

## **Criteria for Recognition of Classroom Teachers supporting pupils with dyslexia in a Mainstream Primary Setting**

For more information, or to request an application form, please email Katherine Dumas at [katherined@bdadyslexia.org.uk](mailto:katherined@bdadyslexia.org.uk) or call 0845 251 9003 and select Option 4.

### **Attributes and skills required by teachers working with pupils with dyslexia in the primary phase.**

- are sensitive to the early signs of dyslexia;
- accept that all pupils are entitled to a broad, balanced, relevant and differentiated curriculum based on early learning goals and desirable outcomes at foundation/primary level;
- contribute to whole school approaches to supporting development of skills in collaboration with other professionals;
- to demonstrate best practice and work alongside other teachers to increase their confidence and competence in teaching pupils with dyslexia;
- willingness to develop working partnerships with parents/carers.

When teachers with additional expertise are promoting access to the primary curriculum they will:

- ensure access to the National Curriculum for pupils with dyslexia;
- contribute to the setting and achieving of IEP targets as appropriate;
- understand and apply the principles of child development in relation to the dyslexia continuum;
- monitor the use and effectiveness of appropriate teaching approaches and materials to ensure that they contribute to the achievement of intended outcomes continuum.

### **Learning outcomes**

- An understanding of the nature of dyslexia and the range and complexity of difficulties experienced by pupils with dyslexia within a mainstream setting;

- An understanding of the range of cognitive skills necessary for effective learning and the effects on skills deficit in the areas of perception, memory and information processing;
- An outline knowledge of the processes of language acquisition and the structures of spoken and written language;
- An understanding of the importance of, and an ability to put into place, early interventions, based on observation and assessment of early indicators of dyslexia;
- Demonstration of knowledge of effective assessment procedures to identify strengths and needs and to monitor progress;
- An understanding of the use of structured, sequential learning programmes which include building phonological awareness;
- Demonstration of the use of specific multi-sensory methods to promote development of skills across the curriculum;
- An understanding and review of classroom organisation to facilitate individual learning within the National Curriculum and to ensure the environment supports purposeful learning;
- Differentiation of the curriculum to match and develop pupils' language and literacy skills and to take account of a range of learning styles;
- An ability to develop lessons which ensure that agreed priorities for individual pupil need are identified and strategies to differentiate teaching and learning are used appropriately;
- Demonstration of effective use of specific techniques, strategies and materials to support pupils with SpLD within the mainstream classroom, ensuring that they contribute to the achievement of intended outcomes;
- An understanding of how pupil grouping and teaching and learning contexts affect learning outcomes, particularly how classroom and group dynamics can contribute to, accentuate or reinforce good/poor self- image, stress levels or positive/negative behaviour;
- Promotion of a learning environment which facilitates metacognition, supports pupil participation in planning and review and develops independent learning within a mainstream setting;

- An awareness of the place of information communication technology in the teaching of SpLD/Dyslexia and the knowledge of the range of relevant technical aids to teaching;
- Demonstration of effective ways of working with parents/carers to secure partnerships in the learning process.

## **Entry Criteria**

Primary phase teachers with QTS and a minimum of two years' teaching experience, working within a mainstream classroom.

Access to whole class teaching settings within the primary phase in order to demonstrate effective practice.

## **Course Outline**

There will be an expectation of 30 hours of lectures plus seminars, tutorials, supported and private study time, and evaluated teaching within a mainstream classroom. This evaluation should take into account the quality of the observed teaching and the progress of the learners and should involve direct observation wherever possible, or the use of videotaped lessons may be offered as a negotiable alternative.

A final report on the quality of teaching should be made available and will form the basis of an evaluation report on effective practice. The course will be delivered over two terms in 10 x 3 hour sessions. Assignments in the form of essays and teaching and assessment reports should form part of the overall assessment.

## **Criteria for Recognition of Classroom Teachers in Secondary Mainstream Education**

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## **Attributes and Skills Required by Teachers working with Pupils with Dyslexia**

- are sensitive to the presenting signs of dyslexia;

- have high expectations of pupils with dyslexia;
- accept that all pupils are entitled to broad, balanced, relevant and differentiated curriculum, including the National Curriculum;
- contribute to school approach to meeting the dyslexic needs of pupils with SEN including collaboration with other professionals;
- willingness to adapt teaching strategies to changing circumstances and in response to new ideas;
- to demonstrate best practice and work alongside other teachers to increase their confidence and competence in teaching pupils with dyslexia;
- willingness to work with parents/carers and pupils to secure partnership in the learning process;

When teachers with additional expertise are promoting access to the curriculum they will:

- be familiar with the use of a counselling approach when dealing with dyslexic pupils;
- be aware of how stress and emotional factors can affect learning;
- ensure access to National Curriculum for pupils with dyslexia;
- contribute to the setting and achieving of IEP targets as appropriate;
- collaborate with specialist teachers and others to agree on programmes which reflect IEP targets and arrangements for monitoring;
- understand and apply the process of differentiation in teaching and learning;
- monitor the use of effectiveness of appropriate teaching resources, ensuring that they contribute to the achievement of intended outcomes;
- evaluate the extent to which curriculum planning and teaching result in discernible progress for dyslexic pupils.

30 hours contact time course (optional 10 CAT points) 10 x 3 hour sessions