Literacy Link Teacher Seminar
Special Schools
Timeline of CPD model

April 2013 : Link Teacher Day 1

April 2013 – Winter 2013
Back in school + follow on support

Winter 2013 – Link Teacher Day 2

Follow on support (school/clusters/on-line)
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>9.15 – 9.30am</td>
<td>Finn Ó Murchú</td>
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<tr>
<td>9.30am – 10.45am</td>
<td><strong>Literacy Session 1</strong></td>
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<td>• Rationale for today</td>
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<td>• Literacy &amp; Numeracy Strategy / SSE / J. Cycle</td>
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<td>• Role of the Literacy Link Teacher</td>
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<tr>
<td>10.45 – 11.00</td>
<td>Coffee</td>
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<td>11.00 – 12.45</td>
<td><strong>Literacy Session 2</strong></td>
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<td>Break out groups</td>
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<td>Communication and Language in the context of your school</td>
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<tr>
<td>12.45 – 1.45</td>
<td>Lunch</td>
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<td>1.45 – 3.15pm</td>
<td><strong>Literacy Session 3</strong></td>
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<td>Break out groups</td>
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<td>Communication and Language in the context of your school</td>
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Objectives - Session 1

• To provide a brief and relevant overview of the SSE process and aspects of the Literacy and Numeracy strategy.

• To outline a rationale and set the context for the link teacher model of CPD
Session 2 & Session 3
Break out Groups

• To promote participant awareness and understanding of communication and language as the cornerstone of literacy.
  - Overview of Communication and Language
  - Challenges for pupils with special educational needs
  - Identification and Assessment
  - Interventions and strategies
Literacy and Numeracy for Learning for Life

Definition of Literacy

Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media.

*Literacy & Numeracy for Learning and Life 2011, p.*
‘The purpose of this strategy is to raise achievement in literacy and numeracy outcomes for all students, including those with special educational needs....’
Objective

To ‘continue to support enhanced literacy and numeracy provision for students with special educational needs…’

p.70 Strategy
Literacy Link Teachers Seminar – Special Schools
Key Messages

The link teacher for literacy is a facilitator of change for improvement

A number of key components inform the planning, teaching and assessment of literacy in the context of your school.
Literacy Link Teacher

Change Agents
Leaders
Gatherers of data
Team-builders

Activity – Hopes / Concerns

Special Education Support Service
Literacy and Numeracy and learning for Life

School Improvement Process

School Self Evaluation

Robust Self Evaluation

Prepare a 3 year School Improvement Plan

Set Specific Targets

School Self-Evaluation Guidelines for Primary Schools

School Self-Evaluation Guidelines for Post-Primary Schools

LITERACY AND NUMERACY FOR LEARNING AND LIFE
The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020
The Teaching and Learning Quality Framework

Teaching & Learning

Theme

Learner outcomes

• Attainment of curriculum objectives

Learner experiences

• Learning environment
• Engagement in learning
• Learning to learn

Teachers’ practices

• Preparation for teaching
• Teaching approaches
• Management of pupils
• Assessment
Key steps in the SSE Process

1. Gather the evidence
2. Analyse the evidence
3. Make judgements about strengths and areas for development
4. Write school self-evaluation report
5. Devise a 3-year school improvement plan
6. Implement and monitor improvement plan
School Self-Evaluation
Gathering the Evidence

Baseline

Identify needs

Little Chunks

Big Picture

Track / Monitor

Planning
The New Junior Cycle

- New perspective on Junior Cycle assessment and qualifications
- Curriculum components
- Focus on quality of learning
- Literacy and numeracy outcomes
- Junior Cycle Level 2 and Level 3
- Junior Cycle Level 1
- Statements of learning and Priority Learning Units
New Junior Cycle
Key skills

Literacy and numeracy

Literacy and numeracy proficiency is fundamental to a student’s development right across the curriculum and across the other key skill areas noted below. Teachers of all subjects have an important role to play in developing their students’ literacy and numeracy skills, as outlined in the National Literacy and Numeracy Strategy, *Literacy and Numeracy for Learning and Life* (2011). All teachers should therefore contribute to improving the ability of students to create and communicate meaning and to use numbers with confidence.
New Junior Cycle - Level 2

The PLUs focus on developing the social, pre-vocational and life skills of the students involved. There are five PLUs:

- Communicating and literacy
- Numeracy
- Personal care
- Living in a community
- Preparing for work
“The most successful schools actively seek out leadership talent beyond the formal leadership structures.”

Harris and Townsend, 2007

- Catalysts for positive change
- Teachers as central to decision making
- Primary concern is to improve student learning

“...the key to success lies in the ability to create effective teams to stimulate an environment where innovation and knowledge is shared.”

(Wageman et al, 2008)
Literacy Core Team

‘Team ….who share a concern, or a passion about a topic…who deepen their knowledge and expertise by interacting on an on-going basis.’

Wenger et al, 2002
Literacy Core Team

Benefits
• Professional Dialogue
• Problem Solving
• Sharing Resources

Challenges
• Commitment
• Staff changes
• Time
• Roles

Special Education Support Service
Link Teacher

Partner

Guide

Planner

Facilitator

Motivator
Suggested Responsibilities of Link Teacher Maintenance

- Keeping school informed of current policy reforms and initiatives
- Promoting Literacy in accordance with the needs of school
- Supporting the SSE process
- Accessing and organising resources
- Remaining up to date with current research
Suggested Responsibilities of Link Teacher

Dynamic

• Facilitating a vision
• Promoting positive change
• Facilitating staff reflection and the sharing of good classroom practice
• Engaging teachers/parents and community
• Facilitating a range of continuing professional development opportunities for staff
In-school models of CPD

- Invitation
- Report
- Classroom Practice
- Resources
- Personal reading and study
In-school models of CPD

- Lesson Study
- Pop-up Workshops
- Action learning
- Coaching and mentoring
- Peer mentoring / observation
Considerations

- Professional Development
- Support for Teachers
- Whole School
- Time
- Planning
- Reflect Celebrate
- SSE Data
- Support for Teachers
- Parents Community
- Outcomes
Building Towards Success

Be Aware of the ‘Project Dip’

'ideal' versus the 'achievable'
Facilitation

- Neutrality
- Empathy
- Questioning
- Consensus
- Listening
- Intervention

Special Education Support Service
Different strokes for different folks!

- Ready to Go: 20%
- Wait and see: 60%
- Put on the brakes: 20%
Minister for Education and Skills, Ruairí Quinn, T.D., launched three research reports, commissioned by the NCCA to support the development of the new Language Curriculum for primary schools.

Raising Achievement for All Learners (RA4AL) Quality in Inclusive Education, A Synthesis of key issues across Europe (European Agency for Development in Special Needs Education, 2012)
Foundations for Literacy

The aim of this resource is to provide teachers with a review of recent findings from well-designed research studies on the teaching of reading and writing.

Table of core language competencies for teachers – pg 25

http://foundationsforliteracy.cllrnet.ca/
How can we help you?