



# Dyslexia/SpLD Professional Development Framework

7 March 2011

# Today



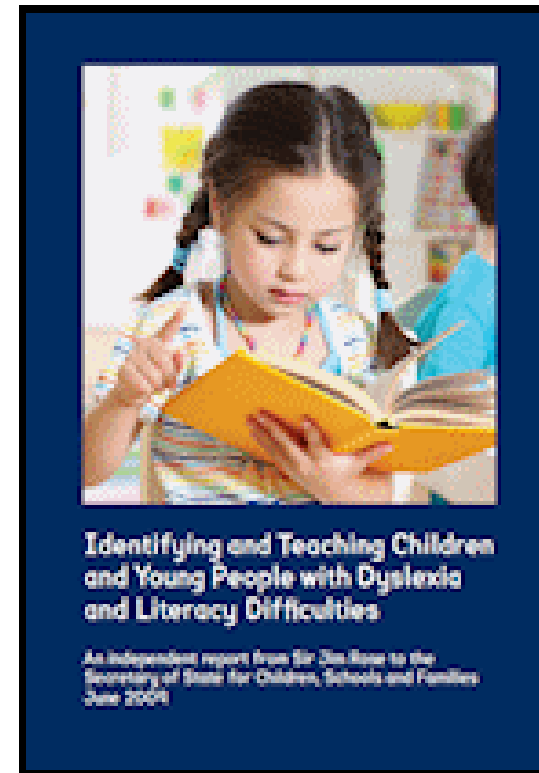
- Rationale for the Framework
- Content
- Process of writing the Framework
- Framework in action
- Feedback from pilot study
- How the Framework can be used
- Further developments

# Rationale for the Framework(1) Literacy



It is important to develop high quality interventions for children with literacy and dyslexic difficulties and to implement them thoroughly. This will require well trained, knowledgeable teachers and support staff. (Rose, 2009. p.1)

Rose Recommendations 6 and 13:  
CPD for teachers and interactive  
website



# Rationale for the Framework Literacy



## **‘Removing barriers to Literacy’: Ofsted (2011)**

Settings that achieved best results had at least one senior member of staff with an excellent knowledge of literacy and its pedagogy and for secondary schools it was vital that teachers in all subjects had received training in teaching literacy.

# Rationale for the Framework 2

## CPD benefits



- Competency frameworks increasingly adopted by organisations to bring direction to CPD
- Demonstrate to professionals what knowledge and skills they should have
- Allows them to think about their CPD more strategically
- Provides a reference point from which to measure success (Parn Professional Associations Research Network 2008)



# Rationale for the Framework 3

## Approaches to teacher professional learning



### **Cordingley et al. (2005)**

- Importance of identifying own starting points and learning needs
- Peer support
- Sufficient time to embed new practices in classroom

### **Pickering et al. (2007)**

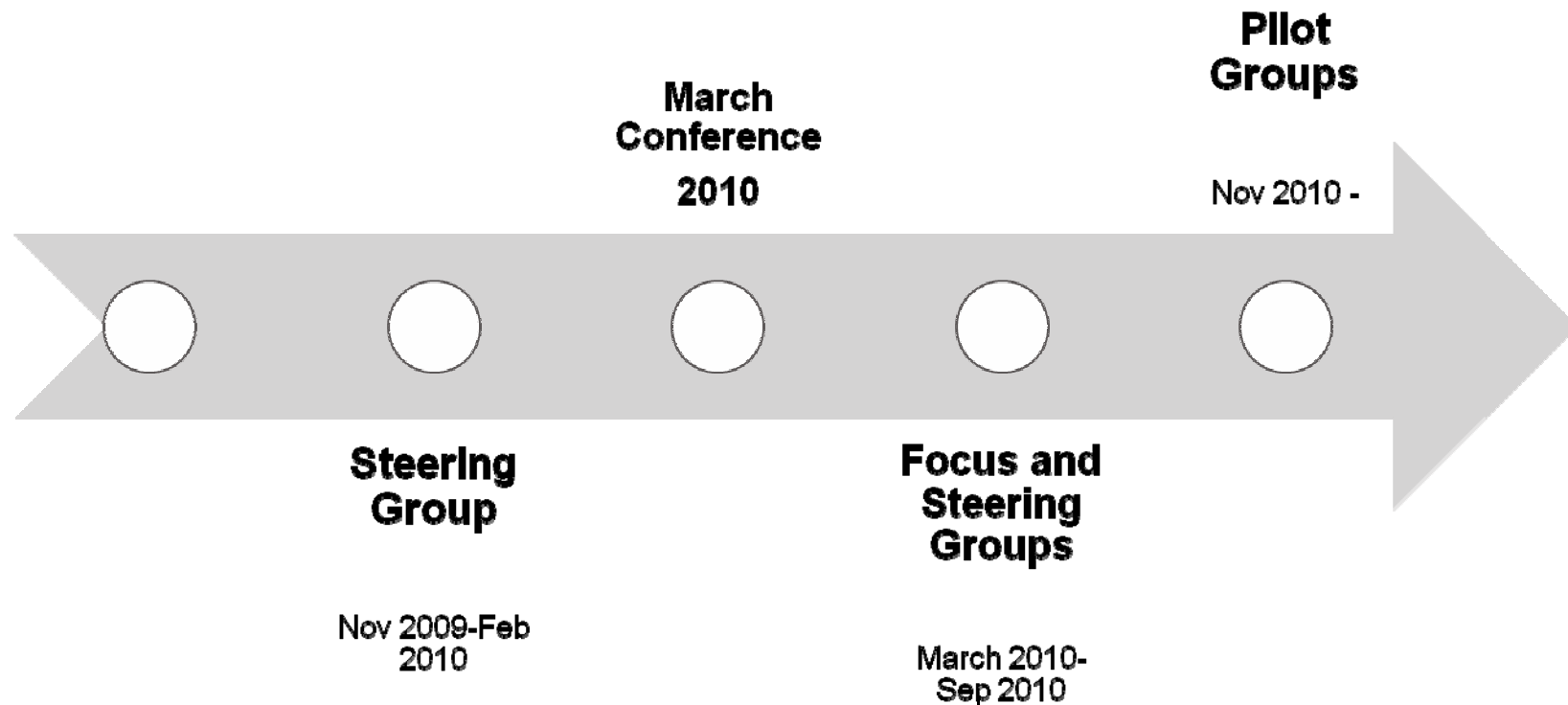
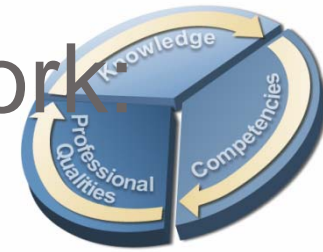
- Shared practice that leads to changes in practice
- CPD that is classroom focused
- Scholarly reflection



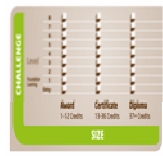
# Aims of the Framework

- Clarify the knowledge, skills and personal qualities required of professionals in different roles supporting learners with dyslexia/SpLD
- Allow individuals to self assess and receive **personally tailored** feedback against the statements
- Provide an on-going source of support for CPD within the field
- Contribute to increasing, developing and **sustaining** dyslexia/SpLD expertise in schools to meet the needs of learners

# Process of writing the Framework People and timeline



# 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

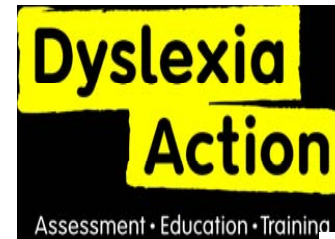
- Various research papers from Professional Association Research (PARN)
- Lester (08) Routes to qualified status
- Competency frameworks from other professions e.g. DfID
- The Chartered Institute for Personnel Development (CIPD)



# Collaboration



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



# Structure and content of Framework (1)

## 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 (2) Stages



## Core

- All staff teaching and supporting learners in all levels of educational settings

## Enhanced 1

- Practitioners in specialist settings, SEN teachers

## Enhanced 2

- Higher Level Teaching/SENCo/Teacher in main stream seeking to specialise in dyslexia/SpLD

## Specialist 1

- Dyslexia/SpLD Advanced Skills Teacher/Dyslexia/SpLD Advisory Teacher/Specialist Teacher Assessor

## Specialist 2

- Specialist Teacher Assessor/Dyslexia/SpLD Advisor/Dyslexia/SpLD Trainer

# Structure and content of Framework (3) 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
- Website resources in all strands
- Examples of relevant reading including books, articles and peer reviewed research papers
- Advice on how to select a relevant training course

# Framework



## Dyslexia-SpLD Trust Professional Development Framework

### About

The Dyslexia/SpLD Professional Development Framework is an easy to use online tool that encompasses the levels of knowledge and skills required across the education workforce to support all learners with dyslexia/SpLD.



- + [About the Framework](#)
- + [What are the benefits of using the Framework?](#)
- + [How was the Framework developed?](#)
- + [Start a self assessment](#)

# Stages




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## Dyslexia/SpLD Professional Development Framework

The Dyslexia/SpLD Professional Development Framework has five stages which relate to various professional roles found in a variety of settings and the increasing levels of specialist knowledge and skills required of those roles. Each stage builds on the knowledge and skills of the previous stage. Please choose the stage where you spend the majority of your time.

	Stage one	Stage two	Stage three	Stage four	Stage five
Please select one...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Description of activity	<ul style="list-style-type: none"> <li>At a basic level identify, teach and support learners with dyslexia/SpLD with guidance from specialist professionals where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Effectively identify and use appropriate strategies, interventions and approaches to support learners with dyslexia/SpLD</li> </ul>	<ul style="list-style-type: none"> <li>Effectively identify and use appropriate strategies, interventions and approaches to support learners with dyslexia/SpLD</li> <li>Manage and support other professionals working with learners</li> </ul>	<ul style="list-style-type: none"> <li>Effectively identify and use appropriate strategies, interventions and approaches to support dyslexic/SpLD learners</li> <li>Provide expert advice to parents and professionals in</li> </ul>	<ul style="list-style-type: none"> <li>Carry out detailed diagnostic assessments including use of psychometric tools</li> <li>Effectively identify and use appropriate strategies, interventions and approaches to support</li> </ul>

Proceed ▶

# Strands



## ▼ My report

Download your report as a PDF

View my full report

Your report contains all your results and recommendations from your current self assessments.

## ▼ Assess my strands



54% complete

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

## Overview Help ?

You've selected **Stage 1** ([change stage selection](#)).

### Suggested assessments

Why not try these self assessments next?

#### Strands

[Supporting and teaching learners with dyslexia/SpLD](#)

### Completed assessments

View the results screen to see your full report and development recommendations.

Stage	Strands	Confidence rating							
		1	2	3	4	5	6	7	
	<b>Strands</b>								
1	Development of language and literacy								3.11 <a href="#">View results</a>
2	Theories of dyslexia/SpLD								3.14 <a href="#">View results</a>
1	Identifying and assessing dyslexia/SpLD								3.7 <a href="#">View results</a>
3	Professional development and dyslexia/SpLD								3.5 <a href="#">View results</a>

Based on your stage selection we can also provide some recommendations to help you make the development to stage 2.

# Rating against a statement



[Help ?](#)

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## Identifying and assessing dyslexia/SpLD assessment: Strands

Statement 1 of 10  0% complete

Save and exit

Next ▶

### 1. Select one statement

Choose one statement which best describes where you feel confident.

### 2. Rate your confidence

For your selected statement rate your confidence on a scale of 1-7.

Know how to find information on the prevalence of dyslexia/SpLD in your setting.

Rate your confidence  
A scale of 1-7, where 7 is high

1 2 3 4 5 6 7  
        
(Low) (High)

Know how to find information on the prevalence of dyslexia/SpLD with co-occurring difficulties in your setting.

Maintain knowledge of current research on the prevalence of dyslexia and co-occurring difficulties.

None of the statements are applicable to me.

# Through a strand



[Help ?](#)

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## Identifying and assessing dyslexia/SpLD assessment: Strands

Statement 4 of 10  30% complete

[Previous](#)

[Save and exit](#)

[Next](#)

### 1. Select one statement

Choose one statement which best describes where you feel confident.

### 2. Rate your confidence

For your selected statement rate your confidence on a scale of 1-7.

- Follow arrangements required as a result of special arrangements for public examinations agreed for individual learners (i.e. ensure that recommendations for access arrangements are embedded in everyday practice e.g. the use of an amanuensis in classroom situations or granting extra time in mock exams).

Rate your confidence  
A scale of 1-7, where 7 is high

1 2 3 4 5 6 7  
        
(Low) (High)

- Maintain knowledge and understanding of current regulations governing special arrangements in assessment, test and examinations situations in relation to learners with dyslexia/SpLD (e.g. annually update knowledge via websites such as Jcq, Awarding Bodies, QCDA).
- Manage the process for setting up special arrangements in assessment, test and examinations situations.
- Administer appropriate testing of attainment levels to support special arrangements for examinations.

# Overview of strand



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54% complete

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- Supporting and teaching learners with dyslexia/SpLD
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- Professional development and dyslexia/SpLD

## Identifying and assessing dyslexia/SpLD Help ?

[Back to overview](#) [Print results and recommendations](#)

Date Completed : 06/03/2011

[Re-take strand self assessment](#)

Your results

Your recommendations

Based on your self assessment you operate in Stages 1,2,3 and 4. This is indicated in your results below. We have proposed some recommendations to assist you in improving where you did not score yourself highly. You may wish to share your results with colleagues to get further feedback.

Stage	Strand:	Confidence rating						
		1	2	3	4	5	6	7
1								
1	Know how to find information on the prevalence of dyslexia/SpLD in your setting.							2
1	Employ knowledge and understanding of indicators of dyslexia/SpLD to identify when a learner may be experiencing difficulties.							3
	4							3
1	Follow arrangements required as a result of special arrangements for public examinations agreed for individual learners (i.e. ensure that recommendations for access arrangements are embedded in everyday practice e.g. the use of an amanuensis in classroom situations or granting extra time in mock exams).							3
	3							3

# Work place activities



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## Identifying and assessing dyslexia/SpLD Help ?

[Back to overview](#) [Print results and recommendations](#)

Date Completed : 06/03/2011

[Re-take strand self assessment](#)

Your results **Your recommendations**

[Work Place Activities](#) | [Resources & reading lists](#) | [Choosing a course](#)

### Work Place Activities

Practical guidance on ways to improve your knowledge and skills within the work place without attending training courses.

**Work place activities**

- Find out how many learners in your setting have co-occurring difficulties and the nature of these difficulties.
- Find out the procedures for the referrals in your setting and ask if it would be possible to track the process through for one learner.

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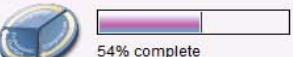
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 54% complete

Development of language and literacy 

Theories of dyslexia/SpLD 

Identifying and assessing dyslexia/SpLD 

Supporting and teaching learners with dyslexia/SpLD

# Resources



Your report contains all your results and recommendations from your current self assessments.

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54% complete

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



Re-take strand self assessment

Your results

Your recommendations

[Work Place Activities](#)

[Resources & reading lists](#)

[Choosing a course](#)

### Resource and Reading Lists

Sources of practical and expert information

#### Professional development resources

Read the dyslexia/SpLD section of the Inclusion Development Programme

#### Key reference documents

Read the Rose Review on Dyslexia - Chapter 2 on identification

#### Professional development resources

The Assessing Dyslexia Toolkit for Teachers is an online resource from Dyslexia Scotland:

<http://www.frameworkforinclusion.org/AssessingDyslexia?ref=dyslexia>

#### Research literature/texts

Educational Testing' by James Boyle and Stephen Fisher provides an accessible and practical text to understanding standardised assessments

#### Website resources

For prevalence of dyslexia amongst the wider population read the FAQ section from the Dyslexia Action website

[View more resources and reading lists...](#)

#### Disclaimer

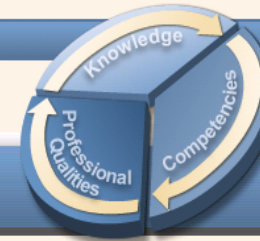
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	Strands								
1	Development of language and literacy							3.11	<a href="#">View results</a>



# Pilot Study



Three elements:

- Online survey (n=53)
- Telephone interviews (n=5)
- Observations of a new user completing the Framework (n=8)

# Survey Feedback



Very positive to date:

- 93% easy to use the Framework
- 46% completed in one sitting
- 64% up to one hour to complete
- 80% quite easy or higher to select a stage
- 69% quite easy or higher to decide on a rating against the statements
- 91% reported the feedback report as helpful

# Interview Feedback: Comments



## How it might be used?

- Professional development of teams of TAs
- Working with individual teachers with little experience of dyslexia/SpLD
- Opportunities/suggestions for paired CPD
- Networks of teachers across LAs concerned with dyslexia/SEN
- Map against learning outcomes for courses

## Recommendations for further development

- Consider how the Framework might take account of different ages of learners
- Adaptation for the contexts of independent specialist teachers
- Social & emotional impact of dyslexia/SpLD

# Observations: Findings



- Is there a typical user? – personal experience
- Differences in completion times between and within roles
- Benefits of completing with a more experienced colleague and/or in groups
- Need for IT skills

# How the Framework can be used (1) Individual



# How the Framework can be used (2) SENCo with teams in school



# How the Framework can be used (3) Strategically across Local Authorities



# How the Framework can be used (4) Reference for designing training learning outcomes



# How the Framework can be used (5) 'First stop' for professional advice



# Further developments to content of Framework



- Review the language of the statements
- Provide exemplars against specific statements
- Continually update and enrich the range of CPD recommendations

# Next steps (1)

## Short/Medium Term



- Work strategically via training with LAs and schools to support the introduction, implementation and on-going use of the Framework
- Produce case studies to support the implementation process
- Establish partnerships with training and course providers to investigate ways to embed the Framework into professional practice
- Agree evaluation procedures for measuring the impact of the Framework
- Establish how the Framework will become self-financing

## Next steps (2) Medium/Long Term



- Contribute to the on-going debate of the validity of self assessment approaches for professionals
- Consider the impact for schools of Frameworks in different SEN fields

# Summary



- Project has brought consensus amongst members of the community as to the skills and knowledge required at different levels and for different roles
- Framework provides an on-going, accessible source of expertise and support for professionals seeking to develop their ability to more effectively work with learners with dyslexia/SpLD
- Road map for future developments in training, qualifications and accreditation



# Acknowledgements

The members of the Steering Group would like to thank all those who have contributed to the writing of the Framework to date

Including:

- Focus Group members
- March 2010 delegates
- Pilot participants
- My Knowledge Map



## Steering Group Members      Focus Group Members

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Dr Kate Saunders (BDA)

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Glenys Heap (Dyslexia Action)

Kevin Mackelworth (Worcester LA)

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University)

# Link to the Framework



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