-to-one tutoring.

Achievement gains

Students' reading achievement is the first key aspect to be discussed, as this was the primary focus of the programme. Other aspects addressed by the programme, including fostering positive attitudes to learning and encouraging social relationships were done in relation to improving students' reading achievement.

The results of this study suggest that participation in the REP programme has a positive effect on students' reading achievement. At the conclusion of the programme almost all students were achieving at or above the expected curriculum level. The gains made on the asTTle reading test over the two terms suggest students progressed above the expected rate of gain in the time they attended the REP programme.

In seeking to explain the robust gains achieved by participants, the programme, as described by this research, may be evaluated against the literature describing effective adolescent literacy instruction and tutoring. First, the environment fostered by the co-ordinating teacher and tutors aligns with the environment described as necessary by Sturtevant et al (2006) in their description of principled practices for effective adolescent literacy instruction. The REP programme established a respectful environment characterised by "high expectations" and "care" (p.4), which provided students with opportunities to assess their own progress in literacy learning and "demonstrate enthusiasm for literacy and learning" (p.4).

Perhaps most importantly, the REP tutors were found to accept the peripheral position of students as a legitimate starting point (Lave & Wenger, 1991) for teaching and learning and students were affirmed and encouraged regardless of their level of achievement. This is in line with the Commission of Adolescent Literacy's position that on-going literacy learning in secondary school is normal (Moore et al, 1999) and the need for continued instruction should not be stigmatised.

In approaching instruction, the programme adopted a "comprehensive model of reading" (Wasik & Slavin, 1993, p.196) enabling it to take a multifaceted approach to intervention. The REP programme was found to focus on aspects of literacy teaching and learning which align with those described as key by the literature. Durlak and Weissberg (2007) call for instruction that is sequenced and active in structure, and focused and explicit in its content delivery, and this is reflected in the structure of the REP programme. Likewise, the modelling and scaffolding that was a feature of REP tutoring reflected the apprenticeship model described by Rogoff (1990). Specific strategies identified by the literature as effective in developing advanced comprehension were seen to characterise REP tutoring. These included, providing multiple opportunities to engage with vocabulary (Deshler et al, 2007, Snow, 2002) and gain reading mileage (Deshler et al, 2007) as well as contextualised strategy instruction that encouraged students to be strategic in their approach to text (Alvermann & Eakle, 2003, Snow, 2002). Furthermore, the structure of REP tutoring ensured "immediate and relevant feedback" (Shanahan, 1998, p. 229), increased time on task and the alignment of activity to student need (Shanahan, 1998).

The congruence of the REP programme's approach to teaching and learning, with approaches found to be effective by the relevant research and literature, suggest that the programme contributed to the robust gains in reading achieved by participants.

The achievement gains made by participants in the REP programme fulfil the first criterion of Lai et al's (2009) definition of robust acceleration. The second criterion demands that this acceleration be maintained to be effective in altering the distribution of achievement results. Sustaining acceleration over time, and the long-term effects of the REP programme require further study (see 'Limitations and further research' p.98).

Modelling affective outcomes

In addition to achieving gains in students' comprehension skills, REP also focused on students' affective outcomes and this is the second key area to be discussed. The core principles of the programme recognise both the way in which affective factors can influence students in the literacy learning process, and how in turn, literacy learning can influence students' attitudes and identity. Gains in achievement were seen to positively affect students' attitudes and vice versa, with improved affective outcomes fostering the development of comprehension skills.

Developing students' identities as capable, effective learners was identified as a key focus of the REP programme and an important consideration in the evaluation of the programme.

Indicators of positive gains in students' affective outcomes reflect the behaviours which tutors were observed modelling. The tutors' disposition to literacy learning was active and positive (Schoenbach & Greenleaf, 2009), they modelled perseverance and flexibility, and perhaps most importantly, they were curious and engaged, modelling literacy learning as an on-going, life-long process (Moore et al, 1999). In adopting this approach, tutors supported the programme's focus on enrichment as opposed to remediation (Participant, 2011).

By positioning tutors as active, successful near-peers (Lave & Wenger, 1991) the programme fostered students' understanding of a literacy participant as engaged, confident and possessing self-efficacy. This active approach formed the ambient environment (Lave & Wenger, 1991) occupied by REP students during tutoring. Participation within this environment apprenticed students in the modelled behaviours (Rogoff, 1990) and enabled them, as participants in the community of practice, to begin to assimilate effective behaviours into their own identities.

Tutors modelled and fostered students' active construction of their own self-efficacious behaviour. The modelling and encouragement of an active approach to learning developed students' motivation (Boekarts, 2002) and independence (Spence & Stan-Spence, 1990). In this way, the REP tutors fostered students' internal locus of control (Grainger & Frazer, 1999), by developing students' understanding of their influence over outcome and a willingness to attribute success or failure to effort, perseverance and the use of appropriate strategies.

Whilst many students displayed a positive attitude towards reading upon entering the programme, data collected demonstrated students' lack of confidence in reading, particularly



when they were required to read aloud. Post-intervention data shows students' confidence had increased. Indeed, students' comments stating that they still felt nervous but persevered with challenging reading tasks, reveals increased self-efficacy and a positive shift towards an internal locus of control (Capella & Weinstein, 2001).

Tutors' modelling of both self-efficacious behaviour (Grainger & Frazer, 1999) and effective literacy strategies (Rogoff, 1990, Schoenbach et al, 2003, Schoenbach & Greenleaf, 2009) fostered the development of these same outcomes in students and their centripetal movement towards full participation in the literacy practices of the REP programme.

This study suggests that the tutors' consistent modelling of motivated, self-efficacious behaviour created a positive, engaging environment for students and this approach provides a useful model of effective voluntary, community tutoring.

Elements of effective tutoring

In addition to evaluating the achievement and affective outcomes of students participating in the REP programme, this research considered a third key aspect: the nature of REP tutoring and the factors that influenced its effectiveness. REP tutoring was evaluated in light of previous literature which discusses what constitutes effective tutoring and in this context data indicated that perhaps the key element of the programme was the quality of interaction between the tutors and students.

In her study of college tutors, Juel (1996) found a warm supportive relationship to be the prerequisite for other literacy strategies having an effect on achievement gains. Observation of the REP tutoring dyads revealed, without exception, supportive relationships characterised by encouragement.

Personal connections were made over pets, sporting pursuits, cultural and family events. Both tutors and students demonstrated genuine interest and care for each other. The fact that the tutors attended voluntarily, and did so consistently, was highly valued by students who repeatedly expressed appreciation for the work the tutors did with them. The literature describes students' understanding that tutors were "trying to help" (Shanahan, 1998, p. 218) as key to effective tutoring.

The tone of the relationships established by tutors and encouraged by the co-ordinating teacher, worked to overcome tutors' and students' differences in age, cultural background and life experience, and any reserve on the part of the students. As Juel (1996) found, these warm relationships created a strong foundation on which to base literacy learning.

In the context of these warm relationships, close observation of tutoring interactions revealed a number of activities to be recurring and these activities are discussed now. In particular, tutors modelled and scaffolded effective reading strategies, with reading mileage and vocabulary learning constituting a significant proportion of the tutoring activity. Tutors engaged in these strategies spontaneously, as a part of what they understood to be effective reading practice.

Further to the evaluation of the tutoring relationship, the need for balanced tutor training is considered as well as issues of student selection and using appropriate resources.

Modelling and scaffolding of effective reading strategies

The key activity that characterised REP tutoring interactions was modelling and scaffolding of effective reading strategies.

Tutors modelled a wide variety of strategies such as summarising and self-monitoring, to develop students' reading skills. In her study Juel correlated the dyads which had achieved the greatest gains in student achievement with the activities in which those dyads had spent most time engaged. In doing so she discovered the successful dyads were dominated by interactions of scaffolding and modelling, where tutors engaged in "explicit cognitive modelling of reading and writing processes" (Juel, 1996, p. 286).

Observations of the REP programme revealed a structure that encourages and facilitates tutors to engage predominantly in interactions of modelling and scaffolding. The establishment of the relationship as that of a near-peer (Lave & Wenger, 1991) creates a non-threatening environment in which the student can observe, imitate and assimilate the reading practices of the tutor.

Observation data revealed tutors to be engaging in reading practices that implicitly model the effective reading skills students need to acquire. Tutors, being largely untrained (see 'Implementing effective tutor training' p. 89), were engaged in these reading practices

spontaneously. This approach seemed to contribute to a sense of ease in the tutoring relationships, with tutors and students appearing to construct their understanding together (Rogoff, 1990, Vygotsky, 1978), rather than operate in a didactic model involving direct teaching.

There was no relationship discerned between time engaged in specific reading strategies and greater achievement gains in this evaluation of REP tutoring. However, summarising, self-monitoring, word-awareness and increasing reading mileage dominated dyads interactions. This suggests that a focus on scaffolding and modelling explicit cognitive strategies is an effective factor in raising reading achievement.

Using increased reading mileage to facilitate skills transfer across contexts

Another key element of effective reading practice modelled by tutors was that of achieving increased reading mileage. In line with seminal literature (Stanovich, 1986) which highlights its importance, this evaluation found reading mileage to be a major component of REP tutoring. Participants in REP tutoring achieved increased reading mileage through a number of activities, including the SRA texts and the books they took home for the reading log challenge. Mileage contextualised within a well-structured programme of instruction such as REP tutoring (Invernizzi, Juel & Rosemary, 1997, Kim et al, 2011) helps to develop stamina and fluency (Deshler et al, 2007, Schoenbach & Greenleaf, 2009). Furthermore, the increased alignment between activity and student need which characterises REP tutoring, provides a context which maximises the benefits of increased mileage.

In their questionnaire responses, students reported an increased number of 'for school' and 'not for school' reading actions and in the focus group interviews students described their increased pace and perseverance in reading. Increased reading mileage was an important element in the REP programme and the reading log challenge was a strength, in that it provided an additional focus on reading mileage. However, it was not without its challenges. External influences such as prizes and graduation remained important motivators of student reading mileage as opposed to the intrinsic value of reading itself. As this research ended, the programme organisers were continuing to investigate ways of developing the wider reading programme in order to increase intrinsic motivation and also use reading to create stronger links for students into the community.

When viewed through the theoretical lens of students' centripetal and centrifugal movement within and between contexts, the development of the reading log challenge is a clear attempt to provide opportunities for students to transfer their reading skills between contexts.

The reading log challenge could become the platform for literacy interactions within and across the contexts that students occupy. This could be done by developing the reading log challenge beyond students taking books home to read, to acknowledging and affirming students' own texts sourced from home, other curriculum areas and their wider communities. Aligning the reading goals of the programme with students' own reading goals has the potential to further increase intrinsic motivation (Boekarts, 2002) as well as encourage transfer of skills. Developing the reading log challenge in this way would help to create a 'third space' (Moje et al, 2004) which students might occupy and use to make authentic connections between their life worlds. By seeking to expand and strengthen the reading log challenge in this way, programme organisers could use texts to create an intersection between students' contexts, and a possible bridge for skills transfer across these contexts.

Effective vocabulary learning

Like mileage, vocabulary learning and word awareness was an element of the REP programme which dominated tutoring interactions. The importance to students' literacy learning of developing strong word awareness has been well established both theoretically (Allington, 2006, Nagy & Scott, 2004) and empirically (Graves & Watts-Taffe, 2002, Kieffer & Lesaux, 2007).

Of note in this study, is the focus on vocabulary learning by tutors, experienced and knowledgeable in a range of fields, but largely untrained in theories of reading comprehension. Close observation of tutoring interactions showed that tutors, despite being untrained, achieved a balance between explicit instruction on particular vocabulary items and scaffolding strategies for independent and on-going vocabulary learning (Kieffer & Lesaux, 2007). This balance appeared to be spontaneous and reflected the tutors' natural approach to their own literacy practices. Furthermore, dyads routinely engaged in detailed discussion of the nuanced meaning and connotation of new vocabulary items, raising students' awareness of the importance of context and purpose in vocabulary learning. Perhaps most importantly, tutors modelled a genuine interest

in vocabulary. Their enthusiasm for words pervaded all they did and was imparted to their students. This approach to tutoring engaged students and contextualised vocabulary, and also modelled and scaffolded sustainable vocabulary learning strategies.

These observed interactions around vocabulary learning are a further example of the balance achieved in the REP programme's approach to tutoring. This approach achieves a balance between incidental teaching moments (McNaughton, 2002) which occur as part of purposefully structured but naturally developing relationships, and specific strategy scaffolding made explicit by the tutors. In this way the REP programme's approach to tutoring offers a model for voluntary, community tutoring programmes implementing effective vocabulary learning as outlined in the literature.

Implementing effective tutor training

As stated previously, the training given to tutors involved in the REP programme was minimal, consisting of a single evening session at the beginning of the year at which tutors also received a handbook. Tutors received occasional, brief reminders of effective practice at the start of some tutoring sessions and an email newsletter approximately once a term which included suggestions and reminders of effective practice. Observation of the training and reminders of effective practice showed them to focus on the scaffolding of summarising and self-monitoring. The brevity of the tutor training was mediated by other factors known to be effective in supporting minimally-trained tutors, specifically, the highly structured resources and the oversight of a knowledgeable co-ordinator (Fitzgerald, 2004, Shanahan, 1998).

As seen in the literature review, the research examining tutor training is equivocal, contrasting the benefits of extensive tutor training (Wasik, 1998, Wasik & Slavin, 1993) with the ability of tutors to be effective with limited training (Fitzgerald, 2004, Juel, 1996, Shanahan, 1998). This study suggests that the REP programme has struck an effective balance.

Observations indicate that the approach to tutor training adopted by the REP programme has preserved the tutors' position as near-peers or fellow literacy learners, whilst at the same time providing the framework for them to explicitly model their effective reading practices and scaffold these into the practice of the students. The balance achieved, positions tutors as 'ideal

partners' who, Vygotsky argues, "are not equal, but the inequality is in skills and understanding rather than in power" (cited in Rogoff, 1990, p. 148).

In this way the REP programme provides a model of effective community tutoring by minimally trained volunteers by establishing a theoretical framework that positions tutors as near-peers and values the skills they bring as experienced, purposeful readers. Observation of dyad interactions revealed many of the tutors to be drawing on personal experience of being reliant on purposeful, efficient reading in authentic situations. They naturally adopted an engaged, efficient disposition (Schoenbach & Greenleaf, 2009) which fostered the ambient environment of the tutoring programme.

The literature posits that untrained tutors work best in a highly structured environment (Fitzgerald, 2004, Shanahan, 1998) and this study suggests that structure is most effective when it facilitates tutors to model and scaffold the reading strategies which are incorporated into their own effective practice.

Furthermore, having tutors focus primarily on the students and their needs rather than particular strategies which must be imparted (Bishop & Berryman, 2006), builds relationship, makes the tutors responsive and increases the alignment of activity with student need (Shanahan, 1998).

Observations made in this study would suggest that making tutors conscious of their own effective reading strategies is enough for these to then be explicitly modelled and scaffolded into students' literacy practice.

The REP programme has achieved a balance in tutor training and support, between ensuring tutors' strategy use is conscious and explicit, and maintaining the natural relationships of fellow-learner. In this way the programme provides a successful model for voluntary, community tutoring.

Selection of students

Students were selected for REP based on their previous literacy achievement and the professional judgement of teachers at the participating school. Literature suggests that literacy interventions are most effective when used with students at moderate risk of literacy failure

(Wasik, 1998). The REP programme follows this principle by selecting lower achieving students from within the middle band, mixed-ability classes. The programme's focus on moderate risk is enhanced by the requirement that students demonstrate a willingness to participate and a positive attitude towards the tutoring process. Requiring a positive attitude of participants is largely in deference to the voluntary nature of the community tutors and the absence of any training in behaviour management. However, it remains an influence on the selection process. Qualitative data sets show that students enjoy the programme, and it is likely their positive disposition towards improving their reading skills contributes to moderating participants' risk of literacy failure.

Results showed a strong relationship between the achievement gains made by students and their pre-intervention asTTle reading scores. The lower a student's initial score, the greater the gains they tended to make. These quantitative results, in combination with observation data show student selection to be a key factor in maximising the effect of the programme.

Refining the selection of students remained an on-going process for programme organisers as they sought to balance the competing requirements of maximising the scheduled class time available by starting the programme promptly at the beginning of Term One, and making the best selections by carrying out thorough and accurate assessments of students' achievement and need. To maximise the effectiveness of the programme and ensure that it best meets the needs of students participating, there must be a continuing focus on the process of student selection. Because students entering the programme in the first half of the year are newly arrived in Year 9 from other schools, this is an issue of transition.

Issues of communication and transition between schools have been highlighted by research as an area of concern (Green, 1998, Hawk & Hill, 2001, McGee et al, 2004). The literature suggests that establishing open and constructive communication between schools will aid student transition. To be most effective, this communication needs to encompass consistent moderation of quantitative assessment across the transition, and methodical transmission of qualitative data and teachers' professional judgements. In addition to developing the detail of the data provided by the feeder schools, systematic and thoughtful use of the data by the receiving school must also be a goal. Whilst school-wide transition issues are beyond the scope of this study, programme

organisers' pursuit and promotion of these approaches to transition endorsed in the literature, would help to ameliorate some of the challenges of student selection.

Selecting resources that facilitate effective literacy learning

An important aspect of any tutoring programme is the resources around which the programme is structured (Deshler et al, 2007). The SRA 3a laboratory (SRA/McGraw-Hill, 2006) which is the primary source of reading material and literacy activities, has been described in 'Programme format' (p.5)

A number of benefits of using the SRA activities have been identified. In addition to being a ready source of a wide range of texts to help achieve increased reading mileage, the structure of the SRA activities provided a clear focus on the modelling and scaffolding of explicit cognitive strategies. Tutors felt comfortable with the structure of the SRA activities because it provided a very clearly defined framework in which they could share their knowledge and skills. In addition, the 'Skill Builder' activities provided support to tutors in identifying key or repeated errors and targeting further instruction in these areas.

Observation data showed the SRA texts to be a rich source of new ideas and vocabulary. However, the topics of both the fiction and non-fiction texts were predominantly outside students' experience, and tutors had to provide a lot of contextualising information and work to make links with students' background knowledge.

Aligning the cultural capital of the tutoring material with the cultural capital the students bring with them (McNaughton, 2002) is an important part of structuring any literacy teaching and learning. As suggested with the texts to be included in the reading log challenge, effective literacy programmes must balance the use of window and mirror texts (Glazier & Seo, 2005). Programmes' resources need to reflect students' personal life worlds and identity, and at the same time facilitate access into the life worlds of school and the wider community (Moje et al, 2004).

Observations of dyads working with the subject-area vocabulary lists exemplified literacy tutoring within this third space (Moje et al, 2004). Although the concepts and words extended

students, they were within their experience, and students readily engaged with them as relevant and useful. Further opportunities to engage with resources in this intersecting third space would benefit and strengthen the REP tutoring process.

In conclusion

A sociocultural lens provides an appropriate framework for evaluation of the REP programme and this study suggests that participation in the programme does have a positive effect on students' reading achievement and associated affective outcomes.

This evaluation of the REP programme shows it to draw on sociocultural theory to support students' participation in the tutoring process. As their reading skills develop, students move centripetally towards full participation in the community of practice. Subsequently, as the scaffolding of the tutoring relationship is dismantled, students should move centrifugally, transferring their skills into use across wider contexts.

Students are apprenticed in the ambient environment of the tutoring classroom, by tutors who adopt engaged, confident dispositions towards learning and model self-efficacy. In this environment students are able to observe, imitate and assimilate effective reading practices. Elements of effective practice in which dyads engaged included the modelling and scaffolding of key reading skills, and a focus on increasing mileage and word awareness.

Furthermore, this evaluation has found that the REP programme provides an effective model of voluntary community tutoring because it achieves a balance in tutor training and support that fosters warm near-peer relationships, whilst at the same time facilitating tutors to explicitly model and scaffold students through their own effective reading practices.

7. Conclusion

This evaluation indicates that the REP programme has a positive effect on participating students' reading achievement and affective outcomes. Evidence suggests that the voluntary community tutoring which characterises the REP programme supports this positive effect.

Once identified, the essential elements which compose the REP programme may be applied by others seeking to establish a tutoring programme with the goal of raising students' reading achievement, even where the specific circumstances vary from those in which the REP programme operates. In this way the REP programme contributes to a model of effective literacy tutoring.

Essential elements of REP tutoring

At its foundations, the REP programme has a comprehensive conception of literacy. This sociocultural, constructivist theory adopts a view of literacy as being bound by its social and cultural context and students' literacy being constructed within this context. This approach allows for multi-faceted engagement with students, which addresses both achievement and affective outcomes.

The programme structure encourages warm, equitable relationships which position tutors as near-peers, and enable students to observe, imitate and assimilate tutors' effective reading practices into their own identity as literacy learners. These unstudied tutoring relationships are balanced by highly structured resources and the oversight of a skilled co-ordinator. Tutors modelled efficacious dispositions towards learning and scaffolded effective reading strategies. In this way, an essential element of REP tutoring is the ambient environment in the community of practice, within which the students become increasingly full participants.

Within the tutoring dyads, interactions focused on activities supported by the literature as being effective. These included increasing students' reading mileage and the key strategies of word awareness, summarising and self-monitoring. These interactions occurred within the one-to-one

tutoring context which allowed for flexibility and alignment of activity with individual student need.

Implications of the research and recommendations

This research has highlighted essential elements of the REP programme which make it effective in accelerating the progress of participating students and also make it a useful theoretical model and model of balanced tutor training for voluntary community tutoring programmes. However, it also has identified a number of areas where further refinement may enhance the programme and its effect.

Pre- and post-intervention testing

The reliability of the students' achievement results would be further increased by the use of different pre-intervention and post-intervention e-asTTle reading tests, instead of the single asTTle reading test currently used at both assessment points. Using the e-asTTle programme and the same parameters to create two comparable but different tests would utilise the most recent, standardised test items and analysis. Furthermore, it would remove any risk of distortion of results by the repetition of the same test.

Student selection and transition

Programme organisers sought to maximise the effect of the REP programme by selecting appropriate students, moderately at risk of literacy failure. In order to do this, issues of transition and communication must continue to be addressed. There needs to be on-going effort to communicate and improve the quality and completeness of the transition data received from feeder schools, as well as ensuring its systematic use in the selection process. Where there appear to be anomalies in students' data they should be flagged for possible inclusion in the second half-year cohort, and their selection reassessed as more data become available.

Transfer of skills

Evidence indicates that the programme works well to draw students in as full participants within the community of literacy practice. The data also suggest that assisting students to transfer their reading skills to broader contexts should be a goal of the programme. Several structural factors that already exist in the REP programme aid good skills transfer and these could be developed further to establish students' effective and explicit skills transfer.

First, tutors and students are operating within the apprenticeship model (Rogoff, 1990, Schoenbach et al, 2003). More specifically, the tutors, positioned as near-peers, are highly influential on the students' learning (Lave & Wenger, 1991). In a sense it is the 'progress' of the near-peer which creates the students' zone of proximal development as described by Vygotsky (1978) and because of the close and on-going relationship, can most appropriately and precisely adjust the students' learning goals. Within this relationship tutors can provide students with the most relevant and useful feedback (Shanahan, 1998). The benefits of these apprenticeship relationships should continue to be fostered.

Secondly, as they work alongside students, tutors are scaffolding reading strategies from complete modelling through to the student using strategies independently. The dismantling of scaffolding and gradual release of responsibility (Duke & Pearson, 2008, Pearson & Gallagher, 1983) is already occurring within dyads. Future development needs to build into this process ways of promoting independent use of the strategies in other contexts.

Finally, the weekly, teacher-led lesson provides a bridging point between the tutoring relationship and the school context. This research has identified the specific reading strategies tutors are modelling and scaffolding. The teacher-led lesson provides an opportunity for further explicit instruction of these strategies in a setting where students can discuss their use and practise using them with increasing independence. Fostering the independent use of students' developing literacy strategies should be a focus of these teacher-led lessons. The strong relationships the teacher formed with students contributed to the successful centripetal movement of students into full participation in the REP programme's community of literacy practice. Developing activities that support students' centrifugal movement and use of skills in wider contexts would further strengthen the teacher-led lessons and programme as a whole. Furthermore, the teacher is in a position to liaise with students' subject teachers to gather

material and allow students the opportunity to practise their skills in authentic contexts. To be most effective in enabling skills transfer, these teacher-led lessons need to create a bridge between the tutors' strategy modelling and scaffolding and the subject area context.

Developing the reading log challenge

Assisting students to achieve increased reading mileage is a strength of the programme identified by this evaluation and supported by the literature. At the conclusion of this research, the programme organisers were making on-going efforts to strengthen and refine this area of the REP programme, with a particular focus on the reading log challenge.

Part of this development involved using wide reading to encourage the on-going development and transfer of students' reading skills. As discussed, creating greater alignment between the reading students engage with in the programme and in other contexts will encourage the development and transfer of their reading skills. Some specific adjustments that may help to achieve this include: up-skilling tutors in the support they give students to select appropriate texts, developing further links between students' reading and the wider community, continuing to ensure the provision of high quality texts, and acknowledging the texts students source and read from outside the programme. This would affirm the value of the reading students do in wider contexts and encourage internal motivation as the programme's goals align with the students' own goals for reading.

Limitations and further research.

The school in which the REP programme operates is culturally and linguistically diverse. There were 11 students participating in the study who reported speaking a language other than English at home. Disaggregating results for language grouping was beyond the scope of this study and is therefore a limitation of the findings. Developing the effect of the programme by supporting students for whom English is an additional language, is an area that needs further research.

More generally, the time and resource available for this research limited it to an in-depth description and evaluation of one cohort of students across a single cycle of the programme. The data indicate that the programme had a positive effect on students' achievement and affective outcomes. Further, longitudinal research is required to establish both the reliability of these findings and whether gains made by the programme participants are being sustained across time and contexts.

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Appendix A

A QUESTIONNAIRE ABOUT YOUR READING

PURPOSE

We are asking you these questions to get information about your experiences with reading. You're the best person to help us learn about these things.

This is not a test – there are no right or wrong answers. We are interested in your own responses to these questions, but you can ask for help if there is something you don't understand.

Your answers will be used for research only, so please be as honest as you can.

DIRECTIONS

Read each question carefully. Try to answer all questions but you do not have to answer any questions you don't like. If no answer fits exactly, pick the one that comes closest.

This section is about your reading.

Please indicate how much you DISAGREE or AGREE with the statements below by circling the most correct response.

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

1.	I read because I enjoy it.	1	2	3	4
2.	Reading is one of my least favourite activities.	1	2	3	4
3.	I only read when I really have to.	1	2	3	4
4.	I read in order to learn new things.	1	2	3	4
5.	Reading helps me do better in class.	1	2	3	4
6.	I read to see what is going on in the world, the country and/or my community.	1	2	3	4
7.	I don't learn a lot when I read books.	1	2	3	4
8.	When I have free time I hardly ever choose to read.	1	2	3	4
9.	I read to learn how other people see things.	1	2	3	4

CONTINUE →

This section asks about what you read.

READING FOR SCHOOL

Think about the reading you have done for school over the past week. Please place a ✓ in the boxes to indicate which of the following you have read, on each day, in class or for homework.

		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
10.	Textbooks							
11.	Novels, stories, plays, or poetry							
12.	Tables, charts, reports, graphs							
13.	Magazine or newspaper articles							
14.	Websites							

CONTINUE →

READING AT HOME

Think about the reading you have done over the past week, that wasn't for school. Please place a ✓ in the boxes to indicate which of the following you have read, on each day, not for school.

		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
15.	Novels, stories, plays, or poetry							
16.	Non-fiction books, e.g. science or biography							
17.	Magazine or newspaper articles							
18.	Religious books, e.g. Bible, Koran, Torah							
19.	Websites							
20.	Tables, charts, reports, graphs							

CONTINUE →

This section is about how you feel doing a variety of tasks.

WHEN YOU'RE DOING GROUP WORK:

21. Describe how you feel when you are asked to do group work in class or for homework.

(For example: relaxed, confident, overwhelmed, nervous, annoyed)

WHEN YOU'RE READING TO YOURSELF:

22. Describe how you feel when you are asked to read to yourself in class or for homework.

WHEN YOU READ OUT LOUD IN CLASS:

23. Describe how you feel when you are asked to read out loud in class:

CONTINUE →

This section is about things you do when you are reading in your subject classes, for example, English, Maths and Science.

Please indicate how much you DISAGREE or AGREE with the statements below by circling the most correct response.

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

24.	When I don't understand a word, I try to break the word down into smaller pieces.	1	2	3	4
25.	I don't usually ask myself questions to check I understand what I've read.	1	2	3	4
26.	To help me understand what I'm reading, I try to connect the things that are unfamiliar to me with things I already know.	1	2	3	4
27.	I don't usually think about what will come next in the passage.	1	2	3	4
28.	When I don't know the meaning of a word, I often look at other words in the sentence or paragraph to help me understand.	1	2	3	4
29.	I try to identify whether what I'm reading for class is fact or opinion.	1	2	3	4
30.	I don't usually stop to summarise a passage while reading for class.	1	2	3	4

CONTINUE →

31. What aspects of REP do you like or find helpful?

32. What aspects of REP do you not like or find helpful?

33. If there is anything else you would like to tell us about your reading or REP, please write it here:

This section is about your personal details:

34. What is your name: _____

35. What is your birthdate: Day: ____ Month: ____ Year: ____

36. What is your gender: Male Female

37. At home, do you speak a language other than English?

Yes: No:

THANK YOU

Appendix B

Observation Template

Student: _____ Tutor: _____

Scheduled Activity	Literacy Activity	Discussion	
Admin Relational Vocab Recap Weekly Quote Topical Reading SRA Reading Log Feedback	Reading - Mileage Discussion Written Comp. Q.	Vocabulary Text Ideas	<u>Notes:</u>

Appendix C

Question schedule for Focus Group Moderator

If you've got it with you, can you have a look at your little yellow reading log and use it to help you answer these first questions.

Reading Log:

- Which class have you done most reading in?
- What kind of reading was it?
- Did you enjoy it? Why/not?
- What other reading have you done that you have enjoyed / not enjoyed?

Describe a time you think being in REP has changed the way you read?

- What have you learnt to do at REP?

Describe a time you realised REP has changed the way you **feel** about reading?

Do you think being a part of REP has made a difference to how you are doing at school?

- How you find the class work
- How you are doing in assessments
- The effort you make
- Taking part in class / group activities
- Enjoying school work
- Getting work finished

Develop students' answers with ...

"Can you describe a time when that happened?"

What is it like working with your REP tutor?

Tell me about a time your REP tutor has done something you found really helpful.

- **Why** do you think they did that?
- Is that the most helpful thing you do at REP?
- Do you find the tutor comments? How?

What do you do at REP that is most helpful to you?

- Tell me about a time it was helpful ...

What do you like about using the SRA cards? What don't you like?

What do you think your Tuesday lessons with the teacher are for?

What do you like about your Tuesday lessons? What don't you like?

Can you describe a time when you've used something you learnt at REP in another class or outside of school?

Is there anything that makes it **easier** to use what you've learnt at REP, in other classes or outside of school?

Is there anything that makes it harder?

Can you describe (a time when) something (happened) at REP that wasn't helpful or you didn't like?

Is there anything that would make REP better?

Is there anything else you would like to tell me about your reading or REP?

Appendix D

Participant Information Sheet

(Principal and Board of Trustees)

Research project title: **Reading Achievement at Year 9: Supporting Progress Through Community Involvement**

Principal Investigator: **Lindsay Fish**

Introduction

I, Lindsay Fish, am a student in the Faculty of Education at the University of Auckland, studying towards my Master of Education.

Project description and procedures

I am conducting a research project that will investigate Year 9 students' reading achievement and attitudes. With your consent, the project will investigate the effectiveness of the Reading Enrichment Programme as an intervention that supports low progress students through the use of community volunteers. The research project will examine the way the programme is structured and run and the impact of the programme on students' reading achievement and attitude.

Your consent is requested to access and observe the Reading Enrichment Programme as it runs throughout 2012, collect and analyse students' achievement data and survey students with a questionnaire that is expected to take 10 minutes and a focus group interview that is expected to take 30 minutes. Your consent is also requested to access NCEA achievement data, and attendance and retention data for students who have previously attended the programme. This data is requested to provide context for the study and it would be supplied to the researcher in a format that maintains students' anonymity.

Participation is assured for all students who volunteer to participate in the research. If students do not wish to participate in the research project, none of their data will be accessed, they will not be identified during research procedures or in any reporting and will continue working with their mentor in the programme as usual.

Participation is voluntary and it is requested that no student's place on the programme be jeopardized by participation or non-participation in the project. Parents' or guardians' written consent will be sought for each student participant. Parents/guardians will also be asked to consent to any feedback they provide to the programme during the year being used confidentially in the research project.

Consent will be sought from mentors and teachers who may be observed while working with students in the programme. Again, it is requested that no mentor's or teacher's position be jeopardized by participation or non-participation in the project.

Data storage and destruction

Originals of the questionnaire and transcript will be stored securely at the University of Auckland. They will be destroyed six years after the conclusion of the project. The focus group interview will be audio recorded. Even if students agree to being recorded, they may choose to have the recorder turned off at any time. Students may participate in the research project without taking part in an audio recorded focus group interview. The audio recordings will be transcribed by someone who has signed a confidentiality agreement. Having been transcribed, the recordings and transcripts will not be available for review by anyone other than the researcher and supervisor.

Right to withdraw from participation

Students, teachers and mentors may withdraw from participation without giving a reason and withdraw their data at any time prior to the completion of data collection on 30 August 2012. Students may withdraw from the focus group interview at any time, by leaving the room and returning to work with their mentor. Contributions made to the focus group interview will not be able to be withdrawn, however participants may request that their contributions be disregarded.

Confidentiality

Data will be coded during the project so that students may not be identified by anyone other than the researcher, this will include the questionnaire, achievement data, the focus group transcript, and the final report. Participants within the focus groups will be asked to respect each other's confidentiality, however this cannot be guaranteed by the researcher.

Participants will not be identified in any reports, publications or presentations arising from the research.

The school will be provided with a copy of the final report.

If you have any questions to ask or concerns you wish to discuss please contact the appropriate person from the following:

Lindsay Fish (Researcher)

Email lhoo006@aucklanduni.ac.nz

Dr Rebecca Jesson (Supervisor)

School of Curriculum and Pedagogy

Faculty of Education

University of Auckland

Private Bag 92019 Auckland

Tel: 09-623 8899 ext 48162

Email r.jesson@auckland.ac.nz

Prof. Judy Parr (Head of School)

School of Curriculum and Pedagogy

Faculty of Education

University of Auckland

Private Bag 93601 Auckland

Tel: 09-623 8899 ext 88998

Email jmparr@auckland.ac.nz

For any concerns regarding ethical issues you may contact the
Chair,

The University of Auckland Human Participants Ethics Committee,

The University of Auckland, Research Office,

Private Bag 92019, Auckland 1142.

Telephone 09 373-7599 extn. 87830/83761

Email humanethics@auckland.ac.nz

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON
23 March 2012 FOR (3) YEARS REFERENCE NUMBER 7866.

CONSENT FORM

(Principal and Board of Trustees)

THIS FORM WILL BE HELD FOR A PERIOD OF 6 YEARS

Project Title: Reading Achievement at Year 9: Supporting Progress Through Community Involvement

Name of Researcher: Lindsay Fish

I have read the Participant Information Sheet, have understood the nature of the research and am prepared to support the participation of the students, teachers and mentors involved in the Reading Enrichment Programme. I have had the opportunity to ask questions and have them answered to my satisfaction.

- I understand that participation in this research is voluntary and that all students who volunteer will participate in the research.
- I agree that neither participation nor non-participation will affect students, teachers or mentors.
- I understand that the students, teachers and mentors involved in the Reading Enrichment Programme in 2012 will be observed and that students will be asked to complete a questionnaire. Students who wish to volunteer will also participate in a focus group interview.
- I understand the parental feedback may be used confidentially and with their consent.
- I understand that the focus group interviews will be audio recorded and that a third party, who has signed a confidentiality agreement will transcribe the tapes.

- I understand that, other than students asking to review and amend their own questionnaire and transcript, the tapes and transcriptions will only be available to the researcher and supervisor for review.
- I understand that participants are free to withdraw from participation at any time, and to withdraw, or have disregarded, any data traceable to them up to 30 August 2012.
- I understand that confidentiality will be maintained in collecting, analysing and reporting data but that confidentiality of data recorded in focus group interviews cannot be guaranteed.
- I understand that data will be kept securely for 6 years, after which they will be destroyed.
- I understand that a copy of the research findings will be available to the school at the completion of the project.

Name _____ (Principal)

Signature _____ Date _____

Name _____ (Chair, Board of Trustees)

Signature _____ Date _____

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON
23 March 2012 FOR (3) YEARS REFERENCE NUMBER 7866.

Participant Information Sheet (Students)

Research project title: Reading Achievement at Year 9: Supporting Progress Through Community Involvement

Principal Investigator: Lindsay Fish

Introduction

My name is Lindsay Fish. I am a student in the Faculty of Education at the University of Auckland, studying towards my Master of Education.

Project description

I am doing a research project that will try to find out more about your reading and the Reading Enrichment Programme (REP).

As a member of REP, you are invited to take part in this project. If you volunteer for the project you definitely will be included.

If you do not want to be part of the project, none of your work will be used, nothing will be written about you and you will carry on working with your mentor in REP, as usual.

Project procedures

The research project will be carried out while you are a member of REP. If you agree to take part in the project, your assessment data will be analysed and you will complete a questionnaire that will take 10 minutes.

Data storage and destruction

All the information that is collected will be stored securely at the University of Auckland. It will be destroyed six years after the project has finished.

Right to withdraw from participation

You may change your mind and stop taking part in the project at any time. You do not have to give a reason for changing your mind. You can ask that any information about you be taken out of the project before 30 August 2012.

Confidentiality

All the information collected about you will be coded with an individual number. Only the researcher will be able to identify you. You will not be identified in any reports or presentations about the research project.

You will be given a copy of the final research report.

If you have any questions to ask or concerns you wish to discuss please contact the appropriate person from the following:

Lindsay Fish (Researcher)

Email lhoo006@aucklanduni.ac.nz

Dr Rebecca Jesson (Supervisor)

School of Curriculum and Pedagogy

Faculty of Education

University of Auckland

Private Bag 92019 Auckland

Tel: 09-623 8899 ext 48162

Email r.jesson@auckland.ac.nz

Prof. Judy Parr (Head of School)

School of Curriculum and Pedagogy

Faculty of Education

University of Auckland

Private Bag 93601 Auckland

Tel: 09-623 8899 ext 88998

Email jmparr@auckland.ac.nz

For any concerns regarding ethical issues you may contact the
Chair,

The University of Auckland Human Participants Ethics Committee,

The University of Auckland, Research Office,

Private Bag 92019, Auckland 1142.

Telephone 09 373-7599 extn. 87830/83761

Email humanethics@auckland.ac.nz

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON
23 March 2012 FOR (3) YEARS REFERENCE NUMBER 7866.



ASSENT FORM

(Students)

THIS FORM WILL BE HELD FOR A PERIOD OF 6 YEARS

Project Title: Reading Achievement at Year 9: Supporting Progress Through Community Involvement

Name of Researcher: Lindsay Fish

I have read the Participant Information Sheet. I have understood what the research project is about and why I have been asked to take part. I have had the opportunity to ask questions and have them answered. I understand that participation in this research is voluntary.

- I agree to take part in this research while a member of the Reading Enrichment Programme in 2012.
- I understand that I am free to stop taking part at any time, and to have any information about me taken out of the project, up to 30 August 2012.
- I understand that confidentiality will be maintained in collecting, analysing and reporting data.
- I understand that data will be kept for 6 years, after which they will be destroyed.
- I wish / do not wish to receive the final report.

Name _____

Signature _____ Date _____

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON
23 March 2012 FOR (3) YEARS REFERENCE NUMBER 7866.

Participant Information Sheet (Parents/Guardians)

Research project title: Reading Achievement at Year 9: Supporting Progress Through Community Involvement

Principal Investigator: Lindsay Fish

Introduction

I, Lindsay Fish, am a student in the Faculty of Education at the University of Auckland, studying towards my Master of Education.

Project description

I am conducting a research project that will investigate the effectiveness of the Reading Enrichment Programme. It will examine the way the programme is structured and run and the impact of the programme on students' attitudes to reading and reading achievement.

As a member of the Reading Enrichment Programme, your child is invited to participate in this research project.

Please discuss this invitation with your child. Both your, and your child's written consent is required before he/she may participate. Your child may refuse to participate even if you have given your consent.

If you do not wish your child to participate in the research project none of her/his data will be accessed, she/he will not participate in research procedures, no information will be recorded regarding him/her and work with his/her mentor in the Reading Enrichment Programme will continue as usual.

All students who volunteer and have their parent's/guardian's consent, will participate in the research.

Project procedures

The research project will be conducted over the time that your child is a member of the Reading Enrichment Programme in 2012. If your child participates in the project it will involve the researcher analysing his/her assessment data, being observed in the Reading Enrichment Programme class, and students completing a questionnaire that is expected to take 10 minutes

If you give your consent, any feedback you provide on your child or the programme may be used confidentially in the research project.

Data storage and destruction

Originals of the questionnaire and transcript will be stored securely at the University of Auckland. They will be destroyed six years after the conclusion of the project.

Right to withdraw from participation

Students may withdraw from participation without giving a reason or withdraw their data at any time prior to the completion of data collection on 30 August 2012. You may also withdraw your consent for your child's participation or data use, up to this date.

Confidentiality

All your child's data will be coded with an individual number during the project so that she/he may not be identified by anyone other than the researcher. This will include the questionnaire, the achievement data, and the final report. Your child may request a copy of the questionnaire to review and make any amendments up until 30 August 2012.

Participants will not be identified in any reports, publications or presentations arising from the research.

You and your child will be provided with a copy of the final report.

If you have any questions to ask or concerns you wish to discuss please contact the appropriate person from the following:

Lindsay Fish (Researcher)

Email lhoo006@aucklanduni.ac.nz

Dr Rebecca Jesson (Supervisor)

School of Curriculum and Pedagogy

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University of Auckland

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23 March 2012 FOR (3) YEARS REFERENCE NUMBER 7866.

CONSENT FORM

(Parents/Guardians)

THIS FORM WILL BE HELD FOR A PERIOD OF 6 YEARS

Project Title: Reading Achievement at Year 9: Supporting Progress Through Community Involvement

Name of Researcher: Lindsay Fish

I have read the Participant Information Sheet, have understood the nature of the research and why my child has been selected. I have had the opportunity to ask questions and have them answered to my satisfaction. I understand that participation in this research is voluntary.

- I agree that my child can take part in this research while a member of the Reading Enrichment Programme in 2012, should he/she wish.
- I understand that I am free to withdraw my consent at any time, and to withdraw, or have disregarded, any data traceable to my child up to 30 August 2012.
- I understand that confidentiality will be maintained in collecting, analysing and reporting data.
- I agree / do not agree for feedback that I provide to be used confidentially in the research study.
- I understand that data will be kept for 6 years, after which they will be destroyed.
- I wish / do not wish to receive the summary of findings.

Name _____ , parent/guardian of _____

Signature _____ Date _____

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON
23 March 2012 FOR (3) YEARS REFERENCE NUMBER 7866.

Participant Information Sheet (Teachers and Mentors)

Research project title: Reading Achievement at Year 9: Supporting Progress Through Community Involvement

Principal Investigator: Lindsay Fish

Introduction

I, Lindsay Fish, am a student in the Faculty of Education at the University of Auckland, studying towards my Master of Education.

Project description

I am conducting a research project that will investigate Year 9 students' attitudes and reading achievement. The project will investigate the effectiveness of the Reading Enrichment Programme as an intervention that supports students through the use of community volunteers. The research project will examine the way the programme is structured and run and the impact of the programme on students' attitudes and reading achievement.

As a teacher or mentor involved with the Reading Enrichment Programme, you are invited to participate in this research project.

If you volunteer to participate in the research, your participation is assured. If you do not wish to participate in the research project, you will not be identified during research procedures or in any reporting. Your work within the Reading Enrichment Programme will not be interrupted by the research project.

Project procedures

The project will be conducted over the course of the programme in 2012. If you agree to participate in the project, it will involve you allowing your work within the programme to be observed and recorded in note form.

Data storage and destruction

All consent forms and documents pertaining to the research project will be stored securely at the University of Auckland and destroyed six years after the conclusion of the project.

Right to withdraw from participation

You may withdraw from participation without giving a reason and withdraw your data at any time prior to the completion of data collection on 30 August 2012.

Confidentiality

All data will be coded during the project and any references made to individuals within the data will be coded by the researcher to maintain confidentiality.

Participants will not be identified in any reports, publications or presentations arising from the research.

You will be provided with a copy of the final report.

If you have any questions to ask or concerns you wish to discuss please contact the appropriate person from the following:

Lindsay Fish (Researcher)

Email lhoo006@aucklanduni.ac.nz

Dr Rebecca Jesson (Supervisor)

School of Curriculum and Pedagogy

Faculty of Education

University of Auckland

Private Bag 92019 Auckland

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23 March 2012 FOR (3) YEARS REFERENCE NUMBER 7866.



CONSENT FORM

(Teachers and Mentors)

THIS FORM WILL BE HELD FOR A PERIOD OF 6 YEARS

Project Title: Reading Achievement at Year 9: Supporting Progress Through Community Involvement

Name of Researcher: Lindsay Fish

I have read the Participant Information Sheet, have understood the nature of the research and why I have been selected. I have had the opportunity to ask questions and have them answered to my satisfaction. I understand that participation in this research is voluntary.

- I agree to take part in this research while working within the Reading Enrichment Programme in 2012.
- I understand that I am free to withdraw participation at any time, and to withdraw any data traceable to me up to 30 August 2012.
- I understand that confidentiality will be maintained in collecting, analysing and reporting data.
- I understand that data will be kept for 6 years, after which they will be destroyed.
- I wish / do not wish to receive the summary of findings.

Name _____

Signature _____ Date _____

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Participant Information Sheet

Focus Group Interview

(Students)

Research project title: **Reading Achievement at Year 9: Supporting Progress Through Community Involvement**

Principal Investigator: **Lindsay Fish**

Introduction and Description

This year, you have been participating in a research project that I, Lindsay Fish, have been doing about the Reading Enrichment Project (REP). The project is trying to find out more about your reading and the REP. As a participant in this research project you have answered a questionnaire and been observed in class.

Now I am inviting you to take part in a focus group interview that will take about 30 minutes. The interview will be done during REP class time, in a separate classroom. You will be interviewed in a group of up to five REP students and will be asked questions about your reading and REP.

If you want to be part of the focus group interviews, you definitely will be included. If you do not want to be interviewed you will not be. If you do not want to be interviewed you will continue working with your mentor as usual.

You can carry on taking part in the research project without taking part in a focus group interview.

Data storage and destruction

The focus group interview will be audio recorded. The audio recordings will be transcribed by someone who has signed a confidentiality agreement. All the information that is collected will be stored securely at the University of Auckland. It will be destroyed six years after the project has finished.

Right to withdraw from participation

Even if you agree to be recorded, you may choose to leave the focus group and return to class at any time. You do not have to give a reason for changing your mind.

If you choose to take part in the interview, you don't have to answer any individual questions you don't want to. You do not have to give a reason for not answering a question.

Information recorded in the focus group interview cannot be withdrawn.

Confidentiality

All the information collected about you will be coded with an individual number. Only the researcher will be able to identify you. You will not be identified in any reports or presentations about the research project.

You are asked not to talk to anyone about what has been discussed in the focus group, after you leave. Other participants will be asked to maintain confidentiality, but this cannot be guaranteed.

If you have any questions to ask or concerns you wish to discuss please contact the appropriate person from the following:

Lindsay Fish (Researcher)

Email lhoo006@aucklanduni.ac.nz

Dr Rebecca Jesson (Supervisor)

School of Curriculum and Pedagogy

Faculty of Education

University of Auckland

Private Bag 92019 Auckland

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23 March 2012 FOR (3) YEARS REFERENCE NUMBER 7866.

ASSENT FORM

Focus Group Interviews

(Students)

THIS FORM WILL BE HELD FOR A PERIOD OF 6 YEARS

Project Title: Reading Achievement at Year 9: Supporting Progress Through Community Involvement

Name of Researcher: Lindsay Fish

I have read the Participant Information Sheet. I have understood what the focus group interview is about and why I have been asked to take part. I have had the opportunity to ask questions and have them answered. I understand that participation in this research is voluntary.

- I agree / do not agree to take part in this focus group interview.
- I understand that I am free to stop taking part and leave the interview at any time,
- I understand that the information gathered during the interview cannot be withdrawn.
- I understand that confidentiality will be maintained in collecting, analysing and reporting data but that confidentiality of data recorded in focus group interviews cannot be guaranteed.
- I agree to not disclose anything discussed in the focus group.
- I understand that a third party who has signed a confidentiality agreement will transcribe the focus group tapes.

- I understand that data will be kept for 6 years, after which they will be destroyed.

Name _____

Signature _____ Date _____

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23 March 2012 FOR (3) YEARS REFERENCE NUMBER 7866.

Participant Information Sheet

Focus Group Interview

(Parents / Guardians)

Research project title: **Reading Achievement at Year 9: Supporting Progress Through Community Involvement**

Principal Investigator: **Lindsay Fish**

Introduction and Description

This year, your child has been participating in a research project that I, Lindsay Fish, have been conducting regarding the Reading Enrichment Project (REP). The project is examining the way the programme is structured and run and the impact of the programme on students' attitudes to reading and reading achievement.

As a participant in this research project your child has answered a questionnaire and been observed in class.

Your child has now been invited to take part in a focus group interview that will take about 30 minutes. The interview will be done during REP class time, in a separate classroom. Your child will be interviewed in a group of up to five REP students and will be asked questions about their reading and REP.

Please discuss this invitation with your child. Even if you give permission for your child to participate in the interview, he/she may still decline to take part.

If your child agrees to participate in the focus group interviews, his/her participation is assured. If you do not give permission for your child to be interviewed, he/she will not participate and will continue working with his/her mentor as usual.

Your child can continue participating in the research project without taking part in a focus group interview.

Data storage and destruction

The focus group interview will be audio recorded. The audio recordings will be transcribed by someone who has signed a confidentiality agreement. All the information that is collected will be stored securely at the University of Auckland. It will be destroyed six years after the project has finished.

Right to withdraw from participation

Even if you agree to your child being recorded and they agree to participate, he/she may choose to leave the focus group and return to class at any time. Your child does not have to give a reason for changing his/her mind.

If your child participates in the interview, they are free not to answer any individual questions without giving a reason.

Information recorded in the focus group interview cannot be withdrawn.

Confidentiality

All the information collected about your child will be coded with an individual number. Only the researcher will be able to identify your child. He/she will not be identified in any reports, publications or presentations about the research project.

Your child will be asked to maintain confidentiality regarding what has been discussed in the focus group. Other participants will be asked to maintain confidentiality, but this cannot be guaranteed.

If you have any questions to ask or concerns you wish to discuss please contact the appropriate person from the following:

Lindsay Fish (Researcher)

Email lhoo006@aucklanduni.ac.nz

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CONSENT FORM

Focus Group Interviews

(Parents / Guardians)

THIS FORM WILL BE HELD FOR A PERIOD OF 6 YEARS

Project Title: Reading Achievement at Year 9: Supporting Progress Through Community Involvement

Name of Researcher: Lindsay Fish

I have read the Participant Information Sheet. I have understood the nature of the focus group interview and why my child has been selected to participate. I have had the opportunity to ask questions and have them answered to my satisfaction. I understand that participation in this research is voluntary.

- I agree / do not agree to for my child to participate in this focus group interview.
- I understand that my child is able to stop participation and leave the interview at any time.
- I understand that data gathered during the focus group interview cannot be withdrawn.
- I understand that confidentiality will be maintained in collecting, analysing and reporting data but that confidentiality of data recorded in focus group interviews cannot be guaranteed.
- I understand that my child will be asked to not disclose anything discussed in the focus group.
- I understand that a third party who has signed a confidentiality agreement will transcribe the focus group tapes.

- I understand that data will be kept for 6 years, after which they will be destroyed.

Name _____

Signature _____ Date _____

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