

# INTELLECTUAL DEVELOPMENT



## INNER CITY EARLY LEARNING (ICEL) INITIATIVE

### Early Literacy and Numeracy Teachers

As part of Surrey School's **Inner City Early Learning (ICEL) initiative**, Early Literacy Teachers (ELTs) and Early Numeracy Teachers (ENTs) work collaboratively with Kindergarten and Grade 1 classroom teachers in 26 inner city schools to provide additional, strategic, in-class support for *at-promise* students.

Yearly evaluations of the ICEL initiative are conducted. During the 2019/20 academic year, ELTs, ENTs, and classroom teachers completed reflectionnaires—a 20-item survey—that measured the effectiveness of the initiative activities with regard to:

- Establishing positive relationships, including with at-promise students;
- Collaborating to co-plan and co-teach to support at-promise students' literacy and numeracy development;
- Effectively problem solving in a collaborative way to support at-promise students' literacy and numeracy development;
- Effectively planning, assessing, and building competencies;
- Meeting the needs of at-promise students; and
- Improving the literacy and numeracy skills and outcomes of at-promise students.

Results of the evaluation found the majority of ELTs, ENTs, and classroom teachers had observed at-promise students making improvements in their understanding, application, and communication of literacy and numeracy skills as a result of participating in the ICEL Initiative.

For the 2019/20 academic year, at least 88% of classroom teachers and ELTs who completed a survey indicated they had observed impacts from the ICEL Initiative, including early learning support improving at-promise students' understanding, communication, and application of literacy skills. For the 2020/21 academic year evaluation of ICEL, 100% of classroom teachers and ELTs indicated they had observed the impacts identified in a series of impact statements, including students being more engaged in literacy activities.

Figure 1 provides a breakdown of responses provided by ELTs and classroom teachers for the 2019/20 and 2020/21 academic years regarding their observations of the impacts of the ICEL initiative on at-promise students' literacy development.

At least 80% of the responses from classroom teachers and ELTs who completed a survey indicated they had observed impacts from the ICEL Initiative, including early learning support improving at-promise students' understanding, communication, and application of numeracy skills.

**Figure 1.** Surrey teachers' observations of at-promise students' improved literacy skills, 2019/20–2020/21

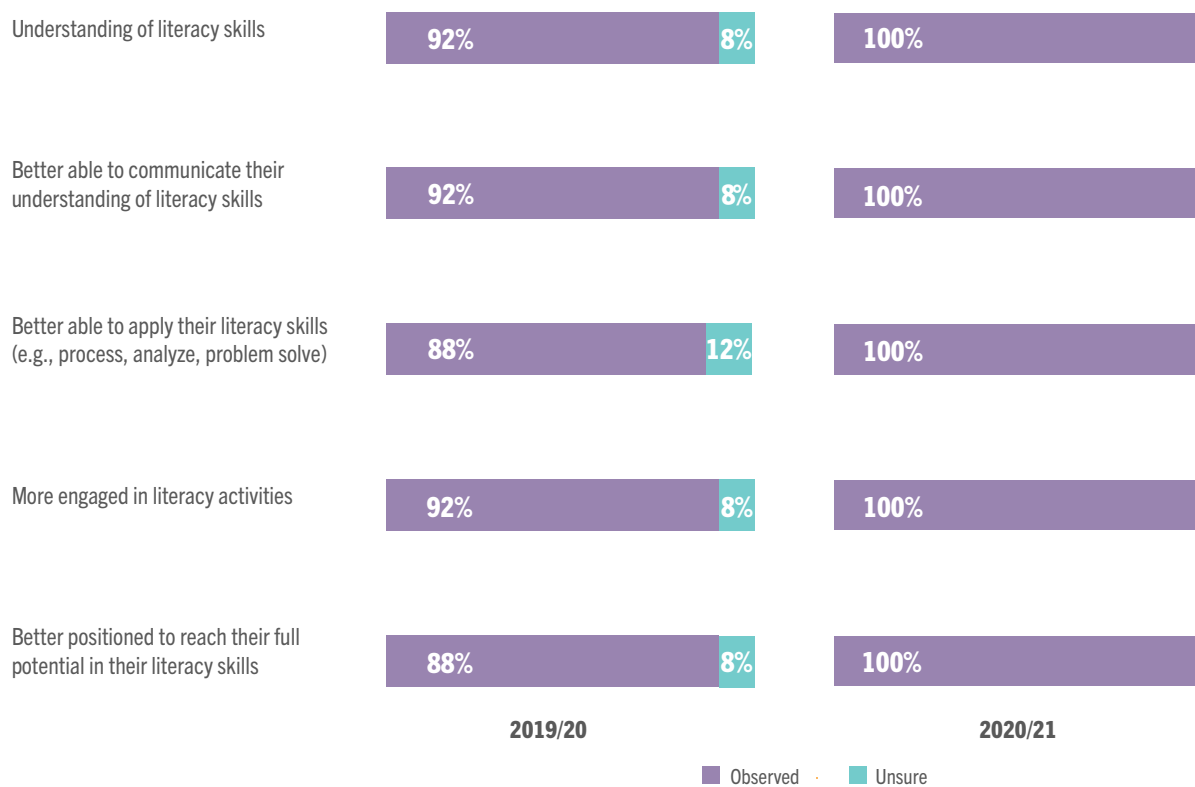


Figure 2 provides a series of impact statements and the percentage of ENTs and classroom teachers who observed these impacts from the ICEL Initiative on at-promise students' numeracy development.

**Figure 2.** Surrey teachers' observations of "at-promise" students' improved numeracy development, 2019/20

