

LITERACY AMONGST THE LEAVES: MINDFUL LITERACY IN EARLY CHILDHOOD

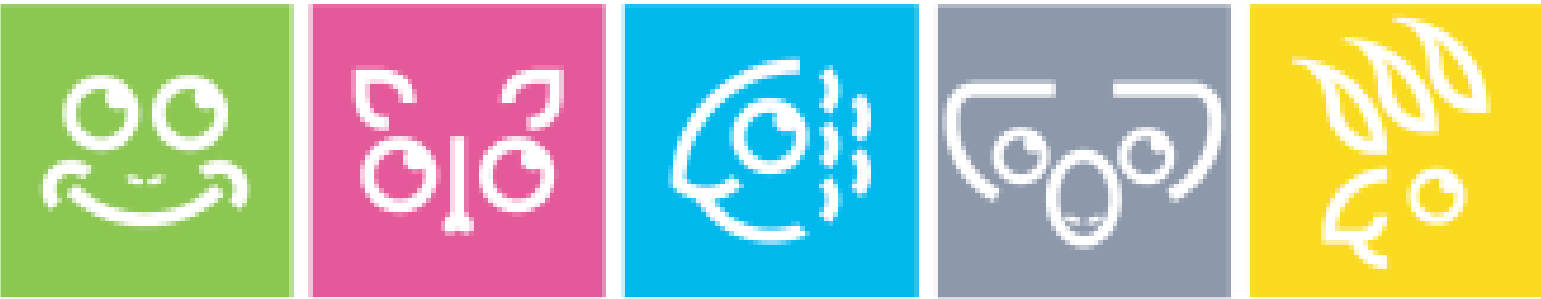
How does professional development support educators to engage children in meaningful literacy experiences?

"We do not learn from experience. . . We learn from reflecting on experience." - John Dewey.

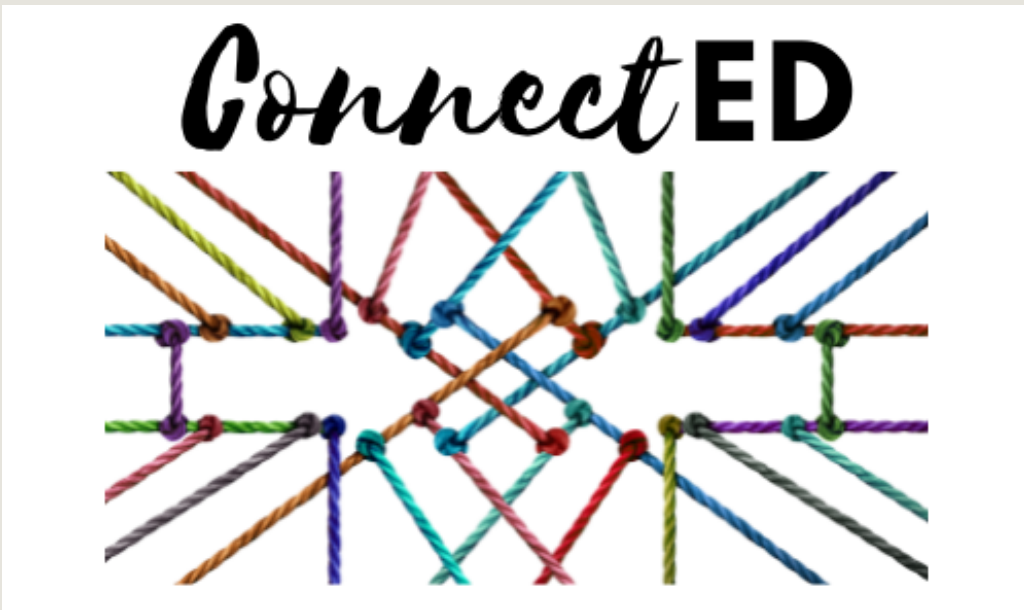
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AFFILIATIONS



CONNECT CHILD AND FAMILY SERVICES



RESULTS/FINDINGS

As the leadership team, we now have the research tools needed to analyse and critically reflect on everyday practices, routines and policies to make informed evidence-based changes. We are better able to provide professional development opportunities and information to our educators to support their continual development and engagement in current early childhood practices and research.

INTRODUCTION

In late 2020, Connect’s Board of Directors approved the funding for Connect’s Early Childhood Centres to participate in a practitioner research project- ConnectED. Rhonda (Director/Teacher) and Joanne (Educational Leader/Teacher) participated in the program. We had been on a journey of change so this was perfect timing for our team. We implemented changes that moved us from a very structured routine and curriculum, designed around ‘school readiness’ to a more responsive and inclusive rhythm which includes a flexible indoor/outdoor program that meets the needs of each child at their own stage of development - a slower pedagogy. But when an allied health worker said they couldn’t see the "school readiness" happening it was time to reflect on how we communicate the learning that is happening in our environment, but first we needed to ensure that our educators had the support and knowledge that they needed to communicate this.

OBJECTIVE

To provide professional development to support our team to better communicate the literacy learning in our environment.

ANALYSIS

After our first round of data collection our question changed from "How does the Lapstone Preschool day book communicate children's literacy experiences?" to **"How does professional development support educators to engage children in meanful literacy experiences?"**

Unless you know what you are looking for it is difficult to find - literacy is everywhere



AFTER

Educator's focus on literacy concepts after to research: Reading, writing, oral communication, drawing, recording children's voices, dialogic reading, phonics, phonemic awareness, dramatic play

BEFORE

Educator's focus on literacy concepts prior to research: Reading Writing Communication

CONCLUSION

Throughout this research project we found that information that we shared with families was sometimes disjointed. We have created a visual of how our environment setup is used to support all EYLF Learning Outcomes for all Children throughout the day, including literacy. Feedback from families has been that they now have a better understanding of learning through play, and how educators are intentional in their interactions using the environment as the third teacher (Reggio Emilia). We are now making literacy visible amongst the leaves.

METHODOLOGY

We used the following data collection tools to gather baseline data for our rsearch

- Questionnaires
- Likert scales
- Observations

RELATED LITERATURE

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