# LITERACY LEAD TEACHER

## VISION

### Essential Conditions

- Division engages in conversation around building shared beliefs including an understanding of what literacy is and how it is best learned; the concept of *One Year's Growth* in literacy; and how the division is supporting teachers to improve their literacy practices.
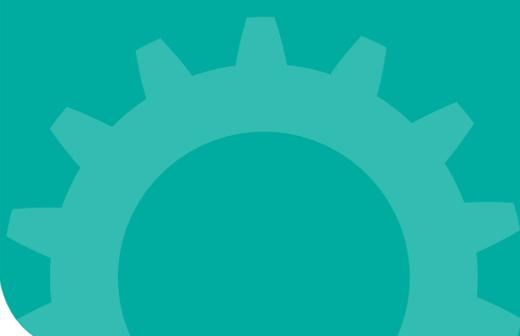
## ACTION

### The Lead Literacy Teacher will:

- Ensure *Success for All, All Kids Are Our Kids, One Year's Growth* is present on all literacy documents;

- Determine how literacy strategies support the vision of *One Year's Growth*; and

- Focus on research based literacy practices that support learning from K-12.

## SUCCESS

### Indicators

- Staff members across GYPSD refer to *One Year's Growth* as our overarching goal for all we do in GYPSD.

- All teachers across the division implement research-based literacy strategies in their content area instruction.

## LEADERSHIP

### Essential Conditions

- Identify division leaders who
  - support and build the capacity of literacy leaders in both formal and less formal roles;
- Have a strong understanding of literacy;
- Are able to innovate and apply best practices in literacy;
- Understand change; and
- Collaborate with other literacy leaders to mentor new staff.

## ACTION

### The Lead Literacy Teacher will:

- Build capacity in understanding literacy and how to apply best literacy practices across grade levels and content areas;
- Determine which strategies, technologies, and assessments will best enhance literacy learning across the division (best practices);
- Collaborate with the school linked team to share best practices in literacy; and
- Create a GYPSD community of practice in literacy.

## SUCCESS

### Indicators

- Observe teachers/students using research based literacy strategies embedded in their practice;
- Membership in a regional level literacy community of practice; and
- Regular meetings with the GYPSD community of practice in literacy.

## RESEARCH AND EVIDENCE

### Essential Conditions

- School, division and provincial assessments are analyzed by staff to track growth, determine positive trends, identify areas for improvement, and to inform programming needs, next steps and further interventions.

## ACTION

### The Lead Literacy Teacher will:

- Conduct research of K-12 best practices in literacy through books, journals, and other academic sources;

- Have a clear understanding of HLATS and how the data gathered can inform practice at the divisional, school and classroom levels;

- Support learning support teachers (LSTs) and principals so they have a deeper understanding of HLATS;

- Provide support in administering literacy assessments, analyzing data, and using data to inform instruction; and

- Use literacy data screens to provide evidence of *One Year's Growth* across the division.

## SUCCESS

### Indicators

- LLT builds a knowledge base of K-12 literacy practices.

- LLT answers questions about HLATS when asked (trouble shoot).

- LLT participates in a professional development (PD) workshop with principals and divisional staff around data analysis and how it is used to inform our literacy practice.

- HLAT data, as recorded in student profiles in CRMS, is used to inform instruction for individual students.

- School linked team and instructional coaches have regular meetings using CRMS and divisional data to analyze success measures.

# INCLUSIVE LEARNING IMPLEMENTATION PLAN
## *SUCCESS FOR ALL x ALL KIDS ARE OUR KIDS = ONE YEAR'S GROWTH*

## RESOURCES

### Essential Conditions

- Instructional lead teachers are available at the school level to support the implementation of the literacy vision:
  - Teachers use quality resources; and
  - Students have access to varied learning resources that complement their diverse needs.

## ACTION

### The Lead Literacy Teacher will:

- Collaborate with the LSTs for the *Gradual Release of Responsibility (GRR)* that allows teachers to build their literacy practices over time;
- Collaborate with the school linked team and learning support teachers (LSTs) to design a framework for the *Gradual Release of Responsibility* that allows LSTs and teachers to build their understanding of and ability to design effective Instructional Support Plans (ISPs) for students in need;
- Collaborate with the learning services team and the school linked team to determine what resources (including technology soft and hardware) will be supported at the division level and how we will ensure we provide ongoing support as these resources become embedded in practice (GRR); and
- Work closely with contacts to ensure there is a 'base' level of technology available that supports literacy in every school.

## SUCCESS

### Indicators

- A professional development plan is in place that outlines ongoing face-to-face and online PD for the school linked team's instructional lead teacher and then forwards to other applicable staff members for their information.
- Students in need have ISPs in place.
- Observe teachers/students using research based literacy practices embedded in their teaching practice.
- LSTs and ICs use the *Gradual Release of Responsibility* framework to build teacher capacity in their schools.

## PROFESSIONAL GROWTH

### Essential Conditions

- Teachers collaborate with other staff regarding literacy programming and belong to face-to-face as well as online professional learning communities.

## ACTION

### The Lead Literacy Teacher will:

- Belong to a regional community of practice to build up expertise in the area of K-12 Literacy best practices; and

- Collaborate with the school linked team to design a framework for the *Gradual Release of Responsibility* that allows teachers to build their literacy practices over time.

## SUCCESS

### Indicators

- A professional development plan is in place that outlines ongoing face-to-face and online PD for the school linked team's instructional lead teacher and then forwards to other applicable staff members for their information.

## TIME

### Essential Conditions

- Teachers are given time and support to build, enhance, and/or modify their current literacy practices to more closely reflect effective literacy programming.

## ACTION

### The Lead Literacy Teacher will:

- Collaborate with the school linked team to design a framework for the Gradual Release of Responsibility that allows teachers to embed best literacy practice into their teaching practice.

## SUCCESS

### Indicators

- A professional development plan is in place that outlines ongoing face-to-face and online PD for the school linked team's instructional lead teacher and then forwards to other applicable staff members for their information.

- Schedule set for online collaboration.

## COMMUNITY ENGAGEMENT

### Essential Conditions

- Division office and schools communicate with the board, parents and community members to build a common understanding of what literacy is and how it is best learned.

## ACTION

### The Lead Literacy Teacher will:

- Participate in board presentations (when appropriate) to deepen their understanding literacy best practices; and

- Participate in division leadership team presentations (when appropriate) to deepen their understanding of literacy best practices.

## SUCCESS

### Indicators

- Reference to *One Year's Growth* and literacy practices in all divisional and school documentation.