

Write Minded LOGIC MODEL

BACKGROUND	INPUTS	ACTIVITIES & OUTPUTS	OUTCOMES		
<p>GOAL</p> <p>To measurably improve language, literacy and learning outcomes for children & young people in Ballymun & to inform the development of policy & practice</p> <p>RATIONALE</p> <p>There are many reasons for sub-optimum language, literacy and learning outcomes:</p> <ul style="list-style-type: none"> High incidence of language delay and literacy difficulty relative to national norms Poor school attendance Low parental educational attainment Few books at home Difficult transitions from primary to secondary school Need for additional CPD for class teachers in literacy teaching <p>STRATEGY</p> <p>Implement evidence-informed language and literacy strategy through targeted literacy and language support, engaging with parents, supporting and enhancing school attendance, delivering teacher training and developing strategies to ease the transition from primary to secondary school.</p>	<p>A child outcomes focus</p> <p>Skill, vision & enthusiasm of service design and implementation teams</p> <p>Children, young people, parents & community of Ballymun</p> <p>Stakeholder engagement and participation</p> <p>Local, national & international expertise</p> <p>Local needs analysis & understanding of service environment</p> <p>Evidence of what works in prevention & early intervention for children</p> <p>Financial resources</p>	<p>Develop service planning & capacity building</p> <p>Establish broadly based implementation team with participation from across the education and community sectors</p> <ul style="list-style-type: none"> Employ a service delivery team with expertise in language and literacy capacity building for teachers, parents and community organisations Develop good relationships between Write Minded team and schools, community partners and other stakeholders at national level Establish mentoring relationships with leading experts in language and literacy <p>Develop & deliver service</p> <ul style="list-style-type: none"> Support schools, families and community projects to increase time, focus and quality of language and literacy activity Support school literacy planning, informed by Ballymun Literacy Framework (Word Knowledge, Reading Comprehension, Fluency, Writing) Build teacher expertise in language & literacy development through evidence-informed capacity building / professional development Support positive transitions to secondary school through Mission Transition and transition programme Undertake oral language assessment and screening of primary school children to inform the development of teachers' practice Promote parents' role in children's learning Foster greater links between parents and schools by running parent events related to literacy Enhance parents' capacity to foster their children's language & literacy development (Story Time, Breakfast Buddies, Story Sacks, Vocabulary Games) Support community projects' focus on literacy Support school attendance initiatives <p>Establish a Learning Community</p> <ul style="list-style-type: none"> Foster reflective practice amongst staff team, service partners & wider policy and practice community Integrate practice where appropriate with other youngballymun services Host learning events & bring together expert partners to share information at local, national, international level Drawing on implementation of WM strategy, produce & disseminate information and evidence to inform the development of policy and practice locally and nationally <p>Develop and implement evaluation strategy</p> <ul style="list-style-type: none"> Develop evaluation plan & commission evaluation Establish Research Advisory Group 	SHORT TERM 2007-10	MEDIUM TERM 2010-13	LONG TERM 2013-16
Child					
Improved language and literacy ability amongst children in Ballymun schools	Improved educational attainment across subject areas and year groups Children in Ballymun schools have a positive attitude towards reading and writing Improved school attendance	Sustainable gains in literacy outcomes for children Child language and literacy outcomes in Ballymun approximate national norms Increased levels of school completion and progression to third level			
Family					
Parents spend time with their children reading, writing, speaking and listening Parents are aware of the importance of their role in their child's learning	Improved capacity amongst parents to support language, literacy and learning Parents proactively engaged in their child's learning	Parents actively support their child's literacy development, school completion and progression			
Service					
WM is staffed, resourced and operational across primary and secondary schools, community organisations and with parents. Schools, community projects and parents open to engaging with and participating in WM training and events	Practice into Policy– skilled professionals and parents applying evidence-informed strategies for supporting language and literacy development Evaluation demonstrates WM to be effective at improving language and literacy outcomes	Schools and community organisations in Ballymun provide integrated, responsive, outcomes-focussed & evidence-informed language and literacy supports WM model is mainstreamed in Ballymun			
Systems					
Increased focus by education stakeholders, on the complexities involved in improving <ul style="list-style-type: none">speaking and listeningReading and writing skills	Education stakeholders engage with WM approaches and evidence. National literacy policy informed by WM approaches	National systems that impact on child literacy respond to evidence from WM practice WM model replicated in other communities			