

Setting up and reviewing 4D practice in your school

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Document 1:

Reviewing Dyslexia Friendly Practices in your School - Teacher Self Appraisal

Below is an example provided by a teacher who asked her students two questions and was shocked by the results. It may be a helpful to appraise your performance in the same way. Her email to the DFNZ is copied below:

"I just wanted to let you know what happened on Wednesday in my year 5 class. I asked my kids two questions

1. What do I do that makes learning hard for you?
2. What do I do that makes learning easy and satisfying?

Well, well, well, I sent them away in pairs and we came back fifteen minutes later – what a shock! This was the best bit of teaching, learning and LISTENING that I have done in my 4 short years of teaching. The answers were honest, clear and I valued every minute of it. At one point I had a few tears (tears of 'aha' and of joy) as I guess that I did not fully realize the impact my actions can have on my learners, 'wham, bang' in each present moment!

Some of the things said by the kids:

'I hate tests as I can't read the questions'

'she uses too complicated words'

'I don't like maths because I can't read very well so can't do the maths'

'it's cos you don't put things right when we do maths and it's a bit hard to understand things, it's hard to learn this way all day, and boring to learn this way.'

'you give us hard writing'

'give us more time to do our work please'

'I don't like reading cos I am not very good at it so I give up in the end.'

Shouting at naughty kids does not help me learn' (I cringed at this one- so naughty kids?- no probably just kids with different learning preferences- so I need to address this).

'let us think for longer instead of always rushing us.'

(There were lots of good points too, but I am focused on addressing the things I NEED TO CHANGE).

So, what I have changed for next week is:

I intend to deliver the curriculum in a more creative way, slowing down and focusing on quality of learning in a more kinesthetic manner so my kids are happy learners and happy in their hearts.

I am re-reading the DFNZ website and looking through the downloadable material for our school, so we can govern dyslexia friendly practices in a more effective manner.

Document 2:

Reviewing Dyslexia Friendly Practices in your School - Teacher Self Appraisal

Low or High Empathy- where are you? An EQ (Empathy Quotient) tool for teachers:

Read the following statements to gauge whether you show empathy in your classroom....if you have the courage, ask your students or a colleague the same questions about yourself!

I am quick to spot when a child is feeling awkward

I see learning as conforming to my methods/approach

Others say I am friendly and understanding

It is hard for me to understand why a student may be confused in a classroom situation.

I find it easy to see myself in my students' shoes.

I can't always see why colleagues/parents may be offended by a remark I have made

I am very direct, which some colleagues/students think is rudeness even though it is unintentional.

When in a conversation, I listen more than I speak.

I can easily tell if my students are interested or bored.

I can tell if someone is masking their true emotions.

I can usually appreciate the other person's viewpoint even if I don't agree with it.

This questionnaire can be used as a reflective tool to strengthen your awareness of how your actions can affect others' feelings. By using 'Empathy' as a tool, we have a resource to increase cooperation and understand what affects learning.

Document 3:

Teacher- Self Appraisal

Use this to measure your performance on an ongoing basis, e.g., once per term.

Self Review Questions "In your class/in your group"	Evidence	Basic	Developing	Integrated
How confident are you in recognising pupils with Dyslexic type learning needs?				
How well do your pupils with Dyslexic type learning needs achieve in terms of their "expected progress"				
How effective are you in responding to the learning needs of these pupils?				
How well do you ensure equality of access and opportunity for your pupils with Dyslexic type learning needs				
How well do you feel you are regarded by your pupils with Dyslexic type learning needs and their parents/carers?				
How well do you ensure equality of access and opportunity for pupils with Dyslexic type learning needs?				

Basic - This is a new area for me that I am beginning to take on board

Developing – This is a developing part of my knowledge base and regular practice

Integrated – This is an area of confidence and competence for me

Document 4: Dyslexia Friendly mindmap poster for classrooms and for teachers to monitor performance.

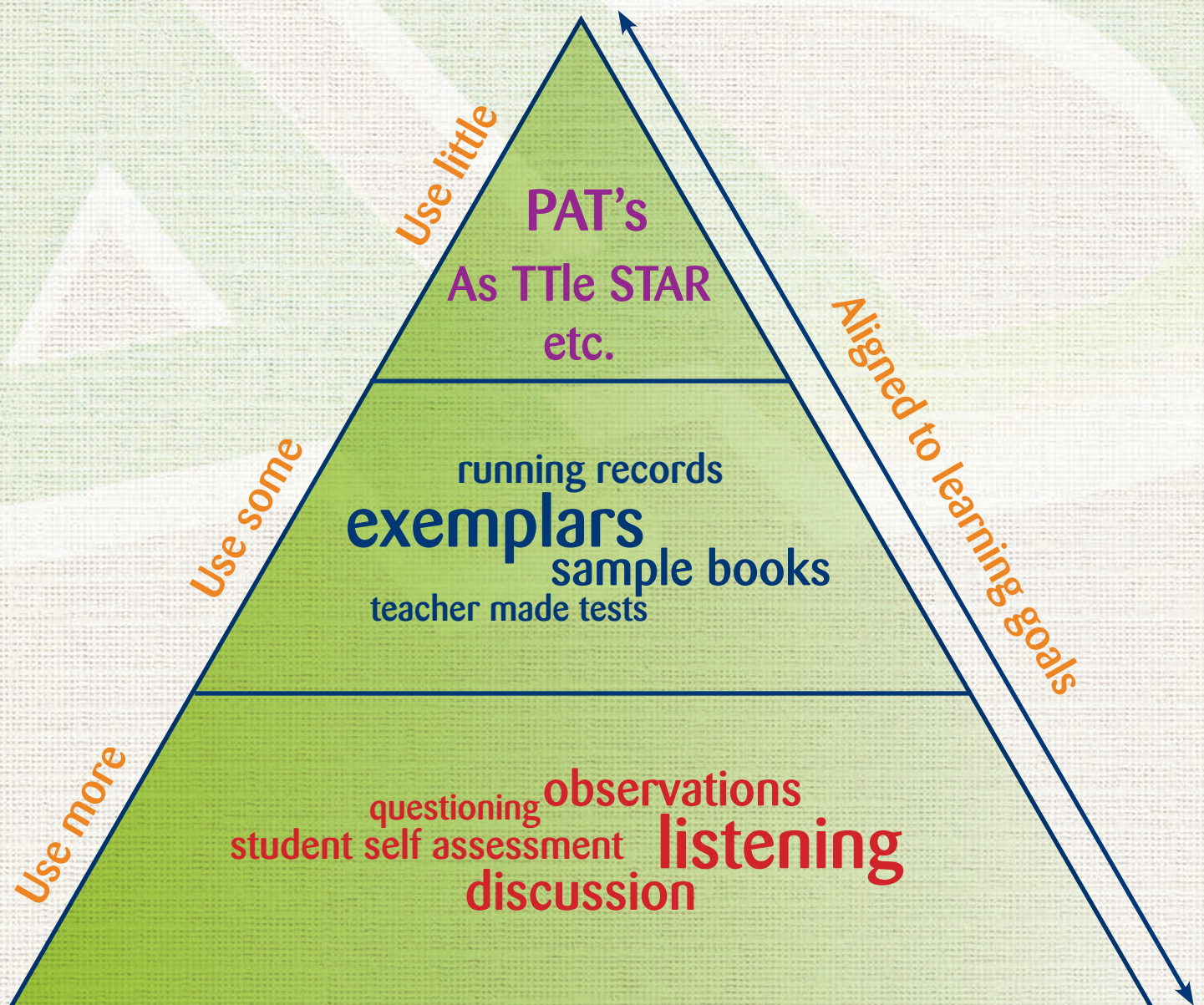


Document 5:

How to promote healthy assessment for teachers and schools

Use this template as guide to healthy assessment for all individuals.

For STRENGTH of information, use multiple samplings from multiple sources by using your overall teacher judgement.



NZEI Te Riu Roa and Lester Flockton 2009

Document 6:

School-Wide Use: 4D self review

Data > Information > Evidence

1

Find evidence that describes what is happening.

2

Turn evidence into information

Comparisons between groups/students

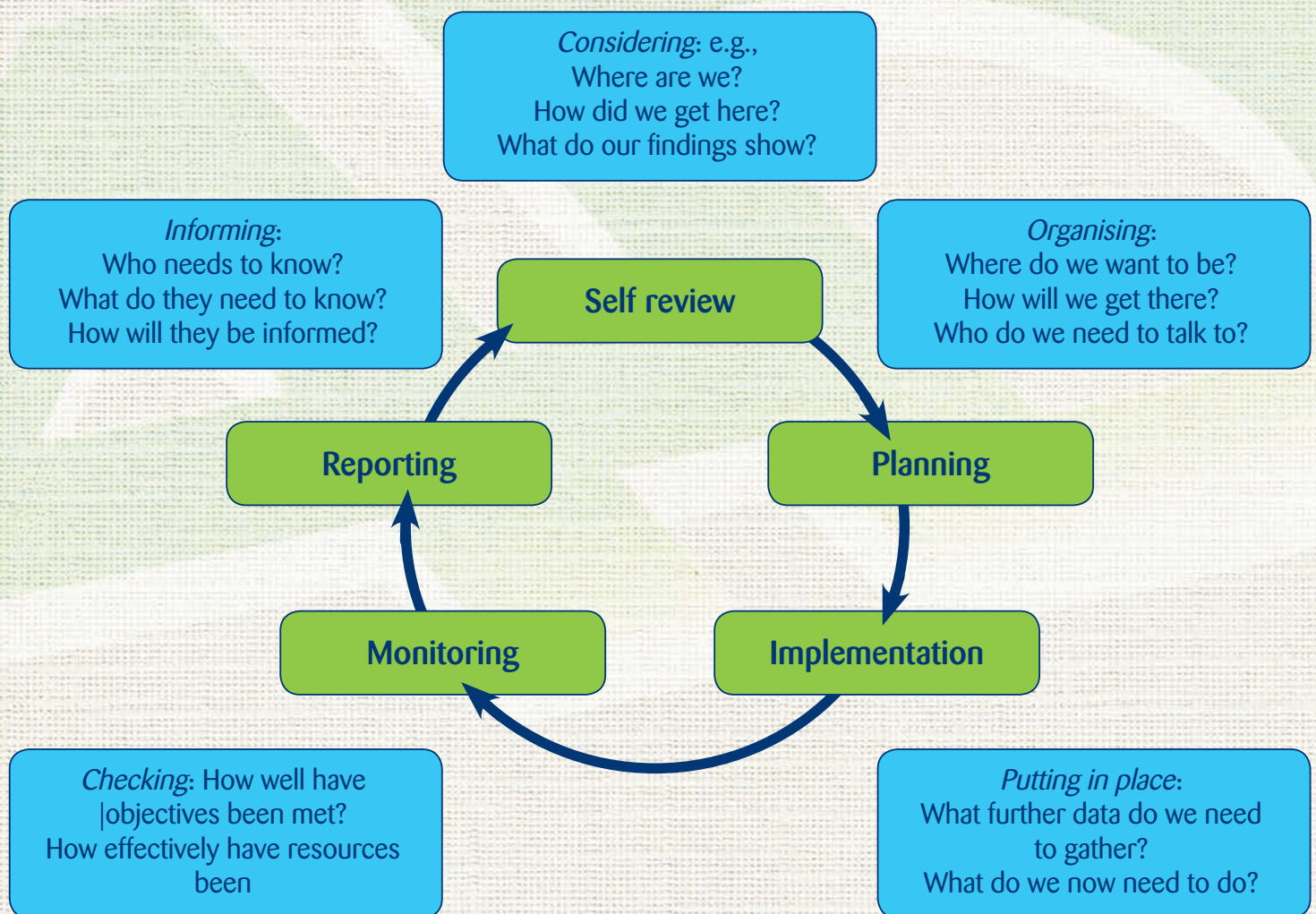
3

Information **is** evidence to support judgments and make decisions

Determine priorities.

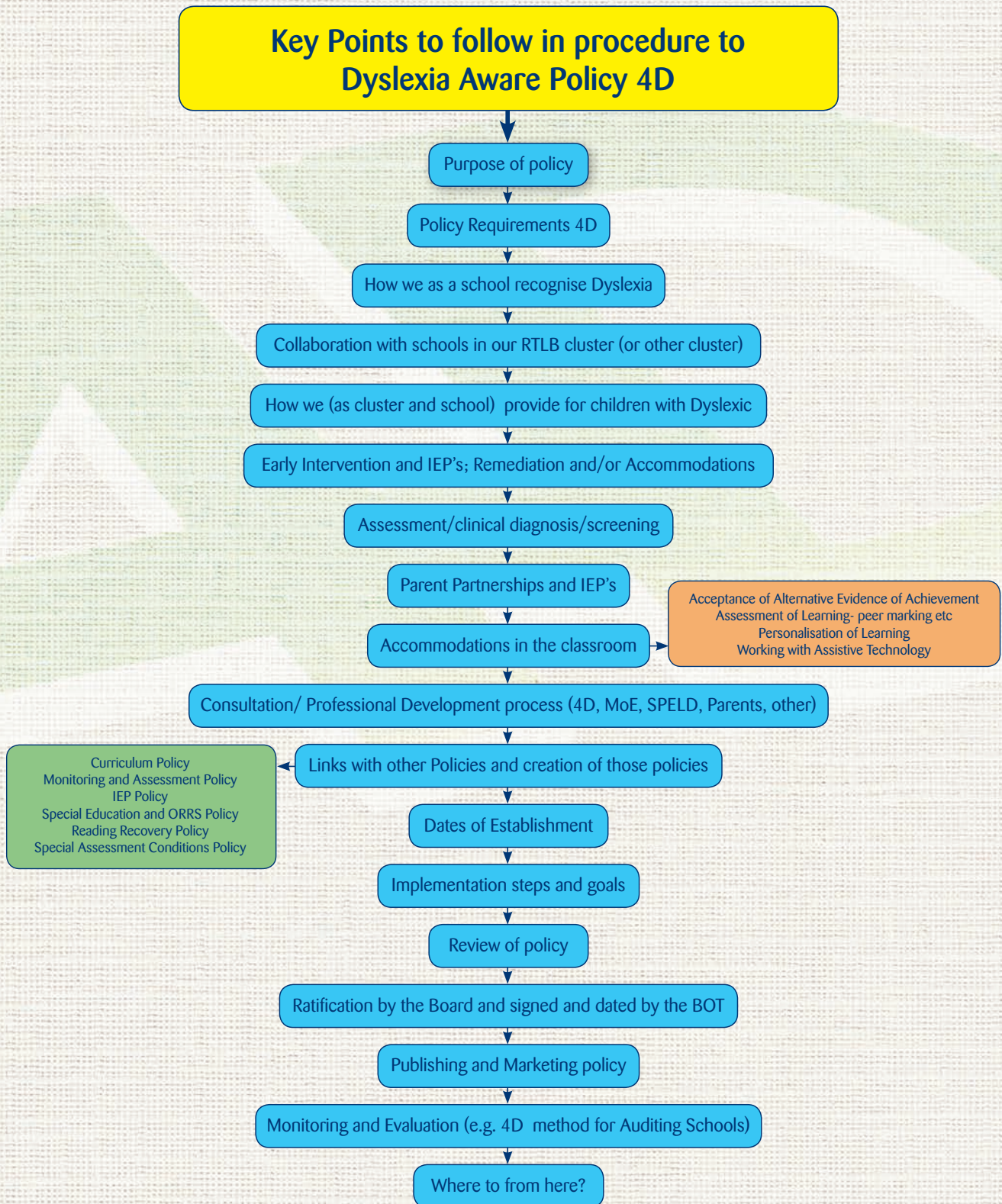
Document 6:

School-Wide Use: Cyclic Process for Self-Review



Document 7:

School-Wide Use: 4D Self- Review collecting data for evidence



This process is designed to ultimately achieve a dyslexic friendly school where evidence for what you are doing is given and practices are consistent throughout the school and the cluster.

Document 8:

School-Wide Use: Process of school becoming a 4D/Best Practice School

Process of becoming a 4D/Best Practice School

Pre audit – initial self review phase using school ERO process

Evidence gathering (1) – evidence of engagement of stakeholders (teachers, aides, parents, students, BOT,) in the process of action building. This evidence includes highlighted agenda items plus supporting minutes, 4D “self review” mind map which is used twice as a piece of pre/post evidence to show journeys, changes in policy illustrated by changes in practice – lesson plans, reports from lesson observations etc, “voice” evidence from initial questionnaires

Evidence gathering (2) – target pupils case study. Start with where they are now – work samples, data, “voice” from students and parents. This is to set the bench mark for improvement as the action plan begins to take effect. Two pupils are chosen (one with a label of dyslexia and one without but who has dyslexic type tendencies)

Self review into action plan – identifying areas for development with main focus on the classroom experience. This is about deciding how to move the school forward to be ready for the final self review phase

Final self review phase – a repeat of the initial review plus all the other “evidence gathering procedures” that were used to establish where the school was at the time of the initial review

Evidence gathering (3) – evidence of “movement” in areas identified in action plan. This evidence may included enhanced engagement of stakeholders (teachers, aides, parents, students, BOT,)through highlighted agenda items plus supporting minutes, our “self review” mind map, changes in policy illustrated by changes in practice and supported by work samples, data etc – maybe more dyslexia aware lesson plan supported by, reports from lesson observations etc, “voice” evidence from initial questionnaires, enhanced monitoring/tracking into classroom action. Your school is looking to see evidence of a package of measures in response to the issues (the “holes/gaps” in provision) identified in the initial review

Evidence gathering (4) – target pupils case study. “Where are they now?” – improved work samples from (ideally) an enhanced range of work samples, accommodations, alternative evidence etc, etc , data showing progression, more validating/supportive “voice” from students and parents – perhaps teachers/aides, BOT if the school uses questionnaires. This is to measure where the school has moved to in terms of classroom practice against the bench mark for improvement set in the initial self review

Evidence gathering (5) – verification visit to observe lesson, scrutinise evidence, interview stakeholders to assess the school's judgements in terms of their progress and to evaluate the safety and validity of their self review processes and judgements in terms of raising the achievement and attainment of students with dyslexic type learning needs

Document 9:

School-Wide Use: Monitor what you already measure using ERO's six dimensions of good practice.



Your school already measures ERO's six dimensions of good practice, why not extend it to directing a 4D vision?

Document 10:

School-Wide Use: Information for reader/writers

During the examination:

- You must only do the task for which the candidate has been approved special assessment conditions.
- You will be in separate accommodation away from the other candidates so, unless the special assessment conditions permit, do not allow the candidate to move around. If you feel that the candidate is not following normal procedures you should communicate with the teacher or SENCO

The Job of the Reader

- As the reader you are the eyes of the candidate
- Both you and the candidate will have a copy of each examination paper
- You will read the paper to the candidate clearly and at a speed they can follow
- Make sure that they can clearly hear what you are reading
- They may ask you to re-read instructions or a passage. Do so clearly and wait for them to ask you to read again. It is **NOT** your job to interpret the question or words for the candidate. To do so would invalidate their results
- Please be patient if the candidate works slowly and avoid giving the candidate facial expressions or being hesitant if you see mistakes being made
- A reader cannot use a computer for a candidate.
- A reader is not there to encourage or prompt the candidate to work harder or faster in the exam.

The Job of the Writer

- You are the hands of the candidate and it is your responsibility to write the answers for the candidate
- Both you and the candidate will each have a copy of examination paper
- Make sure the candidate can easily see what you are writing. Only write the words that they use and in the order that they say them to you.
- It is **NOT** your job to interpret or make suggestions about what you think the candidate is trying to write. To do so would invalidate their results.
- You are to spell all words correctly and may add punctuation
- You **must not** copy any sentences that the candidate has written. They **must** speak their words to you
- A candidate may sketch out a few ideas on the working/planning paper for long answers or essays. They then read from this.
- Do not appear impatient if the candidate works slowly and avoid giving the candidate facial expressions or being hesitant if you see or hear mistakes being made
- The candidate may ask you to re-write an answer.
- A writer cannot use a computer for a candidate
- A writer is not there to encourage or prompt the candidate to work harder or faster in the exam.

The Job of the Reader/Writer

- As the reader/writer you are the eyes and hands of the candidate
- Both you and the candidate will have a copy of each examination paper
- You will read and write the answers for the candidate. Make sure that they can easily hear and see what you are reading or writing. Read instructions clearly at a speed they can follow and only write the words that they use and in the order that they say them to you.
- It is **NOT** your job to interpret the questions or words for the candidate or to write what you think they are trying to say or to make suggestions about what they might write. To do so would invalidate their results.
- You are to spell all words correctly and may add punctuation
- You **must not** copy any sentences that the candidate has written. They **must** speak their words to you
- A candidate may sketch out a few ideas on the working/planning paper for long answers or essays. They then read from this.
- Please be patient if the candidate works slowly and avoid giving the candidate facial expressions or being hesitant if you see or hear mistakes being made
- The candidate may ask you to re-write an answer.
- A writer cannot use a computer for a candidate
- A writer is not there to encourage or prompt the candidate to work harder or faster in the exam.

Pre-Assessment Instructions

Read the following to your candidate

- Welcome. Please listen carefully. If you don't follow these instructions you may be in breach of exam rules. Today's exam is:
- Tell me if you have a cell phone (if they do, turn it off and ask them to put it in their bag)
- Write your answers in blue or black pen. Answers written in pencil will be marked but cannot be accepted for consideration
- If you have an emergency such as feeling ill or needing the toilet, tell me immediately.
- Now read, or we will read, the instructions.
- The exam is ... long. The official time is taken from this clock (point to the clock/watch...)
- Are there any questions?