



Learning for a Lifetime

A Literacy Plan for Kindergarten to Secondary



The Department of Education wishes to acknowledge the contributions of provincial literacy stakeholders in the development of this document, including teachers, school district staff, education partners and community organizations.

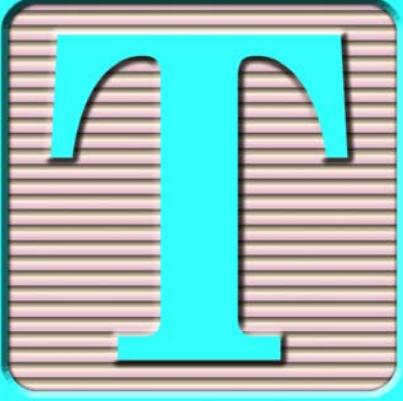


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Vision



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All students will enhance their range of literacy skills, strategies and practices that enable them to achieve personal goals, participate fully in the community and wider society, and build relationships that connect their literate identities to local and global communities.

Overview

The Department of Education has made a commitment to developing a strategy for literacy. To address this, Government is moving forward on several complementary initiatives focusing on early literacy and K-12. This document focuses on K-12 literacy, with an emphasis on school-based literacies and the language of the workplace. *Learning From the Start*, a provincial early childhood learning strategy with an initial focus on birth to age three, along with Kinderstart programs support Early Childhood Learning.

Language development begins before birth and increases and strengthens throughout the early years and into the school age years. It is essential that parents and children have access to community-based early literacy programming in environments that are rich in oral language, print, storytelling and reading. These opportunities foster language development and enhance the development of vocabulary and early reading/writing by building a strong foundation for language and literacy.

Children continue to develop language and literacy skills when they enter school. A vital link between teachers and parents can enhance students' growth in literacy, critical thinking and lifelong learning.





Literacy is:

- a process of receiving information and making meaning from it
- the ability to identify, understand, interpret, communicate, compute and create texts, images and sounds

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings.



- comprehend and communicate meaning
- make personal connections to texts
- critically analyze and problem solve
- create a variety of texts
- enjoy reading and viewing activities
- participate in the socio-cultural world of the community

While functional literacy skills such as knowing how to create sentences and spell words correctly are important, effective participation in society requires a knowledge of how to understand and apply a range of literacies including media literacy, critical literacy, visual literacy and information literacy. Embedded within all Newfoundland and Labrador curricula are literacy concepts, including reading and writing. While reading and writing are not the only elements that constitute the concept of literacy in its various and complex facets, they are in many ways the literate emphases used in school-based literacies and the language of the workplace.



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Purpose of the Plan



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Many of the responsibilities for supporting and improving literacy are provincial in scope. *Learning for a Lifetime* is intended to be implemented and used by a wide variety of individuals in a broad context. The goals and strategies of this document are intended to:

- support families and communities in literacy experiences
- guide the development of policy
- guide the development of professional learning activities
- guide future initiatives that influence K-12 curriculum development, assessment and evaluation

Background

The demands for complex literacy skills are increasing as definitions of text continue to expand. Citizens in the 21st century must develop critical awareness of the world in which they live; they must be skilled consumers and creators of information and texts. It is a major responsibility to develop and support an individual's capacity to become a critical reader, writer and creator. A person's ability to communicate with others and to manipulate texts is closely linked with the quality of his or her life. The ability to articulate thoughts and ideas becomes compromised if a solid foundation in literacy does not begin at birth. UNESCO defines literacy as:

“the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society”.¹



Literacy rates have a direct correlation with poverty affecting an individual's quality of life. Poverty rates are intertwined with literacy rates.² In its 2009 progress report, *Empowering People, Engaging Community, Enabling Success*, the Poverty Reduction Strategy identifies “investments in early childhood development and education programs ... as one of the best ways to prevent poverty and ensure that all children develop to their full potential.”³ The development of language, a key factor in literacy, is a continuum that begins before birth and continues to increase and strengthen through the pre-school and early school years. Literacy is the means by which individuals become strong, critical and creative thinkers able to fully participate in society and culture. Studies have strongly linked literacy levels to individual, social and economic prosperity.⁴ High levels of literacy benefit society as more high school graduates are hired for increasingly complex jobs.

¹ *The Plurality of Literacy and its Implications for Policies and Programmes* (2004) p.13

² *Reducing Poverty: An Action Plan for Newfoundland and Labrador* (2006)

³ Executive Summary p. vii (<http://www.hrle.gov.nl.ca/hrle/publications/poverty/PRSProgressReport.pdf>)

⁴ Green, David A. and W. Craig Riddell (2001) *Literacy, Numeracy, and Labour Market Outcomes in Canada* Ottawa, ON: Statistics Canada

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Background



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“ A person’s ability to communicate with others and to manipulate texts is closely linked with the quality of his or her life. ”

The World Bank, in assessing the United Nations’ Education for All initiative, concludes that:

“... education increases individual incomes; that it is positively correlated with macroeconomic growth; that it is strongly correlated with reductions in poverty, illiteracy and income inequality; and that it has strong complementary effects on the achievement of ... lower infant and child mortality, better nutrition, and the construction of democratic societies. The expansion of educational opportunity, which can simultaneously promote income equality and growth, is a ‘win win’ strategy ... In short, education is one of the most powerful instruments known for reducing poverty and inequality and for laying the basis for sustained economic growth, sound governance, and effective institutions.”⁵

Individuals with low literacy rates, or with minimal education or training, often see little value in improving their education levels; many even believe their skills are as good as they can be. Conversely, the more highly educated an individual is, the more likely it is that the individual will recognize the importance of literacy and continue learning throughout life.

Assessment Indicators

In 2007, reading was the major domain in *Pan Canadian Assessment Program* (PCAP) administered to thirteen year olds. Overall, Newfoundland and Labrador ranked 9th of the 11 jurisdictions in Canada who participated in the 2007 PCAP process with 12% of the students in the province scoring in the highest level of achievement and 69% scoring at the acceptable level of achievement, on par with the national average. Notably, 19% of students scored in the lowest level of achievement, the highest percentage nationally (*Indicators*, 2008). Reading results for Newfoundland and Labrador did improve slightly in the 2010 PCAP (reading was assessed as a minor domain), with the province ranking 6th overall and 2nd in the Atlantic region. Scores improved, but were still below the national average.

The *Programme for International Student Assessment's* (PISA) concept of literacy “refers both to students’ capacity to apply knowledge and skills in key subject areas and to their ability to analyse, reason and communicate effectively as they pose, interpret and solve problems in a variety of situations.”⁶

⁵ Hannum, Emily and Claudia Buchmann (2003) *The Consequences of Global Educational Expansion, Social Science Perspectives*, American Academy of Arts and Sciences (<http://www.amacad.org/publications/monographs/Ubase.pdf>)

⁶ OECD (2010) PISA 2009 Results: Executive Summary (<http://www.oecd.org/dataoecd/34/60/46619703.pdf>)



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Background



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"PISA's conception of reading literacy encompasses the range of situations in which people read, the different ways written texts are presented, and the variety of ways that readers approach and use texts, from the functional and finite, such as finding a particular piece of practical information, to the deep and far-reaching, such as understanding other ways of doing, thinking and being. Research shows that these kinds of reading literacy skills are more reliable predictors of economic and social well-being than the number of years spent in school or in post-formal education."⁷

⁷ Ibid.

Background

The most recent reading results from PISA place Newfoundland and Labrador 6th among Canadian provinces in 2009 and 2nd in the Atlantic region. Overall, Canadian students rank higher than the OECD average (Organisation for Economic Co-operation and Development), placing 6th in the world. While the province's reading performance has not significantly changed between 2000 and 2009, there is a foundational belief that "improvement is possible regardless of a country's cultural context or where it starts out from."⁸ Positive results provide an opportunity to examine what works to support literacy and build on these ideas.

Newfoundland and Labrador also participated in the 2011 *Progress in International Reading Literacy Study* (PIRLS), sampling Grade 4 students across the province. "PIRLS focuses on three aspects of reading skills:

- the processes of comprehension;
- the purposes of reading; and
- behaviours and attitudes toward reading."⁹



Overall, students performed at the Canadian average with 3 other provinces (Alberta, Nova Scotia and Ontario) with no significant difference in performance. However, girls outperformed boys in the province; boys performed below the Canadian average in reading fiction and non-fiction texts. This data provides rich information in planning for the needs and strengths of students in the province.

⁸ PISA in Focus 2 (2009) "Improving Performance: Leading from the Bottom" (<http://www.oecd.org/dataoecd/32/53/47271471.pdf>)

⁹ PIRLS 2011: Canada in Context (2011) Council of Ministers in Education, Canada (http://www.cmec.ca/Publications/Lists/Publications/Attachments/294/PIRLS_2011_EN.pdf)

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Background

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Positive results provide an opportunity to examine what works to support literacy and build on these ideas.

National Commitments

Learn Canada 2020, a declaration of the Council of Ministers of Education, Canada (CMEC), identifies literacy as one of eight priority areas¹⁰ under four pillars of lifelong learning. Newfoundland and Labrador's *Learning for a Lifetime* literacy plan is in alignment with the work of CMEC.

Learn Canada 2020 encompasses the four pillars of lifelong learning from early childhood to adulthood and addresses the most pressing education and learning issues facing Canadians today. The ministers of education, in conjunction with their Cabinet colleagues as appropriate, will pursue the ambitious goals for each pillar as follows:

- **Early Childhood Learning and Development**

All children should have access to high quality early childhood education that ensures they arrive at school ready to learn.

- **Elementary to High School Systems**

All children in our elementary to high school systems deserve teaching and learning opportunities that are inclusive and that provide them with world-class skills in literacy, numeracy, and science.

- **Postsecondary Education**

Canada must increase the number of students pursuing postsecondary education by increasing the quality and accessibility of postsecondary education.

- **Adult Learning and Skills Development**

Canada must develop an accessible, diversified, and integrated system of adult learning and skills development that delivers training when Canadians need it.”¹¹

As well, the Council of Atlantic Ministers of Education and Training (CAMET) released an action plan in 2009 entitled, *Literacy: Key to Learning and Path to Prosperity – an Action Plan for Atlantic Canada 2009-2014*. The scope of Newfoundland and Labrador's literacy plan reflects and supports the goals and actions of the CAMET action plan. “The region must strive for excellence in its preparation of young children for learning, its education of school-age children, and in providing relevant, diverse learning opportunities for adults.”¹²

¹⁰ See Appendix A for a description of the eight priority areas.

¹¹ <http://www.cmecc.ca/Publications/Lists/Publications/Attachments/187/CMEC-2020-DECLARATION.en.pdf>

¹² CAMET Action Plan for Atlantic Canada 2009-2014



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Guiding Principles

“ A collaborative approach between home and school that continues beyond early childhood increases support for literacy development. ”

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The vision of the Department of Education is to increase access and opportunities for all learners. Recognizing that literacy is a fundamental right for all, Newfoundland and Labrador's *Learning for a Lifetime* plan provides direction as to priorities of the Department of Education and outlines the scope of literacy development for all learners – kindergarten to high school graduation.

- **Early literacy experiences affect children's overall social, emotional, physical and cognitive development.** The foundation for literacy and lifelong learning begins at birth. Creating language-rich early learning experiences that provide opportunities for young children as they learn to communicate, read, write, think, explore and solve problems is an essential part of literacy development.
- **Family and school literacies are equally important in literacy development.** Early childhood learning opportunities at home and in the community need to support literacy development. Parents are their child's first teacher and supporter of literacy development. A collaborative approach between home and school that continues beyond early childhood increases support for literacy development.
- **Inclusion is a fundamental right for all.** The Provincial Service Delivery Model recognizes the basic right of all learners to receive appropriate and quality educational programming and services to support literacy development in the company of their peers. Equitable and timely access to inclusive services and supports is fundamental to literacy development
- **Literacy experiences reflect and celebrate cultural and linguistic diversity.** Supporting individuals as they celebrate their own diversity provides opportunities to preserve linguistic diversity, promote oral language/storytelling, encourage the use of first language and celebrate multicultural practices. Students are provided opportunities to initiate literacy experiences within their school communities that reflect their cultural perspectives.
- **Educational partnerships play a major role in supporting literacy development.** Responsive, respectful and communicative partnerships between home, community and education organizations reflect the literate needs of individuals and families. All educational institutions need to collaborate and work in partnership to make literacy a priority.
- **All learners deserve access to a variety of literacy resources and approaches.** To encourage learners to be creative, innovative and active decision makers, they need to experience learning environments that are play-based, inquiry-based and project-based. A variety of literacy resources and approaches, including connections beyond the classroom, support the literacy development of all learners.

Guiding Principles

- **Literacy development is supported when students are engaged in reading and writing.**

Students need to be active participants in their learning experiences, including talking and reading with purpose, using available technology to collaborate and create, and expressing ideas through writing or representing. Cross-curricular experiences support students' literacy development and build a culture within school communities that emphasizes the importance of literacy in daily life.

- **Differentiated instruction supports the developmentally appropriate needs of all learners.**

Educators differentiate instruction to maximize the potential of each learner. This requires informed decision-making which sustains an appropriate learning environment that responds to the diverse needs, interests, and styles of learning and abilities of all students. In some instances, identified individuals and groups will need to avail of further support that responds to their literacy needs.

- **Professional Learning Communities facilitate literacy development.** Professional Learning

Communities are specific organizational structures intended to develop and sustain the collective and reflective learning capacity for groups of professionals to work together to achieve high levels of learning for all students. Educators and literacy leaders need to be engaged in professional learning about literacy to model and promote evidence-based strategies and best practices to support literacy development.

- **Assessment and evaluation are integral to the teaching and learning process.** Observation

of early learners' actions and thinking can provide valuable feedback on which to build literacy experiences. Ongoing classroom-based assessment is varied and is informed by assessment *for* learning and assessment *as* learning. Through the use of a variety of tools and measurements, including external evaluation, teachers gain insight into students' growth and are provided with evidence of their learning.

- **Learning is lifelong.** Individuals grow in their understanding of literacy throughout their

lives. Through a variety of experiences and interactions in the early years to the many lifelong learning opportunities in adulthood, individuals continue to grow and develop the many literacy skills necessary for everyday life.



Literacy Contexts

Literacy development is a continual process that begins with the immediate family and evolves throughout school age years and beyond. The development of literacy skills is impacted by a person's social and cultural background, their environment and their daily interactions with people, print and technology.¹³ Literacy is fundamental to learning.

"We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn."¹⁴

Early Childhood Literacy

We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.¹⁴

Early childhood professionals, parents, teachers, researchers and policy makers recognize that children's literacy development needs to be supported through evidence-based decision making. The value of early childhood literacy experiences needs to be emphasized and supported through the early learning years. Literacy development begins at birth and quickly expands within the first eight years. It includes the knowledge necessary to learn to communicate, read, write, think, explore and solve problems. Children acquire literacy through oral language development and experiences with families, community organizations and schools that are social, interactive and meaningful. Literacy is fostered in settings that are sensitive to children's development, language and culture. Rich oral language activities include songs, rhymes and chants, movement and storytelling, which are essential in building vocabulary and pre-reading skills. Literacy in early childhood requires developmentally appropriate experiences in a play environment that is language-rich, respectful of children's interests and provides children with opportunities to engage with a variety of materials and situations. When the natural inclination to learn, explore and build on existing knowledge is encouraged, a strong foundation for later learning in more formal contexts is supported.

Family Literacy

Learning for a Lifetime recognizes and emphasizes the role family literacy plays in achieving the goals of improving access and opportunities for all learners. The impact that parents have on children's future literacy success begins at birth. Children whose parents expose them to rich literacy experiences tend to develop key literacy skills before school entry and continue to develop after they begin school. While many parents are aware that reading to a child is important, they still require support for building a daily routine and knowing how to effectively communicate information and ideas from books. Sharing simple strategies about how to engage children in reading can be very powerful for parents and can support and enhance family literacy experiences. Continued success in reading and writing in the school years

¹³ "Literacy cannot be separated from peoples' sociocultural contexts and from their self-conceptualizations within those contexts. A person's literacy functioning will depend upon the role literacy plays in meeting one's goals and in the resulting construction of one's self-image. Within context, not only written language, but the interaction between written and oral language modes becomes important in defining literacy competence." Fagan, William T. (1996) "Literacy and Cultural Thoughtfulness", p. 1

¹⁴ Haas Edersheim, Elizabeth (2007) *The Definitive Drucker*, p. 13

Literacy Contexts

and beyond relies on the connections formed between families, schools and communities.

Support for the family's continued role in their children's literacy development through formal school years is the responsibility of schools and community. Community organizations that support literacy (public libraries, family resource centers, etc.) should work in partnership with schools and families. To promote literacy growth and development, the community must be responsive to families' knowledge, experiences and priorities.

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Literacy in the Middle Years

As students progress in their education, interactions with peers, teachers, resources and extracurricular experiences impact the development of multiple literacies. While the learning contexts become more formal, there is a need to continue to support students' interests to engage with a variety of materials and situations. Literacy development in the middle years is fostered through sustained oral language development, authentic literacy opportunities and supported risk-taking that build students' confidence. Students who experience challenges with literacy in these settings require a responsive approach to enable them to meet with success in increasingly complex settings. Support is realized in inclusive classrooms with developmentally and age-appropriate resources and approaches.

Adolescent Literacy

A high degree of the students' learning occurs in a social context. The opportunity for collaborative learning promotes critical thinking and problem solving, stimulates curiosity and imagination, and improves adaptability and analytical thinking. Adolescent literacy development is supported by teaching approaches that support authentic learning experiences, opportunities for students' self-assessment, and attention to student issues and student voice. This encourages students to question and analyze situations, examine societal values, participate in discussions, and communicate using available technology. A dynamic and interactive learning environment supports the unique interests and strengths of adolescent learners. As well, partnership and collaboration among families, schools and communities is critical to ensure support for literacy development is sustained.





Literacy Learning in Schools

Literacy learning in schools is impacted by students' individual contexts and environment. Everyone has a vital role to play in ensuring literacy success for all learners. Meaningful contributions to the literacy development of all students are realized through the collaboration among stakeholders, including school districts, school communities, public libraries, family resource centers, local community and other educational agencies. Working together will ensure that definitive, sustainable progress can be achieved.

Links to Curriculum

Curriculum development is a foundational aspect of *Learning for a Lifetime* and is developed based upon the Essential Graduation Learnings common to all Atlantic Canada. Essential Graduation Learnings are the knowledge, skills and attitudes that provincial graduates demonstrate upon the completion of high school. In all curricula, kindergarten to secondary, students are engaged in a process of making meaning and not just receiving information. They are also involved in negotiating meaning with others, rather than only thinking alone.

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as *Cross-Curricular Reading Tools* (CAMET) and the Department of Education's *KinderStart Program Guide*.

Classroom Teachers and Literacy Learning

Teachers are the most effective agents of change in the classroom. "The teacher is fundamental to the creation of a school's ethos towards learning and therefore is the primary change agent."¹⁵ *Learning for a Lifetime* recognizes and supports the impact teachers have upon students' learning and growth. Through the promotion of a culture that emphasizes the importance of literacy in daily life, teachers engage and challenge students to construct knowledge using many literacies.

While the focus of literacy skills acquisition lies within the individual classroom, teachers recognize that their students are impacted by their relationships with peers and families, their interactions with media and technology, and their social and cultural experiences.

"The concept of pedagogy has been expanded. It has been further interpreted to focus on self-determination in learning and to emphasise learning how to learn, learning in a non-linear fashion and learning in all contexts, both formal and informal. These concepts are particularly relevant to

¹⁵ El-Sawad and Dawson (2008)



Literacy Learning in Schools

learning from the multimodal, non-linear texts and hypertexts produced using digital-electronic technology. They also relate to the concept of using one's own literacy identity to aid learning – that is, gaining knowledge from all aspects of life.”¹⁶

“ Working together will ensure that definitive, sustainable progress can be achieved. ”

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Student learning is supported through a variety of external and internal assessment practices as an integral means to support student learning. Provincial, national and international assessment tools inform continued development of assessment practices in the classroom. Purposeful classroom assessment practices provide a clear focus to inform both learning and teaching in schools. Differentiated assessment in the classroom provides opportunities for all students to show **what** they know and are able to **do** in a variety of ways on a continuum of learning.

Including All Learners

Learning for a Lifetime is an inclusive document intended for all learners – kindergarten to secondary. Literacy is a fundamental human right. It is the responsibility of parents and educators to ensure that all students within the K-12 education system are supported to become literate members of their communities who participate to their full potential.

Inclusion is achieved by:

- celebrating a variety of achievements
- enabling everyone to participate fully in all aspects of community and school life while respecting the dignity of the individual
- encouraging learners to develop independence
- engaging in practices that reflect exploration
- valuing individuals as members of learning communities

Diverse learners are included in all aspects of teaching and learning. This plan places emphasis on a wide variety of strategies and methodologies that reflect a range of learning styles. The provincial literacy plan addresses the needs of all learners but recognizes that some individuals and groups require additional supports including, but not limited to, francophone students, second language learners, English language learners, Aboriginal learners, boys and students with diverse learning needs. It is critical that diversity is recognized and respected and that all exceptionalities are accommodated by providing appropriate learning supports for individual learners.

¹⁶ Bull, Geoff and Anstey, Michèle (2010) *Evolving Pedagogies* p. 141

Goals and Strategies of the K-12 Literacy Plan

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Goals and Strategies of the K-12 Literacy Plan

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Goals

1.	Develop a foundation in literacy and lifelong learning.
2.	Engage all students in a variety of literacy experiences to support their development as readers and writers.
3.	Promote a culture within school communities that emphasizes the importance of literacy in our daily lives.
4.	Undertake a collaborative approach to literacy development with home, school and community.

Implementing the Plan

Implementing the strategies of *Learning for a Lifetime: A Literacy Plan for Kindergarten to Secondary* will take place over a six year period. The plan will provide resources for teaching and learning, including professional learning for educators. In turn, school districts and schools throughout Newfoundland and Labrador will consider the provincial literacy plan in their own work in literacy goals through the school development process.

Indicators of Success

The provincial literacy plan will be monitored and adjusted as needed to reflect evolving understandings of the literacy learning needs in the province. Both external and internal data will be used to analyze progress. Examples of the external data indicators include Primary reading assessments, Grades 3, 6 and 9 provincial assessments, the *Pan Canadian Assessment Program* (PCAP), *Progress in International Reading Literacy Study* (PIRLS), and the *Programme for International Student Assessment* (PISA). Some examples of internal data indicators include feedback, surveys, focus groups, and school and district-based achievement data.

Goals and Strategies of the K-12 Literacy Plan

Strategy 1.

The English Language Arts (ELA) curriculum from K to 12 is being renewed over a 6 year period.

Process:

The renewal of the ELA curriculum is critical to increasing literacy levels in the province. This ELA curriculum development will respond to emerging data demonstrating new understandings about literacy and how students learn best.

Curriculum development in ELA addresses the needs of identified individuals and groups such as, second language learners, English language learners, boys, Aboriginal, francophone and rural students.

- Implementation Schedule

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7	K/8	4/9	1/5/Level I	2/6/Level II	3/Level III

- New curricula development focuses on:
 - explicit links to support connections between reading and writing
 - flexible means to meet students' needs
 - multimodal literacies to support reading and writing such as, critical, mathematical and multimedia literacies
 - students' interests to support student-directed choice

Indicators of success:

- Increase in external and internal literacy student assessments, particularly with identified individuals and groups
- Action research that presents positive student and teacher feedback on learning in English language arts
- Action research that presents positive student and teacher feedback on students' interest in reading and writing



Goals and Strategies of the K-12 Literacy Plan

Strategy 2.

The Department of Education is committed to providing varied texts to promote reading and writing at all levels.

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Process:

Reading and writing is critical for achievement in all curricula.

Providing increased text choice with consideration for a range of ability levels, student interests and learning styles will enhance the ability of educators to engage students with varied levels and types of texts.

“ Reading and writing is critical for achievement in all curricula. ”

- Provide K-6 classrooms with non-fiction reading materials in the content areas
- Provide classrooms with a wide variety of cross-curricular reading materials that recognize the varying needs of learners (e.g., boys, reluctant readers, Aboriginal students, varying reading levels) and the importance of self-selection
- Promote and support Newfoundland and Labrador culture by providing resources to public libraries and school libraries
- Strengthen partnerships with public libraries to further mutual goals and initiatives
- Establish student, parent and teacher focus groups to analyze students' literacy learning (e.g., awareness, activities, efficacy, opportunities)

Indicators of Success:

- Participation in student, parent, and teacher focus groups on various literacy initiatives
- Research indicating an increased reading of a variety of texts, including statistical data on public library access
- Increased circulation of Newfoundland and Labrador texts in school and public libraries
- Increased current and curriculum resources available for student use
- Increase in student achievement levels in province-wide assessments

Goals and Strategies of the K-12 Literacy Plan

Strategy 3.

The Department of Education will collaborate with schools to increase the number of literacy professionals available to support classroom teachers.

Process:

Literacy professionals will work with schools to support literacy instruction in schools.

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There will be collaboration among teachers and community educators (e.g., Early Childhood Educators, public librarians, artists) in areas such as reading and writing strategies, reading in the content areas and differentiated instruction.

- Learning resource teachers' (LRT) roles as literacy leaders in schools will be reviewed to assess leadership potential for literacy in schools
- District Program Specialists will assist with district-wide literacy related professional learning efforts, school literacy initiatives as well as working with individual classroom teachers
- Broaden the scope of responsibilities of current Numeracy Support Teachers (NSTs) to include literacy (Literacy Numeracy Teachers – LNTs)

Indicators of Success:

- Increased number of cross-curricular literacy initiatives at school level (e.g., LNT program)
- Increased number of teachers working in professional learning sessions on literacy initiatives, literacy learning, cross-curricular approaches, etc.
- Increased performances in external and internal student assessments
- Research that presents positive student and teacher feedback on their experiences with literacy professionals





Goals and Strategies of the K-12 Literacy Plan

Strategy 4.

The Department of Education will develop a comprehensive provincial literacy professional learning plan for K-12 educators.

Process:

K-12 educators will be engaged in professional learning opportunities to enhance their understanding of reading and writing processes. This will support the focus on students reading and writing *to learn* in a more sustained and focused manner.

Teachers will be more prepared to support student learning using reading and writing strategies across the curriculum.

- Initial target will be grades 7-9
- Resources will include
 - professional reading print resources selected from
 - *Cross-Curricular Reading Tools* (CAMET, 2008)
 - *I Read It But I Don't Get It* (Tovani, 2000)
 - *Teaching Reading Comprehension* (Davies, 2007)
 - *Inquiring Minds Learn to Read and Write* (Wilhelm, 2009)
 - *Teaching Reading and Writing in the Middle School, 2nd Edition* (Robb, 2010)
 - *Boy Writers: Reclaiming Their Voices* (Fletcher, 2006)
 - www.k12pl.nl.ca multimedia learning selections (e.g., classroom video, interviews, resource links)
 - opportunity for face-to-face collaboration to launch the initiative
 - Districts and Department of Education will share planning of this initiative to include school administrators and literacy leaders
 - Professional learning will extend to grades 4-6 and senior high over a three year period
 - Learning *to read and write*, as one facet of literacy, is currently a focus for grades K-3

Indicators of Success:

- 50% of all teachers of grades 7-9 will have received professional learning opportunities in literacy strategies by 2014; remaining grade 7-9 teachers will receive professional learning opportunities by 2015
- Increased number of literacy leaders in school districts
- Program Specialists in all subjects use literacy strategies or resources in professional learning sessions
- Research that presents positive student and teacher feedback on the use of literacy strategies and professional learning resources

Goals and Strategies of the K-12 Literacy Plan

Strategy 5.

The Department of Education will develop literacy support strategies for families.

Process:

This initiative will further the literacy efforts of schools by promoting and supporting reading and writing in the home, early childhood settings and other community spaces.

Literacy support strategies will include informational materials that support reading and writing at home, promote cultural and family literacy and connect community partners with literacy initiatives.

- Implement initiatives with public libraries, family resource centers and other community partners to
 - develop *A Guide to Early Childhood Literacy*, including a compendium of suggested activities that promote literacy at home and in early childhood settings (e.g., child care, family resource programs, libraries)
- Create inter-departmental partnerships to support and enhance literacy for all families

Indicators of Success:

- Improved readiness for school as indicated on the Early Development Instrument (EDI)
- Increased participation data from programs such as public libraries, family resource centres or cultural events
- Research that presents positive feedback on *A Guide to Early Childhood Literacy*





Goals and Strategies of the K-12 Literacy Plan

Strategy 6.

The Department of Education will develop responsive literacy initiatives to support identified individuals and groups (e.g., Aboriginal students, boys, rural students and reluctant readers).

Process:

Identified individuals and groups may require specific resources to strengthen teachers' ability to engage students with varied levels and types of texts.

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Assessment *for* learning will inform instructional practice to meet the multiple and diverse literacy learning needs of individuals and groups of students.

- Support collaborative planning and instruction among K-3 classroom and instructional resource teachers to differentiate instruction for developmental learning (e.g., intensive instructional groups)
- Partner with community and governing bodies to develop resources addressing specific needs of identified individuals and groups
- Promote/Develop resources for continual assessment *for* learning to inform their instructional practices (e.g., ongoing feedback, anecdotal reports, checklists, peer and self-assessment)

Indicators of Success:

- Increased performance on external and internal student assessments
- Research that presents positive student and teacher feedback on students' interest in library and classroom texts

Goals and Strategies of the K-12 Literacy Plan

Strategy 7.

The Department of Education will initiate discussions with Memorial University Faculty of Education regarding literacy programs.

Process:

Future university graduates need to be equipped with skills that address literacy learning (early childhood to secondary). This will ensure they are able to provide appropriate instructional supports.

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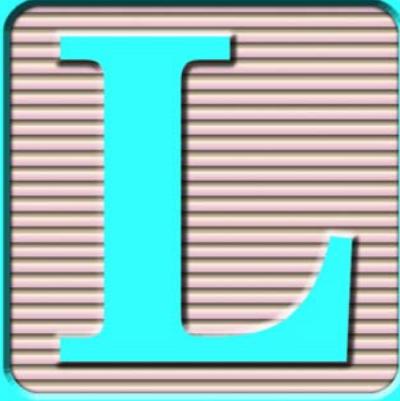
Discussions regarding critical areas of literacy training will be conducted. These areas include pre-service (e.g., content based reading for all pre-service teachers and reading for K-6 teachers/language arts teachers) and graduate (e.g., early childhood learning) programs.

- Continue dialogue with Memorial University regarding Early Childhood Educator degree program
- Partner with Memorial University to
 - establish dedicated programming for all education students in reading and writing
 - establish dedicated programming specific for Early Learning, Primary, Elementary, Intermediate and Senior High
 - discuss graduate education offerings (e.g., social justice education)
 - discuss internship guidelines for education students

Indicators of Success:

- Increased readiness of education graduates in literacy instruction





Appendix A

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*Learn Canada 2020*¹⁷

Council of Ministers of Education, Canada

Within the four pillars of lifelong learning, ministers have identified eight specific activity areas and accompanying objectives:

- *Literacy*: Raise the literacy levels of Canadians.
- *Aboriginal Education*: Eliminate the gap in academic achievement and graduation rates between Aboriginal and non-Aboriginal students.
- *Postsecondary Capacity*: Enhance and stabilize the long-term capacity of postsecondary systems to meet the training and learning needs of all Canadians seeking higher education learning opportunities.
- *Education for Sustainable Development*: Raise students' awareness and encourage them to become actively engaged in working for a sustainable society.
- *International and National Representation*: Speak effectively and consistently for education and learning in Canada in both pan-Canadian and international settings.
- *Official Languages*: Promote and implement support programs for minority-language education and second-language programs that are among the most comprehensive in the world.
- *Learning Assessment Programs and Performance Indicators*: Support the implementation of national and international learning assessment programs and performance indicators for education systems.
- *Education Data and Research Strategy*: Create comprehensive, long-term strategies to collect, analyze, and disseminate nationally and internationally comparable data and research.

¹⁷ <http://www.cmecc.ca/Publications/Lists/Publications/Attachments/187/CMEC-2020-DECLARATION.en.pdf>

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