LEADERSHIP CAPACITY BUILDING

How do Literacy GAINS initiatives improve student achievement?
- By reaching every teacher in order to reach every student
- By reducing the achievement gap by supporting teachers in reaching diverse groups of students who need targeted support
- By increasing public confidence in literacy education by sustaining two-way engagement with stakeholders

How does Literacy GAINS build literacy leadership capacity across the curriculum?
Instructional leaders, teachers and administrators participated in literacy camp, three days of professional learning in August. Building on the theme of “Learn to Think/Think to Learn” this year’s camp focus was learning to make thinking visible within the context of subject disciplines. Approximately 100 educators of grades 7 to 12 Arts, Language/English, History, Geography, and Science & Technology/Science learned how to focus instruction for higher-order thinking.

An expanding group of educators from across the province are learning about literacy strategies, processes, and practices that support content learning. They are engaging as writers of both cross-curricular and subject-specific units, lessons, and professional learning materials. Boards are encouraged to inquire about resource development opportunities as a means of personal professional growth.

For information about all Literacy GAINS events visit the EduGAINS website at www.edugains.ca

How do Literacy GAINS support boards in aligning literacy goals for grades 7-12 with targeted, evidence-based strategies?
Provincial literacy leads work directly with boards to:
- build adolescent literacy leadership capacity
- facilitate networking opportunities
- provide resources for literacy leaders and coaches in school boards.

A Framework for Literacy Coaching outlines competencies and practices for coaches. Self-directed professional learning sessions based on the four cornerstones of the literacy coaching framework are available for use in boards. (See www.edugains.ca)

How can a Provincial Literacy Lead support boards in aligning literacy goals for grades 7-12 with targeted, evidence-based strategies?

How can a board access support from a Provincial Literacy Lead?
Look on the EduGAINS website for information on how to arrange to have one of the provincial leads visit your board.
What support is needed for improving instruction to meet the literacy needs of students?

We know that there is a need “to build disciplinary literacy instructional programs, rather than merely encouraging subject matter teachers to employ literacy teaching practices and strategies.” (Moje, E., 2008)

We know that literacy demands change as students grow. Adolescents are expected to use literacy skills to acquire deep understanding of content, which becomes increasingly complex over the intermediate and senior grades.

We believe that all students need to develop the ability to:

• use language and images in rich and varied forms to read, write, listen, view, represent, and think critically about ideas;
• access, manage, and evaluate information in order to think imaginatively and critically to solve problems and make decisions, including those related to issues of fairness, equity, and social justice;
• apply metacognitive and self-advocacy knowledge and skills, sense of self-efficacy, and interest in lifelong learning.

A framework for adolescent literacy is in development for release in 2012. Based on relevant research and current practice, this framework will provide boards with an in-depth look at the needs of the adolescent literacy learner and the teaching practices needed to address those needs. The framework will provide examples and illustrations of effective literacy instruction in a disciplinary context.