Dyslexia-SpLD Professional Development Framework
Benchmarking skills and knowledge for effective CPD in dyslexia-SpLD
Author: Anne Shedddick
Contact: Amelia Roberts (amelia.roberts@thedyslexia-spldtrust.org.uk)

Summary of Project Outcomes

• Project has brought consensus amongst members of the dyslexia-SpLD community as to the skills and knowledge required at different levels and for different roles supporting dyslexia-SpLD.

• Framework provides an on-going, accessible web-based tool, source of expertise and support for professionals seeking to develop their ability to more effectively work with learners with dyslexia-SpLD.

• It provides a road map for future developments in training, qualifications and accreditation

• A particular strength of the project has been the collaboration and drawing of expertise and advice from a wide group of stakeholders on the structure and content of the framework and also the development and piloting of the web tool to access it.

• The project has facilitated for the first time, an agreed and evidence-based approach to the additional knowledge and skills required of professionals working with learners with dyslexia-SpLD in a range of settings in a complex and sometimes contested field of knowledge.

Rationale for the Framework

This was called for in the Rose Review, ‘Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties’, 2009

What the Framework Does

• Demonstrates to professionals what knowledge skills and personal qualities they should have to fulfil their roles supporting learners with Dyslexia-SpLD

• Allows individuals to self assess and receive personally tailored feedback against the statements

• Provides an on-going source of support for CPD within the field

• Contributes to increasing, developing and sustaining dyslexia/SplD expertise in schools to meet the needs of learners

Structure and content of Framework - The 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 the Framework - The Stages

Core

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

Enhanced 1

• Practitioners in specialist settings, SEN teachers, Teachers and Teaching Assistants in mainstream settings

Enhanced 2

• Higher Level Teaching Assistant, SENCo, Teacher in mainstream 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

Professional development guidance – The Report

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

How the Framework can be used

• By individuals as a self-assessment tool

• By professional development of teams of teachers and TAs led by SENco or Head

• By working with individual teachers and teaching assistants with little experience of dyslexia/SplD

• By creating opportunities for paired CPD and mentoring and coaching

• By networks of teachers across LAs concerned with dyslexia/SEN

• By mapping against learning outcomes for course development and design

Pilot study to test the PDF

Three elements:

Online survey (n=56)

Telephone interviews (n=3)

Observations of a new user completing the Framework (n=8)

Survey Feedback

93% easy to understand Framework

46% completed in one sitting

66% up to one hour to complete

82% quite easy or higher to select a stage

71% quite easy or higher to decide on a rating against the statements

80% reported the feedback report as helpful

Implementation – Next Steps

• Improve the language of the framework

• Add to the CPD resources which support the CPD action plan in the report

• Work strategically with LAs and schools to implement 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 CPD and professional practice

• Agree evaluation procedures for measuring the impact of the Framework

• Establish how the Framework will become self-financing

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Focus Group members

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Glennys Heap (Dyslexia Action)

Kevin Mackelworth (Worcester LA)

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Pilot participants

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Framework developed by The Dyslexia-SpLD Trust in partnership with Dyslexia Action & PATOSS

info@dyslexia-spldtrust.org.uk

Link to the framework – it is free for you to use

www.thedyslexia-spldtrust.org.uk/resources-professionaldevelopmentframework/