

## Moving Literacies for Learning Forward

### High-level Indicators for Principals and other Facilitators of Teacher Learning

#### Evidence-based ways to make a difference in students' achievement

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*Literacy, in all its forms, is an equity issue.*

#### Equity

- Increasingly inclusive classrooms that reflect diverse cultural knowledge and practices; support anti-discrimination education; appeal to both genders; value and build on the knowledge, experiences, and literacies *all* learners bring to school
  - A shift from high expectations for some to high expectations for *all*, and provision of strong, scaffolded support as needed
  - A shift from English as the sole language of the classroom to acceptance of strategic use of first language for learning
  - Increased use of differentiated instruction and assessment based on data
  - Increased use and explicit teaching of literacy and learning strategies that benefit all (universal design)
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*Subject specialists have a collective responsibility for developing literacies for learning.*

#### Curriculum

- A shift from lessons as a series of activities to lessons as integral to an instructional trajectory based on overall curriculum expectations in which structured lessons link back to prior learning and link forward to next steps
  - A shift from literacy as an add-on to recognition of the explicit and implicit embedding of literacies for learning in curriculum expectations
  - Increasingly thoughtful selection and use of literacy and learning strategies based on matching deep structure and principles to curriculum concepts and skills
  - Increasingly explicit support of learners' strategic and metacognitive skill development
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*Educators need to know how and whether they're making a difference in students' literacy knowledge and skills.*

#### Assessment and Evaluation

- A shift from one-size-fits-all summative evaluation to ongoing assessment of literacy needs and learning, and consequent adjustment of learning goals, instruction and assessments
  - A shift from a single summative evaluation to multiple and varied opportunities for learners to demonstrate the full range of what they know and can do, and to opportunities for learners to act on feedback
  - Increased student understanding of learning goals and criteria for assessment, and increased opportunities to reflect on their progress
  - A shift from individual to collaborative teacher planning, development, and marking of assessments
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*Literacy development requires opportunities for making meaning, and engaging in productive social interaction and talk.*

#### Learning

- A shift from rote learning and recall to developing conceptual understanding, making connections, reorganizing information, thinking critically, and engaging in the stance of critical literacy that compels social action
  - A shift from teachers as questioners to teachers and students as questioners
  - A shift from students working independently to structures that enable cooperative learning and engage students in productive interaction and talk
  - Increased integrated opportunities to communicate and think through the processes of speaking, listening, reading, writing, viewing, and representing
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*Whereas the technologies of print previously defined literacy, new technologies are **broadening** notions of text and creating new literacies. Print literacies are not eclipsed, but rather exist in a new context.*

#### Learning Tools

- Increasing respect for and active connecting with technological knowledge and skills, and the digital backgrounds students bring to school
  - Increasing use of tools and technologies by all to learn, explore, and communicate understanding
  - Increasing focus on problem solving and higher-order thinking as new tools and technologies obviate the need to spend time on lower-order skills
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*Literacies for learning can be embedded when teachers develop a pedagogy of literacy for their discipline.*

#### Teaching Practices

- A shift from use of a single resource to use of a range of resources, including some self-selected by learners
  - A shift from rigid reliance on one teaching approach and one authoritative perspective to flexibility in approach, co-construction of meaning, and exploration of a variety of perspectives
  - Increasing understanding of adolescent literacy development and challenges
  - Increasingly thoughtful and coherent use of literacy and learning strategies—explicit, systematic, understanding of the conditions for effective strategy instruction, modeling, and application
  - Shift from fixed seating arrangements and student groupings to flexible groupings based on goals and needs
  - A shift from rapid, closed question-response sequences that focus on recall, to open-ended questions that engage all learners in higher-order thinking and that prompt learners to explore various ways of thinking, such as describing, analyzing, integrating, comparing, and explaining
  - Increased understanding that literacy knowledge and skills bear a reciprocal relationship to engagement and motivation
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