



Using the Literacy and Dyslexia-SpLD Professional Development Framework to enrich your setting

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Using the Framework to structure training events: outline of presentation

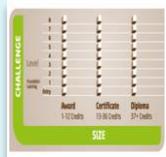
- ▶ What is 'The Framework'?
- ▶ How can it support you in supporting colleagues with their professional development?

The Framework offers a number of ways of supporting this process.

The Dyslexia/SpLD Professional Development Framework

- ▶ Free online tool
- ▶ Funded by DfE, in conjunction with The Dyslexia/SpLD Trust and created in partnership with PATOSS and Dyslexia Action
- ▶ Provides a portal to access resources
- ▶ Personalised needs analysis with tailor-made report including a wide range of resources.
- ▶ Covers six key strands of essential expertise
- ▶ Includes five stages corresponding to a variety of roles within the educational workforce.

Process of writing the Framework: Documentation



Related Frameworks

- QCF
- FHEQ
- IQF
- QAA
- Foundation Degree Framework for Children's Workforce Development
- SLCF
- College of Teachers Framework
- Career Development Framework for TAs



Related literacy/education context

- National Occupational Standards
- IDP
- National teaching CPD strategy
- SENCO training
- ECaR
- Welsh Dyslexia Report
- Rose Report data
- Feedback from Reading Dyslexia conferences
- Learning outcomes of a range of current dyslexia qualifications
- Schools White Paper 2010

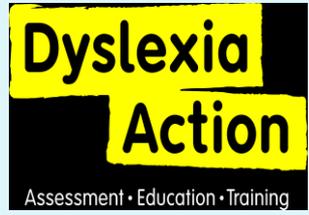
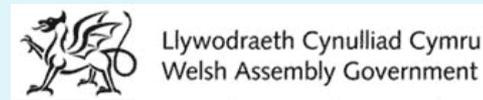


Wider CPD context

- Various research papers from Professional Association Research (PARN)
- Lester (08) Routes to qualified status
- Competency frameworks from other professions e.g. DfID
- The Chartered Institute for Personnel Development (CIPD)



Collaboration



Structure and content of Framework

– Strands

- ▶ Development of language and literacy
- ▶ Theories of dyslexia/SpLD
- ▶ Identifying and assessing dyslexia/SpLD
- ▶ Supporting and teaching learners with dyslexia/SpLD
- ▶ Communicating and working with others
- ▶ Professional development and dyslexia/SpLD

Structure and content of Framework Stages

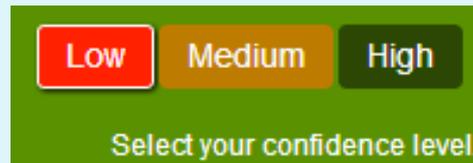
Stages	Type of Support	Professional Roles
Stage 1	Universal	<ul style="list-style-type: none"> All staff teaching and supporting learners in all levels of educational setting
Stage 2	Targeted	<ul style="list-style-type: none"> Practitioners confident with planning, preparing and teaching with a range of targeted specialist and differentiated resources. Practitioners in specialist settings
Stage 3	Targeted Strategic	<ul style="list-style-type: none"> Higher Level Teaching/Special Assistant in all settings SEN Teacher <u>SENCo</u> Teacher in main stream seeking to specialise in dyslexia/SpLD CPD leader for teaching schools
Stage 4	Specialist	<ul style="list-style-type: none"> Dyslexia/SpLD Specialist Teacher Dyslexia/SpLD Advisory Teacher Specialist Teacher Assessor
Stage 5*	Specialist Complex	<ul style="list-style-type: none"> Specialist Teacher Assessor Dyslexia/SpLD Advisor Dyslexia/SpLD Trainer

* Teachers working at this level would be expected to be qualified to undertake full cognitive diagnostic assessments for dyslexia-SpLD.

Statements and Confidence-ratings

- ▶ ‘Understand the differences between the Biological Theories, Cognitive Theories and Social-interaction Theory’.

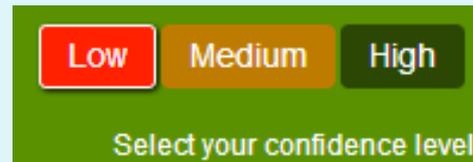
- ▶ Confidence rating:



A green rectangular interface for selecting a confidence level. It contains three buttons: 'Low' (red), 'Medium' (orange), and 'High' (dark green). Below the buttons is the text 'Select your confidence level.'.

- ▶ ‘Explain the ‘Simple View of Reading’

- ▶ Confidence rating:



A green rectangular interface for selecting a confidence level. It contains three buttons: 'Low' (red), 'Medium' (orange), and 'High' (dark green). Below the buttons is the text 'Select your confidence level.'.

Structure and content of Framework Professional development guidance

Each user receives an in-depth report (pdf) which includes **CPD** and **development advice**:

- ▶ Feedback on level within each strand for the stage selected
- ▶ Suggestions for work place activities to develop learning
- ▶ Professional development resources
- ▶ Website resources
- ▶ Key Reference documents
- ▶ Advice on how to select a relevant training course

Examples of resources recommended

Texts:

Read Chapter 1 of the Rose Review on Dyslexia:

<http://www.thedyslexia-spldtrust.org.uk/media/downloads/inline/why-children-fail-to-read.1432041251.pdf>

Websites:

A Framework for Understanding Dyslexia – Theories of dyslexia

<http://www.achievableability.org.uk/files/1270740075/dfes-framework-for-understanding-dyslexia.pdf>

The Daily Mathematics Lesson: Guidance to Support Pupils with Dyslexia & Dyscalculia.

DfES 0512/2001

http://scotens.org/sen/resources/dyslexia_leaflet_maths.pdf

Extracts from The Rose Review Chapter 1 (2009 p.30)

- ▶ **Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.**
- ▶ Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- ▶ Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

The Simple View of Reading

This visual framework was designed to help practitioners gauge the relationship between decoding skills and comprehension skills in the individual learner.

Word recognition

**Good language
comprehension,
poor word
recognition**

**Good word
recognition,
good language
comprehension**

**Poor word
recognition,
poor language
comprehension**

**Good word
recognition,
poor language
comprehension**

Language comprehension

+

+

-

-

A Framework for Understanding Dyslexia

<http://www.achieveability.org.uk/files/1270740075/dfes-framework-for-understanding-dyslexia.pdf>

Biological theories of dyslexia.

▶ Cognitive theories of dyslexia.

▶ Social interactive theory of dyslexia.

▶ What do theories agree on?

There are some general agreements on some of the causes of dyslexia.

▶ Where are there areas of disagreement?

Disagreements on the definition and causes of dyslexia.

Dyslexia and Dyscalculia

- ▶ http://scotens.org/sen/resources/dyslexia_leaflet_maths.pdf

The National Numeracy Strategy: The daily mathematics lesson

Guidance to support pupils with dyslexia and dyscalculia

How do pupils with dyslexia and dyscalculia learn mathematics differently?

Numbers and the number system

Dyslexic learners:

- ***often have difficulty counting objects.***

This affects basic 'number sense'. They need clear instructions on how to count in an organised, meaningful way. They should count objects frequently, move objects as they count, count rhythmically to synchronise counting words with counting objects, and pause to 'take in' the quantity counted.

- ***may have difficulty processing and memorising sequences.***

Dyslexic learners may be slow to learn a spoken counting sequence. Counting backwards is particularly difficult. They need additional practice in counting orally and need to continue oral counting into higher value sequences. Support can be provided by presenting sequences such as *0.7, 0.8, __, __*, as *0.7, 0.8, __, __, 1.1, 1.2*. The use and recognition of pattern is important and can be used to circumvent some of the problems with memory. Dyslexic learners need support counting through transitions, e.g. *198, 199, 200, 201* or *998, 999, 1000, 1001*, and practice structuring from one count to another, e.g. from counting in tens to counting in ones.

- ***may find the underlying structure of the number system difficult to grasp.***

Examples of training activities

1. How to introduce the Framework to new users
2. How to develop a bespoke training event
3. How to create an INSET
4. How to write your own short course

Introducing the Framework to others

- ▶ The Framework site contains:
 - an introductory video to help you to introduce the assessment process to a staff team.
 - a 'voiced-over' power-point presentation

The site also contains the *Teacher Development Handbook* with additional training materials to support the introduction of the Framework across settings.

<http://framework.thedyslexia-spldtrust.org.uk/>

Developing a Bespoke Training Event

- ▶ The Framework assessment can be taken by teachers before training is planned, to ensure that the CPD meets teachers needs according to their own self assessment.
- ▶ Teachers create an account and take one or more of the six available strands.
- ▶ The Framework can also create a 'group profile' based on the results of a group of teachers, enabling the course to be tailored to the needs of a group as a whole.

Using the personalised results

The training can be developed around the Framework statements identified as being areas of 'low confidence.'

- ▶ For example, teachers may have demonstrated high levels of confidence in **'identifying literacy difficulties'** but low confidence in **'explaining the Simple View of reading'**.

This enables those who are planning training to target identified gaps in knowledge.

Using personalised report (cont)

The training can utilise the recommended resources, suggested by the website in direct response to the needs analysis undertaken.

- ▶ The recommended resources include:
 - key documents
 - videos of best practice
 - online resources

The resources can be used to inform the training outline, as they are tailored to the needs identified by the participants.

Creating an INSET

- ▶ The Framework site contains a 'Getting Started' page with a 'Framework User's Guide' to support you in creating a staff INSET:

<http://framework.thedyslexia-spldtrust.org.uk/getting-started>

Using the statements to stimulate team dialogue

- ▶ The framework would need to be projected onto a screen visible to all
- ▶ At least an hour is needed to enable team debate on each statement within the selected strand.
- ▶ The Literacy and Dyslexia-SpLD framework can then be completed, in the group, as the whole team assesses its collective expertise in supporting the learner with literacy difficulties including dyslexia-SpLD.
- ▶ Be aware of ‘vulnerable expertise’, whereby the team currently has a high level of expertise in a certain area, but this is not shared by most of the team and therefore could be lost if those staff members leave.
- ▶ Demonstration: <http://framework.thedyslexia-spldtrust.org.uk>

Writing your own course

- ▶ For course writers, all of the Framework statements can be downloaded from the front page of the Framework User's Guide. These can be used to construct new courses or revise existing content:
- ▶ <http://framework.thedyslexia-spldtrust.org.uk/framework-users-guide>

Benchmarking progress

- ▶ More extended and accredited courses may need to demonstrate student outcomes.
- ▶ Taking the assessments before and after can showcase overall learning.
- ▶ This will be emphasised on the personalised print out of results.

You have completed & improved upon
**A. Development of language
and literacy**



[Download Your Certificate](#)

Other options (Framework User's Guide)

- ▶ NQTs
- ▶ Mentoring new colleagues or those seeking to specialise
- ▶ Action Research in a school setting
- ▶ Dyslexia-friendly school / BDA Quality Mark

Results from the UCL-IOE

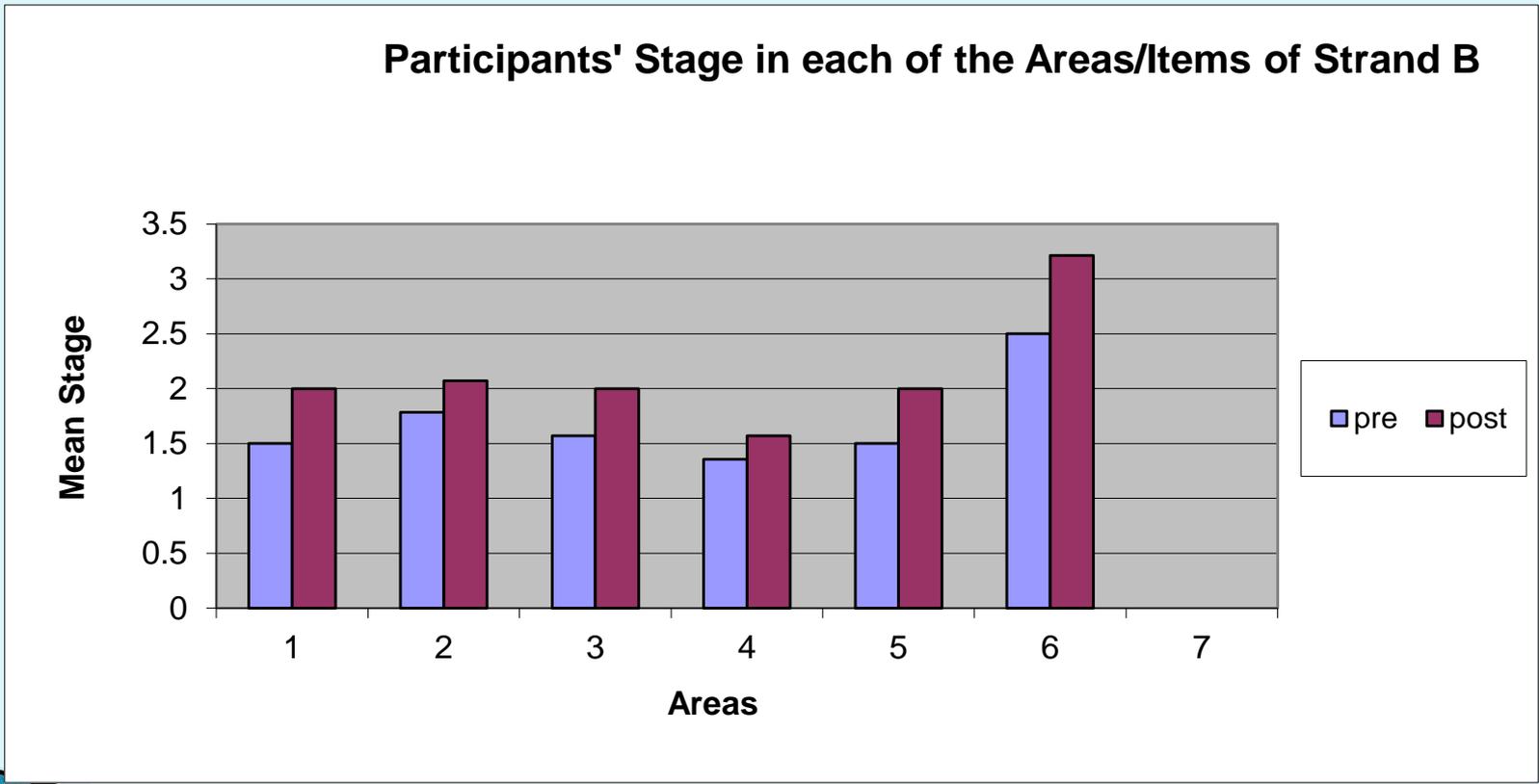
- ▶ One of a number of evaluations
- ▶ Providing quantitative data
- ▶ Some qualitative data from a teaching school:

‘Very comprehensive and superbly differentiated. I am delighted that the materials enable us to target the essentials for all staff in improving Wave 1 or quality universal provision. However, for those staff who are delivering interventions, it is very useful to have training which is increasingly specialised on offer as well.’

RESULTS- Hypothesis 1

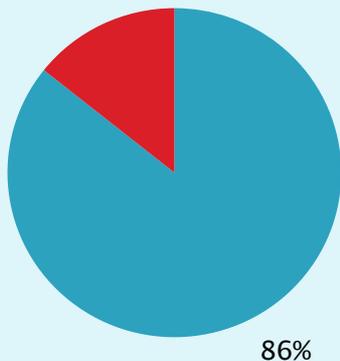
Effect of intervention on Stage in each of the Strand B areas/items

- ▶ Participants' stage improves in all areas/items.

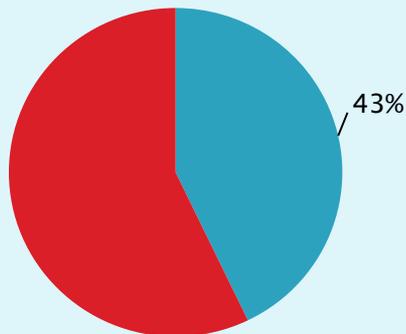


How participants' practice has changed following training and introduction to Framework

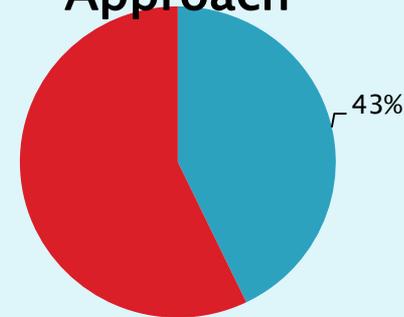
Theory



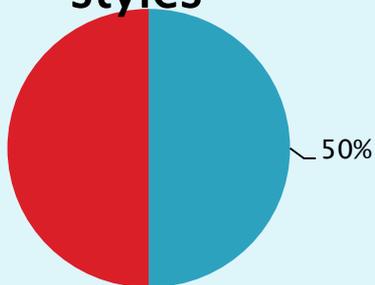
Use of Visuals



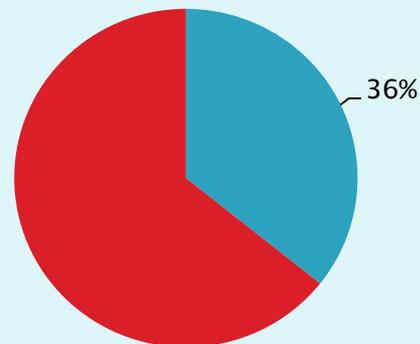
Multisensory Approach



Person-Centred Approach/Learning styles



Task Analysis



Who is the Framework for?

- ▶ Individual working with those struggling with literacy acquisition and the dyslexic–SpLD learners
- ▶ Inclusion Manager with responsibility for teams within organisation
- ▶ Lead schools and Local Authorities involved with strategic planning towards improvement in dyslexia–friendly provision
- ▶ CPD leaders and training providers as a reference for designing learning outcomes.

Feedback from users

This activity resulted in several benefits.

1. The teachers gained information on their current level of knowledge and used the guidance on the levels to assess their knowledge against their job role. They discussed with each other their strengths and weaknesses and plans to develop their skills.

Feedback from users

2. They particularly liked the bank of resources and how the Framework signposted them to relevant information. Each teacher made a note of at least one resource that they were interested in going to look at as a result of completing this.

Feedback from users

3. They liked the idea that they could redo sections after completing some CPD to self-assess their development.

Feedback from users

4. It enabled me to have an overview of the level of skill/knowledge of each teacher in the department (they were happy to share their results). As a result of this, I have identified some knowledge gaps and plan to deliver some short training sessions as part of our team meetings, using the site resources.

Feedback from users

‘The quality and accessibility of the training resources are superb and, although the teachers found the assessment tough at times, they were reassured by the signposting to further information. Some teachers found some language quite difficult, but this may possibly reflect their unfamiliarity with the very concepts and information the Framework seeks to assess.’

Obtaining your Certificate

- ▶ Step 1: Attend training
- ▶ Step 2: Complete 6 strands for User Certificate
- ▶ Step 3: Complete and return Application Form
- ▶ Step 4: Acceptance and Certificate of Partnership issued, along with pro-forma for recording dissemination.
- ▶ Step 5: Annual renewal if at least one pro-forma has been returned.

Accessing the Framework

- ▶ The framework can be accessed via The Dyslexia–SpLD Trust website, via ‘Resources’ or directly with this address:

<http://framework.thedyslexia-spldtrust.org.uk/>

The ‘Framework User’s Guide’ contains additional information to support the practitioner and is available to download from this portal.

<http://framework.thedyslexia-spldtrust.org.uk/framework-users-guide>