

What do we want our students to learn?

At Mid North Education Centre we believe a Whole Site Commitment to the teaching of Literacy is important to

- To engage students in **functional** literacy for play and daily living and to develop skills to be **able to communicate** their knowledge and understanding.
- Life long literacy skills to communicate their **wants** and **needs** in appropriate ways and to **enhance wellbeing**
- To **celebrate** learning and student achievement and **progress**.
- Develop and apply **innovative pedagogies** as a whole school to respond to our learners needs.

At Mid North Education Centre – we have adopted ‘Early Years Framework’ definition of Literacy

Literacy is the capacity, confidence and disposition to use language in all its forms.

Literacy incorporates a range of modes of communication including music, movement, dance, storytelling, visuals arts, media and drama, as well as talking, listening, viewing, reading and writing. (EY Framework)

Attributes of our Literacy Learners

Acknowledge our learners come with differing **prior knowledge and experiences, mindsets, strengths** and **areas of interest**.

We aim to develop Literacy learners who are

- Becoming **confident and curious** in using language in all its forms.
- Encouraged to have **input** into their goal (student voice)
- Being able to make **connections** to real life experiences
- Able to use **Oral language or augmentative /alternative communication**
- Using **qualities for learning** (Respect, Responsibility, Confidence and Persistence)
- Use their **strengths and interests**
- Knowing mistakes are a part of the learning process (**growth mindset**)
- Competent with **functional language**/Survival words and signs

How will we know if our students got it?

At Mid North Education Centre we will use the following when planning Literacy learning

- **Differentiation** – Establish a **student goal** and learning programme, monitor progress and report on a student based goal on reading- using investigative problem solving, curiosity, questioning, exploring, as referenced against the AC literacy curriculum. (General Capabilities, literacy continuum, Content descriptors) (Literacy Learning Continuum, Critical and Creative Thinking Continuum)
- the **Australian Curriculum and Early Years Framework** to inform our program and assessment.
- Introduction of **data assessment and reporting tool** e.g. MNEC-Basic Literacy Skills. **Data to be referred to inform teaching practice**. Information from NEPs, IEPs, ILPs. TROLL data, P Scales, Engagement matrix and behaviour data
- **Integrating Technology** to engage students in the learning and assess progress and growth (communication devices and digital technologies) ie typing or eye gaze rather than handwriting, Prolo2go, Switch, PECS, Tux typing, Talking books for certain students.
- Use Summative (Marie Clay, Waddington and Running records) and Formative **assessment** including anecdotal observations and photos to show growth as appropriate.
- We refer to **TfEL, Aboriginal 8 ways of learning**
- Opportunities to use their literacy learning in various setting e.g. shopping, Men’s shed etc.
- **Visuals and communication devices** (eg daily schedules)

Appendix of MNEC working documents - Literacy

“Site Improvement Plan”, Mid North Education Centre, 2015

MNEC Annual Report 2015

What does Differentiation look like at Mid North Education Centre in 2016

Improvement Directions from our Data and PD/ New Learning, Mid North Education Centre, 2015 and 2016

Class surveys “Pre-reading and reading strategies in the classrooms” MNEC, July 2016

MNEC Troll Data Feedback Review 2015

Curriculum Support Team Literacy 2015 and 2016

Created in 2016 and revised in 2017.

So what will we do to get there?

Teaching Strategies

- **Differentiation** – student goals
- **Inquiry learning** – open ended/ Levels of questioning/areas of interest
- **Intentional teaching/ teachable moments**
- **Play- based pedagogies** alongside communication devices and language
- **Oral recounts and sharing** (ie morning circle/greetings and speech sessions)
- **Hands on/ students doing** (alphabet, reading, writing, oral language activities)
- **Outdoor Learning through outdoor learning spaces** e.g. Sensory garden, The Quarry and Outdoor kitchen /resources.
- Readers, sight words, Jolly phonics , Joli readers, literacy packs and story boxes
- Use of digital **technologies**, augmentative and alternative communication
- Connecting learning to **real world/ personal meaning**
- **Active participation** in Book week, library sessions and Premier Reading Challenge
- Whole School commitment to weekly sessions on **Qualities for learning, social skills and growth mindset**.

Resources (selection of teacher/current resources)

- Research work undertaken by our **Literacy curriculum team** – Data assessment tool and Outdoor Learning Areas – Preschool Outdoor Learning Environment, the BRIARS and the Nest
- **Site Improvement Plan**
- **Jane Farrall Literacy Approaches**
- **Aboriginal 8 ways of learning**
- Implementation guidelines for Indicators of **Preschool Numeracy and Literacy and Use of Early Years Pedagogies**
- Ongoing **Professional Development** for all staff
- **Collaborative** class work and between teachers
- **PAT –R**
- **Shine SA, Novita, OT, Speech Pathologist, Kilparrin, Autism SA and NDIS**