The Dyslexia-SpLD Trust

Framework and Teaching
Handbook

Available as a
free download
www.bit.ly/1GfWjf9

www.thedyslexia-spldtrust.org.uk

Contents

The Literacy and Dyslexia-SpLD Professional Development Framework's role in supporting Teaching Schools and adding value to a wide range of teacher development activities

Comments from Teaching Schools and other Initial Teacher Training Providers using the Framework:

'Insight into a wealth of resources for effective CPD on Dyslexia. Superb to have the resources brought together in a single framework. Really useful.'

Education Professional

'A huge range of useful information and activities to support learners and develop teachers.'

Mountsbay Academy

'Very helpful to work with staff on CPD'

Britannia Teaching School Alliance

'Very informative and extremely useful…resources to support teachers in training'

Education Professional

'Excellent, really worthwhile'

Bangor University ITT

'A real, positive resource across all aspects of education'.

West Midlands Consortium

'This is an excellent resource. What I like about it is that it can be used effectively in a variety of ways and with all Stakeholders.

Bexley LA

'Excellent method of delivering training, but also empowering staff to take ownership of their own learning.'

Woodgreen Academy

Introduction to the Framework

The Professional Development Framework is a free web-based tool accessible to all. It is a self-assessment tool that provides the user with a full personalised report based on a 'gap-analysis' of their confidence in key areas related to Literacy, Dyslexia and Specific Learning Difficulties [SpLD]. The bespoke report generated by the needs analysis defines the levels of additional knowledge, skills and professional attributes that are required to fulfil relevant job roles in the school and educational workforce to support literacy acquisition and dyslexic-SpLD learners effectively.

The bespoke report offers suggestions for next steps in individualised CPD, including key reference texts and research literature; work-place activities; teaching resources; web-based resources and other professional development materials.

The framework is divided into six strands:

1. Development of language and literacy

2. Theories of dyslexia-SpLD

3. Identifying and assessing dyslexia-SpLD

4. Supporting and teaching learners with dyslexia-SpLD

5. Communicating and working with others

6. Professional development and dyslexia-SpLD

Each strand is further divided into the following Stages and corresponding roles:

Stage 1 Universal

All staff teaching and supporting learners in all levels of educational setting

Stage 2 Targeted

Practitioners confident with planning, preparing and teaching with a range of targeted specialist and differentiated resources. Practitioners in specialist settings

Stage 3 Targeted Strategic

Higher Level Teaching/Special Assistant in all settings SEN Teacher SENCo Teacher in main stream seeking to specialise in dyslexia-SpLD CPD leader for teaching schools

Stage 4 Specialist

Dyslexia-SpLD Specialist Teacher Dyslexia-SpLD Advisory Teacher Specialist Teacher Assessor

Stage 5 Specialist Complex

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).

The framework maps onto relevant professional development frameworks and the British Dyslexia Association's Dyslexia Friendly Schools Quality Mark. This enables it to inform senior management teams within schools on competencies and qualifications required by existing staff and for recruitment purposes. The ultimate goal is for the framework to provide a starting point for strategic decision-making which will have a positive impact across schools and other learning environments improving the outcomes for dyslexic–SpLD learners.

The framework is designed for:

- Head Teachers, College and School Leaders
- SENCOs
- Literacy and SEN Specialists
- Continuing Professional Development (CPD) leaders
- Class teachers and Teaching Assistants (TAs)
- School Governors
- Course providers
- Local Authority advisors
- Policy makers

The Framework is evidence-based, created by experts and stakeholders in the Dyslexia-SpLD field. The work was funded by the DfE as a response to the Rose Review "Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties" June 2009. It has been carried out by the Dyslexia-SpLD Trust under co-direction of PATOSS (the Professional Association of Teachers of Students with Specific Learning Difficulties) and Dyslexia Action and in collaboration with a wide range of stakeholders across the profession.

The framework's purpose is to:

- raise knowledge and expertise of staff
- support institutional improvement and strategic plans
- help schools to meet OFSTED requirements
- provide information and resources for focused, cost and time effective CPD across the workforce resulting in the capacity to improve learning experiences and outcomes for Dyslexic-SpLD learners and their parents.

Using the Framework

The Dyslexia-SpLD Trust

Using the Framework within school as a basis for team-based professional development

The framework can be used to structure whole school improvement plans or departmental continuous professional development targets in respect of dyslexia-SpLD.

Whole Team Discussion: One suggestion is to use the framework as the starting point for a whole team discussion about relevant skills and attributes. Subsequently, the printed report on the team's strengths and weaknesses operates as a structure to plan departmental or school CPD over the course of the next one to three years.

The framework would need to be projected onto a screen visible to all and at least an hour set aside 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. The team leader should also keep a note 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. Such vulnerability could be tackled by selecting a lower confidence band, which would enable the team to diversify its knowledge base.
The six strands of the framework identify core areas of knowledge.

The activity of discussing each of these strands is likely to broaden team awareness of the range of skills, knowledge and attributes required for successful teaching practice.

Building on Recommendations

When the report has been compiled and printed, recommendations will be given. The next step is to identify which individuals will take part in which activity and when their learning will be disseminated back to the team. Some activities are easily accessed as a whole team, such as a video clip, which can be used in subsequent team meetings as part of a discussion. Other workplace activities might include a pair of teachers reading a key document or piece of research and then presenting this back as part of a team briefing.

The report can also be used to guide more formal CPD choices and indicate which individuals would derive and deliver the greatest benefit from available options. Moreover, such decisions can be made within the context of 'highest need' as identified by the report. When considering strategic direction, such as a School Improvement Plan, the report could be used to structure future plans and aspirations in the context of appropriately trained staff in the field of dyslexia-SpLD. It has the added benefit that, because it distils current knowledge as derived from key Stakeholders in this area, it provides an evidence-based structure on which to build future plans.

Teaching Schools and the Big Six

Teaching Schools have been tasked with six key performance areas in teacher development across all phases of a teacher's career. These are known colloquially as 'The Big Six'. These areas are:

1
___

Initial Teacher Training

Taking a lead role in recruiting and training new teachers

2
___

Continuing Professional Development

Peer-to-peer professional and leadership development

3
___

Succession Planning and Talent Management

Identify and develop leadership potential

4
___

School to School Support

Provide and co-ordinate support for other schools

5
___

Specialist Leaders of Education

Specialist Leaders of Education designate and broker specialist leaders

6
___

Research and Development

Engage and lead in educational research

Teaching Schools may also lead on additional teacher development activities, such as the National Award for SENCOs and programmes for Newly Qualified Teachers, NQTs.

The main aim of this handbook is to explore ways in which Teaching Schools can use The Literacy and Dyslexia-SpLD Professional Development Framework to achieve these six core performance targets. It will also include other resources from the Dyslexia-SpLD Trust to support schools across the range of their teacher development activities.

One overarching theme is the ability of the Framework to show evidence of impact in the form of improved knowledge gained as a result of teacher development activities.

This has been successfully evaluated by the Institute of Education, IOE, and recognised by CUREE as a key outcome facilitated by the Framework.

"As a comprehensive system of benchmarks, enabling practitioners and their groups to measure their knowledge, understanding and confidence at different points in their professional development journeys (e.g. before and after their engagement with the training programme), it is obviously an important asset."

Dyslexia-SpLD Trust External Evaluation Report 2014 By CUREE (Centre for the Use of Research and Evidence in Education)

Framework Users may also download, free of charge, a professional development certificate for each of the six strands.

The Framework has been utilised by a wide range of stakeholders, including but not limited to:

- Teachers and Teaching Assistants to improve their practice in a school context
- SENCos and Head Teachers to develop workforce skills in a school context
- Schools exploring 'Dyslexia Friendly School' status
- Inclusion Managers at Further Education Colleges and Higher Education Institutions
- Teaching schools to audit schools within their partnerships and provide tailor-made professional development.
- Local authorities structuring school improvement activities
- Students training to be teachers
- Teachers, Teaching Assistants and SENCos undertaking Masters level qualifications with Universities, Training Providers and Awarding Bodies
- Course providers using the Framework strands to create new courses and evaluate existing courses. Also using the self-assessment audit for benchmarking student progress and designing assessments, such as assignments where students assess their school using the needs analysis tool to evaluate their school and write a report to the Senior Management Team with recommendations for school improvement.

Stakeholders continue to discover new and innovative ways to use the Framework, such as long term planning for recruitment and training purposes, including structuring interview questions to assess skills and knowledge of applicants.
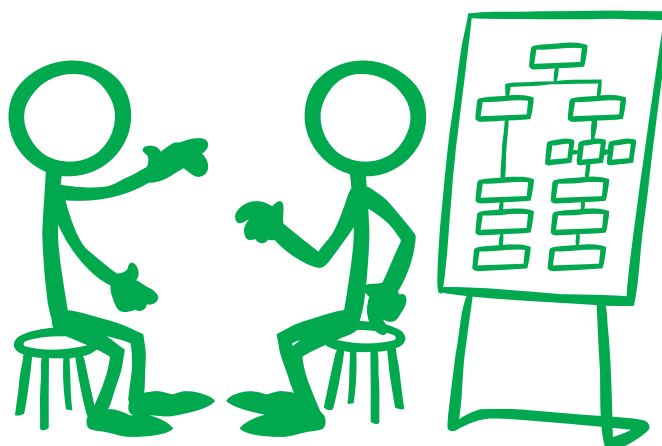
Using the framework as a teaching school or as a lead school in a cluster

The framework is a distillation of agreed knowledge, skills and competencies derived from key Stakeholders in the field of dyslexia-SpLD.
This unifies a large number of diverse strands into one coherent package, enabling the lead school to disseminate its expertise within a consistent and evidence-based framework.

Possible uses include:

- As an initial needs analysis tool to identify individual schools' requirements for the creation of bespoke training programmes in Literacy and Dyslexia-SpLD.

- To support initial teacher training programmes and programmes for NQTs.

- To structure dialogue, page 7, about literacy in a twilight session for teachers and TAs (see above 'Using the framework within school as a basis for team-based professional development').

- As a guide to structure long-term planning for tailored continuing professional development for individuals or schools.

- To assist in planning Action Research in literacy support.

- To stimulate dialogue amongst representatives from a group of schools, outlining the key themes essential for excellent provision and enabling team leaders to plan the type of support required from the lead school, from the more knowledgeable basis of 'knowing what they don't know'.

Moving Forward

The Dyslexia-SpLD Trust Teacher Development Module

This module is divided into a number of units which will have activities, tasks and hyperlinks to the Dyslexia SpLD Trust website.

Unit 1

Unit 1 provides an overview and introduction to the Literacy and Dyslexia-SpLD Professional Development Framework and the exciting resources that are available free of charge for schools.

Unit 2-7

Units 2 to 7 focus on the 'teacher development' areas, based on the six core areas covered by Teaching Schools:

1. Continuing Professional Development (CPD)
2. School to School Support
3. Initial Teacher Training (ITT)
4. Senior Leadership and Management
5. Specialist Teachers
6. Research and Development

Other Units

There are two other units that are available:

8. Newly qualified teachers (NQT)
9. National SENCO Award

You may decide that some or all of the units would be appropriate for your school. The important thing is that you adopt a strategic approach to this development, engaging staff and developing an action plan with measurable outcomes identified.
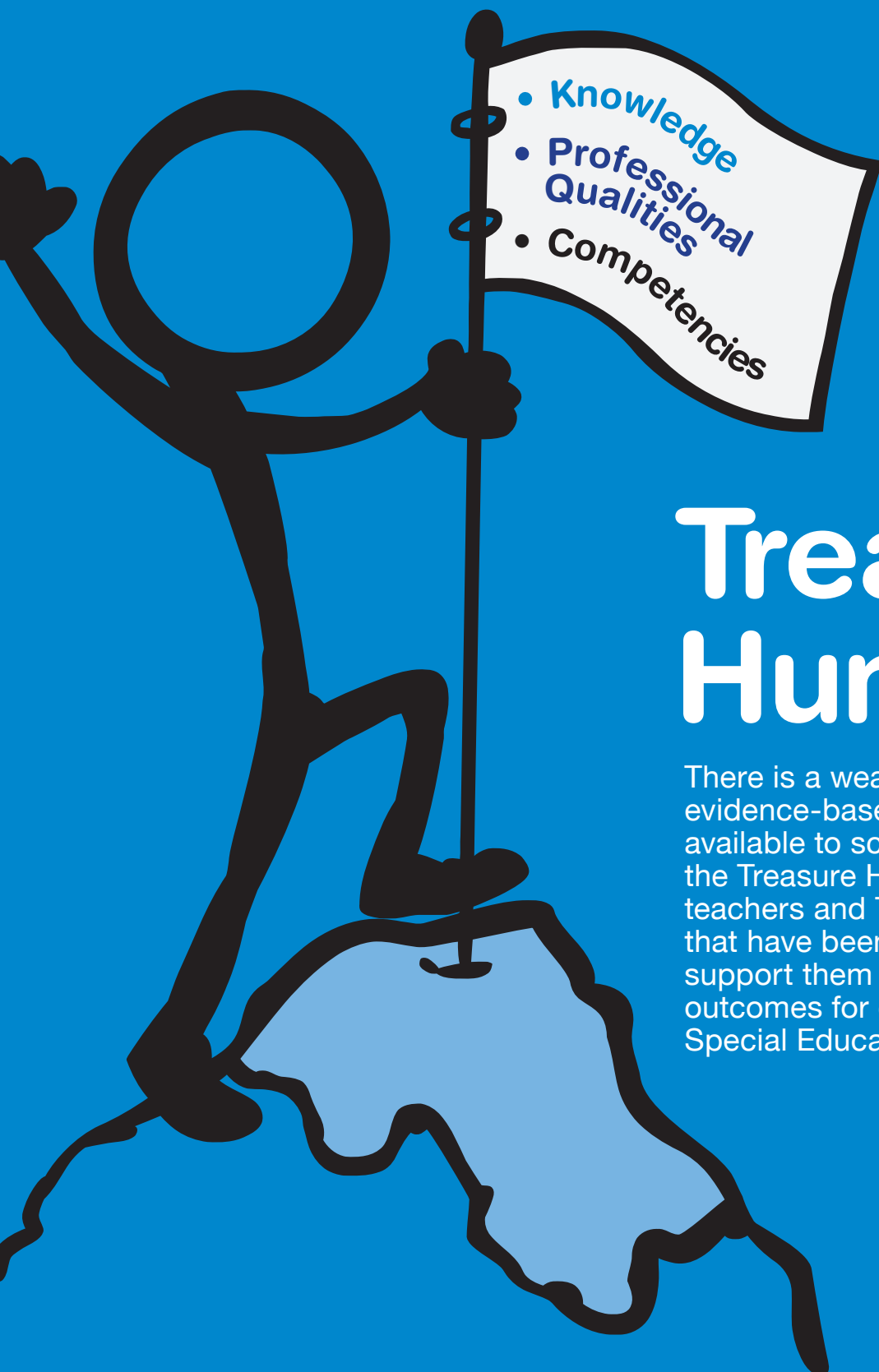
- Knowledge
- Professional Qualities
- Competencies

Treasure Hunt

There is a wealth of free evidence-based resources available to schools. You can use the Treasure Hunt to introduce teachers and TAs to resources that have been designed to support them in achieving good outcomes for children with Special Educational Needs (SEN).

Treasure Hunt

Before you begin the module, the following activity provides an introduction to the key resources designed by The Dyslexia-SpLD Trust and funded by the Department for Education (DfE). Use the template below to initiate the activity.

There is a wealth of free evidence-based resources available to schools.
You can use the Treasure Hunt to introduce teachers and TAs to resources that have been designed to support them in achieving good outcomes for children with Special Educational Needs (SEN).

The Dyslexia-SpLD Trust
www.thedyslexia-spldtrust.org.uk

Visit the micro-site: 'Interventions for Literacy' Click on 'Interventions. Click on 'Advanced Search' Click on 'Primary'-'Spelling'-'Teacher' **What is the first resource listed?**	
Staying with 'Interventions for Literacy' Now click on 'Secondary' Go to 'Reading' – 'Perceived Needs' **What four 'perceived needs' are given?**	
Click on 'Motivation' **What is the last resource mentioned?**	
Click on this resource. **What is the average length of time needed for this intervention?**	
Go back to the 'Interventions for Literacy' Home Page. Click on the 'Case-studies' tab. Click on 'Watch' **How many videos are available?**	
Return to 'The Dyslexia-SpLD Trust' Home Page. Visit the micro-site: The Literacy and Dyslexia-SpLD Professional Development Framework. **How many self-assessment strands are there?**	
Log in to this page. **What is your Username?**	
Click on Assessment Strand A. **What is the first statement you see?**	
Click on the 'Resources' Tab. Search 'Stage 1' For 'Strand B – Theories of Dyslexia' **What is the first resource at the top of the list?**	
Click on the 'Schools' Tab **Complete the first sentence:**	The Framework is a …… of the skills and knowledge required for teaching those who struggle with literacy and/or have Dyslexia

Treasure Hunt

Introduction to free DfE funded resources
Click on the link below to check the answers. How many did you get right?

The Dyslexia-SpLD Trust
www.thedyslexia-spldtrust.org.uk

Visit the micro-site: 'Interventions for Literacy' Click on 'Interventions. Click on 'Advanced Search' Click on 'Primary'-'Spelling'-'Teacher' **What is the first resource listed?**	ENABLE (Enhancing Attainment in General Literacy)
Staying with 'Interventions for Literacy' Now click on 'Secondary' Go to 'Reading' – 'Perceived Needs' **What four 'perceived needs' are given?**	Motivation Comprehension Phonology Fluency
Click on 'Motivation' **What is the last resource mentioned?**	That Reading Thing
Click on this resource. **What is the average length of time needed for this intervention?**	19 weeks
Go back to the 'Interventions for Literacy' Home Page. Click on the 'Case-studies' tab. Click on 'Watch' **How many videos are available?**	Five
Return to 'The Dyslexia-SpLD Trust' Home Page. Visit the micro-site 'The Literacy and Dyslexia-SpLD Professional Development Framework. **How many self-assessment strands are there?**	Six
Log in to this page. **What is your Username?**	
Click on Assessment Strand A. **What is the first statement you see?**	Understand what the words 'language', 'literacy' and 'learning' mean.
Click on the 'Resources' Tab. Search 'Stage 1' For 'Strand B – Theories of Dyslexia' **What is the first resource at the top of the list?**	A Framework for Understanding Dyslexia
Click on the 'Schools' Tab **Complete the first sentence:**	The Framework is a **'road map'** of the skills and knowledge required for teaching those who struggle with literacy and/or have Dyslexia

Unit 1

Overview of the Literacy and Dyslexia-SpLD Professional Development Framework
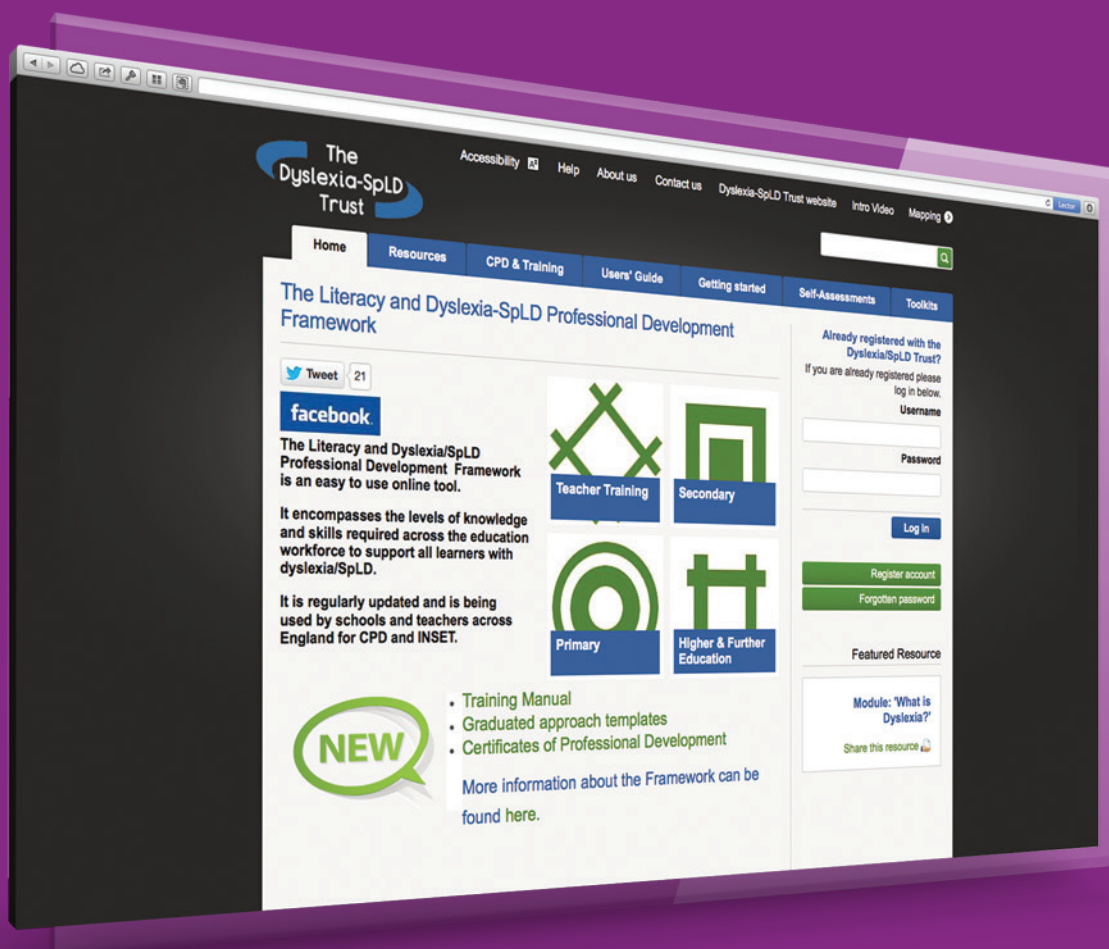
This unit will enable you to understand the purpose of the Professional Development Framework and consider its use in your own setting.

The Literacy and Dyslexia-SpLD Professional Development Framework is a free online tool that contains a wealth of resources. The Framework was commissioned by the DfE and developed by The Dyslexia-SpLD Trust in conjunction with PATOSS, Dyslexia Action and in consultation with a wide number of Stakeholders. It is extremely versatile. It contains a 'road map' of expected skills and knowledge for those working with learners with literacy difficulties and dyslexia-SpLD and provides appropriate resources to achieve this.

The Framework invites you to assess your own confidence against a number of statements, based on the following six key areas:

- Development of Language and Literacy
- Theories of dyslexia-SpLD
- Identifying and Assessing dyslexia-SpLD
- Teaching and supporting learners with dyslexia-SpLD
- Communicating and Working with others
- Professional development and dyslexia-SpLD

The Framework can also be used as an evidence-based resource hub, with step-by-step instructions for creating your own INSET. You can share and upload resources, watch videos of good practice and find staff team development activities. You can also access a Toolkit for Primary, Secondary, HE/FE and training providers and find courses relevant to your needs.

The framework maps on to relevant professional development frameworks and the British Dyslexia Association's Dyslexia Friendly Schools Quality Mark. This enables it to inform senior management teams within schools on competencies and qualifications required by existing staff and for recruitment purposes. The ultimate goal is for the framework to provide a starting point for strategic decision-making which will have a positive impact across schools and other learning environments improving the outcomes for dyslexic learners.

The Framework can be accessed on: Link: Framework and is designed for:

- Head Teachers, College and School Leaders
- SENCOs
- Literacy and SEN Specialists
- CPD leaders
- Class teachers and TAs
- School Governors
- Course providers
- LA advisers
- Policy makers

Key Activity:

Now use the following structured worksheet as a guide to introduce
The Professional Development Framework to your setting:

Literacy and Dyslexia-SpLD Professional Development Framework Worksheet

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Action: Log on to the Framework

Note Username/Password:

Action: Take one or more Assessments from the six available.

Print out your results and highlight the most useful resources. Could you use any
professional development activities in school to enrich staff knowledge?

Did you know?
When you have used the resources to develop your professional skills and knowledge, re-
take the strand. This will enable you to download a Certificate of Professional Development
for your personal CPD portfolio.

**Action: Access the relevant section for Primary/Secondary/
FE-HE/Teacher Training**

Would you be able to create an 'INSET' following the guidelines?

Did you know?
In the Training Manual there are lots of suggestions to help you introduce the
Framework to your colleagues.

**Action: Using the Keyword search box in the top right corner on the Home Page,
search areas of interest such as 'Videos'; 'Dyscalculia' or 'Phonics'.**

Now you are on the 'Resources' page, note down a resource that looks
useful for your school:

Did you know?
You can add your own favourite resources to the site, as well as save your favourites and
e-mail them to colleagues, using the following buttons: 'Share resources'; 'Upload resourc-
es' and 'Favourites'.

**Action: On the Resources page, you can also search for Resources by group such
as 'Online Resource' in 'Development of Language and Literacy'**

Explore a video resource and see whether it would be useful for your setting.

**Action: Go to the 'Framework User's Guide' and click on the link to open
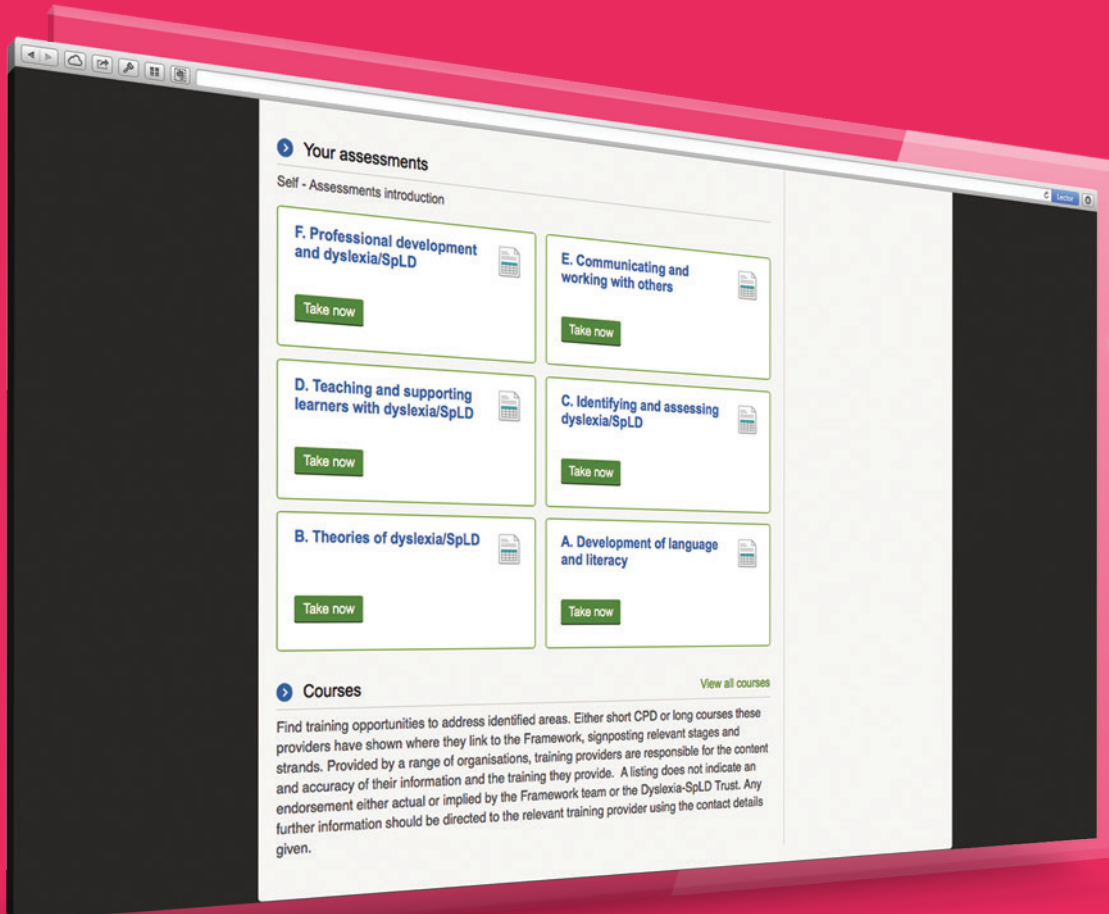The Framework User's Guide.**

How might you use the Framework in the future to support Action Research
or other literacy based projects in your school?

Training

Unit 2

Continuing Professional Development

This unit looks at introducing The Professional Development Framework to your school. It will enable you to design an In Service Education and Training (INSET) for your school, conduct a self-assessment and consider long term plans for Continuing Professional Development (CPD) in your setting.

The Literacy and Dyslexia-SpLD Professional Development Framework has been designed to:

- Support continuing staff development at all stages of an individual's career by taking the Self-Assessments and utilising the recommended resources.
- Enable users to print out the free Certificates of Professional Development to add to portfolios as evidence of CPD
- Develop professional development Action Plans for schools (Quick Tip: Search 'Action Plan' in the keyword search box and see a range of examples generated by the Greenwood Dale Foundation Trust)
- Enable schools to use the evidence-based resources, such as videos and case-studies to develop groups within school (TAs, Departments etc)

Using the Framework within school as a basis for team-based professional development

The framework can be used to structure whole school improvement plans or departmental continuing professional development targets in respect of dyslexia-SpLD.

Whole Team Discussion

Use the framework as the starting point for a whole team discussion about relevant skills and attributes. Subsequently, the printed report on the team's strengths and weaknesses operates as a structure to plan departmental or school CPD over the course of the next one to three years.

The framework would need to be projected onto a screen visible to all and at least an hour set aside 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. The six strands of the framework identify core areas of knowledge. The activity of discussing each of these strands is likely to broaden team awareness of the range of skills, knowledge and attributes required for successful teaching practice.

Building on Recommendations

When the report has been compiled and printed, recommendations will be given. The next step is to identify which individuals will take part in which activity and when their learning will be disseminated back to the team. Some activities are easily accessed as a whole team, such as a video clip, which can be used in subsequent team meetings as part of a discussion. Other workplace activities might include a pair of teachers reading a key document or piece of research and then presenting this back as part of a team briefing.

The report can also be used to guide more formal CPD choices and indicate which individuals would derive and deliver the greatest benefit from available options. Moreover, such decisions can be made within the context of 'highest need' as identified by the report.

Use the Primary and Secondary School pages to find more ways of creating INSETs:

Link: Primary
Link: 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:

Link: Resources

Key Activities:

Now use the following structured worksheet as a guide to introduce The Professional Development Framework to your setting:

Literacy and Dyslexia-SpLD Professional Development Framework Worksheet

Activity 1

Watch Intro Video on How to take a Self-Assessment

Link: Video Introduction

Consider how you would introduce this process to your setting. Would you introduce a targeted group such as TAs or a specific Year Group or Subject Department?

_____

Activity 2

Take Self Assessment Strand A

Choose 3 statements that could be used potentially as a 'Whiteboard Activity' for generating staff discussion during an INSET or staff meeting.
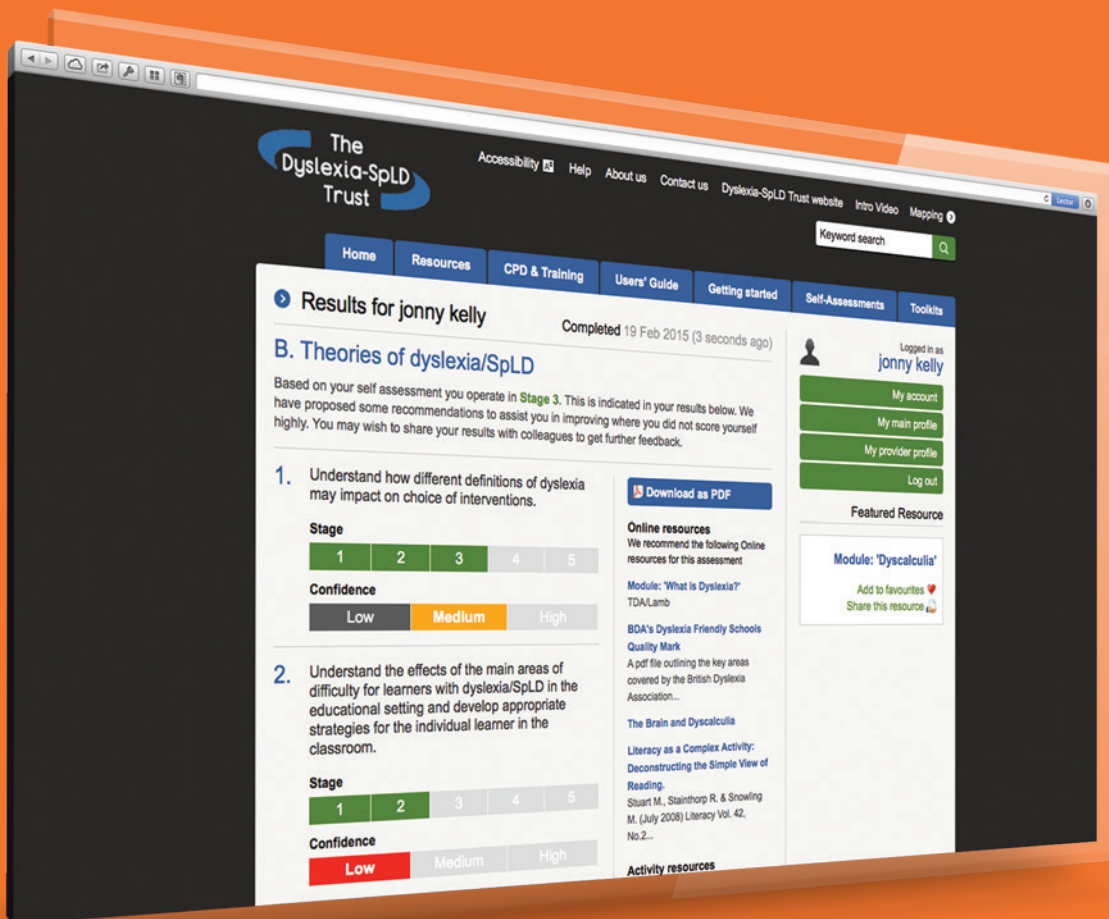
_____

Activity 3

Read the 3 ways of conducting an INSET and select the most appropriate for your school.

Link: Framework users guide

Put together the three activities for this section and conduct a brief INSET activity for your school.

Unit 3

School to School Support

Unit 3

This unit explores how you can use the Professional Development Framework to conduct a needs analysis and initiate a dialogue with another school about supporting improved awareness and understanding about Literacy and Dyslexia. It enables you to use the Framework to support other schools with a bespoke approach to their teacher development needs.

You can use the activities and information in this unit to meet one or more of the following outcomes with the schools you are working with:

- Use the Self-Assessments to understand the needs of individual schools so that training and support is specific and bespoke
- Re-use the Self-Assessments to calibrate the impact of training undertaken by partnership schools
- Use our Exemplar School Action Plans to embed a culture of CPD in schools
- Use the Needs Analysis to plan next steps in Staff Recruitment and Professional Development
- Introduce the Framework to a new setting, selecting from several routes, available in this Training Handbook:

The following link provides access to the Training Handbook:

Link: Getting-started

This Training Handbook can be used to guide your approach to partnership schools. Using the introductory activities in the first 2 modules, encourage the school to take the Self-Assessments to understand their training needs in detail.

Access case-studies of School Action plans:

Link: Action plan

(You can also search Action Plan in the Search Box on the home page)

The exemplar Action Plans illustrate how the Framework can be used in a variety of different ways to meet the needs of different schools. Some schools choose to use one of the six strands per term, focusing on one area and the available activities and resources for that area. This means that if a school focuses on the whole of the Framework at one strand per term, the school has a cost effective two-year plan for Literacy and Dyslexia-SpLD CPD.

- Use ideas from Teacher Continuing Professional Development (above) to structure training and INSET activities.
- Use the Course Database to develop key members of staff:

Link: Courses

This database recommends current courses to Framework Users, based on their self-assessed areas of need.

Key Activities:

Use this guide to introduce The Professional Development Framework to your setting.

Literacy and Dyslexia-SpLD Professional Development Framework Worksheet

Activity 1

Take Self-Assessment Strand D **on behalf of a school you are supporting** as a needs analysis process

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Activity 2

Download the Framework printout of these results and explore the recommended resources. Discuss the results with a representative of the school.

Activity 3

Choose a selection of Action Plans to discuss with your partnership school. Design an Action Plan together to suit the needs of the partnership school.

Develop

THE NIGHT OF THE
Unicorn

Jenny
Nimmo

arties Prize-winning author

Think of another title
for this book.

Think of a new
ending:

Unit 4

Initial Teacher Training

Unit 4   **This unit outlines the ways in which The Professional Development Framework adds value to teacher training activities, including benchmarking student progress and for structuring assignments.**

The Framework enables you to:

- Use the Self-Assessment process to benchmark student progress before and after their course, across 6 different strands of knowledge
- Use the Self-Assessment to show evidence of impact of training activities.
- Use the Framework to structure assignments, as modelled by the UCL Institute of Education, such as conducting a needs analysis of a school, writing a report for the senior leadership team or planning a whole school CPD structure.
- Use the statements to assess the content of current courses and develop new ones.

Ask trainee teachers on ITT programmes to do the following activities to show increase in knowledge as a result of dyslexia training activities:

Key Activities:

Use this guide to introduce The Professional Development Framework to your setting.

Literacy and Dyslexia-SpLD Professional Development Framework Worksheet

Activity 1
Look at the resources recommended in the printout for Strand A (already taken in Module A). Look at one of each type: online; video; workplace activity.
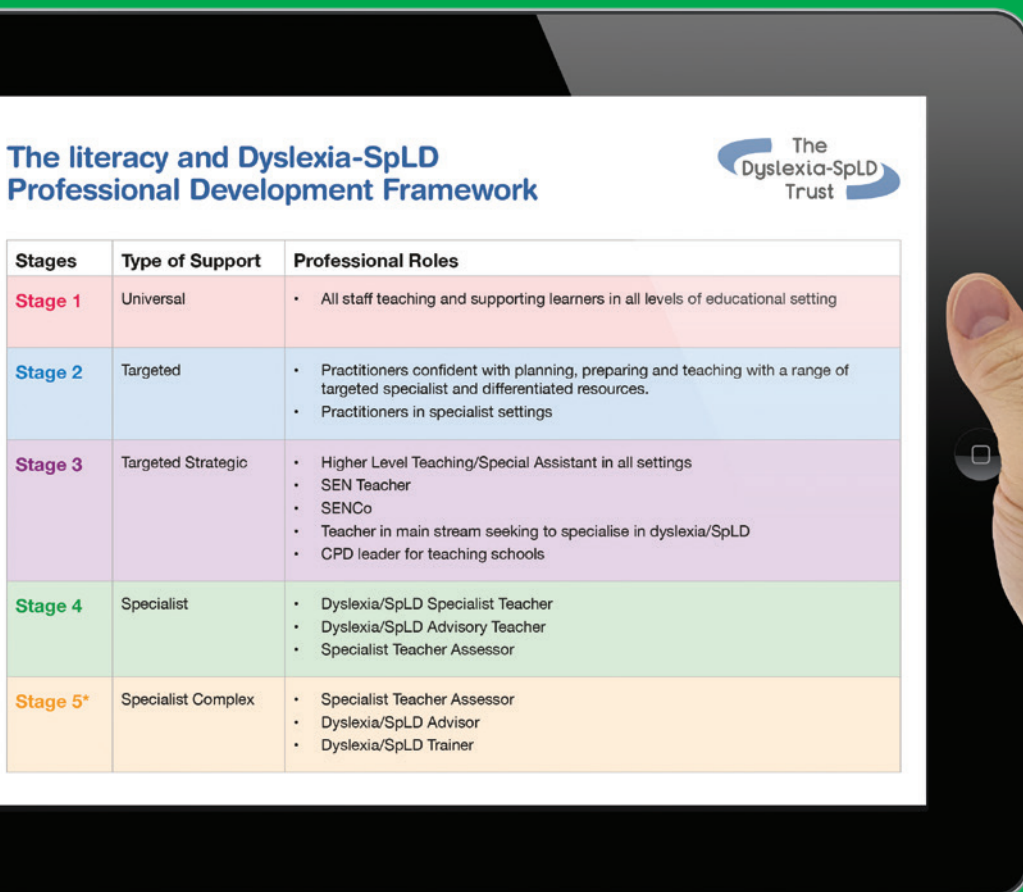
Activity 2
Retake Strand A to record your improvement in knowledge.

Activity 3
Download your Certificate of Professional Development as an acknowledgement of your achievement and attach both assessment strand print outs to the Certificate as a record of your improved knowledge.

Unit 5

Senior Leadership and Management

The literacy and Dyslexia-SpLD Professional Development Framework

The Dyslexia-SpLD Trust

Stages	Type of Support	Professional Roles
Stage 1	Universal	• All staff teaching and supporting learners in all levels of educational setting
Stage 2	Targeted	• Practitioners confident with planning, preparing and teaching with a range of targeted specialist and differentiated resources. • Practitioners in specialist settings
Stage 3	Targeted Strategic	• Higher Level Teaching/Special Assistant in all settings • SEN Teacher • SENCo • Teacher in main stream seeking to specialise in dyslexia/SpLD • CPD leader for teaching schools
Stage 4	Specialist	• Dyslexia/SpLD Specialist Teacher • Dyslexia/SpLD Advisory Teacher • Specialist Teacher Assessor
Stage 5*	Specialist Complex	• Specialist Teacher Assessor • Dyslexia/SpLD Advisor • Dyslexia/SpLD Trainer

Unit 5 **This unit will assist in strategic planning for school improvement for learners with literacy difficulties and encourage talented leaders to facilitate the workplace activities suggested in the Framework.**

- Activities can be taken from the personalised print out or searched directly from 'Resources'
- Use the Graduated Response flow chart as a guideline to provide other staff members with a structure to document and plan to meet the needs of pupils who are not achieving expected results
- Lead on professional development initiatives
- Use the course database for further development

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:

Link: Flow chart graduated response

Key Activity:

Download the Guidance to support schools in meeting the requirements of the new Special Educational Needs and Disabilities (SEND) Reforms. In discussion with the SENCO, choose two of the following four areas to explore in relation to your school:

1. Local Offer
2. Graduated Response
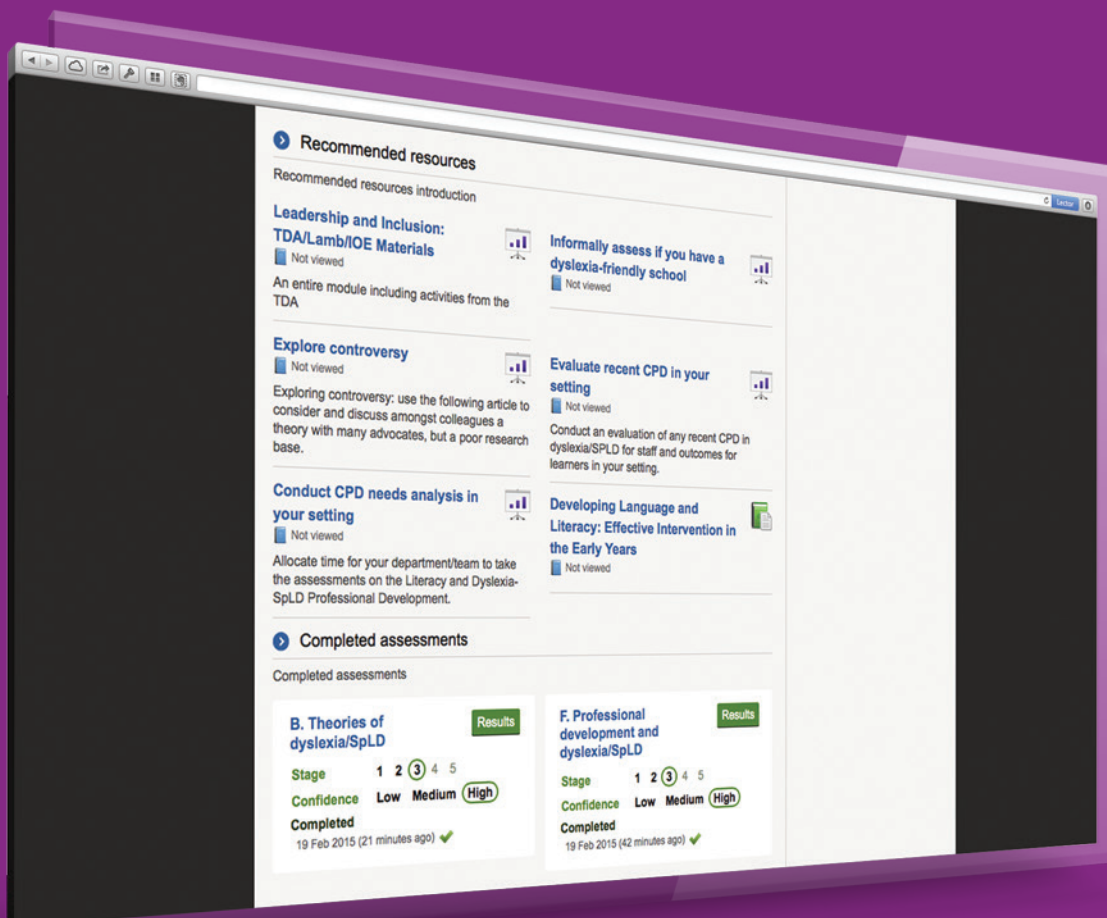3. School Funding Reforms
4. Effective Practice

The Guidance for Schools is available here:

Link: Guidance for schools

Unit 6

Specialist Teachers

Unit 6   **This unit outlines the support available to specialist teachers to structure their own on going professional development and support the development of colleagues.**

Key Activities:

Activity 1

Download the full Framework document of all strands and statements and assess courses that you have undertaken or are teaching against this 'road map' of knowledge.

Link: Framework strands

Activity 2

Take the full six Literacy and Dyslexia-SpLD Professional Development Framework strands at Level 5 to record an update of your professional knowledge.

Activity 3

Using the Resources page, search 'Activities' and select 3 useful workplace activities to recommend in your setting.

Link: Resources

Unit 7

Research and Development

The Professional Development Framework can be used to show evidence of impact of training activities. This unit explores how to use the Framework User's Guide, access online activities to support research and utilise the Greg Brooks book 'What Works for Children and Young People with Literacy Difficulties' in two formats.

Key Activities:

Activity 1

Download the Framework Users Guide for ideas on structuring research around literacy.

Link: Users guide

Activity 2

Explore the research activities described and decide which one would be most appropriate for your setting.
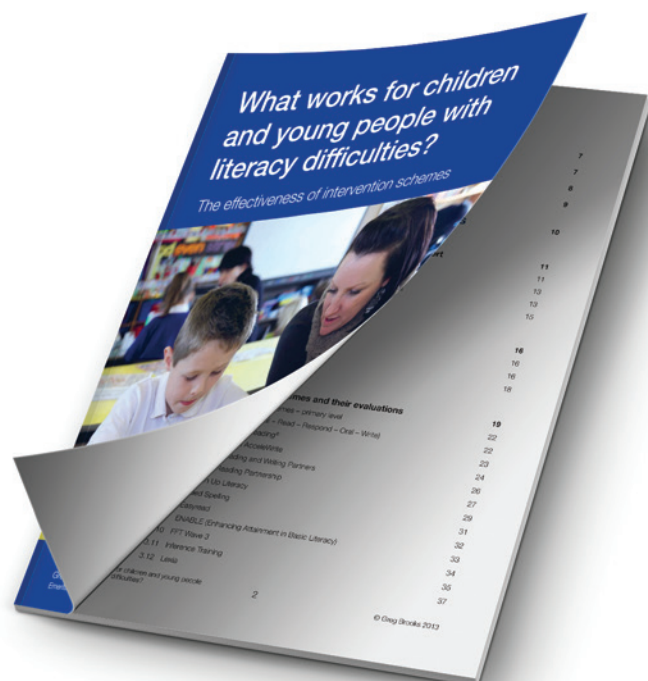

Activity 3

Download free book 'What works' and explore the linked on-line resource 'Interventions for Literacy' using the advanced search option. Identify three interventions you would consider trialling in your school context.

Download full book
Link: 'What Works'

On-line search option:
Link: Interventions for Literacy

Unit 8

Newly Qualified Teachers

This unit highlights how the Literacy and Dyslexia-SpLD Professional Development Framework can be used to help structure the first year of professional development for Newly Qualified Teachers. It can be used to benchmark overall learning at the beginning and end of the teacher's first year in service.

Key Activities:

Activity 1

Explore 3 workplace activities in respect of coaching and mentoring and select the most appropriate for your setting.

Link: Mentoring

Activity 2

Download the Advanced Level Training materials.

Link: Access materials

Review these in preparation for recommending to NQTs.
In particular, focus on:

1. Assessing Reading [Unit 11]
2. Assessing Writing [Unit 13]
3. Dyscalculia [Unit 16]

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Unit 9

National SENCO Award

SENCO

This unit introduces SENCOs to a range of resources to help audit their school provision, including frameworks to support pupils' Autism and Speech, Language and Communication Needs to add to the use of The Literacy and Dyslexia-SpLD Professional Development Framework.

Key Activities:

Activity 1

Download the mapping document showcasing the links between the Framework and the criteria for the British Dyslexia Association's Dyslexia Friendly Schools Quality Mark.

Link: Mapping

Activity 2

Download the Graduated Response sheet.

Link: Graduated response

Activity 2

Go through the steps outlined by the sheet with a colleague to assess the Graduated Response provision for a pupil with literacy difficulties. Template provided on the following pages.

Structuring a graduated response to support children with dyslexia-SpLD and literacy difficulties

Wave One
Quality First Teaching

Child's name and Year Group

Reasons for concern

Actual Academic Progress: Expected level:

Data on Reading:
        Spelling:
        Writing:
        Maths:
        Other:

Ability to remain 'Calm and Alert' in lessons:

Ability to follow instructions:

Organisational Skills:

Whole class provision

In discussion with the SENCO, check your classroom provision.
Examples of areas to explore:

- Multisensory teaching
- One instruction at a time
- Accessible texts supported by age-appropriate visual materials
- Differentiated teaching
- Use of Assessment for Learning and Thinking Skills approaches

For further information on in-school approaches to support learners: Link: Check provision

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Other information about the child

Using concepts of person-centred planning, gather information about the young person from the SENCo, Designated Teacher if he/she is a Looked-After Child, other teachers, parents and carers and the child.

- Are there other difficulties in the child's life such as bereavement, trauma, bullying or being a young carer?
- Have other concerns been raised?
- Have history and status of hearing/sight been checked?
- Could English as an Additional Language (EAL) be impacting on learning?
- What assessments or screenings have been undertaken? (Include the results of the Phonics Screening Check).
- What interventions have been tried and were these tried appropriately (see Intervention Template below)

Further information available from:

Classroom investigations following the Phonics Screening Check:
Link: Phonics screening follow-up

Modules on Assessing Reading, Writing, Spelling and Maths: Link: Modules links

Does your school use a Screening Tool? If so, what were the results?

Further information available from: Link: Screening

Having gone through these steps, do you recommend a targeted intervention?

Further information available from:

Interventions for Literacy: Link: Interventions for literacy
To download book: Link: Download book

Any other notes

Structuring a graduated response to support children with dyslexia-SpLD and literacy difficulties

Wave Two

The Targeted Intervention Template

Targeted Intervention selected plus reasons for selection

Other considerations:

- Is there an evidence-base to support choice of intervention?
- What skills are to be addressed?
- How long should the intervention be in place?
- How will progress be measured?
- What is the expected progress of the child?
- Who will carry out the intervention?
- Does the teacher or TA have the necessary training to carry out the intervention effectively?
- Where and when will the intervention be carried out?
- How will missed curriculum areas be covered?
- How will the child's potential tiredness be managed?

Record of Intervention (to be completed after each session)

Date:

Time:

Place:

By whom:

Progress made:

Other comments

Unit 9

At the end of the Intervention

Was the expected progress made?

How was this measured?

Was the Intervention delivered with fidelity (see questions above)?

Progress

If expected and satisfactory progress was made, return to the Flow Chart. Is another intervention required?

If the intervention was appropriately delivered and satisfactory progress was not made and the concerns remain, the child must be signposted to further specialist assessment.

Any other notes

Structuring a graduated response to support children with dyslexia-SpLD and literacy difficulties

Wave Three

Specialist Assessment and Support

Has a 'Team around the Child' meeting or equivalent been held?

Action points:

Implementing Support

What procedures does the school follow in respect of the Local Offer?

Who will initiate the next steps and monitor the outcomes?

Who is the key contact?

When will progress be measured and the support reassessed in conjunction with the requirements of the Code of Practice and Education, Health and Care (EHC) plan (if applicable)?

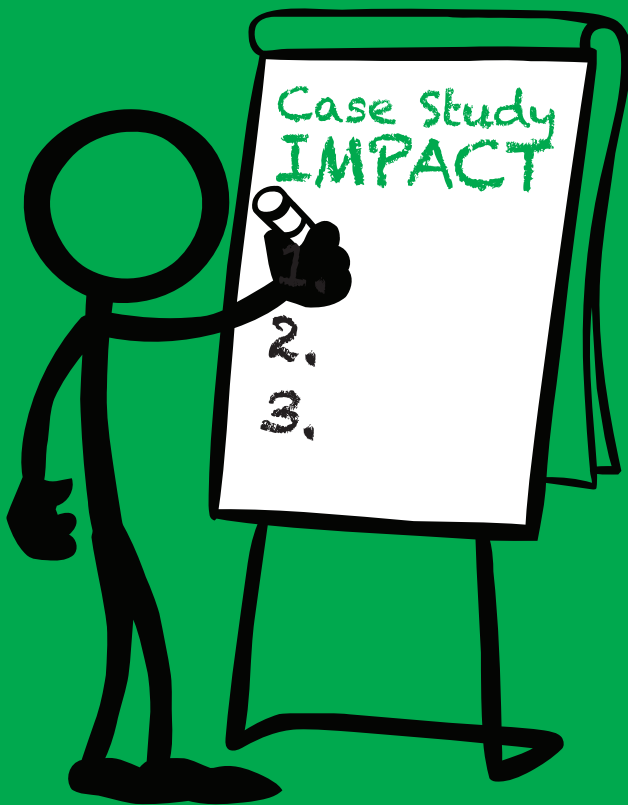## Further information

Trust Offer: Link: Trust offer
School Guidance for SEN Reforms: Link: School guidance for SEN reforms

Impact

Appendix 1

Evidence of Impact from Case Studies

'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.'

In the first instance I intend to use the framework with the staff in the Learning Support Faculty (24 staff including teachers and TAs) for 'gap-analysis'.

My specialist dyslexia teacher has left work recently on the grounds of ill health and her successor needs to update her knowledge and skills prior to taking up post in September so it will be useful in identifying gaps at a higher level of competence.

At whole school level, self-evaluation to identify gaps will be an essential part of our working towards a Dyslexia Friendly Quality Mark.

I shall use Learning Support Faculty meeting/training time over a period to launch the framework then as a focus for Performance management targets following completion of the self-review.

As part of the school's wider development planning, the improvement of teaching and learning remains a significant target. I shall share the experience of our Faculty engagement with the framework with SLT and suggest some whole school training if all has gone well.

I am developing a new literacy provision and shall be using the links which recommended resources and approaches.

We plan....

- To ensure that we have appropriately trained staff in the area of dyslexia.
- To assist with 'succession planning' to anticipate any future loss of expertise.
- To raise the profile of dyslexia training across the school and develop a 'buzz' within faculties around the idea of inviting myself, SLT and my team to evaluate their extent to which their classrooms are meeting dyslexia friendly criteria.
- To hold a meeting for parents of students who are dyslexic to explain to them how we are moving forward in the development of our expertise.
- To involve my link governor.
- To share our work with other SENCOs in the area.
- To consider an event across our partnership schools.

'We are intending to use it for analysis of our Alliance partner schools and possibly individuals. We can in the future record our progress.'

'We no doubt will become far more creative in our thinking as we embark on using the resource fully. It looks fab! Thank you for allowing us to be part of the trial. It is great to have a tool for assessing which then forwards you to ways of answering the questions needing to be answered.'

Appendix 2

UCL Institute of Education Evaluation:

Hypotheses

ONE Participants' performance in Strand B, 'Theories of Dyslexia' will improve following introduction to Professional Development Framework and training, and so, their overall knowledge Stage will increase.

TWO Participants' specific knowledge and stage in each of the 6 Items/areas in Strand B of the Framework will improve following training and introduction to the Framework.

THREE Participants' confidence level in each of the 6 Items/areas in Strand B of the Framework will improve following training and introduction to the Framework.

FOUR Participants' practices will improve as a result of training and introduction to the Framework.

Hypothesis 1 — Results

Participants' overall Stage in pre and post intervention phases

At the pre intervention phase participants performed at Stage 1 or 2

(Mean = 1.61)
Core or Enhanced 1

At post intervention phase participants' performance improved
as many are now in Stages 3 and 4

(Mean = 2.3)
Enhanced 1 or Enhanced 2

The difference between participants' performance in pre
and post intervention phases is statistically significant

(t=3.95, df=12, p< .01)

Hypothesis 2 — Results

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

Participants' stage improves in all areas/items.
The difference is statistically significant for:

Item 1 (t=2.5, df=12, p< .05)
Item 5 (t=2.94, df=12, p< .05)
Item 6 (t=3.82, df=12, p< .01)

Hypothesis 3 — Results

**Effect of intervention on Confidence level in each of the
Strand B areas/items**

Participants' confidence improves in all areas/items.
The difference is statistically significant for:

Item 1 (t=2.88, df=12, p< .05)
Item 3 (t=1.57, df=12, p< .05)
Item 5 (t=3.42, df=12, p< .01)

Hypothesis 4 — Results

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

Summary of results

Participants' overall stage of knowledge for Strand B of the Framework has improved following the intervention.

The improvement was evident in all areas/items within Strand B and was reflected in both the stage and confidence level (more so in participants' confidence).

Participants' practices have changed as they are now more aware of the theory, they are able to link theory to practice and are using more multisensory approaches in their teaching practices.

Conclusions

All Institute of Education teacher trainees and teaching staff reported that the Framework is a useful tool to assess and identify needs in school settings. Specifically, it is useful not only in assessing staff's knowledge, level of understanding and practice, but also in identifying how confident they are in these areas.

As a result, specific targets within a school/setting can be identified and set in improving staff's skill and competence in working with dyslexic learners.

The Framework is not only an assessment tool, but it can also be used as a training tool, as it identifies the specific areas of knowledge needed by teachers working with dyslexic learners and makes recommendations for further reading.

- The format is clear and logical.
- It tackles key areas in dyslexia theory and practice.
- Good recommendations for further reading.
- Useful starting point for assessment and training as it increases knowledge and understanding.
- Good assessment tool.
- The difference between participants' performance in pre- and post-intervention phases is statistically significant (t=3.95, df=12, p< .01)

Impact on Learners
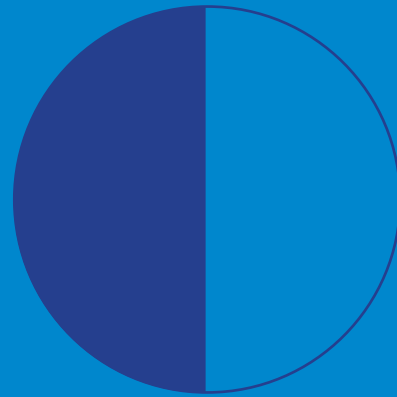
Person-Centered Approach / Learning Styles **50%**

Theory **86%**
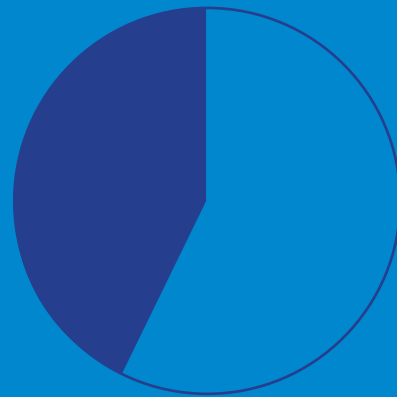
Multisensory Approach **43%**
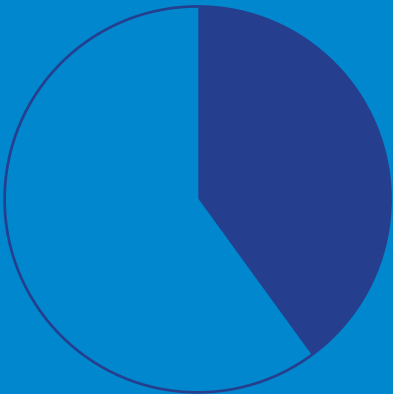
Task Analysis **36%**
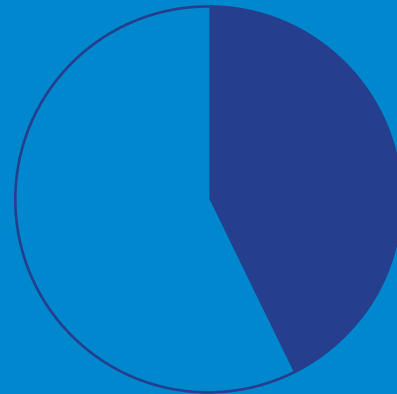
Use of Visuals **43%**

Learning

Appendix 3

University of Roehampton Evaluation

Case study title	**Pilot study to investigate methods of implementation of the Dyslexia/SpLD Framework at postgraduate level**
Author	Dr Catherine Carroll
Background	The Framework was launched in March 2012, in response to recommendations from the Rose Review (2009), that highlighted the need for greater training for all professionals supporting and teaching learners with dyslexia/SpLD. In addition to encompassing the levels of knowledge, skills and attributes required to fulfil the various roles across the education work force, it was also written to serve as a reference point in the development and implementation of coherent and progressive training, including that provided by Higher Education Institutions (HEI).
Intended outcomes	The intended outcome of the case study was to indentify how: 1. The Framework might inform the development of courses provided by a HEI in dyslexia 2. The Framework might contribute, at an individual level, to student learning.
The challenge	HEIs run a variety of courses in dyslexia which can be delivered as discrete programmes, modules within a programme or an element of a module, from undergraduate to postgraduate level. This case study presents an account of how the Framework was delivered within a 20 credit module in dyslexia; an optional module that students can take as a Masters in Special and Inclusive Education (180 credits).
Methodology	Initially, a mapping exercise of the content of the Framework with the module syllabus and learning outcomes was conducted by the course tutor. Students who had elected to take the module in dyslexia were invited to take part in the study. The module took place during the Autumn 2011 semester for one twilight session per week. Nineteen students (17 female, 2 male) agreed to complete the Framework self assessment at the beginning and end of the module and submit their scores for all of the strands on both occasions.

Twenty-two students (20 female, 2 male) completed an online questionnaire at the end of the module providing feedback on the Framework. Two students (2 female) took part in face-to face interviews, to provide a more detailed account of their perspective on the Framework.

The pre and post module test scores from the Framework and the survey data were analysed using descriptive statistics by SPSS. The interviews were coded using thematic analysis by Nvivo.

Findings

A summary of the mapping exercise is provided in Appendix 1 demonstrating which elements of the Framework were included in the course content. In deciding what elements to include the three main decisions made at the beginning of the exercise were:

1. How much of the Framework to include whilst balancing the demands of the syllabus and learning outcomes which have undergone a process of university validation.
2. Time constraints of the module, for example, it was not possible to formally assess whether each student had met each competency included
3. Whether to elect to include statements from one stage or across stages.

In the context of this case study, five of the six strands were explicitly included; professional development was omitted due to time constraints and that the topic was covered in other modules. However, deciding on whether to select statements from one stage or a combination, proved more complex. Although, students are required to have a similar level of prior academic attainment for the module, the same is not required with respect to the length and nature of professional experience and expertise. The Framework was mapped against the postgraduate levels in the Quality Assurance Agency (QAA) framework and the Qualifications Curriculum Framework (QCF), with a view that Stages 4 and 5 in the Framework would equate to postgraduate level study. However, due to the varied professional backgrounds ranging from little experience of dyslexia and special educational needs (SEN) to students with more professional exposure and the limited time availability, strands were selected from various stages and are shown in Appendix A.

In hindsight, this proved to be a correct decision, as at the beginning of the module, the results from the pre self assessment recorded that the most common Stage selected was Stage 1 for five out of the six strands. Results from the post module self assessment revealed greater variation in outcomes with all Stages from 2-5 selected, indicating various levels of progress for the students. Findings from the survey highlighted that just under half of the participants found it easy or very easy to decide on their Stage, although just 32% reported the same for rating their level of confidence for a statement. As a pre and post test tool for assessing their progress during the course, almost three quarters of the participants reported that the Framework was helpful, very or extremely helpful and that the module has mostly covered the knowledge and skills contained in the Framework. A similar number also described how the personalised report was helpful, very or extremely helpful. During the course, 14% of the participants referred to the Framework. The data from the interviews lent further support to the findings from the pre and post self assessment scores and the survey responses. Both interviewees reported how completing the pre and post self assessment had highlighted the progress in their learning during the course:

It gave me some motivation and I was quite happy with my results....I saw that there was movement. *(Participant A)*

It was also reported that completing the Framework at the beginning of the module revealed how much there was to learn with respect to dyslexia. Although neither interviewee referred to the Framework during the course, they both responded positively as to how the feedback report would serve as a course of continuing professional development after the module was completed.

I will not just google some things, I will look at those recommendations.
(Participant B)

What could have been done better?

Findings from the interviews and general feedback during the taught sessions revealed that the relevancy of the Framework was not immediately obvious to all students. Although the Framework is designed so that it can be used online, on an individualised basis without support, in the context of this case study, more time should have been spent during the first session introducing the Framework, explaining the contribution to the module, individual student learning and showing students 'around' the Framework to illustrate the previous points.

For this case study, the students completed the self assessment at the start and the end of the module, there is a case to argue that each strand might have been introduced separately at the time that the content of the strand was being taught in the module. There are potential benefits to this approach as many of the students found completing the self assessment quite tiring in one go and if much of the terminology was new to a, quite challenging. Completing the Framework in sections might contribute towards supporting the relevancy of the task. However, this approach would have organisational implications and perhaps mitigate against the validity of using the Framework as a pre and post evaluation tool.

The Framework offers considerable opportunities for personalised learning and to this end more could have been made of students using the findings from the first self assessment, as the basis of a series of ongoing tasks, during the module, taking into account time limitations. The subject of the assignment for the module is chosen by the student and part of the task might have been to demonstrate where certain competencies from the Framework had been met by the assignment.

Key points for effective practice

This case study illustrated that there are different ways to use the Framework including as:

1. A reference for course design
2. A pre and post module self assessment of learning for students
3. A measure of module quality assurance for staff.

Unless a HEI is delivering a postgraduate certificate or diploma in dyslexia where time constraints are less of an issue, careful consideration will need to be given to the amount and level of Framework content that can be delivered and that module length, aims, syllabus and the professional background of the students will be important determining factors.

Conclusion and recommendations

Although the competency based education approach is still emerging in HEI programmes, there is growing evidence that the approach is making an important contribution to bridging the divide between academic and professional practice (Berdrow & Evers, 2011; Mulder, Gulikers, Biemans, & Wesselink, 2009). The Framework, within the field of teacher training and SEN, offers just such an opportunity. However, as with other competence based education approaches further investigations need to be undertaken as to how it might be implemented for courses at a range of levels and also the contribution it offers to personalised learning on higher education courses.

Berdrow, I., & Evers, F. T. (2011). Bases of Competence: A Framework for Facilitating Reflective Learner-Centred Educational Environments. *Journal of Management Education, 35(3), 406-427.*

Mulder, M., Gulikers, J., Biemans, H., & Wesselink, R. (2009). The new competence concept in higher education: error or enrichment? *Journal of European Industrial Training, 33(8/9), 775-770.*

Appendix A

Dyslexia-SpLD Framework mapping exercise to M Level module in Dyslexia (20 credit)

The following table illustrates how the content of the Framework was incorporated into the module. It is not an illustration of the content of the whole module but of that relating to the Framework.

Week	Syllabus Content	Framework Strand	Framework Stage	Framework Statement
1.	Theoretical understanding of dyslexia	Theories of dyslexia and specialist teaching (Strand B)	Stage 3	Investigate the differences between the current definitions of dyslexia and co-occurring difficulties.
			Stage 3	Describe and define the different theories of dyslexia/SpLD.
2.	Theoretical understanding of dyslexia	Theories of dyslexia and specialist teaching (Stand B)	Stage 3	Explain the effects of the main areas of difficulty for learners with dyslexia/SpLD in the educational setting and be able to see how interventions can ameliorate these.
			Stage 3	Explain a range of models of reading development (e.g. The Simple View of Reading).
			Stage 3	Explain, describe and illustrate the differences between frequently co-occurring difficulties and their likely impact on the learner
			Stage 3	Appraise and advise on indicators of difficulty relating to attainment (literacy and numeracy) and underlying cognitive features (working memory, speed of processing, etc.) and differential performance.
			Stage 3	Devise strategies for learners which incorporate principles of multi-sensory teaching.
			Stage 1	Be aware of the possible impact of dyslexia/SpLD on the development of numeracy skills. Possible impact of dyslexia/SpLD on the development of numeracy skills.

3.	Relationship between language and literacy development	Structure and development of language, literacy and learning (Strand A)	Stage 3	Evaluate some of the ways in which language, literacy and learning are linked.
			Stage 3	Illustrate the stages of phonological acquisition and the difference between phonetics (the field that studies human speech sounds) and phonics (a particular teaching method).
			Stage 2	Understand the relationship between written and oral language skills.
			Stage 2	Understand the sequence of language and literacy development.
4.	Relationship between language and literacy development	Structure and development of language, literacy and learning (Strand A)	Stage 2	Understand the impact of memory on learning how performance in these areas affects the quality of learning; and be able to explain how short term memory difficulties might impact learners in the classroom.
			Stage 3	Discuss the impact of English as an additional language on learning and literacy development and be able to link this understanding to literacy teaching in the educational setting.
5.	Reading week/ half-term			
6.	Identifying and assessment of dyslexia	Identifying and assessing dyslexia (Strand C)	Stage 2	Share information on the prevalence of dyslexia/SpLD with co-occurring difficulties in your setting.
			Stage 2	Employ a range of formal and informal assessment approaches with learners with dyslexia/SpLD to assist with identification.
			Stage 2	Apply knowledge of the benefits and limitations of different and relevant forms of assessment to support learners with dyslexia/SpLD.

7.	Identifying and assessment of dyslexia	Identifying and assessing dyslexia (Strand C)	Stage 2	Devise a teaching and support plan for a learner with dyslexia/SpLD, monitor outcomes and report on these.
			Stage 2	Ensure knowledge and understanding of current regulations governing special arrangements in assessment, test and examinations situations in relation to learners with dyslexia/SpLD.
8.	Provision for pupils with dyslexia	Teaching and supporting learners with dyslexia (Strand D)	Stage 1	Demonstrate high expectations of learners with dyslexia/SpLD.
			Stage 4	Apply current research with respect to dyslexia/SpLD friendly environments across settings.
			Stage 2	Use a profile of a learner's dyslexia/SpLD to plan day to day strategies, interventions and approaches suitably and effectively adapted for them.
			Stage 2	Use appropriate specialist resources available to support learners with dyslexia/SpLD to report on the progress of learners.
			Stage 2	Select, construct, differentiate or adapt appropriate resources for learners with dyslexia/SpLD in your setting.

9.	Provision for pupils with dyslexia	Teaching and supporting learners with dyslexia (Strand D)	Stage 3	Advise and support others on how to seek the views of learners with dyslexia/SpLD in relation to their needs on a full range of relevant issues and use this information to inform teaching programmes.
			Stage 4	Demonstrate current knowledge and advise others on the contribution of evidence based practice, research and theories and how it can improve outcomes for learners with dyslexia/SpLD.
			Stage 4	Advise on how the wider inclusion policy and legislative context applies to a range of practitioners working with learners with dyslexia/SpLD across settings.
10.	Working in a multidiscipli-nary context	Communicat-ing and work-ing with others (Strand E)	Stage 2	Contribute positively to the development of effective multi-agency working practices for learners with dyslexia/SpLD.
			Stage 2	Employ various methods of working effectively with the parents, carers, families, peers and friends of learners with dyslexia/SpLD.

Glossary

CPD	Continuing Professional Development
DfE	Department for Education
EAL	English as an Additional Language
EHC	Education, Health and Care
FE and HE	Further and Higher Education
INSET	In-Service Education and Training
IOE	Institute of Education (University College London)
ITT	Initial Teacher Training
LA	Local Authority
NQT	Newly Qualified Teacher
PATOSS	Professional Association of Teachers of Students with Specific Learning Difficulties
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SpLD	Specific Learning Disability
TA	Teaching Assistant

The
Dyslexia-SpLD
Trust