ROCKY VIEW SCHOOLS

K-12 LITERACY AND NUMERACY FRAMEWORK

VERSION 1.0
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ROCKY VIEW SCHOOLS

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FORWARD

At Rocky View Schools, literacy and numeracy are foundational to all student learning; integral to this is our belief that every teacher is a literacy and numeracy teacher. As our mission is to engage all learners through meaningful and challenging experiences, preparing them to understand, adapt and successfully contribute to our changing global community, we are committed to the development of strong literacy and numeracy skills and 21st Century competencies. Students will need to be able to create, evaluate, and use information to reach their full potential, thrive in the world of work, and become caring, contributing members of society.

The Rocky View Schools K-12 Literacy and Numeracy Framework was developed to support these beliefs and to deliver on its Four Year Plan's Goal One, Outcome One - *Learners are Literate and Numerate*. Over the past two years we have engaged in a collaborative process to establish a framework that provides a comprehensive, focused, and intentional system-wide approach to literacy and numeracy development, as well as a common set of essential conditions for implementation. This is the first version of the framework, with subsequent versions defining specific levels and sections.

Through RVS' ongoing commitment to the professional learning of our educators, we will develop the professional capacity to support the framework and the literacy and numeracy development of all students in our classrooms. It is our hope that this resource will support and guide schools as they work to achieve high standards of literacy and numeracy teaching and learning and work together to ensure that all learners are successful, engaged, and supported.

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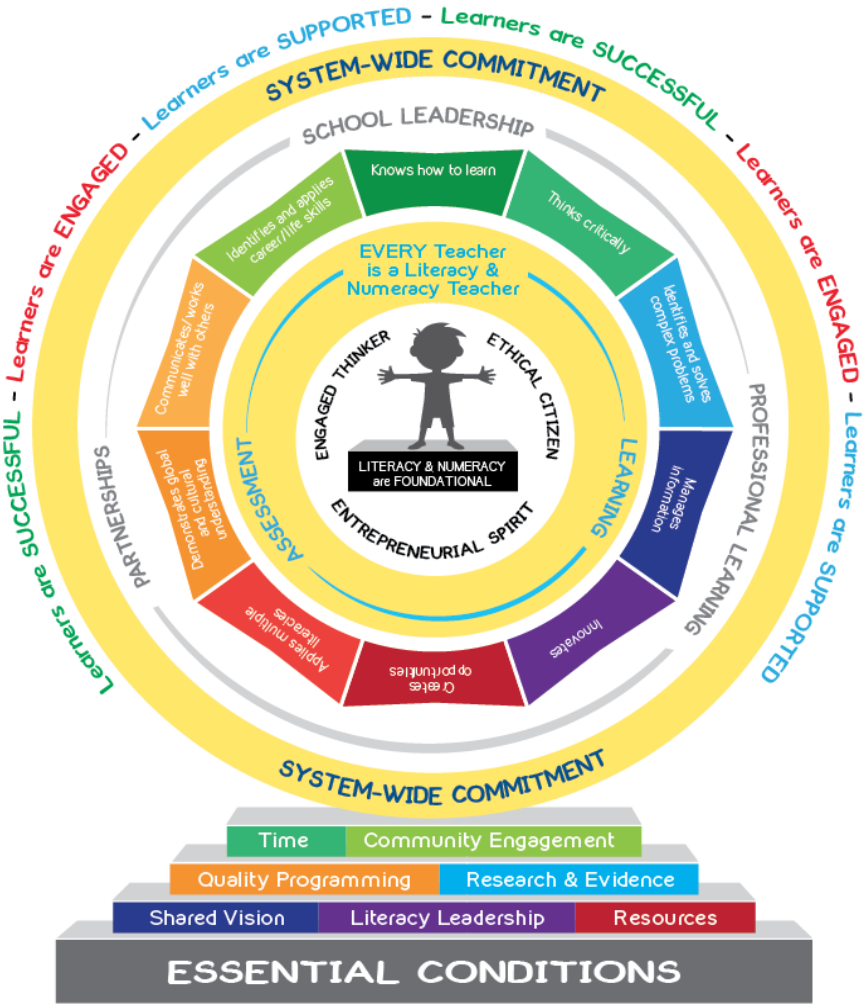
LITERACY AND NUMERACY FRAMEWORK



At Rocky View Schools literacy and numeracy are foundational to all student learning. The goal is that all students reach their potential by developing competencies of engaged thinkers and ethical citizens with an entrepreneurial spirit (Ministerial Order #001, 2013). Every teacher is a literacy and numeracy teacher as students need many opportunities to develop competencies and build literacy and numeracy knowledge, skills and attitudes in all subjects in all grades. Through an on-going cycle of teaching, learning, and balanced assessments, teachers provide high quality personalized learning opportunities for all students. Critical to this process is on-going professional learning, supportive school leadership, community partnerships and a system-wide commitment to literacy and numeracy. Seven essential conditions: shared vision, literacy leadership, quality programming, research and evidence, resources, time and community engagement are the building blocks that are integral to effective literacy and numeracy programming, and enable learners to be engaged, supported and successful.

Definition of Literacy

Literacy is the ability, confidence and willingness to engage with language* to acquire, construct and communicate meaning in all aspects of daily living (Alberta Education, 2015).

Literacy is foundational for all learning, making sense of the world and communicating with others.

Literacy is more than the ability to read and write. It involves the knowledge, skills and abilities—the competencies—that enable individuals to think critically, communicate effectively, deal with change and solve problems in a variety of contexts to achieve their personal goals, develop their knowledge and potential, and participate fully in society (Government of Alberta, p. 6).

"Literacy is the foundation for continuous learning … has benefits for individuals, society and the economy. Stronger literacy skills are associated with higher income, better health and greater social and civic engagement."

Alberta Education 2010b, p. 1

Literacy - A World to Discover

Literacy in a Digital World

Alberta Education Literacy Progressions

Literacy Progressions describe key literacy milestones along a continuum of developmentally appropriate expectations and behaviours across all subjects from Kindergarten through Grade 12. The progressions provide a common language and construct for all educators to help students acquire or apply literacy when engaging with subject learning outcomes.

Literacy Progressions

*Language is a socially and culturally constructed system of communication.

"Numeracy is a foundation for continuous learning and provides individuals with the ability to achieve personal goals, develop knowledge and potential, and participate fully in society."

Edmonton Regional Learning Consortium, 2014

"To succeed in today's data-driven and interconnected world, it is essential that all Alberta children develop strong literacy and numeracy skills."

Alberta Education, 2015

Definition of Numeracy

Numeracy is the ability, confidence and willingness to engage with quantitative* or spatial† information to make informed decisions in all aspects of daily living (Alberta Education, 2015).

An information and technology-based society requires individuals who are able to think critically about complex issues, analyze and adapt to new situations, solve problems of various kinds, and communicate their thinking effectively.

"Numeracy, like writing, must permeate the curriculum". When it does, "it will enhance students' understanding of all subjects and their capacity to lead informed lives" (Steen, 2001, p. 115).

Numeracy - A World to Investigate

Alberta Education Numeracy Progressions

Numeracy Progressions describe key numeracy milestones along a continuum of developmentally appropriate expectations and behaviours across all subjects from Kindergarten through Grade 12. The progressions provide a common language and construct for all educators to help students acquire or apply numeracy when engaging with subject learning outcomes.

Numeracy Progressions

Why are Literacy and Numeracy Important?

Literacy and Numeracy are foundational to successful learning and living. They are lifelong and active processes that begin at birth and develop throughout one's lifetime. Literacy and Numeracy are the means through which students develop knowledge and understanding in each subject/discipline area.

*Quantitative information is information that can be measured and expressed as an amount.
† Spatial information is the physical location of objects or the relationship between objects.

LITERACY AND NUMERACY FRAMEWORK

"Everything that you would say in society that counts as humanly important- a better life, better health, more cohesion, more individual happiness, greater collective good, more money, economic development at the individual and societal level- the rates of those things go up as the (achievement) gap becomes smaller"

Crowe, 2009, p.18; Crow, T, 2009

We use literacy and numeracy every day when we interpret a utility bill, choose a cellphone plan, answer an email, post a message on social media, figure out how much paint to buy, compare prices at the grocery store or interpret a political cartoon (Alberta Education, 2016).

Numeracy and Literacy enable individuals to reach their full potential, achieve a better quality of life, and contribute to their communities. To discover and make meaning of an increasingly complex and evolving world, students need the confidence and habits of mind to acquire, create, connect and communicate information in a variety of contexts, going beyond the basic skills of reading, writing and solving simple arithmetic problems (ERLC, 2016).

The goal of the Student Learning Ministerial Order for an inclusive Kindergarten to Grade 12 education is to enable all students to employ literacy and numeracy to construct and communicate meaning; and discover, develop and apply competencies across subject and discipline areas for learning, work, and life (Alberta Education Ministerial Order on Student Learning, 2013).

Literacy and Numeracy is a Shared Responsibility

Literacy and numeracy learning is everyone's responsibility and is embodied and practiced across all subject/discipline areas at all grade levels.

Rocky View Schools, 2013

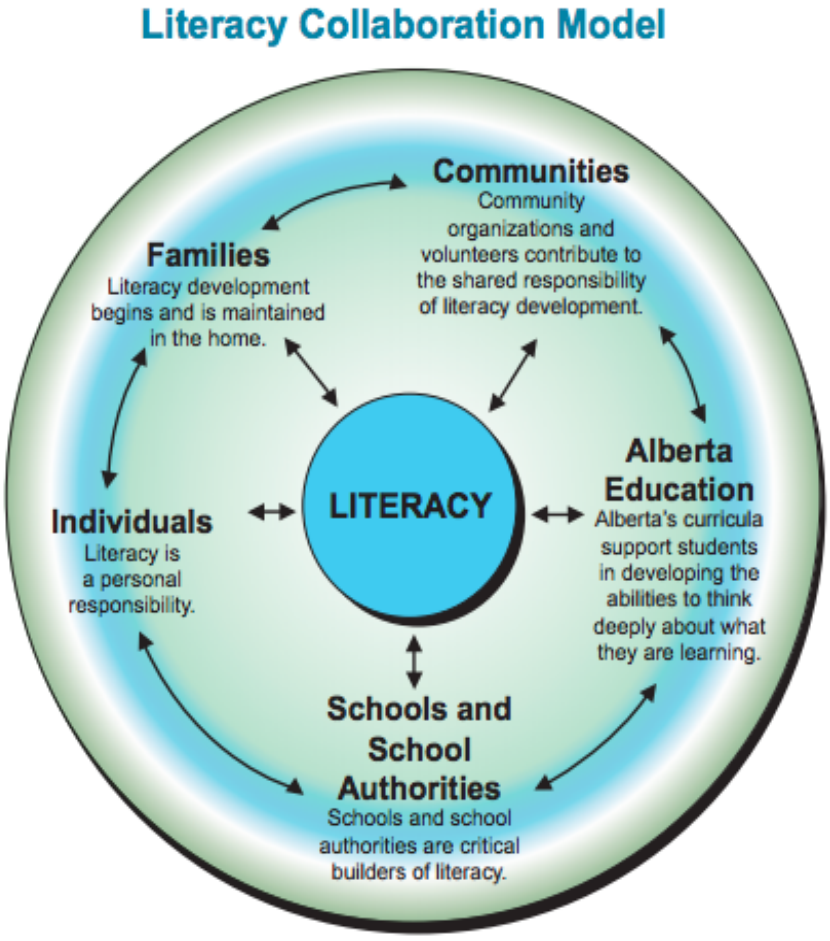
Alberta Education Ministerial Order on Student Learning, 2013

Collaborative action and shared responsibility among educators, school authorities, parents, community members, business leaders and students on literacy is needed. Literacy development begins at birth. Experiences in the family, in early learning environments, and in school years have important consequences in literacy skills' development.

As conveyed in Alberta Education (2008) and Canadian Education Statistics Council (2009).

Shared responsibility is:

- a joint effort (provincial, division, school, levels) from all educators required to increase literacy levels
- a system-wide commitment to high-quality literacy and numeracy instruction
- the responsibility of all educators; all teachers are teachers of literacy and numeracy
- working collaboratively to identify explicit and implicit literacy expectations that build and scaffold learning as students move through the subjects and grades.



Literacy First: A Plan For Action, Alberta Education, 2015

Essential Conditions

Essential Condition	Description
1. Shared Vision	Stakeholders share understanding of and commitment to effective literacy and numeracy programming in their school.
2. Literacy Leadership	Leaders at all levels have the capacity to champion the implementation of literacy and numeracy programming in their schools.
3. Research and Evidence	The implementation of the literacy and numeracy programs are based on current research, evidence (assessment) and lessons learned.
4. Resources	Human resources, materials, funding and infrastructure are in place to support effective literacy and numeracy programming.
5. Quality Programming	Teachers provide quality literacy and numeracy programming for all students and have access to professional learning opportunities- teacher knowledge, skills and attributes are enhanced through ongoing professional learning related to effective literacy and numeracy programming.
6. Time	Time is provided to support implementation of effective literacy and numeracy programming.
7. Community Engagement	Parents, school councils, students, community members, etc. are partners in supporting effective literacy and numeracy programming.

Guide to Support Implementation: Essential Conditions, January 2010 using Alberta Education Essential Conditions

"Successful implementation requires the coordinated, collaborative, and comprehensive efforts of education partners working together towards a shared vision of learning success for all students."

A Guide to Support Implementation: Essential Conditions, 2010

Guides to Support Implementation: Essential Conditions for Literacy and Numeracy Programming

Through a grant from Alberta Education, the Edmonton Regional Learning Consortium (ERLC) developed a guide to support implementation of literacy and numeracy programming based on the essential conditions outlined above. This guide can be used to support conversations as a school staff with respect to the development, planning and teaching of literacy and numeracy.

A Guide to Support Implementation: Essential Conditions for Literacy and Numeracy Programming will support leaders and school staff in implementing effective literacy and numeracy programming for all students.

As well an Alternate Format for A Guide to Support Implementation: Essential Conditions for Literacy and Numeracy Programming was developed by Dr. Karen Loerke (adapted from the ERLC and the draft guide).

Essential Condition 1: Shared Vision

Stakeholders share understanding of and commitment to effective literacy and numeracy programming in their school.

In Rocky View Schools we believe:

- Literacy and numeracy are **foundational** for all learning, making sense of the world and communicating with others.
- Literacy and numeracy learning is a **shared responsibility** embedded in all subjects and grades.
- A **system-wide commitment** to high-quality literacy and numeracy instruction is essential.
- **Leaders** actively lead, support and promote literacy and numeracy learning and leadership.
- **School, home and community** partnerships enhance literacy and numeracy learning.
- **Every learner** is capable of literacy and numeracy success.
- Literacy and numeracy instruction is based on the evidence of sound **research** verified by classroom practice.
- Literacy and numeracy instruction motivates, **engages, and supports** every student's learning.
- Literacy and numeracy instruction requires a **balanced and responsive approach.**
- Literacy and numeracy learning embraces the informed and ethical use of **digital technology.**
- **Balanced, ongoing assessment** drives literacy and numeracy instruction.
- In order to provide high quality literacy and numeracy instruction, teachers require relevant ongoing **professional learning.**

Essential Condition 2: Literacy and Numeracy Leadership

Leaders at all levels have the capacity to champion the implementation of literacy and numeracy programming in their schools.

Leaders actively lead, support and promote literacy and numeracy learning and leadership.

School leadership is second only to classroom teaching as an influence on student learning.

(Leithwood, Harris and Hopkins, 2008)

Literacy and numeracy leaders:

- have a strong understanding of literacy and numeracy development
- work with all staff in the on-going development and implementation of quality literacy and numeracy programs
- provide effective supervision to support quality literacy and numeracy instruction
- engage in critical and collaborative dialogue
- model lifelong learning and engage in continuous, deep professional learning in literacy and numeracy
- highlight effective research-based literacy and numeracy practices
- reflect on ongoing teacher literacy learning and school based leadership practices
- create dynamic learning environments and foster teacher leadership and coaching strategies to sustain growth and development
- create guidelines and collect, analyze, report and act on school data to support literacy and numeracy for all learners
- allocate resources to support implementation of quality literacy and numeracy programming across the curriculum
- facilitate partnerships and connect with agencies to support student literacy and numeracy development
- value and celebrate success.

Leading teacher learning and development double the efficacy of any other dimension of leadership in improving student learning outcomes.

(Robinson, 2011)

"If we look at the whole school...literacy and leadership are equal partners. That is, the quality of teachers and the quality of leaders are the two most important variables in a school" (Routman, 2014 Read, Write, Lead).

Leading Literacy Resources

Essential Condition 3: Research and Evidence

The implementation of the literacy and numeracy programs are based on current research, evidence and lessons learned.

Literacy and numeracy instruction are based on the evidence of sound research verified by classroom practice.

It necessitates that:

- effective literacy and numeracy researched practices and their implications are communicated, discussed, and understood by school staff members
- effective literacy and numeracy research is current, evidence-based and peer-reviewed
- research is verified by classroom practice and is viewed through the lens of each school and classroom setting to determine suitability. (Does the research match the learning context and student needs?)
- guidelines for analyzing student achievement results are in place and clearly communicated and used for planning to determine student needs.

When examining new initiatives, educators need to be critical and ensure that the evidence is research based and not based on personal positions or opinions. According to Lincoln, Guba, and Schwandt (2007), qualitative research needs to be rigorous, trustworthy and authentic.

Therefore considerations when reading educational research include:

- findings are evidenced-based
- results are from quasi-experimental and qualitative research that uses a prolonged period of investigation and results are cross-checked from multiple sources
- methodology is clearly described, understood and connected to the data
- results are supported by the data and research and there is sufficient data to draw the conclusions
- use of primary studies where possible.

Research

Essential Condition 4: Resources

Human resources, materials, funding, and infrastructure are in place to support effective literacy and numeracy programming.

Resources are a priority in the division and school budget. Knowledgeable school-based administrators collaborate with staff to allocate budget resources that address the staffing and student needs revealed by classroom and school evidence.

Designating staff for literacy support and leadership is an important strategy for building and sustaining quality literacy and numeracy programming. Literacy and numeracy coaches who are knowledgeable about literacy and numeracy research, pedagogy and the change process work alongside colleagues modelling, demonstrating, and facilitating professional learning.

Investing in and building professional capital of staff is paramount in transforming literacy and numeracy teaching.

(Hargreaves and Fullan, 2012)

Embedded time for professional learning for teachers to research, collaborate, and enhance their professional capacity is instrumental in developing effective literacy and numeracy programming and supporting a whole school focus on student achievement.

Careful consideration and planning are required when selecting literacy resources to meet the needs of students in order to provide a high quality literacy and numeracy program.

Selecting Appropriate Literacy and Numeracy Resources

The following is a list of K- 6 resources for consideration. These resources align with the Rocky View Schools Literacy and Numeracy Framework, in particular Essential Condition 5: Quality Programming. In addition these resources adhere to RVS' literacy and numeracy beliefs and understandings.

K-Gr. 6 Resources

Middle/High School Resources To Be Developed

When purchasing new resources or reflecting upon current ones, leaders and their staffs should deliberate and assess the resources to determine if they match the Rocky View Schools' framework and in particular, the division-wide practices and assessment tools.

Some questions to ask yourself when choosing reading resources include:

- Do these resources include a variety of quality fiction and non-fiction titles?
- Are the texts authentic?
- Are the texts motivational? interesting? engaging?
- Are there resources available at all reading levels?
- Are multimedia literacies accessible to students?
- Are students able to access multiple text forms (wordless books, predictable books, early chapter books, novels, etc.)?
- Do the resoures include multiple perspectives?
- Do the texts reveal the diversity in our cultures and communities?
- Do the texts align with the program of studies?
- Are the texts current?
- Do the texts have quality illustrations?
- Are students able to access Canadian authors?
- Are the texts age appropriate?
- Are students able to access a variety of genres (poetry, fables, fairy tales, fantasy, comedy etc.)?

"Despite abundant evidence indicating its central importance, teacher expertise remains the most under-rated, under-recognized, and under-valued component of reading achievement… Teachers cannot be expected to raise the bar and close the gaps in reading unless they are provided with appropriate and ongoing supports and resources."

Statistics Canada
2009, p. 9

Essential Condition 5: Quality Programming:

Teachers provide quality literacy and numeracy programming for all students and have access to professional learning opportunities- teacher knowledge, skills and attributes are enhanced through ongoing professional learning related to effective literacy and numeracy programming.

A. DIVISION-WIDE LITERACY PRACTICES AND ASSESSMENT

Thirty-five years of research from around the world have described the knowledge, skills, and supports that students need to have success in reading and how to deliver them in classrooms.

I. Division-Wide K-4 Literacy Practices

In order to increase students' literacy achievement in K-4, educators need to be mindful of the RVS top ten division-wide practices to guide their practice.

Division-Wide K-4 Practices

Division-Wide 5-8, 9-12 Literacy Practices: To be developed

II. Division-Wide K-4 Literacy Assessment

In Rocky View Schools, teachers use pedagogical documentation when gathering evidence for assessment and programming. Pedagogical documentation is on-going assessment that informs teaching and learning. Pedagogical documentation features assessment "for", "of" and "as" learning and intertwines thinking, learning and curriculum.

In K-4, on-going assessment is used to understand the learner over time, to guide instruction and track growth.

Division Wide Assessment K-4

Division-Wide 5-8, 7-12 Literacy Assessment: To be developed

"When we situate reading … as an end unto itself, we run the risk of taking pride in promoting readers who can read rather than nurturing readers who do read."

(Rebuilding the Foundation: Effective Reading Instruction for 21st Century Literacy, 2011)

B. DIVISION-WIDE NUMERACY PRACTICES AND ASSESSMENT

I. Division-Wide K-6 Numeracy Practices

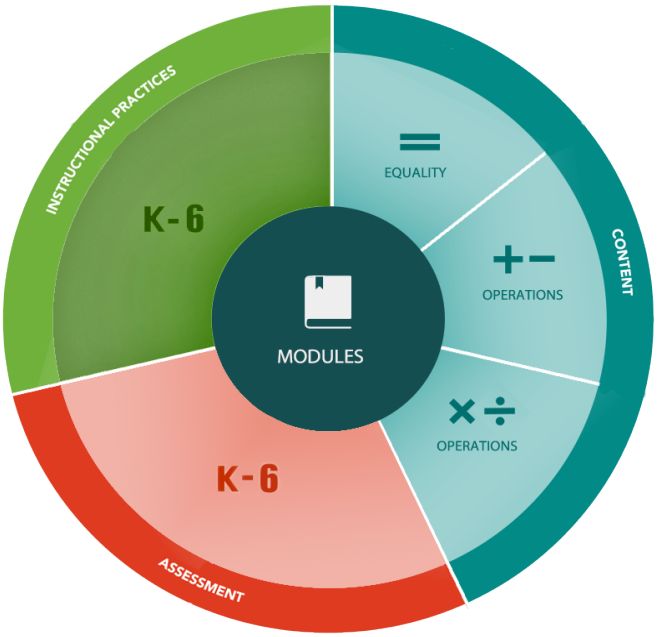
The Elementary Mathematics Professional Learning Resource outlines Elementary Mathematics Content, Instructional Practices and Assessment and includes:

- teacher understanding of mathematical content and conceptual relationships
- teacher instructional practice
- formative and summative assessment practice and
- teacher-parent communication

II. Division-Wide K-6 Numeracy Assessment

The Elementary Mathematics Professional Learning Resource also presents information and tools for Elementary Mathematics Assessement and includes:

- formative and summative assessment practice
- key understandings and resources
- strategies for assessment.



Elementary Mathematics Content, Instructional Practices and Assessment

The Alberta K-9 Mathematics Achievement Indicators provide teachers with examples of evidence of understanding that may be used to determine whether or not students have achieved a given outcome. Achievement indicators also help teachers form a clear picture of the intent and scope of each specific outcome.

Alberta K-9 Mathematics Achievement Indicators

C. PROFESSIONAL LEARNING

Professional learning in literacy and numeracy is the responsibility of all teachers.

In order to provide high quality literacy and numeracy instruction, teachers require relevant ongoing professional development. Ongoing professional learning leads to a deep understanding of literacy and numeracy teaching, learning and assessment.

To sustain and improve student learning, teachers engage in regular independent and collaborative reflection upon their professional practices. Shared learning, in particular, enhances whole-school literacy and numeracy improvement.

Professional Learning Books and Articles

Literacy Professional Learning Resources

Numeracy Professional Learning Resources

RVS Professional Learning Model

Essential Condition 6: Time

Time is provided to support implementation of effective literacy and numeracy programming.

In addition to designated daily literacy and numeracy blocks, it is essential to provide time for staff to work collaboratively to realize the implementation of the Rocky View Schools Literacy and Numeracy Framework and to provide effective literacy and numeracy programming. Some examples of providing time to support the implementation of effective literacy and numeracy programming include:

- collaborative meeting time to plan and work with colleagues
- time for staff to engage in professional conversations and learning

Essential Condition 7: Community Engagement

School, home and community partnerships enhance literacy and numeracy learning.

Increased understanding and commitment to excellence in literacy success occurs when all stakeholders are provided with opportunities to learn about, collaborate, and engage in supporting high levels of literacy and numeracy learning. Establishing strong school-home relationships in support of literacy and numeracy entails involving and supporting parents/guardians in contributing to their child's literacy and numeracy learning.

Family Literacy

Partnerships and engagement with non-profit organizations, post secondary institutions and businesses can play a vital role in supporting K - 12 literacy and numeracy.

Rocky View Reads

Rocky View Reads is a partnership with Calgary Reads and FortisAlberta supporting Rocky View Schools with the goal to be a thriving reading community where all children read with confidence and joy. Together we are enhancing literacy skills and building the joy of reading in our school communities.

"By developing positive connections… a sense of common purpose was fostered…. A key element of building partnerships was to encourage positive and purposeful joint working with a shared responsibility for student achievement"

(Campbell, Fullan & Glaze, 2006, p.29).

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