

# Dyslexia-SpLD Professional Development Framework

Benchmarking skills and knowledge for effective CPD in dyslexia-SpLD

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## 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.

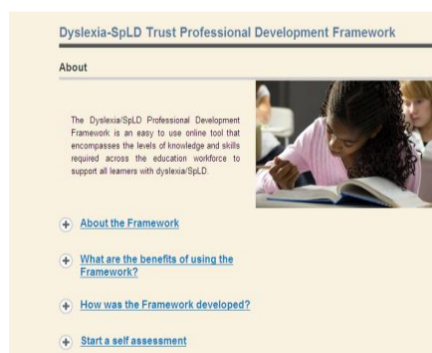
- It provides a road map for future developments in training, qualifications and accreditation

- 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



Framework developed by The Dyslexia-SpLD Trust in partnership with Dyslexia Action & PATOSS [info@dyslexia-spldtrust.org.uk](mailto:info@dyslexia-spldtrust.org.uk)



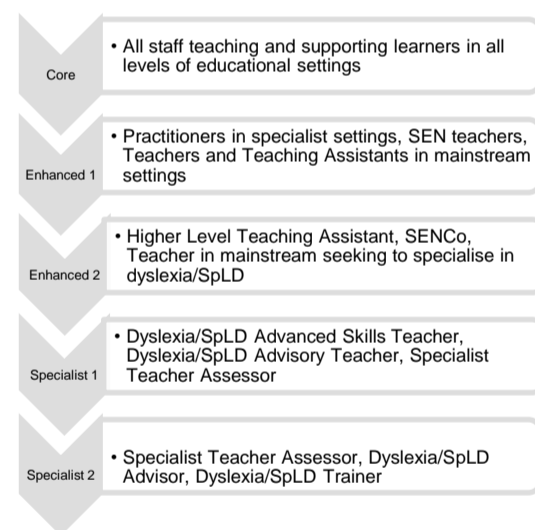
## What the Framework Does

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

## 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



## 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=5)

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

### Survey Feedback

93% easy to use the 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

## Acknowledgements

### Steering group members

Kathryn Benzine (Director/Dyslexia Action from April 2010)

Catherine Carroll (Project Researcher)

Lynn Greenwold (Director/Patoss)

Dr Kate Saunders (BDA/Focus group)

Anne Sheddick (Director/Dyslexia Action to March 2010)

### Focus Group members

Vicki Goodwin (Open University/Dyslexia Action)

Glenys Heap (Dyslexia Action)

Kevin Mackelworth (Worcester LA)

Bernadette Mclean (Helen Arkell)

Dr Geraldine Price (Southampton University)

### And

Oona Oakland (Project

researcher/Northamptonshire LA)

Gill Cochrane ( Project researcher/ Dyslexia Action)

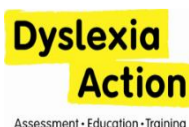
March 2010 delegates

Pilot participants

Myknowledgemap.com ( software developers)

### Funding

Department for Education



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

[www.thedyslexia-spldtrust.org.uk/resources-professionaldevelopmentframework/](http://www.thedyslexia-spldtrust.org.uk/resources-professionaldevelopmentframework/)