



St. Michael's Literacy Plan 2013- 2015

Mission Statement

We acknowledge that it is through our relationships with others that we grow to our full potential. Therefore, we aspire to create an educational environment where pupils come to learn and to understand themselves, their abilities and their world. In this environment they learn to take responsibility for themselves and others and so can become independent adults.

The Board of Management, the management of the school, teachers and all other staff acknowledge that we have a responsibility to promote and raise literacy levels in our students in a respectful and equitable manner as directed under the ***National Strategy to Improve Literacy and Numeracy among Children and Young People, 2011-2020*** and ***Circular 0025/2012***.

All staff recognise and accept that they are literacy teachers and are fully committed to raising literacy standards within their own subject areas or when an opportunity arises. Further we contend that students of St. Michael's College also actively engage in improving their own literacy.

Rationale

Literacy includes the ability to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast and digital media (LNLL, pg. 8). Improving literacy and learning can have an impact on students' self-esteem, on motivation and behaviour. It allows students to learn independently and develops the skills they will need to pursue further education, obtain meaningful employment and engage in the benefits of lifelong learning.

AIMS: 2013-2015

Initiatives

- Build up the library as a resource and encourage students and teachers with class students to use the library regularly.
- Focus on students within St. Michael's College who are in lower streams displaying literacy difficulties. This focus will not negate school's responsibility to ensure all students attain the highest levels of literacy.
- Introduce specific learning methodologies in each subject department and update literacy plan in each subject department.
- Alterations of class white boards to facilitate concept focus in all classes. (Partitioning of white board with left hand column for one-quarter of board used for this purpose).
- Integrate Literacy initiative into new curricula such as course work and short courses as well as standardised testing envisaged to be in place for English reading and Maths, as part by of new Junior Certificate programme from 2014 onwards.
- Provision for staff CPD as offered by Educational Centres and PDST
- All subject Departments and all subject teachers to produce a literacy plan within all plans.

Special Educational Needs

Enhance present structures in place currently, fully complying with legislative requirements as enshrined by EPSEN Act (2004). Liaise with Learning Support teachers and post holder for Special Needs, Ms. J. Delaney and access SESS (Special Education Supports Service) on line resource library to differentiate and meet needs of students with learning challenges.

School Self Evaluation

Four Staff committees in place since May 2010. Two new Committees (**Literacy and Numeracy Committees established in September 2012**), as part of Croke Park hours, to put forward guidelines and areas to be identified. These meetings are chaired by WSPD coordinator.

FOCUS/TARGET GROUP

The Literacy Committee is working under the following assumption and context:

The Committee recognised that all students have a responsibility to engage in literacy attainment and that the school affirms its responsibility to assist all students in this. Additionally, a minority of students within the school require greater attention and assistance in attaining literacy, and this is where priority of the school's first Literacy policy, 2013 – 2015 is focused upon, cognisant that all students' Literacy requirements are met.

Short-term plan (2012 - 2013)

- Encourage all subject departments and teachers to devise a Literacy policy cognisant of their own subject requirements and specifications.
- Subject Departments to allocate budgets for the purchasing of posters and other necessary resources specific to their subjects promoting Literacy.
- Committee to liaise with English Department or individual English teachers, if possible, for professional assistance to subject coordinators/teachers in other areas.
- Subject departments to look at their streaming and differentiation policies to ensure that weaker and stronger students are fully included within literacy strategy.

Long term plan (2013 - 2015)

- Library visits to be regular and promoted across all subjects.
- Key vocabulary specifically isolated for teaching and promoted visually within a designated and allocated area of school, respectful of each subjects' requirements.
- Designated area of the school should be established where students can display interesting and relevant articles. This would perhaps enhance the importance and usage of the library whilst at the same time, promote a greater promotion of reading, enhancing the Literacy strategy.