

# Language, Learning and Literacy (L3) Kindergarten

L3 is a research-based Kindergarten classroom literacy intervention.

## Background

L3 is a whole-class intervention that aims to reduce the risk of students not achieving expected literacy levels by the end of their first year of schooling.

*I believe the strength of L3 lies in the fact that it is not a reading scheme or a collection of expensive resources. It is about good teaching. The good teaching lies side by side with the explicit nature of the teaching strategies and our knowledge of quality teaching and learning.*  
(Principal)

L3 is a research-based Kindergarten classroom intervention, targeting text reading and writing. It provides rich literacy experiences through systematic and explicit teaching. It complements the daily literacy program.

Students participate in reading and writing lessons in small groups, designed to meet their specific learning needs. They also engage in short periods of independent, individual or group tasks to practice and consolidate their current literacy learning. This occurs in the classroom within the daily literacy session.

## Professional Learning

L3 professional learning is registered and is delivered by accredited L3 trainers.

Teachers are trained over a two-year period. At the end of this professional learning, teachers involved have completed 30 hours of registered professional learning at proficient level (in the first year) and 9 hours of ongoing professional learning (OPL) that are not registered hours.

In the first year of the professional learning process, participating principals commit to:

- Releasing all Early Stage 1 teachers to participate in 12 half-day professional learning sessions with other Early Stage 1 teams from a community of schools

- Supporting up to four in-class coaching visits by an L3 trainer involving classroom observation and discussion
- Ensuring all Early Stage 1 teachers complete a series of between-session tasks
- Releasing teachers to participate in follow-up discussion with their L3 trainer
- Regularly reviewing student data and progress, and providing these findings to L3 trainers on an ongoing basis
- Providing the necessary literacy resources to enable effective implementation of L3.

## Implementation

Principals can collaborate locally to share or negotiate the use of accredited personnel. Principals will pick up all costs associated with local delivery.

Educational Services officers can support principals in the collaborative process and also assist in the development of flexible delivery models to ensure all the L3 requirements are met.

Educational Services officers will liaise with Early Learning and Primary Education advisors, when necessary, for assistance in the strategic coordination of personnel and accredited professional learning.

## For more information contact

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