

2.1 Title Page: Teacher Reflections

Bill: Reflections as a teacher

What did I do? I had these kids like everyone.

I knew that they were bright but to me they were those kids who would always be behind with reading and spelling. I really didn't have the first idea of what to do with them.

I remember, as a young teacher, you pick things up from other teachers. I remember being one of those teachers who would get stuck into children for copying from the board and making a spelling mistake... and calling that pure laziness.

The hair on the back of my....I feel awfully ashamed when I think of how I did that because I knew no better. I am sure I wrecked a lot of kids before I knew what I was doing.

Belinda: In 10 years of teaching, I never heard the word dyslexia said once. I had no training about it. There was nothing. I was never told I had a dyslexic child in the classroom so that word was never used.

Julie: Guilt

I was one of those parents. I was a trained teacher. Why couldn't I spot this? My son wasn't diagnosed until the end of Year 4. I should have known. I should have been able to spot it. From kindergarten to Year 4, none of those teachers spotted it either. There is that sense of guilt. Why couldn't I spot this? Why couldn't I fix this? Why couldn't I do anything?

The reason why I couldn't was I was trained in just the same way. The whole word or balanced methodologies. They just don't work.

Angela: The importance of early

I have taught for a lot of years and you would always have those children that just didn't get it. Obviously, now when I look back, this is what it was. These kids possibly had dyslexia.

You feel like a bit of a failure when you have children leaving your class and they haven't got it.

You haven't been able to help them get it because that is your job.

Now that we know and now that we know this helps them, it helps all of them.

Sarah B: Noticed these kids struggling and wanted to help

I think I have just noticed that these kids just struggle and they need that support. That extra support. No one likes to feel embarrassed that they can't do something and I wanted to be able to help them.

I had a lot of kids that were lacking confidence and really doubting themselves and really struggling with the spelling and reading in front of the class and things like that. I had to change the way I was teaching and incorporate a lot more technology and just take that pressure off.

Bill: Teacher reflection

We can and we will do a lot better in Australia - we are trailing in a lot of ways.

There is this way to teach these kids. They don't have to suffer like they do. Just understanding these kids will forget and forget and forget when it comes to the skills of literacy.

It is not laziness and it is not because their parents do not read to them enough or listen to them read enough.

It is this thing called a reading disability and it is real. We mustn't blame children for it.

Who on earth would go to school and decide that today I am going to struggle to learn to read and write.

2.2 Title Page: The importance of early

Suze: Early identification

The old fashioned way of thinking about dyslexia was it was a reading difficulty and a child couldn't be diagnosed until they had failed at reading for 2 years. Do we really want that? Do we really want a child to struggle and not cope with reading? Absolutely not!

There is that group of children that have difficulty processing and encoding speech sounds.

A speech pathologist can identify those kids long before they have had two years of reading failure. Perhaps we can identify them before they even come to reading. There will be certain types of speech error patterns that we will hear and we will notice this child has some characteristics that we feel they may be at risk. That is early identification and it allows early intervention.

Anne: The importance of early

It is really important to identify the ones who will struggle with that particular kind of learning.

They may not struggle with other kinds of learning, they may be fantastic at maths or other things.

They may just struggle with that kind of learning.

If we can pick them through testing their letter knowledge or their phonological skills, then we can really focus on giving those children the most systematic reading instruction that we can, intensively and early on because that is what they need.

Mandy: The importance of early

We know children that are behind in year 1 are most certainly going to be behind in year 7 and are going to be even further behind in their 10th, 11th, 12th year of school.

That gap is just going to get bigger and bigger. We know that early intervention is absolutely the key.

We have to get in early and pick up any child that is at risk of literacy failure and putting in place support and intervention for those children.

Chris: The importance of early

Early... that is Robina State School's innovative foot print - early, early, early.

First of all, early identification, then early assessment, and early intervention.

If a child hasn't developed the ability to read by the end of year 2, the stats tell us they will never close the gap. There is research out there to tell us if a child is not at standard at the end of prep,

there is a 1 in 9 chance they will close the gap as they progress through school.... so that's why the early. No longer can we wait for kids to fail and then decide to do something about it.

Angela: The importance of early

Early, early, early... identification.

As soon as you get them, you can work with them.

These children that are having difficulties, and they are having quite extensive difficulties but they are still early. They are not learning as quickly as the other children but they are learning. They can sit down and write a sentence which I have never seen that.

Sarah A: Screening at Bentleigh West

We began screening all of the prep children at the start of term 2. This screening looks at their rhyming, their segmenting, their blending, their ability to identify letters, their ability to recall strings of words in sentences and numbers for short term memory.

It gave us an indication of any children that may slip under the radar, that may have had weaknesses in any of these areas.

Sarah A: Prep literacy at Bentleigh West PS

We are far more explicit in the teaching of the spelling rules and each individual sound and phoneme.

We are making sure it is much more multisensory so all of the children are having a hands on approach.

We have small support sessions for those children who need the over-learning so those children will be working individually, in pairs or in a small group in order to fill those phonemic awareness gaps and move those children forward.

2.3 Dyslexia as a Disability

Title Page: Dyslexia is a disability

Nola: Dyslexia is a disability under the DDA

One of the encouraging responses to the NDWP was an acknowledgement by the government was that dyslexia as we defined it falls under the DDA. That is quite a breakthrough really because we now know that people who have got dyslexia have that level of protection, a legal right to have reasonable accommodations. The awareness that is the case really needs to be out there so a young person has a right to be in a situation where they can succeed and their potential can be realised.

B Roll: Photo of Nerang SHS girl smiling

Carol: Dyslexia as a learning disability

On the question as to whether dyslexia is covered as a disability under the legislation.

I know some people say, 'oh no, it is not recognised. It is not a disability.'

Two things to consider with respect to that.

In the disability discrimination area, disability is defined very, very widely. I haven't memorised the whole section but I have memorised sub section (f) says 'it is a disorder or malfunction which results in a person learning differently.'

Eliza: Dyslexia as a Disability

You have got to say it is a disability. People need to come out with, it's a disability.

Some parents might hate saying the fact, my child has got a disability but it is the only way.

For me, I rather say I have a disability then a learning style. Because you can say, everyone has a learning style.

You need to say disability because that is straight to the point, that's strong, that's effective.

That is going to make people stop, right these people need help.

Carol: We need to de-shame the words dyslexia and disability

Parent and professionals need to use the word disability. It is time to de-shame that word. No one is ashamed of having to wear glasses because they have a vision issue which is technically a disability.

Dyslexia is a neuro-biological problem. It is not a moral failing. It is not a lack of will power. It is nothing to be ashamed of so therefore, calling it by its correct name, disability will not only be more accurate but will also arguably if you meet other conditions will bring you under the legislation.

Title Page: Examinations and Assessments

Carol: Level the playing field?

Often principals and teachers will say to parents that disability adjustments level the playing field or are designed to level the playing field.

Perhaps in some cases they do but for the vast majority of children with disability, they don't level it, they just make it slightly more level. They make it slightly fairer.

Bill: Exams

So we chuck these kids into a situation where they are on the clock and they have to muster what they can remember and quickly put it in print.

Basically get out what is in their head in a cohesive and coherent form.

This will always be a challenge for dyslexic kids.

Carol: The need for extra time

Another thing with respect to extra time, as well as responding to slow reading, slow processing, slow writing, especially for children with dyslexia who are used to getting into a bit of a state before they start their exam. It allows them, if nothing else, to keep a lid on that anxiety.

The child starts the exam thinking 'Probably I am going to finish.' It is very frustrating for these children to know all of the answers to all of the questions but they only get halfway through or three-quarters through, they would have known the correct answers for the rest of the paper had they been allowed to continue and finish it, or had they been given time to finish it to their satisfaction.

Bill: Exams

Exams are an awful way to get a human being to show you what they know. Most people in education will puzzle with you. Why do we still do this?

Where else on earth do you need to recall so much information in a timed, high pressure situation to get it all on paper?

So look, exams are a bit nuts anyway for a start. Then you add the layer for a reading disability and they are just diabolical.

Carol: Types of adjustments

There are many kinds of adjustments in terms of the way you can alter the test paper, alter the setting, alter the response format or even choose a whole different kind of format to assess.

Instead of a limited time test, you could give an untimed test.

Or you could say to a child, you could do a PowerPoint, or you could do a presentation to the class, or you could make a speech. There is many, many ways we could alter the assessment.

Title Page: Individual Education Plans

Carol: IEPs

On the topic of IEPs, there are a lot of words used interchangeably for IEPs.

Some people say our Australian legislation is insufficient in that we don't have legislatively mandated IEPs. IEPs are basically just another word for lists of disability adjustments.

Mandy: Support - IEP

The development of an Individual Education Plan compiled at a case level where you bring in the parents to contribute and if the student is old enough, then the student should be involved.

We are looking at a collaborative effort.

We are looking at the support that is needed to be provided to the teacher. Adequate support that will allow this to work.

Excellent resources that will support them in their programs they are putting in place.

A really good knowledge of strategies that might be useful for this student.

2.4 Students self advocating –

Title Page: The need for champion teachers

Andrew: These students that have struggled for years, from Prep to Grade 6, have struggled with literacy and consistently failed. They know that.

When they find a teacher that is willing to present that work in a different manner, they are very appreciative.

Bailey: You just learn and think differently.

Aedan: You have a creative mind and you can do so many things.

Deeka Rose: You can go through it in different ways. You can figure it out.

Kyle: The teacher knows that they have those problems. The teacher has to give them extra support, have extra support with the school.

Erika: It is because the teacher I have understands what I need. Explains everything well and gives me lots of help.

Madison: She helped me understand to know what they are trying to ask you.

Hayley: My teacher gives me very simple instructions so I don't forget them.

Billie: I just need to know the main ideas of the problem.

Ben M: If they listen to you, help you out and find a way to help the child read properly and write properly.

Elise: Teachers can spend more time explaining to me and give me more time to finish.

Josh: If we are doing tests, the teacher sometimes gives me so time. Some more time than the other kids. Then I can read the question and actually get it right rather than if I am trying to rush and read the question. I might misread the question and I don't get the answer right.

Breannah: We can't do everything like everyone else because we are different. If they can accommodate us by saying 'That's alright, we can help you by doing a PowerPoint instead of a written task.' That would be just great. It would make our lives so much easier. We can express it in different ways instead of doing what everyone else is doing.

Ashlee: She shows me or he shows me an example, not just saying it. Showing it to me.

Luke J: I am a visual learner, I like to learn by seeing. I like to learn by doing it in real life.

James: I like to learn by listening and I like to learn on the computer.

Kyle: Technology is lots of fun. With goggle, you can search up words rather than flick through a dictionary. It is much more quicker. You can get much more work done when you have technology.

Eliza: I figured out I could be exactly like everyone else but I just need to be told more things, I need to be explained easier, I need to be given more examples. I just need to be given more time to be able to do it.... and I was able to do it. I can be exactly like these other people; I just need to tell them to do things differently.

Title Page: Effective Teaching Strategies

Doreen: Support - Differentiation

What we used to do is give them slabs of work, slabs of text and let's read it together.

With dyslexic students, they can't read that. It's too small for them. It's not interesting for them. And it's not fun.... Now it is fun.

It is broken down in stages for them whereas previously it was, 'We are going to do it all together. ' Every student was treated the same. Now we treat the student differently because every student is different in the classroom.

Mandy: Effective strategies - summary

The use of assistive technology, the way in which we deliver instructions, the amount of repetition that takes place in the classroom, making sure we are taking children back and reminding them where we have come from, the checking for understanding.

Liz: Support - accommodations to assist memory weaknesses.

That might be by teaching things in a multisensory way.

That might be by giving them a visual representation of all the steps in a mathematical problem.

You might give them a diagram to show them a science experiment.

You might record something that is the homework explanation for that week.

Aileen: Support - classroom accommodations

Looking, thinking.... I do a lot of talking... We do a lot of talking.

We do brainstorming. We do a lot of mind-mapping. We do a lot of planning.

We do a lot of group work.

Mandy: Classroom adjustments - instructions

Delivering instructions with a gap in between each instruction.

Delivering at a slower rate.

Delivering less instructions between each lot of activity carried out.

Aileen: Structured lessons

I give everyone the big picture. This is what we are going to do and this is what it is going to look like at the end. I give everyone the big picture. Then I go back and say 'Okay, our first job is to...' then I break it down into the smaller steps.

Mandy: Effective strategy - feedback

Two way feedback is really important.

The teacher's give the student's feedback , saying this is where you have done really well and this is where you could be improving.

At the same time, as part of their constant checking for understanding, they are constantly checking in with the student and getting feedback from the student.

Was there a way they could have done it better?

Could they have delivered the material better?

What works best for that student in terms of delivering instruction?

Aileen: Support - monitor and clarify understanding

You can ask them for a response and you can monitor them.

A lot of the starting points is we have a little brain storm. What do you know? Who knows about this? What can you tell me about this?

Then you can gauge what they know and what they are confused about or what they are totally off the track about.

Then you can bring the learning back to the explicit teaching and direct teaching.

Bartek: Scaffolding

Scaffolding in the sense that you start with a whole lot of support in place when you are learning a new skill. The idea is to determine what a student already knows, to determine what they are capable of knowing based on what they already know and to provide a bridge.

Aileen: Strategy - build on prior knowledge and focus on what they can do

You have got to start from where kids are. You have got to build on what they already know and take them on the next step of where they need to go. What they don't know.

You can't focus on that unknown. There is a lot of things they can't do but you don't focus on that. You focus on what they can do.

Mandy: Effective strategy - repetition

That there is a lot of repetition. If we are trying to teach 5 vocabulary words, then we are going to need to say those words a lot. We are going to need to get the children saying those words a lot. We are going to need to play games that require those children to call out those words quite loudly. There are lots of things that need to happen around the notion of repetition. Repetition is vitally important.

Bill: Structure and Repetition

The objective is to reteach what they need to be retaught.

Practice, practice, practice, as you saw, there is drill in there.

There is lots of revision, so if there is a mantra about working that way. It is repetition. It is structure.

2.6 Accommodations

Title Page: Accommodations

Nola: Accommodations - part 2

Make sure you give them every opportunity to be showing their skills.

Give them an opportunity to do their assessments or assignments that are not print based.

They should be working on their reading and their spelling but they need ways to also get around the print barrier and show the skills that they have got.

Mandy: Accommodations

Accommodations need to be made to ensure that student is given every opportunity to participate in the same activity as everyone else in the class through some alternative means.

Perhaps it is through having the book electronically provided to the student to ensure that student has access to the same material as everyone else.

It is not necessarily about building skill but it is about ensuring access.

Chris: Support - differentiation and adjustments

Differentiate the content, the activity, the point of entry, the assessment task, the time given to complete the assessment task.

My teachers have the opportunity to look at the assessment task and then decide if they need to adjust that in a particular way to accommodate the needs of the child.

In year 6 I have two young boys who are dyslexic, one of the modifications the teacher has made is to use the iPad as assistive technology.

So instead of handwriting the task, the boys will type the task out and email it to the teacher.

The teacher has also adjusted the time allocated to the task. Instead of giving them 50 minutes, he might give them 75 minutes.

Aileen: Accommodations – part 2

A lot of assessments want the children to write their explanation of how something works.

I find a lot of children with dyslexia are not capable of writing that for themselves so I get them to talk to me about it. Tell me how you know and I will scribe for them.

Sometimes I will use the computer where they can go onto some of the programs and record themselves.

A lot of assessment, I either get them to do a PowerPoint or slide show for me, or to deliver an oral presentation.

It's all ways they can demonstrate their learning without having to write a whole essay.

Angela: Oral Presentations

When they do their oral presentations, they are amazing. they get up, they are full of confidence and they can just deliver. A lot of children have trouble with the oral presentations. but children with dyslexia, they like to hold court. they love to have that audience. The more that audience interacts with them, the more they feed on that.

Aileen: Peer tutoring

A lot of the support structures I put in the classroom are children being tutors for other children. It is amazing how well they do that job.

Often the children can't read the instructions and even if they can read the instructions, they don't know what to do. So I pair them up with a study buddy, and the study buddy will read the instructions and the study buddy will explain what it means.

2.7 Assistive Technology

Title Page: Assistive Technology

Mandy: Assistive Technology

Using assistive technology to assist with reading, to assist with writing, to assist with spelling.

Those things make a huge difference to the student who finds those tasks extraordinarily difficult.

Nola: Accommodations - part 1

They need easy access, and teachers need to know how to use it, to have easy access to software such as speech-to-text and text-to-speech. It needs to be simply on the desktop. There needs to be lots of software on the desktop, and that needs to be part of it.

Sandy: Assistive technology

Whatever you give a student, you must teach them how to use it.

You don't want to turn the student off from using technology forever... 'Nup, that's too hard, I am not doing it.' You want to introduce it simple enough so they will give things a go.

It's hard! They don't want to do it. If something is really hard, do you do it?

It is one of those things where you think, how can I help this child become independent and learn that they can do it themselves.

Sarah B: Support - Assistive technology

Allowing them to use the computers whenever they need. I have found programs on the internet even that have audio options. If my kids are doing a reading task, they can listen to it on audio instead of having to read it off the computer.

Sandy: Assistive technology

The first technology I would give a student is technology to help them remember their own ideas.

Some of those tools might be early entry mp3 recorders, microphones, big-point talking points, which are like recorder you can hold where they can say their idea.

Later on you might go into PowerPoint because it has feature where you can go to the insert tab, go into the voice part and record your ideas.

Sarah B: Support - Assistive technology

The kids in my grade with their writing, I have quite a few in my grade with dyslexia, the jumped straight on the computer to type their stories because they can get it out better. Whereas if you give them the pen and paper, they struggle a little bit more. It takes them longer to write.

Sandy: Word prediction.

Some students find the word prediction helps them because they have not been writing down words they know they can't write. Imagine getting to a word that is an idea in your head. You are thinking, 'I can't write that word.' so you find another word you can use instead.

So if you have got a working memory problem... What was the rest of your idea? It's all lost already.

So it's just finding ways of empowering them to capture their ideas and go back and get their ideas.

Renea: Assistive Technology

One of the recommendations was that Jordan uses assistive technology. He used that for NAPLAN, for assessments and for home assignments. It just takes away that pressure of stopping and thinking about how to spell, my grammar, my punctuation, the anxiety that comes with that. He can just get his really imaginative ideas down and produce great stories and great answers without all that pressure of holding a pencil, tiring when he is writing and trying to recall all of those answers as well.

Emotional support

Title Page: Building Self Esteem

Genevieve: Self Esteem and Resilience

To support their self-esteem and improve their resilience so they can get through life. Having a reading problem is unfortunate.

Having a problem with learning to read is no different to having a problem learning to play the piano.

However if you are piano-resistant, you can say to your parents, I don't want to have piano lessons any more. Everyone goes, well that's a shame but never mind.

But if you have a reading problem, you do not have anyone saying to you, that's fine you won't have reading lessons anymore because reading has an impact on every single minute of your waking hours.

These kids need to be taught, if you have got a reading problem, it doesn't make you strange or weird. It is just people are good and bad at different things. They just unfortunately happen to be bad at something that society is saying is really important to have. So their self esteem needs to be supported and their resilience to that needs to be supported as well. They can have a happy life while living with this thing that has more impact on their lives than not being able to play the piano.

Bill: Therapy

When kids get over that hump and they realise it is the way their brain is learning and it's not them. Things start to turn around really quickly.

I have had parents come in after one or two sessions and said, 'What are you doing? This is magic.'

I say, it can be anything I have taught them, we are just getting over that self loathing hump that a lot of these kids have.

Angela: Support - confidence

We have got to build them up. Build them up. They have got to have that confidence. If they are confident, they are like. I can do anything. You have got to give them confidence

Julie: Build in success

It is so critical that these children experience success. They have had lots of less than successful experiences at school. That erodes your sense of self esteem. They come out, feeling they can do this

and they start to bounce off the walls. They walk a couple of feet higher because they know they can do this. It is just delivered in the right way. Plus we make it a bit of fun. Learning should be fun.

Aileen: Self esteem

Self esteem is really important. Everybody sees themselves as a learner. Everybody sees themselves as successful.

That keeps them motivated to learning. To keep them listening to you day in and day out.

To keep attempting the tasks you are giving them because they feel they can succeed in it.

Just giving that support to be successful.

Success and Dyslexia

Title Page: Developing Resilience

Nola: Self esteem - Success and Dyslexia

The knowledge that the emotional impact is more important than the extent of the dyslexia. That has been the basis for most of my work. It is a very happy message.

Resilience is a skill that takes a lot of learning, however it is very learn able.

The first component is about learning about how you are coping at the moment with your difficulty. There are many ways to cope. You might decide the way you are coping at the moment is fine but you will learn other ways to cope. You will also learn which ways of coping are not so good.

Sarah B: Supporting students to overcome their difficulty

I had a student a couple of years ago that would just give up on everything. So she didn't have those coping strategies. It was just 'I can't do it. I can't do it' By the end of the year she was recognising there was ways to overcome those difficulties. I think by providing them with an environment that is more supportive and suited to their needs has helped their confidence.

Nola: Success and Dyslexia - components of a resilience program

The second section is how to deal with the negative self talk that comes when we experience difficulties. So instead of saying, 'I can't spell a word? I am hopeless. I am never going to learn anything and this is going to happen all my life.' Instead of thinking this and feeling that response that comes, these young people can say 'I can't spell a word. It is because I've got dyslexia. I'm going to ask my friend how to spell it or look it up on the computer on spell check and then keep going with what I am doing.' Keeping the difficulty contained to a particular place and time instead of letting it completely overwhelm you and cause depression.

Andrew: Success and Dyslexia program - Assertiveness

Becoming assertive is a very important part of Success and Dyslexia. that is what has shown some success with Students that have gone into Years 7, 8, and 9.

Part of the assertiveness is to use 3 sentence starters as a base to rely on in difficult situations.

This child might respond with: When you....I feel.....I would rather.....and they provide an alternative.

Manners, persistence and the 3 sentence starters provide a really good structure.

Nola: The third is how to figure out what it is you really want in your life and to set that goal. That goal has to be the student's goal, and then the motivation kicks in. How to deal with setbacks to that goal and how to ask assertively for what you need, rather than getting angry or giving up.

Andrew: Success and Dyslexia program - Goal Setting

The importance of goal setting for these students, is they have got to be what is referred to as the smart goals.

They have to be measurable so the student can see they are achieving them along a certain timeline.

They need to be achievable.

They have to be realistic.

The goals have to be balanced with a resilience. If they don't achieve those goals, they have to have the resilience to bounce back and find another coping strategy to achieve that goal in a different way.

Nola: Success and Dyslexia - student confidence

To see in some of the trials the changes that happened to young people. It is just so gratifying to see people come into these classes with a depressed situation on them with their body language and it changes. They change from that to looking you in the eye and looking hopeful and that is enormously rewarding.

McAyla:

When I started with Mr Bridge, he explained what it was and things I could do to build up my courage. I started asking the teachers for more help. I eventually did my work and I stopped daydreaming. I felt much better, I felt more confident of asking help. I wasn't afraid.

Doreen: Improvement in students

They have higher self-esteem and are more willing to say to the teachers

'Look, I don't understand that and can you help me.' or

'Can you break it down for me.' or

'Show me some of the text instead of the whole text.'

They are more vocal in their learning and they are also more persistent in getting it right now instead of just giving up.

'It's too hard, I can't do it '. They are more persistent in having a go.

MSL

Title page: Multisensory Teaching

Aileen: Support - effective strategies

Good teaching and learning for dyslexic children is good for all children. Learning with visual, auditory and kinaesthetic approaches is good for everybody.

Jodi: Overview of MSL

Multisensory is about incorporating as many senses as possible to come in and support the content of what we are teaching. We like the output to be delivered multisensory and the input to be multisensory.

Bartek: Multisensory approaches

It is really important to use multisensory approaches. There is certainly evidence to support the use of multisensory teaching strategies. I think those strategies are far more important than people realise.

Jodi: The teaching of language and literacy

It is a matter of taking speech to print. We are teaching children how to hear sounds within words first and then how to translate those sounds into the written form.

Julie: MSL instruction

We make sure we are linking the sounds to the symbols. Children can have problems processing the sounds. They can also have problems with rapid automatic naming.

We make sure they understand those sounds and how language works. When you take a sound out of a word, what it does. When you put a sounds back into a word, what it does. They get to hear how language works and that is a very important foundation for building on the rest of it.

We then makes sure they know how those sounds are represented in the written form. You systematic teach every one of those.

We teach them the rules and structure around words, and how to put them together. When we add an 'ed' for example sometimes it sounds like /ed/ sometimes it sounds like /d/ and sometimes it sounds like /t/.

We have to get them around the seemingly anomalies of the English language. English isn't crazy. There is a structure to it if you understand the structure and you teach them the structure, And they cope with it beautifully.

Bill: Structure, Practice and Repetition

It is repetition. It is structure. It is moving quickly along from what they have already learnt.

I say to kids when they start, you already know a lot of the letters and sounds. The problem with dyslexia is it muddles you. The job of me and the structure is to unmuddle you.

So I move quickly through what they have got and spend longer on what they need with rehearsal to start to rebuild that system.

Jodi: MSL is diagnostic teaching

MSL, not only is it direct and explicit, it has also got your diagnostic teaching built in.

So it is not let's test at the start and test at the end. Diagnostic teachers are always looking out for how well we are teaching and it is going to be your student that tells you how well you have taught.

If the child doesn't get it, it is never their fault, it is the teachers.

1.7 Intervention

Title Page: Intervention

Mandy: Intervention

It is important to be mindful of the intervention and that involves remediation.

It involves trying to narrow the gap for those children. If they have a deficiency in a particular skill, such as reading, writing or numeracy, we want to pull those kids up so they are working at the same level as their peers.

Closing that gap, working very hard to build skill requires very targeted explicit intervention.

Mandy: Intervention – first wave

80% of students will be catered for in that first wave with high quality teaching. That means most teachers understand the most effective evidence based approaches to early instruction.

We have got screening to pick up any students who are at educational risk of literacy or numeracy failure. We put in place additional support mechanisms for those students.

We have got ongoing curriculum based assessment, we have support put in place, we have good evidence based resources.

We get the best possible start and early intervention for those who need it.

Mandy: Intervention - second wave

The second wave is that even with this, there may be some students who struggle more than others.

Students who need an additional level of scaffolding and support.

They need small group intervention to provide them with the additional practice they require.

The repetition of the skills and concepts they are developing.

Mandy: Intervention - third wave

The third tier is when we start to say, these students have some fairly serious persistent and enduring problems. It is a much smaller group, maybe 5% of the population. The one or two children in every classroom who really continues to struggle a lot despite all of this great support - the high quality instruction and the evidence based intervention being provided to them. We are looking at what else does this student need.

Sue: Intervention

When you are teaching a struggling reader, every child is different and it is really hard to know how to intervene with how to teach the to read.

As a mainstream teacher, it is really quite difficult to address those issues. You really need to have a thorough understanding of how to do it. I think you can only really do that through an intervention class. You have to withdraw those students.

When we train volunteers, we give them an overview of the approach, the decoding.

The pool of volunteers come from GC Volunteering, GCIT and Griffith University. We have also had Southern Cross University involved. Most of them are here for work placement. Most of them have had a huge impact.

Sue: Success

We have lots of experience where students start to shine as a result of the learning and achieving constantly. The volunteers are always reporting back to me or giving little testimonials and anecdotes of how a student becomes more self confident, they have a greater belief in themselves, they just basically start to shine. They finally understand that they can do this. That they are not dumb, they are not stupid and they have that history of feeling that they have been that way.

Conclusions: Title Page - Transformation

Aileen: Conclusions

Why some children learn so easily and other struggle? I always had a passion for it but I never quite knew what to do. How to delve down to find what the key was.

Knowing where to start and giving me the strategies of where to start and where to work to. If I only had that knowledge 20 years ago, how much of a difference may I have made.

Andrew B: Conclusions

My teaching has changed dramatically since I become aware of dyslexia. I only wish I had become aware of it so much earlier.

Chris: Conclusions

The first thing is a change of culture.

The first element is to accept that dyslexia exists and accept that it is a difference that children have.

Breannah: Conclusions

That is why teacher's, they need to know even though how much you try, it doesn't make you dumb or stupid, it just makes you different to others and that is how you learn differently. I wish I can change how I can learn but they have to teach me. I have to teach them, this is how I learn and you have to help me.

Sarah A: Conclusions

If the child is not learning, we need to look at why they are not learning. Don't expect the child to change but we need to change our teaching in order for them to learn effectively because they just need to be taught in a different way.

Doreen: Conclusions

You may not want to be labelled as a dyslexia friendly school because all of the students with dyslexia will come to your school... but they are already there.

As a principal, you have to make sure every single student achieves in your classroom and you have to differentiate the program to suit all the students. If that means changing something small in a classroom to allow other kids to have success, you have to do it.

Eliza: Conclusions

I told myself, you have got to be kicked down. Not physically but mentally.

You have got to be pushed. You have got to be stretched to your limits.

You have got to be asked things that you don't know how to do.

You have got to accept that you can't do them.

You have got to be able to tell people you can't do them.

You have got to be able to face the facts, and then you start to learn, you will get there but in your own time.

Then you will feel better about it because you are accepting it.

and when you do get there, you feel amazing.