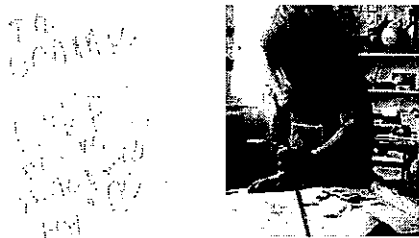


## Literacy in Early Childhood Services:

### Teaching and Learning



April 2011

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## Purpose of the evaluation

- To generate insights and understanding of literacy teaching and learning in ECE
- To improve literacy teaching and learning in ECE

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## Methodology

- 353 services
- Reviewed in Term 4, 2009 and Term 1, 2010
- Information from management, educators, parents, observations, documentation
- Pre-review questionnaire

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## Framework Development

- Internal reference group of specialist ECE review officers
- External reference – Massey University
- Analysis of current literature available to services

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## Key Questions

1. How does the service promote literacy teaching and learning?
2. How are educators prepared and supported to implement literacy programmes?
3. What opportunities are there for children to develop strong literacy learning foundations?
4. How do parents, whānau, and community contribute to, and how are they involved in, literacy teaching and learning?
5. How does self review of literacy improve managers' and educators' practices?

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## Findings – Defining and Valuing

- Wide variety of understanding of early literacy
- In services with educators who had strong and in-depth knowledge of how children's literacy learning develops, high quality literacy practices were evident
- Good leadership crucial to educators developing shared understanding of early literacy, and implementing best practice consistently
- Services reported placing high value on literacy, and as part of an holistic framework
- Literacy not often mentioned in philosophies, policies and expectations

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### Findings – Practices 1

- Quality of literacy practices varied across services
- Most services – literacy teaching & learning child-initiated through play, and resources used meaningfully
- Some services – literacy teaching & learning inappropriate and not aligned with principles of *Te Whāriki*, or quality teaching and learning in ECE
- Formal transition to school groups – practices variable, and some potentially creating negative attitudes

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### Findings – Practices 2

- Differentiation for groups – some services actively plan to do so. Age and ability more likely than ethnicity and gender
- Engaging parents and whānau – most services do this, but some pressure to introduce inappropriate programmes
- Networking with schools – many services are developing networks. But some have developed literacy learning expectations that are inappropriate in an EC setting

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### Findings – Self Review

- 40 percent of services had some self review focused on literacy outcomes
- Only some of these services focused self review on literacy outcomes for children. This included:
  - reflecting on teaching practices
  - incorporating parents' and children's perspectives
  - creating a shared understanding of literacy within the service and community

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### Next steps.....

#### Services

- review their shared understanding of literacy teaching and learning
- undertake meaningful self review of literacy teaching and learning to evaluate outcomes for children resulting from their practices and to promote ongoing improvements in their programme.

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### Next steps

#### Ministry of Education

- reviews the information and expectations for literacy teaching and learning available to the early childhood sector
- provides services and schools with guidance on what constitutes high quality literacy and teaching learning in the early years (ages 0-5), and the factors that determine successful transitions
- resources targeted professional learning and development to improve early literacy teaching and learning in early childhood education settings.

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### Questions??????

- Are current literacy teaching and learning practices in ECE sufficient?
- How do we develop a deeper understanding of children's learning progressions in literacy?
- How do we create explicit links between the literacy practices in ECS and those undertaken within early literacy programmes in our schools?

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