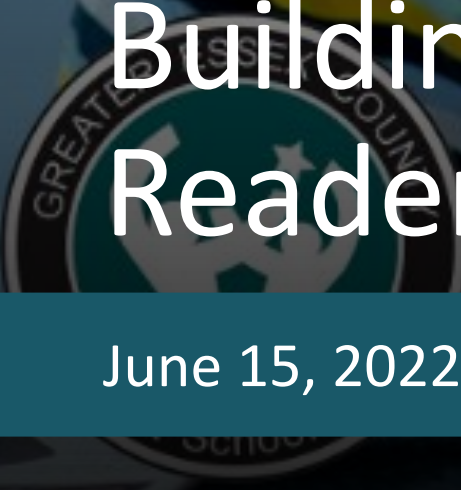




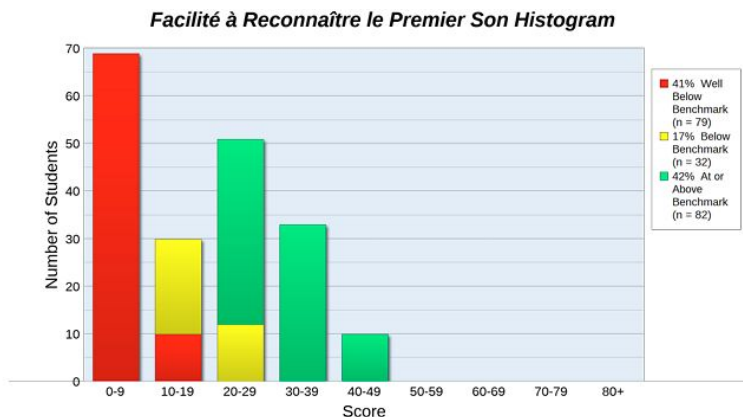
# Building Competent and Engaged Readers in French Immersion

June 15, 2022



# How our Board's journey began...

- Ministry funding for French Immersion reading intervention – 2019
- News of the *Right to Read* inquiry through different channels
- A board-wide priority of creating an equitable, inclusive and accessible learning experience for all
- Educators noting significant needs in reading post school closure in Fall/Winter of 2020 – that differed from past years



# Reflection

Does our current literacy approach....

- ensure high priority learners achieve literacy learning outcomes that are comparable with other students?
- significantly overcome students' poor reading skills with responsive instruction?
- use a range of literacy teaching approaches to meet the different needs of students?
- understand and use current academic research on how children learn to read.
- explain to parents how their child can improve their reading?
- effectively teach all students to read?
- create equitable, inclusive and accessible learning opportunities for all?

**Provide an equitable, inclusive, responsive and comprehensive literacy program, based on the science of reading, that utilizes assessments and instructional practices to ensure every student has the fundamental right to learn to read.**

**Building Confident and Engaged Readers**



# Who are our current allies in this work?

- Superintendent of Education - Program and Professional Learning
- Superintendent of Education - Special Education
- Psychological Services Supervisor
- Teacher Consultant - Special Education (K-12)
- Speech Language Pathologist
- Teacher Consultant – Early Years (K-3) & French as a Second Language
- Teacher Consultant – Primary & Junior
- Teacher Consultant – English as a Second Language
- Four Elementary School Administrators



# Highlights of the Right to Read Report

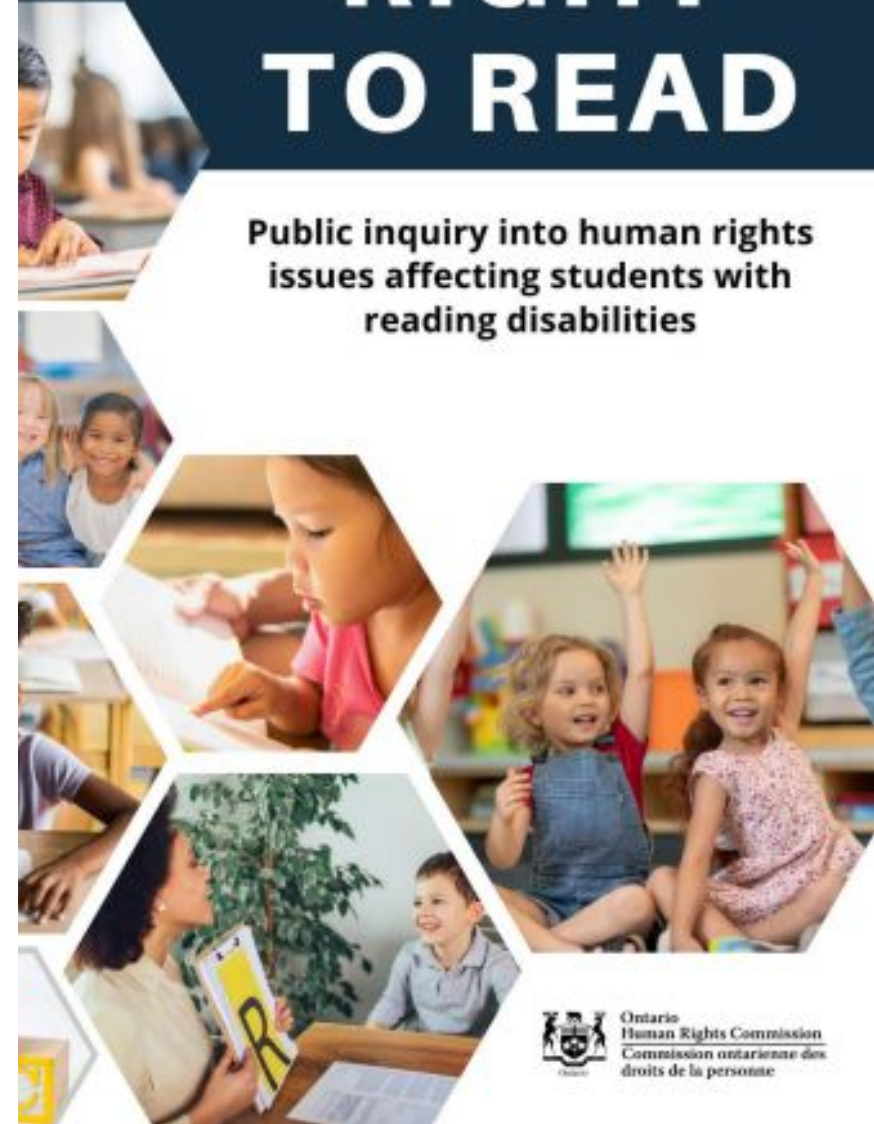
The Right to Read inquiry report highlights how learning to read is not a privilege but a basic and essential human right. The report includes 157 recommendations to the Ministry of Education, school boards and faculties of education on how to address systemic issues that affect the right to learn to read. The report combines research, human rights expertise and lived experience of students, parents and educators to provide recommendations on:

- curriculum and instruction;
- early screening;
- reading interventions;
- accommodation;
- professional assessments, and;
- systemic issues.

EXECUTIVE SUMMARY

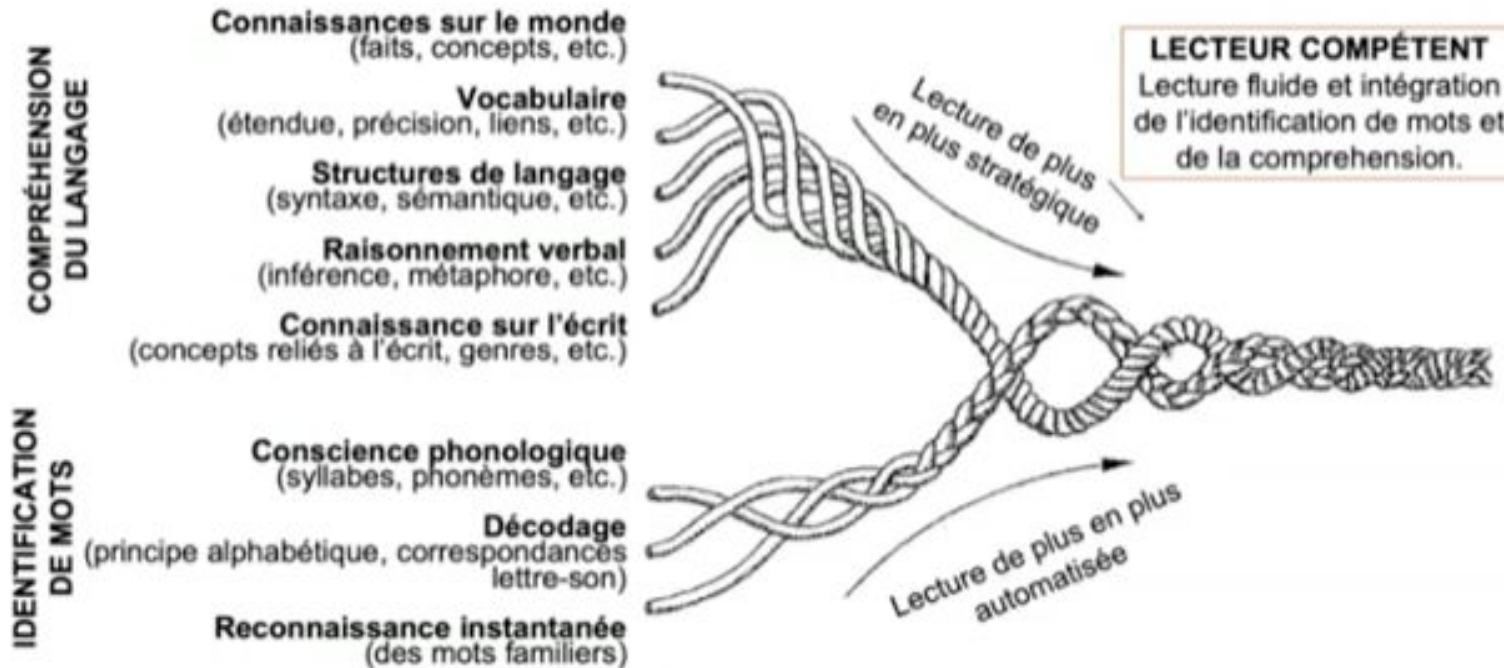
## RIGHT TO READ

Public inquiry into human rights issues affecting students with reading disabilities



# Making connections

## Modèle de Scarborough (2001)



# The early stages

- Shifting beliefs
- Building content knowledge
- Working towards a common understanding
- Establishing a common vision
- Addressing misconceptions
- Developing a plan for systemic change





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- Shifting beliefs
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## Stages of Grief for the Educator Who Learns about Science-informed Literacy Development After They Become an Educator

Denial	Avoidance of information, confusion about the information, and shock at how the information about how literacy <u>actually develops</u> is so different from what one believed to be true. Fear about what this information means going forward.
Anger	Frustration and irritation that this information was not learned sooner from “experts” in literacy, at the realization of hours and dollars spent learning and using ineffective, or even harmful, practices. Anxiety about what will be involved in having to unlearn and relearn what you thought you knew.
Bargaining	Struggling to find meaning now that you know some of what there is to learn. Reaching out to others, listening to and sharing common experiences and realizing that you are far from alone. Finding a place to begin to forgive yourself and others in your field, including the “experts” you initially learned from.
Depression	Feeling overwhelmed at the mountain of information you need to take in and the skills you need to develop to learn how to apply this knowledge as an educator. Feeling helpless that there is no clear path to get to the where you need to be and hostility towards those who should be supporting you professionally. Considering leaving, or <u>actually leaving</u> , your educator role.
Acceptance	Exploring options and putting a new plan in place to move yourself, your students, your school, your district and/or the larger organizations that affect you professionally, forward. Collaborating with others to advocate for systemic change.

(Based on Kubler-Ross Grief Cycle; “educator” refers to teachers, principals, paraprofessionals and specialists in any education-related role; developed by Melanie Baerg, MEd, School Psychology)

# Hurdles

- Mindset
- Availability of occasional teachers
- Health restrictions
- Content knowledge
- Attendance
- Competing priorities
- Resources
- Equity



# Professional Development Plan for 2022/2023

## PRIORITIES

- High-level understanding of the *why* (K-12) - to create equitable, inclusive and responsive learning opportunities for all
- Know your learner using research-based screeners and diagnostic tools
- Support awareness of the components of a comprehensive literacy program - building towards a Structured Literacy approach
  - Phonological/Phonemic Awareness
  - Alphabet Knowledge/Phonics/Word Study
  - Oral Vocabulary & Language Development



Knowing that there is a focus on every child having the fundamental right to read in any program; including French Immersion, why do you feel that this is important?

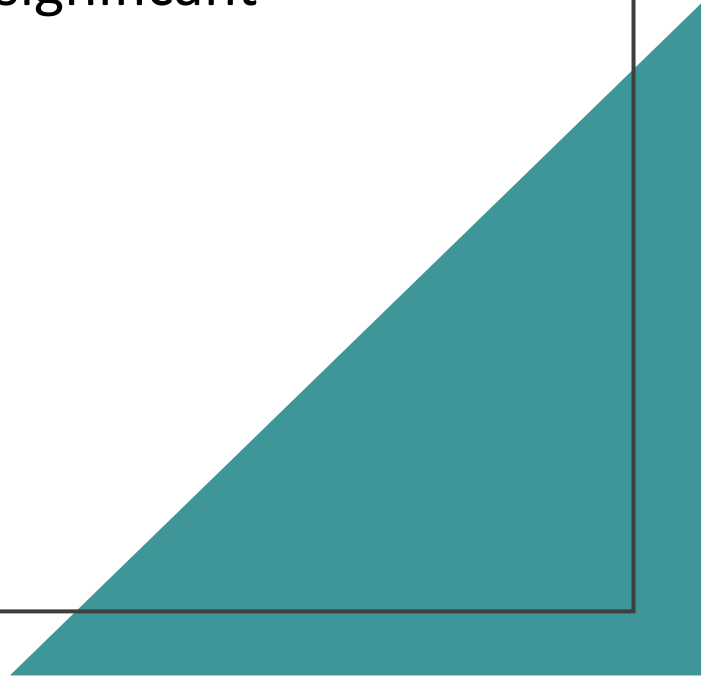


Describe one great thing your district has done to support literacy in FSL programs.



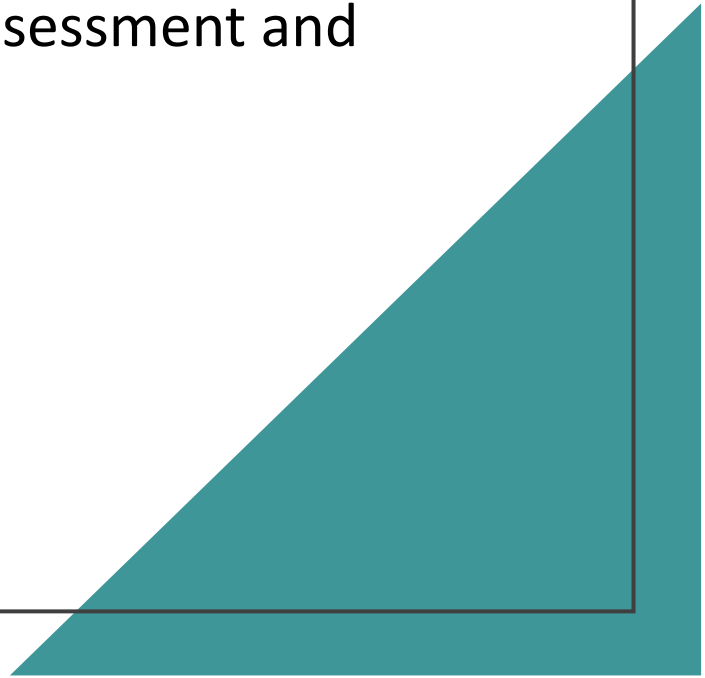


What has been your most significant learning around literacy?





How has your learning impacted the way you think about reading assessment and instruction?





What are some action steps you are taking to support educators in the area of literacy?



How have the strategies you have used and your teaching practices impacted student learning?



What are the next steps to support educators in implementing effective literacy instruction for students?





What further professional learning would support you in your role?



If you had a looking glass into your board five years from now, what would you like to see in connection to literacy?

ANY  
QUESTIONS?

