

**LEAP Action Learning Report 2013**

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| Topic area(The What) | What do teachers in Ontario schools see as their most effective practices in early literacy? What implications do these practices hold for my school and schools in NSW? |
| Context(The Where and When) | Base school was Lord Lansdowne Public School in downtown Toronto. This school is a Junior K to Grade 8 school. It incorporates a senior French immersion school of four grades and a separate da Vinci, Waldorf-inspired school with four classes. Other school visits were to Fraser-Mustard Early Learning Academy (680 Kinder students!) and Beverly Special School.  |
| Research methods(The How) | School and classroom observations, teacher interviews and discussions with principals. Attendance at initial teacher training day for “From 3 to 3” oral literacy program. Research of Ontario District School Board’s website for relevant literature and policies.  |
| Initial findings | * As of the new school year in September 2014 all half day Kinder programs must be converted to full day programs (hence the school with 680 Kinder students) with one teacher and one ECE (Early Childhood Educator).
* 90% of Junior K (JK) and Senior K (SK) classes have 20 or fewer students, but can be as many as 26
* Emphasis on self-regulation skills and positive character attributes
* Use of visual timetables and heavy reliance on Inquiry Centres
* Oral literacy a stronger emphasis than formal structured reading lessons
* From 3 to 3 is a program funded through the government’s Social Development Partnerships Program
* Program from age 3 to the end of Grade 3
* Components comprise of: oral language and narrative (storied, rhymes, poetry), children’s literature and social reasoning, representation and written retell, teaching representation, and developing a written retell
* Program is gaining strong interest across TDSB schools
* Will use same strategies in own local along with current formal practices and share Kinder program with the P5 Infants Community of Schools in local area
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