

# DISTRICT AND COMMUNITY LITERACY PLAN

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## Reflections on the 2010 – 2011 Year

### 1. Community Context

- a. *What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?*

The communities of Surrey and White Rock have continued to grow and to become increasingly ethnically diverse. Surrey gains over 1000 new residents each month, including refugees who often have very few literacy skills in their own languages and are struggling to cope with their new country. Surrey and White Rock together now contain an estimated population of almost 500,000 people living in a total area of 328 square kilometres. Greater need for literacy support coupled with reduced funding has increased the challenge for organizations to meet the communities' literacy needs. However, both the School District and Surrey Libraries continue to maintain the same high level of delivery of literacy services to their clients.

Supporting literacy learning for all students remains a priority for the Surrey School District. As the largest district in the province, it is one of the few that continues to increase in size each year. As stated in the Board of Education's goals, particular emphasis has been placed on supporting Aboriginal students, students who have special needs, English Language Learners and those students who are disadvantaged by poverty or other barriers to learning. In addition, significant efforts are being made to help parents support their children in their learning through a variety of family literacy initiatives.

Addressing literacy issues has been, and continues to be, a focus for the City of Surrey. The City of Surrey and Surrey Libraries, in conjunction with their community partners, continue to work on achieving the 43 recommendations identified in the Learning for Life Strategy which came out of the Mayor's 2006 Task Force on Literacy and Early Childhood Development. Work on some of the recommendations is complete while others entail an ongoing commitment and review.

The over 100 organizations involved in providing support for literacy continue to look for creative ways to work together to address the needs of our citizens. The organizations that provide literacy services (mainly English language learning) as well as settlement services and employment programs have spent much of their time crafting funding applications and seeking partnerships in order to continue receiving federal funding for language training, settlement and employment programs. The ELSA funding was not renewed for some of the major providers –learners will not be able to find all the services they need through a single agency anymore. Staff skilled in teaching English have been laid off.

### 2. Task Group

- a. *Who takes part in the task group?*

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The Surrey White Rock Community Literacy Implementation Team is comprised of core members from the School District, Surrey Libraries, Kwantlen Polytechnic University, Community non-profit organizations, the Board of Trade and members of the community at large. The core team members are very committed to literacy but the complexities of their daily work limit the time they have available to give to the team.

*b. How is the work of this group organized?*

This core team meets on an “as needed” basis in person and is kept apprised of literacy issues and events through email communication. Twice a year Literacy Roundtables are held and the invitation to attend is extended to all interested organizations. This year attendees learned about the results of a Family Literacy Program study conducted in Surrey schools by UBC and were introduced to Surrey and White Rock’s proof of concept for a Volunteer Adult Tutor Program. At these Roundtables there is also the opportunity to share information about each other’s literacy work.

### **3. Community Development and Literacy Collaboration**

*a. What are the important collaborations that have taken place to support literacy and the work of the task group?*

Significant collaborations among agencies delivering literacy services have occurred this past year. Some of the many collaborations that occurred are described below.

- Options Community Services (OCS) developed Early Childhood Resource lending library/manipulative kits which they make available to early childhood professionals living, working or studying in Surrey, Delta or White Rock. OCS collaborates with every child care facility in Delta, Surrey and White Rock as well as with Parks and Recreations Programs, StrongStart and Family Resource Programs to allow access to their lending library kits. These kits provide access to resources that are appropriate to the literacy development needs of the learners as well as being inclusive of the multicultural community. OCS also works with the Surrey Libraries, the South Asian Task Force, Neighbouring Faiths, and Make Children First.
- “Surrey Kids Read” is an example of just one of many collaborative literacy projects that Surrey Libraries are involved with. Held at Guildford Mall, this event promotes awareness of the importance of early learning and its role in preparing children for success at school. Surrey Libraries work with SD36, Guildford Mall and the Surrey Leader Newspaper to organize and fund the event. In addition, the Office of Early Learning and Care, the Learning Disabilities Association, Fraser Health, Surrey Parks and Recreation and Options are all involved and sponsor information tables where families can learn about some of the many services the community offers.

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- Umoja Compassionate Society and Progressive Intercultural Community Services Society (PICS) both worked with partners to deliver literacy programs to immigrant and refugee women. Umoja worked with DiverseCity and Options Community Services for cross referrals and best practice strategies. PICS partnered with Surrey Women's Centre for referrals to their program. Both Umoja and PICS became aware of the similarities of their client base and the programs they are offering. This creates greater likelihood that they will consider partnering and supporting each other in the future.
- The Surrey Association for Community Living partnered with SD 36 and Surrey Libraries to deliver a unique pilot project for adults with developmental disabilities. The school district provided a classroom at Frank Hurt Secondary for the students to learn in and the teachers there collaborated with the teachers for the adults with developmental disabilities. Both groups benefitted from the professional exchange of ideas and experiences. Although funding for the project has run out, the school is left with a library of resources for learners with developmental disabilities.

Surrey Libraries instituted a Library Hour for Adults with Developmental Disabilities and continues to build their resources for this group of clients.

- Alexandra Neighbourhood House in White Rock worked with community professionals to offer a unique opportunity to immigrant youth to express their world in pictures and words.
- The Aboriginal Department of SD36 collaborated with the Kekinow Housing Society to deliver Family Literacy programs to pre-schoolers and their care-givers. The Aboriginal Helping Teacher visited each of the five Kekinow Complexes to deliver a specially designed program and provide families with culturally appropriate books.
- Surrey Libraries, SD36 and Kwantlen Polytechnic University collaborated to develop a "Proof of Concept" for a one-on-one Adult Volunteer Tutor Program. The program will begin in September 2011. It is hoped that this will become a legacy project for the Implementation Team and that it will continue to expand beyond the proof of concept stage.

### *b. What are the essential ongoing collaborations?*

In Surrey and White Rock we are fortunate that Surrey Libraries and School District 36 have worked, and continue to work closely together with each other. As well, both have a history of outreach and collaboration with many non-profit and service agencies in the community. Through their work they are able to encourage connections between agencies and groups that might not otherwise occur.

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### *c. What makes collaborations work well?*

Successful ongoing collaboration occurs when all parties involved have a common purpose, when all parties can benefit from the collaboration and when the competition for funds is taken out of the equation. In addition, there needs to be mutual trust and respect and time to do the necessary groundwork.

## **4. Goals and Actions for the Current Year:**

### *a. What priorities, goals or objectives have you addressed this year?*

The Implementation Team undertook a goal setting exercise in spring 2010. At that time they identified two high priority strategies, six medium priority strategies and six low priority strategies. A number of actions for addressing these priorities were also suggested.

When the Implementation Team reconsidered this plan in the fall of 2010 they recognized that they would not be able to achieve all that they had earlier identified as important. They decided to focus on the high priorities first and address as many of the medium priorities as possible. Further, the team recognized that some of the strategies suggested for achieving the goals might need to be changed or reconsidered. It was also recognized that circumstances sometimes arise over the course of a year that can lead to further alterations in the plan.

*What actions were taken to reach these? What organizations and groups participated in these actions?*

Some of the actions undertaken to address the identified priorities and the organizations involved in those actions are summarized in Appendix A. Given the size of Surrey/White Rock it is very difficult to be aware of the work of all the organizations involved in literacy. It is likely that much more occurred that the Implementation Team is not aware of.

### *b. What adjustments were made to the plan? That is, as the year progressed were there new opportunities or were there changes that did not allow for some actions to be taken?*

One of the main priorities of the Implementation Team was to involve the Aboriginal community as a partner in our literacy work. As a team we were successful in reaching out to Kla-how-eya and having them join our group. Some of our literacy implementation funds went to support their literacy work. Unforeseen circumstances, including illness of key members at Kla-how-eya, have meant that they have not yet been able to complete their planned projects. Kla-how-eya is an important new member of our Implementation Team and we will continue to look for ways to help them achieve their literacy goals.

Although it was identified as ‘medium priority’, establishing an Adult Volunteer Tutor Program had been a dream for a number of years. There is a clear need for a program of this nature for our communities. Establishing one became a high priority as a legacy project that could have

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the potential to continue and to expand in the coming years. It became clear that although the team members were very supportive of the idea, none had the means to support it financially. Thus, creative ways to move forward had to be found. It was agreed to set aside some funds from the community literacy funds to develop a proof of concept for a Volunteer Adult Tutor Program. An experienced adult educator was contracted to develop a curriculum and help design a program. Appendix B contains the details of the proof of concept phase of the Volunteer Adult Tutor Program. This project became the major focus of our work this year.

### 5. Indications of Success:

*a. How do you know that actions taken are working to support literacy? What impact have literacy initiatives had? It is important to include samples to illustrate the impact.*

The responses of community members and literacy providers involved make it clear that our actions have made a positive difference in their lives. Here is a sampling of their reactions from the various demographics impacted:

- Users of the mobile literacy kits assembled by Options were very pleased to be consulted on their needs and the learners were very appreciative of having access to respectful and age-appropriate ESL and cultural resources.
- Aboriginal parents commented on the Native content books, “I wish I had these when I went to school”. Parents talked about reading to their children and how they enjoyed doing so. One parent commented, “I think I will cut the cable and just read to my kids.”
- An adult learner with developmental disabilities commented, “I thought I was the only one in the world with learning disabilities but I’m not, so that’s a relief. I read my first novel in this class.”
- Seniors and refugees participating in ESL programs were given experiences that provided them with daily living skills and helped them feel more comfortable and at home in Canada. They expressed greater self-confidence and willingness to communicate with native Canadians.
- Immigrant youth were able to use photography to help them share how they see the world and increase their written and verbal communication skills at the same time.

Statistics also indicate that our literacy initiatives are making a difference.

- Over 1500 people attended the “Surrey Kids Read” event at Guildford Mall.
- 49 developmentally disabled adults took part in a pilot learning project that made a big difference in all their lives.
- 90% of the surveyed participants in the Umoja program rate their literacy improvement at good and above.
- Seniors and refugees participating in PICS programs report a high degree of satisfaction with the experiences provided to them.

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- The coordinator of the pilot project for developing literacy skills for adults with developmental disabilities has been nominated by the Mayor's office for the Canada Post Community Literacy Awards.

*c. What are the things that support literacy work?*

Literacy work is no different from any other enterprise. It requires dedicated, knowledgeable champions who need the time and the financial means to draw attention to the issues and propose solutions.

### **6. Challenges:**

*a. What are the difficulties?*

Non-profit agencies and organizations involved in delivering literacy services are required to expend an inordinate amount of time and energy writing grant proposals and responding to RFPs in order to keep their valuable programs going. Frequently they are competing for the same funds and this discourages rather than encourages collaboration.

*b. What would help?*

Stable, long-term core funding tied to proven results would lessen competition among agencies and free them to truly collaborate with other. Communities need the freedom and autonomy to design programs to meet their unique circumstances.

### **For the Coming Year:**

*a. Are there new opportunities, challenges, or issues in your community? How will you respond to those?*

Although not a new challenge, one constant for the communities of Surrey and White Rock seems to be rapid population growth and the increasing ethnic diversity of our population. We need to be alert to issues as they arise and responsive to the needs of our changing demographics.

As a team it is our intention to re-consider our Community Literacy Plan goals in the fall and determine any other priorities in addition to our main goals described below.

The size of our communities also presents a huge challenge in keeping abreast of the many literacy opportunities available and the diverse organizations delivering them. It is important that we find a 'connector' or 'hub' that will help us more easily identify the synergies in our work.

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- b. What goals, priorities or objectives will you work on in the coming year? What actions are planned against those goals?*

Working closely with the Aboriginal organizations in our community remains a high priority goal for the Implementation Team. We recognize that progress in this area will likely be measured in small increments and we understand the need to be culturally sensitive in what we do. Nevertheless, we are hopeful that we will be able to expand the ways that Aboriginal and non-Aboriginal organizations work together to improve literacy outcomes.

Our other main focus for the upcoming year is to implement the proof of concept phase of our Adult Volunteer Tutor Literacy Program. We hope that success will enable us to secure ongoing funding for this initiative so that we can not only continue but expand the program. We believe that such a program is very much needed in our communities. We also believe that having the Literacy Outreach Coordinator function as the Volunteer Tutor Coordinator will make it easier for the Literacy Coordinator to keep in touch with the various agencies as they refer clients to the tutoring program. We hope that this dual role will make it easier for the coordinator to play the role of literacy 'connector' for organizations.

- c. What will be required to meet the goals and effectively employ actions for the coming year?*

Since our goals are literacy goals they need the same support as our literacy work – dedicated, knowledgeable, goal-oriented individuals with the time and means to make things happen.

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## Appendix A: Community Literacy Progress Report

Strategy	Actions Undertaken	Participating Organizations
<p><b>High Priority</b></p> <p>Continue conversations with the Aboriginal community to identify literacy needs and the best way to meet them; offer to participate in joint learning and essential skills programs with other institutions</p>	<ul style="list-style-type: none"> <li>• Meetings with SD 36 Aboriginal Department</li> <li>• Meetings with Kla-how-eya ( ED and assistant)</li> <li>• Regular phone &amp; email contact to keep Aboriginal contacts apprised of Implementation Team’s work</li> <li>• Personal invitations to meetings resulting in representative from Kla-how-eya attending team meetings</li> <li>• Kla-how-eya’s Literacy Needs Assessment project supported by literacy funds (ongoing)</li> <li>• Kla-how-eya and Library partnered on Teen Reading Buddies project (ongoing)</li> <li>• Encouraged and financially supported SD 36 and Keginow Housing Literacy Project</li> </ul>	<p>SD 36 Aboriginal Department, Kla-how-eya, Keginow Housing Association, Surrey Libraries</p>
<p>Support existing community hubs (e.g. community school partnerships, Early Years Centre, youth hubs)</p>	<ul style="list-style-type: none"> <li>• Supported C-SP “Circle of Friends” program (SD36)</li> <li>• Supported literacy projects of various community organizations</li> </ul>	<p>Options Community Services, SD36, Kla-how-eya, Alexandria Neighbourhood House</p>
<p><b>Medium Priority</b></p> <p>Hold periodic community literacy roundtables with literacy partners to support</p>	<ul style="list-style-type: none"> <li>• Roundtables held in November and May</li> <li>• Literacy work progress shared</li> </ul>	<p>SD 36, Surrey Libraries, Options, Douglas College, Kwantlen</p>



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<p>communication &amp; future collaboration</p>	<p>informally among attendees</p> <ul style="list-style-type: none"> <li>• Presentations on Intergenerational Literacy Program Research and on Adult Volunteer Tutor Program</li> </ul>	<p>Polytechnic University, PICS, Umoja, Surrey Board of Trade</p>
<p>Support and enhance successful early literacy programs</p>	<ul style="list-style-type: none"> <li>• Worked with Options Community Services to expand their mobile literacy learning libraries, which in term impacts many other service organizations</li> </ul>	<p>Options, Surrey Libraries</p>
<p>Collaborate with businesses and workers to create an action plan using literacy as a strategy to address productivity, beginning with reading, writing and communicating in English</p>	<ul style="list-style-type: none"> <li>• Pacific Community resources is working with community partners to develop a Literacy and Essential Skills curriculum for community use</li> </ul>	<p>Pacific Community Services, South Fraser Community Services. Phoenix Society, Douglas College, Surrey Libraries, SD36, Literacy BC</p>
<p>Create a volunteer-based tutoring programs for adults learning to read, including a training component for volunteers, in collaboration with Kwantlen</p>	<ul style="list-style-type: none"> <li>• This became a major focus. The project charter is attached as Appendix B</li> </ul>	<p>Surrey Libraries, KPU, SD 36 Invergarry</p>
<p>Work with decision-makers at cities of Surrey and White Rock on strategic advocacy with senior levels of government on behalf of Surrey and White Rock learners</p>	<ul style="list-style-type: none"> <li>• Position paper developed by community partners advocating for increased funding for education in Surrey and dedicated to raising awareness of the importance of education to the business community</li> </ul>	<p>Surrey Board of Trade, City of Surrey, SFU, KPU, SD36</p>

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## Appendix B: Adult Literacy Volunteer Tutor Project

### Purpose of this Document

This document defines the READ Surrey/White Rock Adult Literacy Volunteer Tutor Project in terms of goals, objectives, scope, stakeholders and major deliverables, and it describes how the project will be organized and managed.

#### 1. Project Purpose

The purpose of this project is to develop a proof of concept for a one-on-one tutoring program for adult learners in the Surrey White Rock area, using volunteer tutors. If the proof of concept is successful and the program continues, the possibility of expanding to include additional students/tutors and additional sites will be considered.

#### 2. Introduction/Background

Asset research conducted for The Community Literacy and Essential Skills Plan for Surrey White Rock identified a relative lack of learning services to address the needs and challenges of adults struggling with basic literacy. (See page 23 of the Community and Essential Skills Plan for Surrey/White Rock).

Further to this, at a planning session in April, 2010 the Implementation Team identified the following priority:

“Create a volunteer-based tutoring program for adults learning to read, including a training component for volunteers, in collaboration with Kwantlen.”

#### 3. Objectives

The objective of this project is to develop a community-based volunteer tutor program that is flexible, responsive to local needs and sustainable. Key considerations addressed included :

- What is our stated purpose and mission?
- Who are the target audiences (tutors and learners)
- How will the target audiences be identified?
- What will be the benefits to clients and the community from this program?
- What is required to sustain this program beyond the proof of concept stage?
- What is the time frame for this project? At what point do we assess the program?

It was decided that the initial target clients for the sample project be English speaking, non-learning disabled adults for whom there are currently few services available and that the proof of concept phase involve approximately 10 learner/tutor pairs.

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## 4. Scope

### 4.1 In Scope:

The proof of concept project includes the following main components:

- a. Identifying and assessing learners and tutors
- b. Developing and delivering curriculum for training adult tutors
- c. Matching tutor/learner pairs
- d. Providing resources and space for tutor/learner pairs
- e. Monitoring and supporting tutor-learner activities and progress
- f. Establishing risk management procedures
- g. Evaluating the success of the pilot with an eye to the future

### 4.2 Out of Scope:

The proof of concept will not address:

- a. Learners with special needs such as learning disabilities or ESL
- b. Acquiring funding to sustain the program beyond the initial phase
- c. Hiring personnel to sustain the program beyond the initial phase

## 5. Approach and Timeline

Kwantlen Polytechnic University, SD36 Invergarry Campus and the Surrey Libraries have partnered to develop and deliver the proof of concept project. The estimated start for the project is September 2011. The proof of concept phase will continue until June 2012, at which time an evaluation of the project will be undertaken.

## 6. Major Stake holders and Deliverables:

The Proof of Concept Project will include the following:

Step	Milestone	Deliverable	Responsibility	Target Date
1	Developing a curriculum for training adult tutors	Curriculum Materials & Course Outline	Senga Fullam, Tutor Coordinator	May,2011
2	Recruiting & selecting tutors	Criteria & expectations of tutors, 'advertising' for and interviewing of tutors	Tutor Coordinator & partner organizations	Completed by September, 2011

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3	Identifying & assessing learners	Identify 10 English speaking adults with low literacy & no learning disabilities	Referrals from Invergarry , KPU and libraries; assessment by Invergarry and Tutor Coordinator, if needed	August/Sept. 2011
4	Delivering the tutor training	15 hours total, 5 sessions of 3 hours; location and time TBA	Tutor Coordinator	Sept. /Oct. 2011
5	Matching tutor/learner pairs	Interview questions for learner/tutors; Time/place for interview; matched pairs created	Tutor Coordinator	Completed by Oct. 2012
6	Identifying & providing resources & space for tutor/learner pairs	Literacy resources (books, paper, etc.) to be used in tutor sessions; Public space locations for tutoring to take place	Surrey Libraries, Invergarry, Kwantlen	May, 2011
7	Maintaining records of tutor/learner activities and progress	Database of tutors & learners; Regular reports on tutor/learner activities	Surrey Libraries ; Tutor Coordinator	Ongoing
8	Providing on-going support to tutor /learner pairs	Regular conversations with pairs, in-service workshops, new resources, recognition & celebration	Partner organizations, as appropriate	Monthly, from Oct., 2011 to June, 2012
9	Establishing Risk Management Procedures	Roles & Responsibilities documents, Criminal Records checks, etc.	Tutor Coordinator and Literacy Outreach Coordinator	May, 2011
10	Evaluating the success of the program	Program assessment tools; Report on pilot with recommendations for future;	Kwantlen, Invergarry, Surrey Libraries	June, 2012

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If the proof of concept is successful, it will be necessary to acquire funding to sustain and possibly expand the program. We will likely want to develop a web presence to provide information about the program to organizations who may be interested in referring potential learners or tutors.

### 7. Budget

Budget item	Approximate cost	Funder
Curriculum Development	\$10,000	Community Literacy Grant
Tutoring Materials (adult literacy level books, workbooks, paper, pens, computer access, etc.)	\$1000 & In Kind (computer access)	Sd 36, Surrey Libraries, Kwantlen
Photocopying expenses	In kind	SD 36 & Surrey Libraries
Curriculum delivery and tutor/learner identification/matching costs	\$3000	Community Literacy Grant
Tutor/learner support (Oct., 2011 – June, 2012)	\$16,000	Community Literacy Funds & Literacy Outreach Coordinator Funds

### 8. Links and Dependencies

This project is dependent on the following:

#### 8.1 Issues and constraints: (Short term and long term)

- a. Will we be able to identify 10 learner/tutor pairs that fit our criteria?
- b. Will we have ongoing funds to sustain the program beyond the proof of concept?
- c. What happens with tutor /learner pairs if the long term program does not go ahead?

#### 8.2 Assumptions:

- a. The current partners are able to commit to a longer term project if the proof of concept is successful.
- b. This program will provide a lasting benefit to the community.

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## **9. Risk Assessment**

The possibility exists that:

- a. One or more of the partners is unable to fulfill their role.
- b. We will not be able to secure sufficient funds to continue the project beyond the proof of concept stage.

## **10. Project Governance and Management**

- a. Surrey Libraries will be the host agency and work in collaboration with the other partners.
- b. A major responsibility of the Literacy Outreach Coordinator will be to take on the role of Volunteer Tutor Coordinator. This will ensure funding for the proof of concept stage and will facilitate collaboration and communication among both the adult volunteer tutor project partners and the members of the Literacy Implementation Team as a whole.

**School District No. 36 (Surrey)**  
**District Literacy Initiatives**

## Literacy 2008 – 2011

### Project: **Developing Readers**

#### **Goals:**

- Teachers will work together to create learning experiences that:
  - focus on the learning – to identify who is “getting it”, who is not, and what to do next
  - model and coach students to become independent readers who know how to co-construct meaning through all forms of text
- Teachers will understand the principles behind and interconnectedness of:
  - assessment for learning
  - differentiated instruction
  - gradual release model of instruction, and put these understandings into daily classroom practice so that learning experiences engage all learners

#### **Supporting Differentiation:**

- District workshops explore and support understanding of key components of a universal, targeted and intensive literacy program and how this impacts student learning (Biancarosa and Snow):
  - proficient reader research (Pearson, Allington)
  - assessment for learning (Black and William, Stiggins, Sutton)
  - differentiating instruction (Tomlinson, Hume)
  - gradual release model of instruction (Pearson and Gallagher)
  - student engagement (Wilhelm)

#### **Embedding Quality Assessment:**

- Teachers are supported to:
  - use ongoing classroom assessment to inform instruction (beginning with RAD, using AFL Online);
  - know each student’s developmental level through assessment to adapt instruction according to their needs;
  - use periodic summative assessment to determine effectiveness of interventions;
  - explore the “six practices” of AFL and what they look like in the classroom - minute by minute/day by day

#### **Building Capacity:**

- District structures:
  - two modules support teacher professional growth (Deeper Still and Inquiry into Student Learning)
  - “Opening Doors” (based on “Lesson Study” model) – three modules focus on lesson planning with clear learning intentions, collaborative teaching, observing, debriefing, and re-teaching for students who require targeted support
- School-based structures support ongoing, job-embedded professional development:
  - school team meetings coordinated and lead by team facilitators
  - “lunch bites” (invitations extended to all staff to explore instructional practices)
  - “opening doors” (see above)
  - professional reading networks – titles include: *Start Where They Are* (Hume); *Going with the Flow* (Wilhelm); *Strategies That Work* (Harvey); *Non-Fiction Reading Power* (Gear); *Reading With Meaning* (Miller); *Creating Independent Student Learners* (Clarke et al)

#### **Collaborating Across the District:**

- Classroom teachers (grades 1-12, cross-curricular)
- Non-enrolling teachers (LST, teacher librarian)
- Administrators
- Aboriginal Education Department
- 92 schools have been involved at various times since the project began in 2005/06.



## Literacy 2008 - 2010

Project: **Making Connections** (An integrated literacy initiative for grade 7 and 8 teachers)

### Goals:

- Teachers will explore the interconnectedness amongst best practices (differentiation, AFL, oral language, reading-writing connections) as they apply to content-area writing.
- Teachers will use quality assessment to address the needs of each learner and design instruction appropriate to those needs.
- Using a UBD model, teachers will collaboratively plan across grades (7 and 8), teach and observe student learning, and target further instruction according to student needs.

### Supporting Differentiation:

- Teachers will...
  - assess students' prior knowledge and skill development to determine learning goals;
  - experience and practice different instructional innovations that support each student's writing in content areas;
  - engage in professional conversations that deepen their understanding of best practices. Resources include: *It's All About Thinking* (Brownlie and Schnellert); *Content Area Writing* (Daniels et al); *Inquiring Minds Learn to Read and Write* (Wilhelm et al.);
  - develop learning experiences that embed oral language opportunities to scaffold learning for all learners, with targeted support for Aboriginal students and reluctant/struggling readers and writers;
  - implement the gradual release of responsibility model of instruction to provide students with multiple entry and exit points in the development of their writing;

### Embedding Quality Assessment:

- Teachers will...
  - collaboratively assess student writing using the aspect of "Meaning" in the BC Performance Standards;
  - use classroom assessment to guide their instructional decisions according to student needs, skills and preferences;
  - have multiple opportunities to deepen their understanding of the Six Big Practices of AFL, with an emphasis on descriptive feedback and criteria;
  - engage in professional conversations as they embed AFL practices into daily practice. Resources include: *Formative Assessment in the Secondary Classroom* (Clarke); *All about Thinking* (Brownlie and Schnellert)

### Building Capacity:

- Year one focus: reading, writing and oral language are linked to support student learning; instruction is shaped by ongoing formative assessment
- Year two focus: collaborative process of inquiry (using "Lesson Study" framework) with clear learning intentions, collaborative teaching, observing, debriefing and re-teaching for students who require targeted support.

### Collaborating Across the District:

- Nine secondary schools with 12 grade 8 classrooms and Aboriginal support teachers
  - Earl Marriott, Fleetwood Park, Frank Hurt, Johnston Heights, Kwantlen Park, North Surrey, Panorama Ridge, Princess Margaret, Queen Elizabeth
- Eleven elementary schools with 12 grade 7 classrooms and LST teachers
  - Brookside, Chimney Hill, Dogwood, Hillcrest, Hyland, JT Brown, Lena Shaw, Mountainview, Riverdale, Senator Reid, Woodland Park
- Helping Teacher Team – Literacy and Aboriginal Education

## Literacy 2008 – 2011

### Project: **LLL (Language, Literacy and Learning) and LLL Summer Project**

**Goals:**

- building language skills in all students with an emphasis on our most vulnerable learners at Kindergarten level in our inner city schools
- encourage learning and thinking through cognitive development
- provide opportunities for departments to work collaboratively to facilitate a wraparound integrated service
- reinforce the principle of oral language development being the foundation for literacy development
- reinforce the principle of purposeful play as a key component of an early learning program
- providing support for at risk or potentially at risk students promotes increased success for all students

**Planning for Differentiation:**

- universal design principles emphasized and used to structure the learning environment during center times: independent learners are allowed to work alone, the teacher can assist in small groups, or target instruction to those students who need to be taught in different ways or need more repetition
- Early Literacy teachers provide intensive oral language development support during center times; or guided reading support to students who need to be challenged
- team training and distribution “Links to Literacy” program focuses on phonemic awareness which is a key component of literacy development and readiness
- “Links to Literacy” program provides for whole class, targeted small groups and intensive instruction
- includes differentiated lessons which teach concepts using Aboriginal content
- “Talking Tables” program which supports oral language and vocabulary development through small group instruction

**Assessment:**

- Kindergarten Learning Project Continuum used as an Assessment for Learning tool to critically observe, oral language, social responsibility, numeracy, writing representing, and reading and viewing
- documentation of children’s growth in literacy and language skills as well as visible engagement in literacy tasks
- reports from Grade One teachers indicating a significant difference in literacy skills and socialization in new Grade One students indicate some goals are reached
- “Links to Literacy” program had a built in assessment for learning piece which improved teachers “kidwatching” skills
- ELPATS used as a pre and post assessment

**Capacity:**

- Aboriginal Department, Math Helping Teachers and Early Learning Literacy Helping Teachers as well as SLPs and Psychologists working collaboratively will facilitate a wraparound effect for students at risk
- dynamic and ongoing discussions through classroom visits by Early Learning and Aboriginal Literacy Helping Teachers
- training in “Links to Literacy”, “Talking Tables”, purposeful play, and literacy centers enhanced classroom practice
- including Aboriginal issues and Aboriginal content in presentations and workshops supported teachers with implementation of the Aboriginal Enhancement Agreement goals
- provided forum for informal discussions around implementing Full Day Kindergarten

## Literacy 2008 – 2011

### LLL Continued

**Collaboration:**

- ongoing collaboration between C&I Director & District Principal, Aboriginal District Principal, Early Learning and Aboriginal Literacy Helping Teachers through school visitations and meetings
- Teacher Librarians, Vice Principals, Principals, LST, Psychologists, Numeracy Helping Teachers, SLPs Kindergarten Teachers, Classroom Teachers, and Early Literacy Teachers were involved in planning and implementing program
- 2008-2009 – (5 schools involved, 15 teachers & 5 Admin.)
- 2009-2010 – (10 schools involved – 42 teachers & 10 Admin.)
- 2010-2011 – (12 schools involved, 46 teachers & 12 Admin.)

**12 schools access Community Link Funding providing Literacy Teacher (.4 - .5 FTE)**

SCHOOLS: (2008-2009)		SCHOOLS: (2009-2010)		SCHOOLS: (2010-2011)	
Bear Creek	Holly	Bear Creek	MJ Shannon	Bear Creek	Holly
Betty Huff	KB Woodward	Betty Huff	Old Yale	Betty Huff	KB Woodward
Georges Vanier		Bridgeview	WE Kinvig	Bridgeview	Lena Shaw
		Georges Vanier	Holly	Forsyth	MJ Shannon
		Lena Shaw	KB Woodward	Georges Vanier	Old Yale
				Hjorth Road	WE Kinvig

Project: **Humanities Department Heads**

**Goals:**

- Teachers will have multiple opportunities to:
  - deepen understanding of what quality assessment and instruction entails in an interdisciplinary context (i.e. Humanities);
  - share and discuss examples of best practices from their departments;
  - share and build upon ways to support colleagues to implement change.

**Supporting Differentiation:**

- Leadership days (full day) explore and support understanding of best practices including:
  - assessment for learning
  - differentiating instruction
  - student engagement, including reporting and grading practices that impact motivation

**Embedding Quality Assessment:**

- Teachers are supported to (all of the above plus):
  - explore the “six practices” of AFL and what they look like in the classroom - minute by minute/day by day;
  - lead conversations and move practice forward in their departments

**Building Capacity:**

- District structures:
  - after school meetings (2 times per year) focus on information sharing and professional conversations. Resources used to support learning include: *All about Thinking* (Brownlie and Schnellert)
  - 3 days collaborative planning and teaching focus on professional learning. Topics include:
    - 2010 – 2011: Two days on AFL with George, one day with Faye on supporting diverse learners
    - 2009-2010: Differentiating content using graphic texts (Celia Brownrigg, guest facilitator); Elements of student engagement (Mehjabeen Dato and Rick Fabbro, guest presenters)
    - 2008-2009: Understanding key concepts in the new ELA curriculum (two sessions with Faye Brownlie, guest facilitator)
    - 2007-2008: Exploring AFL practices (Kathleen Gregory, guest facilitator); Benchmarks of Historical Thinking (Peter Seixas, guest presenter)
    - 2006-2007: Assessment for Learning (George Clulow, guest facilitator)

**Collaborating Across the District:**

- Humanities Department Heads: Fleetwood Park, Fraser Heights, LA Matheson, Lord Tweedsmuir, Panorama Ridge, Princess Margaret, Tamanawis, Frank Hurt, Queen Elizabeth, (North Surrey to join in 2011-2012)

Project: **Department Head Meetings and Leadership Days**

<b>Goals:</b> <ul style="list-style-type: none"> <li>○ development of “community of learners”</li> <li>○ liaison between District and individual secondary schools</li> <li>○ information exchange</li> <li>○ exchange of “best practices”</li> </ul>
<b>Planning for Differentiation:</b> <ul style="list-style-type: none"> <li>○ ongoing discussion / exchange of “best practice” in DI</li> <li>○ Leadership Day on student engagement</li> </ul>
<b>Assessment:</b> <ul style="list-style-type: none"> <li>○ promotion of progressive practice in the area; i.e. study of “Assessment Paper”</li> </ul>
<b>Capacity:</b> <ul style="list-style-type: none"> <li>○ representation from all Secondary schools, including Learning Centres and Surrey Connect</li> </ul>
<b>Collaboration:</b> <ul style="list-style-type: none"> <li>○ Aboriginal Education Department</li> <li>○ other Helping Teachers (Humanities)</li> <li>○ outside speakers: George Clulow, Kathleen Gregory</li> <li>○ Senior Management</li> </ul>

Project: **Resource Consultation**

<b>Goals:</b> <ul style="list-style-type: none"> <li>○ needs-based support, allowing selection of engaging and appropriate classroom resources</li> </ul>
<b>Planning for Differentiation:</b> <ul style="list-style-type: none"> <li>○ promotion of a wide range of resource types and of materials suitable for a range of ability levels</li> <li>○ Leadership Day on graphic novels &amp; new resources</li> </ul>
<b>Capacity:</b> <ul style="list-style-type: none"> <li>○ varied – targeted support available on request (as to Fraser Heights, Tamanawis, Frank Hurt)</li> </ul>
<b>Collaboration:</b> <ul style="list-style-type: none"> <li>○ Learning Resource review team</li> <li>○ Aboriginal Education department</li> <li>○ Teacher-Librarians</li> </ul>

Project: **Provincial Exam Marker Training Sessions**

<b>Goals:</b> <ul style="list-style-type: none"> <li>○ professional development</li> <li>○ reinforcement of progressive practice in summative evaluation</li> <li>○ liaison between District, Ministry and schools</li> </ul>
<b>Planning for Differentiation:</b> <ul style="list-style-type: none"> <li>○ as per Ministry requirement</li> </ul>
<b>Assessment:</b> <ul style="list-style-type: none"> <li>○ as per Ministry requirement</li> </ul>
<b>Capacity:</b> <ul style="list-style-type: none"> <li>○ 2010-2011 Social Studies 11 training sessions cohort: 8 teachers from 6 secondary schools: Enver Creek, Kwantlen Park, LA Matheson, Panorama Ridge, Princess Margaret, Sullivan Heights</li> </ul>
<b>Collaboration:</b> <ul style="list-style-type: none"> <li>○ Ministry of Education trainers</li> </ul>

Project: **StrongStart**

- Goals:**
- provide children with quality early learning experiences that are play-based in a rich literacy environment
  - preparing them for future success
  - connect families with their community, with resources, supports, and services
  - provide an environment where families can learn new ways to support their children at home and school

- Implementation:**
- facilitators will provide modeling and support families to acknowledge strengths and provide guidance strategies when needed
  - age appropriate activities and play equipment are provided so that children aged birth to 5 years can participate and become engaged in learning
  - flexible program guidelines accommodate the needs of a very diverse, ever changing group
  - individual program assessment is underway
  - assessment is ongoing and informal as facilitator interacts with parents/caregiver and child
  - Fall 2009 survey to assess learning needs of facilitators
  - learning stories and pedagogical narrations have been introduced to honour and celebrate family competence

- Capacity:**
- physical space is a common concern
  - rooms serve to accommodate other community programs
  - all StrongStart programs and PALS programs are harmonized
  - facilitators attend workshops on child development and the importance of play that enhances their practice
  - online community established to promote discussions amongst facilitators
  - facilitators attend after-school workshops on play with Kindergarten teachers

- Collaboration:**
- ongoing collaboration between C&I District Principal, StrongStart Coordinator, Early Learning and Aboriginal Literacy Helping Teachers through school visitations and meetings
  - frequent site visitations by StrongStart Coordinator to respond to emerging issues
  - 20 schools involved: 10 schools involved for three years (2008-2009, 2009-2010 & 2010-2011); 10 schools added year (2009-2010), 2 more schools will be added in (2011- 2012)

<b>SCHOOLS: (2008-2009)</b>		<b>SCHOOLS added in (2009-2010)</b>		<b>SCHOOLS added in (2010-2011)</b>
Bear Creek	Holly	Cedar Hills	Hjorth Road	MJ Shannon (program moved from Discovery)
Betty Huff	KB Woodward	Cindrich	Jessie Lee	
Bridgeview	Lena Shaw	Discovery	Martha Currie	
Cougar Creek	MB Sanford	George Greenaway	Panorama Park	
Forsyth Road	WE Kinvig	Georges Vanier	Westerman	

Project: **Welcome to Kindergarten**

**Goal:**  
 ○ to prepare pre-school children for school and learning

**Implementation:**  
 ○ WTK provides books with Aboriginal content  
 ○ WTK targets all Kindergarten classes in all districts in the province  
 ○ an annual evaluation to assess the impact of the program; school Administrator, teachers and parents complete perception surveys

**Capacity:**  
 ○ each school participates in a school team workshop, a WTK bag of literacy resources is given to all incoming Kindergarten students in the spring  
 ○ schools are encouraged to combine PALS Celebration session #10 with WTK event  
 ○ 44 sites with years of involvement listed below

**Collaboration:**  
 ○ Early Learning Literacy Helping Teachers collaborate with WTK staff and school teams to confirm numbers and support sessions as requested  
 ○ school teams consist of Kindergarten Teacher, Administrator, and various other support staff

**SCHOOLS: 6 years**  
 Bayridge  
 Cedar Hills  
 East Clayton (moved to Clayton in 2010-2011)  
 Lena Shaw  
 MB Sanford

**SCHOOLS: 5 years**

Betty Huff	Harold Bishop	Maple Green	Sullivan
Cloverdale Traditional	Hjorth Road	MJ Shannon	TE Scott
Coast Meridian	Holly	Mountainview	WE Kinvig
Ellendale	Janice Churchill	Old Yale Road	William Watson
Forsyth	KB Woodward	Simon Cunningham (ENG & FRIM)	
George Greenaway	Latimer Road		

**SCHOOLS: 4 years**  
 Chimney Hill  
 Frost Road  
 Georges Vanier  
 Hillcrest  
 Hyland

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Prince Charles

Strawberry Hill

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**SCHOOLS: 3 years**

Jessie Lee

North Ridge

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**SCHOOLS: 2 years**

Bonaccord

Senator Reid

Sunrise Ridge

**SCHOOLS: 1 year**

AHP Matthew

Henry Bose

Kennedy Trail

Kirkbride

Riverdale (ENG & FRIM)

William F. Davidson



Project: **PALS (Parents as Literacy Supporters)**

- Goals:**
- provide a culturally responsive literacy program
    - address the cycle of low literacy and low expectations within communities
    - provide a preschool intervention program
    - empowering parents through developing an awareness of literacy activities that foster literacy
    - development for their preschool children
    - enhance parent’s self-esteem
    - increased awareness on the part of parents as to the roles of literacy and the importance of literacy in their own lives
    - build relationships and a sense of belonging for families in the school community

- Implementation:**
- pilot Aboriginal PALS initiative targeting Aboriginal families at Strawberry Hill’s Kekinow Housing common room
  - universal access for all families and extended families in the community who have preschool children
  - recognition of overlapping learning influences of home, school and community, and avoiding as much as possible simply transposing school tasks to the home
  - anecdotal reports from facilitators of parents’ growing knowledge and awareness of their children’s language and literacy
  - anecdotal reports from facilitators of children’s growth in literacy and language
  - enthusiastic reports from Kindergarten Teachers indicate that PALS promotes readiness and instils confidence in early learners
  - dynamic and ongoing assessment through classroom visits by Early Learning and Aboriginal Literacy Helping Teachers

- Capacity:**
- harmonization of PALS and StrongStart and Ready Set Learn programs strongly encouraged
  - ongoing support from Early Learning and Aboriginal Literacy Helping Teachers
  - PALS conference on FirstClass for networking
  - workshops on early childhood development
  - SWIS workers involved in supporting PALS sessions
  - orientation and touchback sessions facilitated by Helping Teachers and StrongStart Coordinator

- Collaboration:**
- ongoing collaboration between C&I Director, Early Learning and Aboriginal Literacy Helping Teachers through school visitations
  - Helping Teacher participation in debriefing sessions with parents/caregivers
  - harmonization of PALS with StrongStart Programs in 12 of 20 schools
  - Teacher Librarians, Vice Principals, Principals, LST, Kindergarten Teachers, Primary and Intermediate Classroom Teachers were involved in planning and implementing the program
  - 15 schools involved for three years (2008-2009, 2009-2010 and 2010-2011)
  - 14 schools involved for two years (2009-2010 and 2010-2011)
  - nine schools involved for one year (2010-2011)

SCHOOLS: (2008-2009)		SCHOOLS added in (2009-2010)		SCHOOLS added in (2010-2011)
Bear Creek	Hjorth Road	Bonaccord	Martha Currie	Beaver Creek
Betty Huff	KB Woodward	Cedar Hills	MB Sanford	Dogwood
Bridgeview	Kennedy Trail	Cindrich	North Ridge	Dr. FD Sinclair
Cougar Creek	Kirkbride	Creekside	Panorama Park	Ellendale
Forsyth Road	MJ Shannon	Discovery	WE Kinvig	James Ardiel
Georges Vanier	Prince Charles	George Greenaway	Westerman	Latimer Road

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Holly	Riverdale	Jessie Lee	Maple Green
JT Brown		Laronde	Old Yale Road
			TE Scott