



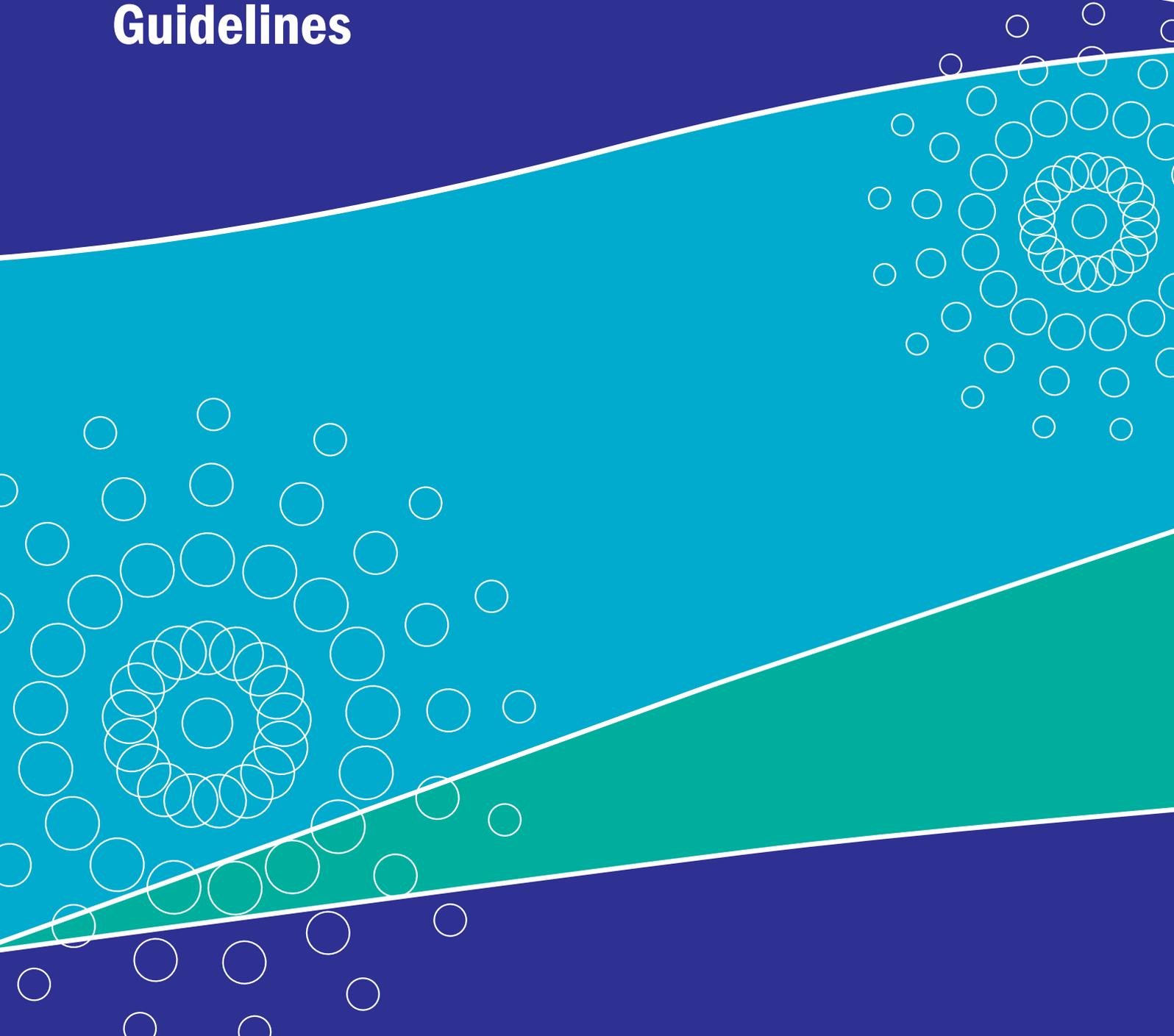
Education &
Communities



Language, **Learning**
& *Literacy*



Guidelines



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1. Background

Evidence would suggest that students in low socio economic communities have low achievement in conventional school literacy on entry to school. This initial disparity in reading and writing may continue through their schooling.

The model concurs with current research that has identified that the quality of children's transition into literacy is a major predictor of their later academic achievement. Evidence indicates that a significant number of children on entry to school cannot quickly or efficiently process all the linguistic information needed to interact appropriately with teachers, peers and others (Barrett & Hammond, 2008; Catts & Kamhi, 2005).

However, there is also a growing belief that appropriate early language and learning experiences can act as a protective factor that promotes the cognitive and social development of young children (Cashmore, 2001; Elias, Hay, Homel & Frieberg, 2006; Hawkins & Catalano, 1992; Paul, 2007).

2. Purpose

Through the provision of professional learning and coaching the program will:

1. Enable regions to gain increased access to quality professional learning for teachers in early language, learning and literacy acquisition.
2. Provide teachers with professional learning, aligned with the NSW K-6 Literacy Continuum, English syllabus and quality teaching model, that will;
 - refine their knowledge and beliefs about early language, learning and literacy acquisition and
 - enhance classroom practice within their classroom, their school and across the region.
3. Increase opportunities for students in low socio economic communities to achieve learning outcomes in Kindergarten commensurate with their peers in other communities.
4. Reduce the number of students requiring access to Reading Recovery targeted Year 1 early literacy intervention for student experiencing severe difficulty learning to read and write.

3. Roles And Responsibilities

3.1 L3 Regional trainers

L3 Regional trainers will:

- Implement L3 in the classroom.
- Fully participate in all training activities including 12 days of professional learning to be provided by the NSW Curriculum and Learning Innovation Centre.
- Participate in up to six in-class visits by the L3 Trainer Mentor.
- Deliver training and in-school support to up to 12 Kindergarten teachers and support staff in up to four schools per year.
- Conduct regular meetings with Principals and school executive on the progress of the implementation.
- Offer support for teachers of students still requiring an intervention in Year 1.

3.2 Schools

All schools will:

- Be responsible for funding teacher participation in up to 12 half day professional learning sessions.
- Be responsible for supporting teachers as they participate in Regional trainer school visits. This will include in-class visits and release from duties to participate in follow up discussion.
- Provide and regularly review data and student progress.
- Incorporate the program as a strategy into their school plan and assist with release for teachers to fully participate in professional learning.
- Provide literacy resources to enable effective implementation of L3.

3.3 Community of schools – Principals

Principals of the participating schools will be invited to join a professional network designed to assist them in leading the changes in pedagogy and practice that will occur as a result of their school's involvement.

Principals and executive with responsibility for the early years will need to provide professional support for their team of Kindergarten teachers in the implementation of L3.

3.4 Community of schools – Teachers

Teachers from participating schools will be required to:

- Implement L3 in the classroom.
- Participate in up to 12 half day professional learning sessions with other Kindergarten teams from a small community of schools.
- Participate in up to four half day-collegial visits with regional trainer, involving classroom observation and discussion with the L3 regional trainer.
- Engage in between session tasks.
- Collect initial, five weekly ongoing and final Kindergarten student data.
- Participate in regional data collection and analysis.

3.5 Regions

Regions will:

- Identify regional trainers and schools to participate in the program.
- Participate in discussing data and reviewing student progress.
- Provide localised support and assistance to L3 regional trainers.
- Coordinate the regional implementation of the L3 program.

3.6 NSW Curriculum and Learning Innovation Centre

NSW Curriculum and Learning Innovation Centre will:

- Develop the training program and support materials.
- Develop and maintain registration with the NSW Institute of Teachers.
- Train and support L3 regional trainers.
- Coordinate, evaluate and report on the L3 program.
- Provide for the employment of an L3 Trainer Mentor.

3.7 L3 Trainer Mentor

A Senior Education Officer will be responsible for supporting professional learning and classroom practices and will:

1. Attend and support the professional learning sessions provided by NSW Curriculum and Learning Innovation Centre.
2. Provide professional support and coaching for L3 regional trainers by:
 - Attending literacy lessons being taught by regional trainers to observe and analyse teaching practices and student behaviours.
 - Attending teachers' lessons being visited by the regional trainer to observe and analyse teaching practices and student behaviours.

- Assisting regional trainers in observing and recording student behaviours as well as giving feedback to teachers.
- Participating in a variety of school visits with trainers to observe a range of students and use the information gathered to generate discussion and problem solving skills.
- Supporting teacher professional learning in a school community setting.
- Assisting in the collection and analysis of student and teacher data.
- Providing feedback to Principals and regions.
- Relating teaching practices to current research on literacy learning.

4. Criteria For Nomination

4.1 L3 Regional Trainers

The following criteria can be used when selecting a teacher to train as an L3 regional trainer:

- Demonstrates a deep understanding and experience in implementing effective teaching strategies using the NSW English syllabus and support documents to improve student learning.
- Experience in using quality assessment data to inform whole school and classroom literacy programs.
- Proven ability to select and apply high level communication and interpersonal skills to liaise effectively with individuals to effect change.

Priority will be given to Kindergarten teachers who have recent successful experience in implementing:

- L3 in their classroom and/or
- Reading Recovery.

4.2 Schools

The criteria to identify participating schools should include those:

- Identified as enrolling students from communities of low socio economic status.
- Committed to the provision of quality literacy programs in the early years of schooling.
- Committed to providing quality resources to successfully implement L3.
- Where the professional learning will focus on a team approach.

All **classroom teachers** working with Kindergarten students, in the participating schools, are required to train and implement L3 in the classroom.

5. Resource Allocation

Each region will be invited to nominate L3 regional trainers to participate in the Trainer course. If regions are unable to participate then the participating regions will be offered extra available positions.

Consideration will also be given to participants fully funded by their region.

5.1 NSW Curriculum and Learning Innovation Centre

NSW Curriculum and Learning Innovation Centre will fund costs associated with:

- Sponsoring 15 participants each year to train as L3 trainers. For each sponsored participant, regions will receive:
 - 20 casual relief days.
 - A travel and accommodation grant for non-metropolitan trainers to support attendance at professional learning.
- Preparing and delivering the L3 Regional Trainer course and ongoing professional learning for trained L3 trainers.
- Delivering support to L3 trainers by the State Mentor.

5.2 Regions

Regions will provide:

- 20 release days per trainer for sponsored participants in the L3 Trainer course.
- Funding for all trained L3 Trainers and other trainers participating in the L3 Trainer course, including costs involved in attending professional learning.
- All costs associated with delivery of the program within the region.

5.3 Schools

Schools will provide:

- 12 half day release per teacher for training in the implementation of L3.
- All costs associated with attendance and participation in the professional learning including school visits.
- Sufficient and appropriate literacy texts and resources to support the implementation of L3.

6. Program Overview

Consultation with School Education Directors, Regional personnel with a responsibility for literacy programs and Principals will occur prior to and during the implementation of the program.

L3 is designed to be incorporated into daily Literacy lessons without withdrawal and complements the normal practice of an effective literacy program.

L3 provides:

- Knowledge and skills for teachers to develop learning plans based on ongoing data collection.
- Instruction in smaller group sizes (usually three to four students) and whole class instruction.
- Strategically targeted activities that reflect individual learning needs.
- More explicit and systematic teaching that focuses on high success processes.
- Regular data collection (every five weeks) on text reading and writing to identify and chart progress; and to inform teaching and learning strategies.
- Consistent, quality professional learning and support for participating teachers.

7. Program Evaluation

Data will be collected on the two most challenging variables identified: Text reading and writing vocabulary.

- *Text Reading* is scored as the highest level of continuous text a student is able to read as a result of instruction.
- *Writing Vocabulary* is scored as the number of high frequency words a student can write independently.

In addition, data will be collected on: *Hearing and Recording Sounds in Words*.

- *Hearing and Recording Sounds in Words* is scored as the number of sounds in words that a student can record from a dictated text.

The professional learning component of the *Language, Learning and Literacy* program is a registered course with the NSW Institute of Teachers.

8. Professional Learning For L3 Regional Trainers

Through a series of seminars and workshops, as well as in the field support, trainers will learn more about:

1. Learning to be literate

- Developing oral language
- Understanding the early reading acquisition process
 - Accessing sources of information
 - Cognitive strategies
- Understanding the early writing acquisition process
 - Audience
 - Writing strategies

2. Teaching literacy

- Selecting and introducing texts
- Reading and discussing texts
- Composing and constructing texts
- Teaching for strategic activity
- Word work

3. Understanding and supporting adult learning

- Principles for organising and implementing professional learning
- Creating a community of learners

4. Organising and implementing the Language Learning and Literacy professional learning program for teachers

5. Assessing classroom context

- What to look for in the classroom environment
- Observing and assessing student learning

6. Analysing literacy teaching

7. Coaching for shifts in teaching

9. Ongoing L3 Regional Trainers

9.1 Professional Learning

- L3 Regional Trainers in their second and subsequent years of implementation will continue to participate in professional learning and receive professional support.
- Professional learning will consist of interactive workshops for trainers to refine, investigate and further their knowledge of literacy acquisition. The workshops will be coordinated by the NSW Curriculum and Learning Innovation Centre.
- In addition, all regional trainers will be able to access professional support from an L3 Trainer Mentor and their colleague network.

9.2 Implementation of L3

The second year and ongoing implementation as a trainer will include:

- teaching in an L3 classroom.
- facilitating a training group of up to 12 teachers in up to four schools.
- supporting an ongoing group of up to 15 trained L3 teachers, providing a minimum of one training session and one school visit each term.
- collecting data on a five weekly basis.

9.3 Accreditation

- Regional trainers will receive a certificate of acknowledgement and registration at the end of their second year of successful implementation.
- In order to gain acknowledgement the second year of implementation must occur no more than three years after the initial training.

10. Ongoing L3 Teachers

10.1 Professional Learning

- L3 teachers in their second and subsequent years of implementation will continue to participate in professional learning and receive professional support.
- Professional learning will be conducted by a regional L3 trainer. A minimum of four sessions and up to four school visits will be offered each year to maintain professional knowledge and skills.
- Teachers will participate as a school team.

10.2 Implementation

- All participating teachers are required to teach in an L3 Literacy classroom.
- The five weekly collection and analysis of student data in Reading and Writing informs the precise nature of the teaching program and enables classroom teachers to be aware of individual student progress and needs.

10.3 Accreditation

- Teachers will receive a certificate of acknowledgement and registration at the end of their second year of successful implementation.
- In order to gain acknowledgement the second year of implementation must occur no more than three years after the initial training.

