Title and a brief description of L4All K-12 Regional Project

Throughout this project, our work has been based on the four cornerstones that are considered foundational to literacy success. These areas were agreed upon jointly by representatives from the boards in the Barrie region:

- Phonological awareness;
- Oral language;
- Alphabet knowledge; and
- Print awareness

Predominant focus has been given to oral language and phonological awareness. Emphasis has been given to the alignment with the primary reading discussion paper, the ministry monograph on “Supporting Early Language and Literacy”, the tiered approach from the “Learning For All” document and the Full Day Kindergarten document. This is a proactive and preventative model focusing on JK to grade 1. The areas of phonological awareness and oral language are specific foci within our Board Improvement Plan. We have developed a webcast about phonological awareness and materials and content to support oral language through planned, purposeful socio-dramatic play. This content, flip cams, and a professional development session were provided for representatives from Student Services teams of school boards in the Barrie region. The above strategies for literacy success with students in Junior Kindergarten-grade one are currently embedded in the webcast which has been distributed to all Barrie boards and is posted on the YRDSB internal website.

A brief description of 2011-12 and 2012-13 Teacher-Led L4All K-12 Projects

Our focus continues to align Full Day Kindergarten programming with Monograph #37, Supporting Early Language and Literacy.

A brochure to highlight the connections between oral language and socio-dramatic play is being developed (in alignment with Full Day Kindergarten program, Ministry Monograph #37 and the Primary Reading Discussion paper).
The Phonological Awareness DVD has been shared with SEAC, parents and staff and will be posted on the Board’s internal website in collaboration with Curriculum & Instructional Services; a link will also be provided within the Learning Disabilities module.

**A brief description of L4All K-12 professional learning activities**

The Barrie board partners were engaged in professional learning in June 2012 where cross pollination occurred related to phonological awareness and oral language. Each Barrie board received a copy of the Phonological Awareness DVD.

In May 2012, Full Day Kindergarten teams across the system met in carousel format and explored topics related to Autism, phonological awareness, oral language and visual supports. The materials developed to date and the materials above were used for this professional learning. A key area of focus has been fostering cross-departmental connections between special education and curriculum. A unique preventative service delivery model for Speech-Language Pathology services has also been a focus.

**Assessment**

Evidence of classroom application is being captured in a small subset of schools related to phonological awareness, including components of assessment, teacher capacity building and impact on instructional practice. Evidence includes co-planning, co teaching, co-debriefing and co-reflecting. The intention is to capture the learning journey for teachers over time specific to the classroom application of their learning. This is a work in progress due to the limitations resulting from the political climate this school year.

Our Board Improvement Plan as well as the preliminary drafts of our Early Years strategy continues to include goals related to phonological awareness and oral language.

**Additional Comments**

We have appreciated the opportunity to work with the Durham Catholic District School Board on the development of the social skills strand for the Alternative Curriculum Expectations.