

ADKAR Model – Taking a Developmental Approach to Emerging Literacy

	A - Awareness Recognize the need for change.	D – Desire Participate and support the change.	K – Knowledge Know how to change and identify what the change will look like in terms of skills and behaviours.	A – Ability Implement the change on a daily basis.	R – Reinforcement Sustain the change over the long term.
Individual Schools	<p>The school understands their own demographic and have analysed their data as part of their school improvement planning.</p> <p>The school is aware of the Emerging Literacy workstream within the Northern Alliance.</p>	<p>The school has identified Emerging Literacy as an area within the school improvement plan.</p> <p>Teachers and SMT within the school have made the commitment to training and networks as part of the Emerging Literacy workstream.</p>	<p>Teachers in the early stages have assessment information for early literacy for all of their children.</p> <p>Early stage teachers/ SMT in the school have shared the components of Emerging Literacy with staff across the whole-school.</p> <p>Families are aware of the approach the school are taking in the early stages.</p>	<p>Teachers in the early stages track early literacy to support learning and teaching. They update trackers as an ongoing process as children develop skills as part of the assess-plan-teach cycle.</p> <p>Teachers across the school use Emerging Literacy resources as part of targeted intervention.</p> <p>Family Learning enables families to support their children's early literacy skills at home.</p>	<p>The school ensures that each and every staff member has an awareness of Emerging Literacy through ongoing in-house refresher training/ buddying.</p> <p>The school articulates a developmental approach to learning as part of its curriculum rationale.</p> <p>The school has monitored and can articulate the impact of taking a developmental approach to Emerging Literacy.</p>

Where are we?

Where to next?