The formation of the Literate Learner in our Catholic Schools

Catholic Worldview

Effective Leadership

Critical Thinking

Professional Learning

Creating

Listening

Speaking

Writing

Reading

Viewing

The Literate Learner

Making Meaning

Quality Teaching
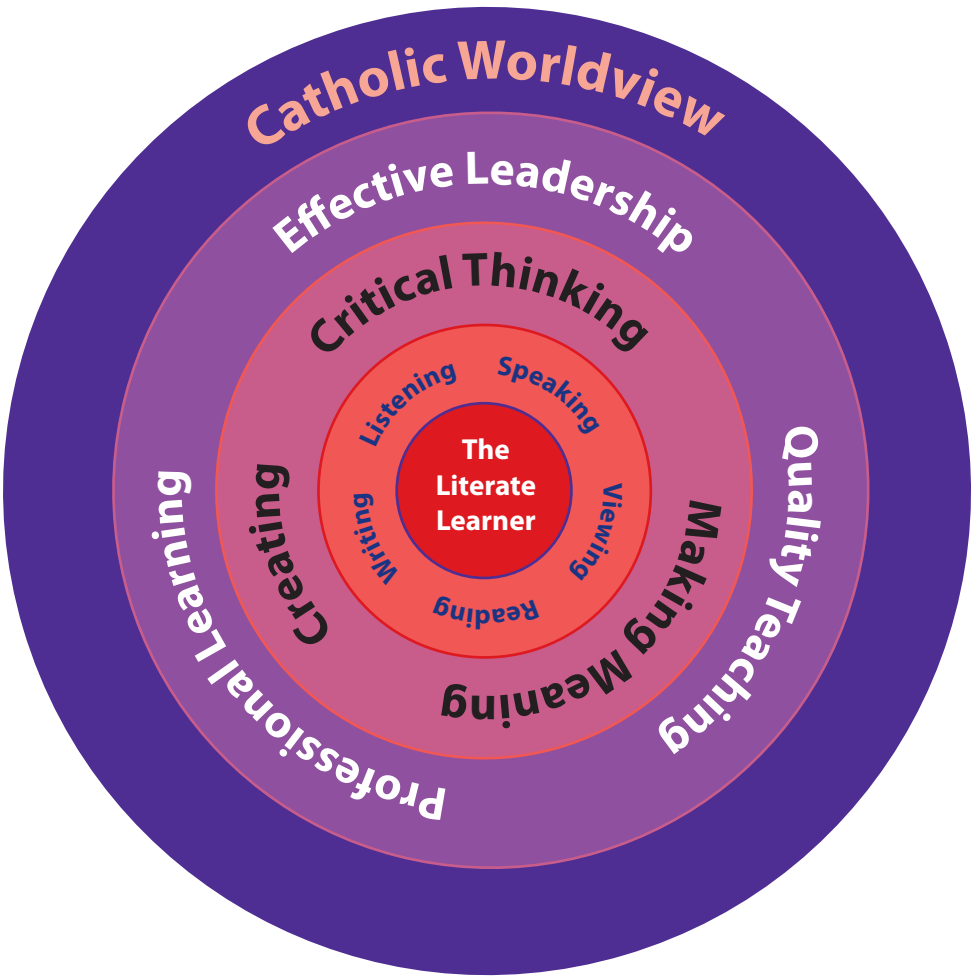
Profile of the Literate Learner

The Literate Learner …

- ⇨ Writes with purpose and clarity
- ⇨ Locates and accesses information from a variety of sources
- ⇨ Communicates effectively using visual text forms
- ⇨ Uses oral communication appropriate to purpose and audience
- ⇨ Reads for purpose and pleasure
- ⇨ 'Reads' and interprets visual text forms
- ⇨ Thinks critically
- ⇨ Solves problems
- ⇨ Continues to evolve as a literacy learner through engagement in life long learning.

References

ACARA	*The Shape of the Australian Curriculum (version 3)* Oct 2011
Hill and Crevola (1997)	CLaSS (*Children's Literacy Success Strategy) An overview* Catholic Education Office Melbourne
York Region District School Board	*Guidelines for Literacy A curriculum expectations document* 2007
Sharratt and Fullan (2005)	*A Table of Effective Literacy Teaching/Learning Parameters* York Region District School Board 2007

A Literacy Statement
for the Broken Bay Diocesan School System

A Literacy Statement for the
Broken Bay Diocesan School System
provides guidance for principals, teachers
and Catholic Schools Office personnel in
the development, evaluation and
revision of literacy initiatives.

"I have come that they may have life, and have it to the full."
John 10:10

FOUNDATIONAL BELIEFS

Throughout the Diocesan school system these foundational beliefs underpin our literacy work.

- It is a fundamental right of all students to be literate
- All students can achieve high standards given the right time, support and opportunity
- High expectations and early and ongoing intervention are essential
- All teachers can teach to high standards given the right assistance
- Teachers need to be able to articulate what they do and why they teach the way they do *(Adapted from Hill and Crevola, 1997)*

An effective system approach to literacy

Leadership

School leaders are required to be pedagogical leaders within their schools ensuring…

- Development and monitoring of the school's literacy plan
- Designation of staff to lead and sustain effective literacy structures and practices across the school
- Provision of support for classroom teachers in best practice, assessment and use of data to inform teaching and learning
- Identification of the professional learning needs of staff within the school
- Teachers assist each child to achieve
- Commitment of school budget to resource for effective literacy teaching and learning
- Teachers are leading learning in their own classrooms

Literacy and the Catholic Worldview

In the Catholic school the literate learner thinks critically, makes meaning and creates in the context of a Catholic Worldview in order to engage with and respond to the world through the eyes of the Catholic faith.

Assessment, Monitoring and Feedback

- Diverse purposeful student assessment strategies are aligned with teaching programs to continuously assess student progress, inform future teaching and evaluate the effectiveness of teaching
- A range of student data is accessed and reviewed to measure and monitor progress
- Whole school processes for tracking and monitoring progress of all learners are implemented
- Explicit, clear and evidence-based feedback is used as a significant component of the learning process

Literacy Across the Curriculum

- Literacy is an enabler for deep learning in all curriculum areas
- Shared beliefs and understanding about teaching and learning are developed
- Literacy demands of all key learning areas are recognised and explicitly addressed in teaching
- Staff commit to ensure that all students experience success in learning by being highly literate
- Collaborative planning is utilised to develop authentic learning experiences – this may include specialist teachers, year level teachers, subject coordinators, coordinators and school leadership
- Cross-curricular connections are valued and utilised in support of literacy instruction and acquisition
- ICLT skills are recognised as a vehicle to learn and share literacy

Identification and Intervention

- A range of student assessment data is examined to identify early 'at risk' learners
- A range of early and ongoing intervention strategies are accessed to address needs of 'at risk' learners
- A case management approach is utilised where data is used to inform instruction and ongoing intervention for 'at risk' learners
- Intervention is designed to be flexible and responsive to learning needs
- Identification processes are part of assessment practices
- Teaching programs cater for and are sensitive to diverse cultures within our schools

Professional Learning

- A professional learning plan aligned with the School Improvement Plan and informed by student needs and staff needs is developed
- Opportunities are provided for school leaders and staff to engage in appropriate professional learning
- All staff are supported to employ best practice pedagogy through evidence based professional learning
- Opportunities are provided for teachers to share and reflect on their practice in light of student literacy achievement, through the teacher inquiry cycle

School and Classroom Organisation

- Collective building, systematic organisation and effective use of resources, both material and human, support quality teaching and learning at both school and system levels
- School leaders and teachers access professional learning resources
- There is shared understanding and commitment to 'best evidence' structure and practice in the Literacy block K-6
- Flexible grouping is implemented where appropriate to meet learning needs
- Differentiated programs and learning experiences enhance learning for individual students and groups of students
- Literacy demands of the curriculum are identified, followed by explicit teaching of skills to meet these demands
- A strategic and systematic whole school approach to student achievement data directly supports effective teacher practice and student learning

Home, School and Community Partnerships

- Schools understand, acknowledge, appreciate and act upon the valuable resource parents/caregivers/community members can be to literacy learning for students
- Authentic and effective community-home-school relationships designed to promote students' literacy development and achievement are established

Defining Literacy

Conventionally, literacy refers to reading, writing, speaking, viewing and listening effectively in a range of contexts. In the 21st century, the definition of literacy has expanded to refer to a flexible, sustainable command of a set of capabilities in the use and production of traditional texts and new communications technologies, using spoken language, print and multimedia.

(ACARA, 2011)