**Using the Framework to support the Big Six teacher development activities:**

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| **Initial Teacher Training** |
| Use the Self-Assessments to benchmark progress and record evidence of impact:<http://framework.thedyslexia-spldtrust.org.uk/assessments>Student teachers can also use the Framework as part of an assignment, such as by using the Assessment process to conduct a Needs Analysis of a school and write a report for the Senior Leadership Team.Course developers may use the full list of statements to evaluate existing courses or develop new ones, across 5 different learning levels:<http://framework.thedyslexia-spldtrust.org.uk/framework-users-guide> |
| **Teacher Continuing Professional Development** |
| Use the Primary and Secondary School pages to find ways of creating INSETS:<http://framework.thedyslexia-spldtrust.org.uk/content/primary><http://framework.thedyslexia-spldtrust.org.uk/content/secondary>Teachers can print out their personalised results and recommended resources. They may also download Certificates of Professional Development for each strand they have completed twice to show improvement in skills, knowledge and competencies.Search for key words like 'Video' or 'Phonics' to find specific resources. The full Resource Bank can be filtered by strand and level to find workplace activities; online resources and key documents:<http://framework.thedyslexia-spldtrust.org.uk/resources> |
| **School to School Support** |
| Introduce the Framework to a new setting, selecting from several routes, available in the Training Manual:<http://framework.thedyslexia-spldtrust.org.uk/getting-started>Access case-studies of School Action plans:<http://framework.thedyslexia-spldtrust.org.uk/search/node/Action%20Plan>(You can also search Action Plan in the Search Box on the home page)Use ideas from Teacher Continuing Professional Development (above) to structure training and INSET activities. Use the Course Database to develop key members of staff:<http://framework.thedyslexia-spldtrust.org.uk/courses> |
| **Specialist Leaders in Education** |
| Use the Framework's Self Assessment at Levels 3, 4 and 5 to support the professional development of specialist teachers in Literacy and Dyslexia.Download the mapping document showing the links between the Framework Self-Assessment strands at the criteria for achieving the BDA's Dyslexia-Friendly Schools Quality Mark:<http://framework.thedyslexia-spldtrust.org.uk/mapping>Use additional materials to develop staff available from the Framework such as the TDA/Lamb Advanced Training Materials and the IDP:<http://framework.thedyslexia-spldtrust.org.uk/search/node/Lamb><http://framework.thedyslexia-spldtrust.org.uk/search/node/IDP> |
| **Developing Talent and Leadership** |
| Encourage Leaders to lead on the development activities offered by the Framework. Use resources available from the Framework to support leaders in ensuring quality universal provision and accurate signposting to targeted and specialist intervention:<http://framework.thedyslexia-spldtrust.org.uk/resources/use-flow-chart-your-graduated-response> |
| **Research and Development** |
| The Framework User's Guide contains information on Action Research and ideas for data collection:<http://framework.thedyslexia-spldtrust.org.uk/framework-users-guide>Many of the Workplace Activities also contain ideas for school-based practitioner research. Filter the Resources Page by choosing 'Activity resource' in the drop-down menu box.Visit The Dyslexia-SpLD Trust website for up-to-date information on the SEND reforms and for evidence-based guidance on Interventions for Literacy:<http://www.thedyslexia-spldtrust.org.uk/><http://www.interventionsforliteracy.org.uk/>To download the full evidence-based book of Interventions:<http://www.interventionsforliteracy.org.uk/references/> |