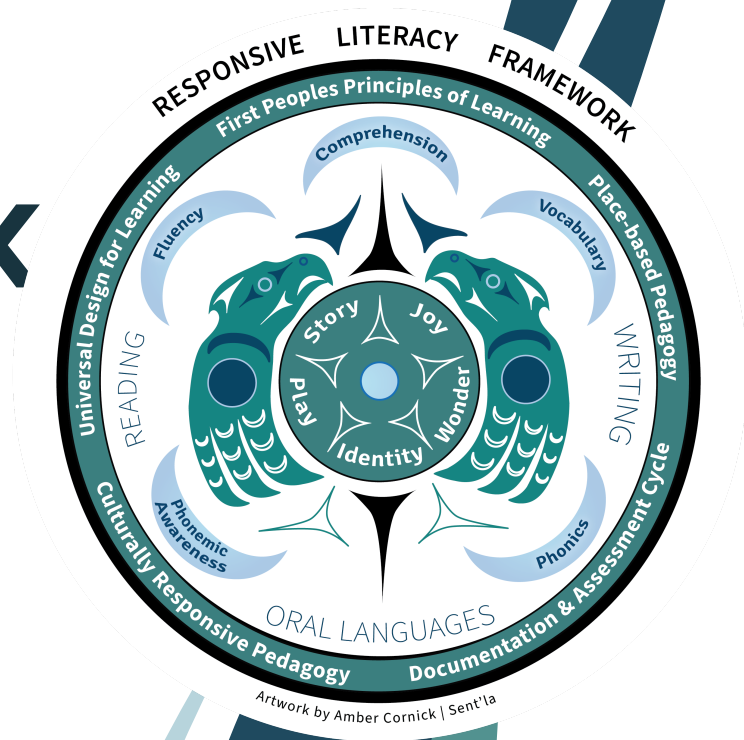


2023

# VSB RESPONSIVE LITERACY FRAMEWORK

## K-7



**VSB** Vancouver  
School Board

VSB Learning & Instruction  
Literacy Team

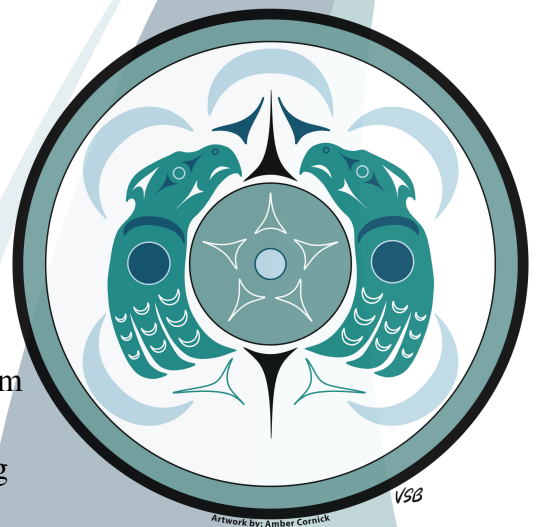
Honoured to be working together on  
the ancestral and unceded territories  
of the x<sup>w</sup>məθk<sup>w</sup>əy̓əm | Musqueam,  
Sk̓wxwú7mesh Úxwumixw | Squamish  
and  
səlilwətał | Tsleil-Waututh Nations.

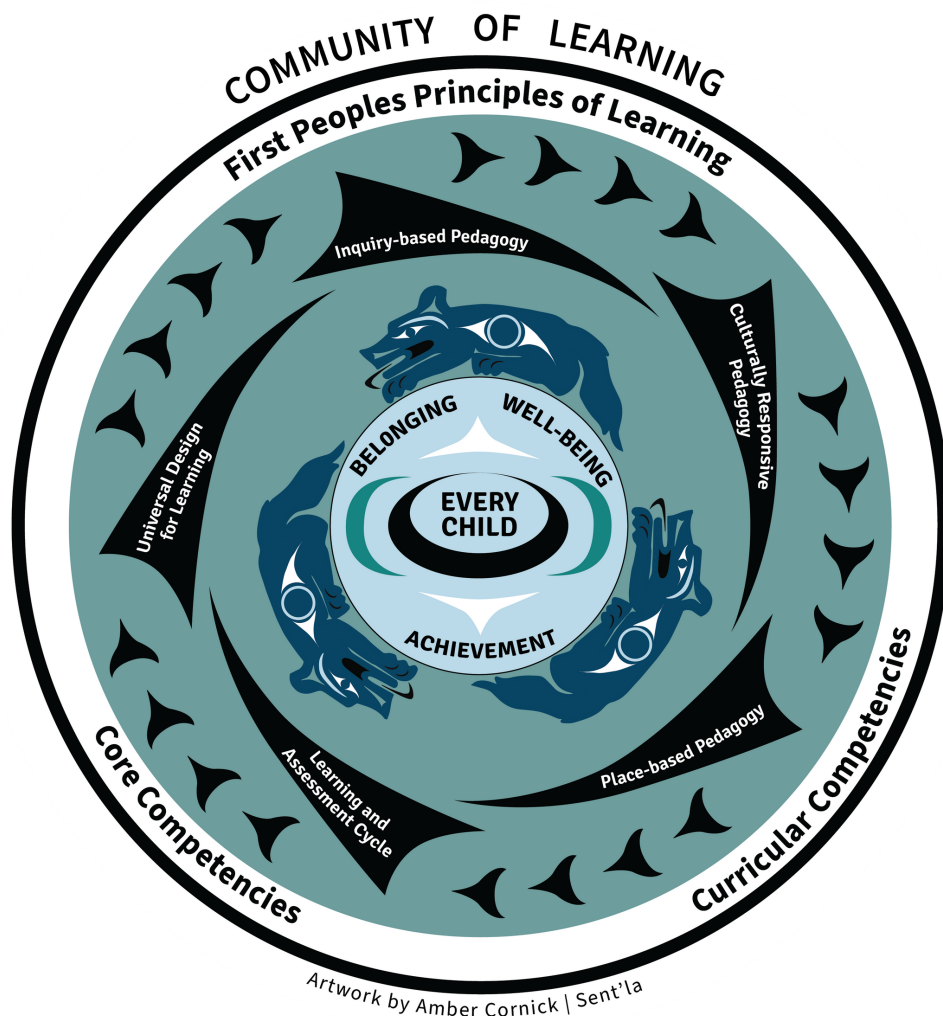
The two eagles in this piece are shown to reflect one another as they face each other. Eagles symbolize strength, wisdom, and pride, which is the reason why I chose to incorporate them into this design. The trigon shapes, in front and behind the eagles, connect the whole design together and mirror the image.

Amber Cornick | Sent'la, Artist Statement

## AMBER CORNICK | SENT'LA

We thank Amber Cornick | Sent'la, who visually conceptualized our ideas in the design of this spindle whorl. She is a self-taught Musqueam artist who lives, works, and creates on the Musqueam Reserve, with familial ties to Gitksan and Lummi. She is an emerging artist, creating Coast Salish art for 2 years and has 3 years of Advance Placement art experience from secondary school.





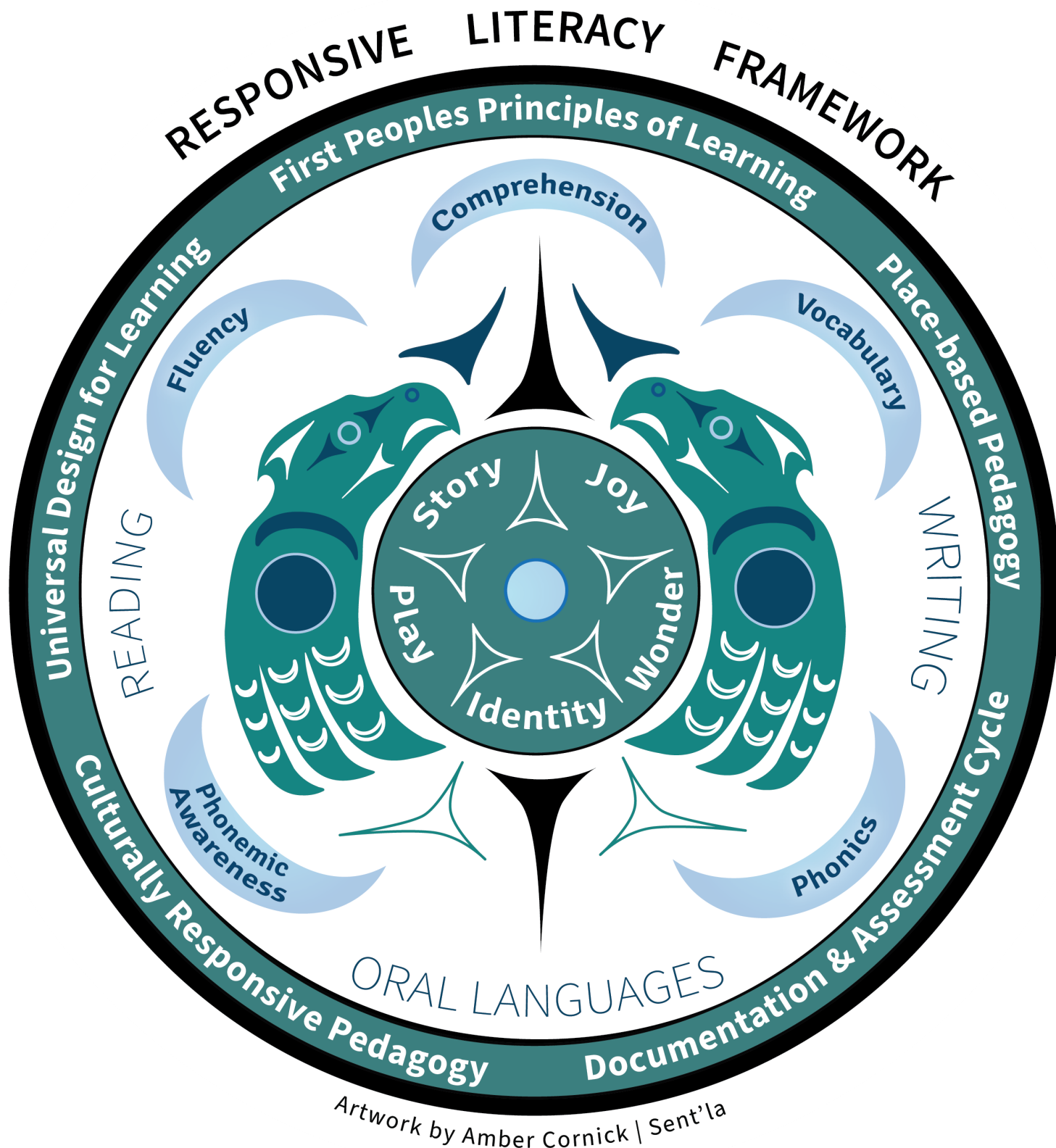
## EVERY LEARNER

The Community of Learners framework attempts to capture the following vision and is relevant for all subjects and grades. The VSB Responsive Literacy Framework follows the Community of Learners framework and is specific to literacy K-7. “The VSB will foster school communities where students can learn, see themselves, and feel supported and connected so that they develop a love of learning and become lifelong learners” (VSB Education Plan). More information is outlined in the District Education Plan’s Value Statement.



The wolves symbolize families, educators and community members cooperating and collaborating to design and create belonging, well-being and achievement for every learner in our care. We work to nurture and shape educational learning spaces and opportunities so each learner can be the best human possible. Key guiding pedagogies encircle this vision: inquiry-based pedagogy, culturally responsive pedagogy, place-based pedagogy, universal design for learning and the learning and assessment cycle. These educational practices are situated in a community of learning that upholds the First Peoples Principles of Learning, BC Core Competencies and Curricular Competencies.

Three wolves encircle one another – each one above the three words surrounding “every learner”: belonging, well-being, and achievement. The wolf is associated with family and cooperation because of their pack lifestyle and their ability to work together. The repeated trigon shapes around the spindle whorl reflect continuity and movement.  
Amber Cornick | Sent’la, Artist Statement



Spindle Whorls are important cultural tools for three Host Nations:

xʷməθkʷəy̓əm | Musqueam, Skwxwú7mesh úxwumíxw | Squamish and səliwətaʔ | Tsleil-Waututh Nations. This design appears in carvings and other works of art. The spindle whorl situates literacy within place and context, and reflects the weaving of multiple oral languages, reading and writing threads together to create a responsive literacy blanket that wraps around each learner.





# VSB RESPONSIVE LITERACY FRAMEWORK

The VSB Responsive Literacy Framework promotes a comprehensive, inclusive and just approach to literacy education. It incorporates various pedagogies that focus on cognitive, social and cultural aspects of literacy instruction and fosters a well-rounded and thoughtful approach to teaching and learning.

**Symbolism of Eagles:** One eagle represents the child and family and the other eagle represents the teachers and school community. Both are facing each other to symbolize working together. Eagles symbolize strength, wisdom and pride embodying the qualities of each child, family member, teacher and community member. We value children's backgrounds, family and identity and appreciate the learning that happens before and beyond the classroom.

**Wholistic Approach:** The framework aims to nurture the whole child – spiritual, emotional, physically and intellectually in collaboration with families and community to strengthen each child's identity and sense of self.

**Social and Cultural Literacy:** The framework values literacy instruction that is socially, culturally and historically situated. This approach recognizes the well-being of self, the family, the community and the Nations. This allows students to share, communicate and respect themselves and others.

**Centering on Story, Identity, Play, Joy and Wonder:** Literacy instruction and learning are centered around these key principles, recognizing the importance of engagement, motivation and executive functioning. This upholds the big ideas of story (embedded in memory, history, story), identity (exploration of one's identity), play, joy and wonder in the BC English Language Arts Curriculum: Kindergarten to Grade 12.

**Significance of Circles:** The framework is contextualized in circles to highlight components that are independent and interdependent of one another. There is fluidity of elements within the circle which allow for explicit, wholistic, reflexive, reflective, experiential and relational (focused on connectedness, reciprocal relationships and a sense of place) literacy instruction and response to the children in front of you.

**Structured Literacy:** In the crescents, the framework makes visible the five skills of Structured Literacy: fluency, comprehension, vocabulary, phonemic awareness, and phonics. These are basic capacities for oral languages\*, reading and writing. \*Oral language underpins learning to read and write, and its plural form acknowledges the multiliteracies of diverse learners in our classrooms.

**Reciprocal Relationship of Reading and Writing:** The framework recognizes the reciprocal relationship between reading and writing. Some children become writers to become better readers or vice versa.

**Responsive Literacy Components:** The framework addresses essential literacy components including language proficiency, decoding proficiency, reading comprehension, writing skills, and different modalities of meaning making.

**Pedagogical Approaches:** The framework incorporates key pedagogical approaches such as First Peoples Principles of Learning, Universal Design for Learning, Culturally Responsive Pedagogy, Place-based Pedagogy and Documentation and Assessment Cycle. These approaches provide principles and approaches for designing responsive, relevant and meaningful literacy programs.

# ACTS TOWARD TRUTH AND RECONCILATION

”

We are story. All of us.  
What comes to matter, then, is the creation of the best possible story we can  
while we're here; you, me, us, together.

Richard Wagamese, 2016

## HANDS BACK ... HANDS FORWARD

The VSB Responsive Literacy Framework is situated on the teaching of the late Dr. Vincent Stogan, Tsimilano, an Elder from Musqueam. Tsimilano's teaching of **"Hands back ... Hands forward"** guides us to reach back and learn from those that have gone before us, and then reach forward to pass on the teachings to those that are coming after us" (Joann Archibald). With one hand, we have reached back and learned from many past educational scholars, sciences of reading researchers, and Indigenous and cultural knowledge keepers who have journeyed on knowledge pathways before us. We have lived out this knowledge in our current practice in each of our professional and personal contexts. With our other hand, we are reaching forward to pass on our learning and knowledge to others, in particular, the next generation of teachers and learners.



(Archibald, J. Indigenous Storywork)

## FIRST PEOPLES PRINCIPLES OF LEARNING

We invite all teachers to continue to actively live and embody the First Peoples Principles of Learning through meaningful, authentic choices, words and actions in literacy practice, and to tell stories and narratives that see each other and our relations throughout the world (Wagamese).



# RESPONSIVE TEACHING AND ASSESSMENT

## PROTOCOL DEFINITION

We recognize that the word protocol exists in the title of the P3 Protocol and that we have a responsibility to consider protocol from Indigenous perspectives, situated in the three Host Nations of the xʷməθkʷəy̓əm|Musqueam, Skwxwú7mesh Úxwumixw|Squamish Nation & səlilwətał |Tseil-Waututh peoples. Prioritizing conversations with students and families, centering relationships, and building trust will strengthen any assessment process and will help develop reciprocity. If we move forward with humility and with respect for traditional ways of being, we will be able to more readily sit alongside the learner.



## RELATIONSHIP WITH LEARNER

The importance of connecting with the learner, understanding who they are, and how they learn is foundational (Roberts, 2023). Teacher observations of student learning and conversations with students themselves provide valuable evidence of strengths and stretches and, alongside formative assessments like the P3P, form a more complete picture of student needs. And importantly, assessments are only as valuable as the next steps for learning that follow them.



## REFLECTION ON ASSESSMENT

When we are offered different assessments to consider, there is sometimes a temptation to integrate these into our practice immediately. Take the time to consider the practices happening in your school and classroom that support a thriving literacy environment and think critically about the elements of any new assessment that may help move learning forward.



## RESPONSIVE TEACHING

Teaching is an iterative process, something that is highlighted by the circle in the Responsive Literacy Framework. This assessment document is a small piece of a much larger goal of developing classrooms that are responsive to the learners and families we serve.

# REFLECTIVE QUESTIONS

”

Seeing and celebrating each learner's gifts ... it takes “seeing” each person as fully human and doing our part to ensure their right to equitable and excellent care - educationally, emotionally, mentally and physically. It takes flexibility, openness, and courage to change course when new, reliable, and valid knowledge become available. It also means we teach with the assumption that all kids can learn and that it's our job to find a way in, to reach every child.

(R. Routman, 2024)

These questions invite team conversations or individual reflection around assessment and other elements of pedagogy. They ask us to consider context, bias, diversity and equity.

- What biases about literacy and student learnings do I bring into my practice?
- How can I find out what students really need? (rather than what I think the student needs...)
- How do I hold myself accountable to be culturally humble as I work through this process?
- How can I ensure that I embed my practice with student voice and agency?
- How can I implement the reciprocity of learning with fidelity in this protocol?
- What role do I play in decolonizing assessment?
- How can assessment...
  - help honour and build relationships throughout the learning process?
  - hold tight to the intended learning while centering learners?
  - nudge learners forward towards relevant, rigorous, and specific goals?
  - engage learners cognitively and emotionally? (Chrona and Moore, 2023)

# REFLECTIVE NOTES



# TIERS OF INSTRUCTION

**EFFECTIVE** ...teaching includes the three tiers of instruction



## WHOLE CLASS

Highly engaging, age-appropriate differentiated instruction



## SMALL GROUP

Intensive and strategic instruction in small flexible groupings



## ONE TO ONE

Specific, intensive, multisensory and multifaceted instruction

”

The tough part is knowing when to do what, with whom and having the flexibility in your classroom organization to do it!

(Clay, 2014. p. 223)



# TARGETED APPROACH



### TEACHERS

... can plan for explicit, systematic, cumulative, responsive instruction in phonological awareness skills. Instruction in phonological awareness benefits all students but is most critical for those at risk.

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### STUDENTS

... at risk need a targeted (small group or one to one) approach with instruction that is more explicit and systematic to impact the phonological awareness and phonics that leads to success.

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### ACHIEVING

... these goals requires teachers to use effective, responsive instructional approaches and also be aware of the ongoing progress for each student. Teachers need to keep in mind how all the parts of the Responsive Literacy Framework work together.

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### PLAN

... for their students' needs and growth. Comprehension, oral language expression and writing need to be taught alongside phonics.

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### SOME

...students need more practice in phonics within connected text so give them opportunities to read decodable text for a short period of time as a stepping stone to more complex text. Beginning readers need exposure to a broad range of rich literature, poetry, songs, environmental print, read-alouds and independent book choice. This is particularly beneficial for English Language Learners.

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