

The workshops are supplemented by inter-school visits; self-help networks and email links for the group. Participants might visit one another's schools and also other schools with leading practice in areas relevant to taught sessions.

Action research

A core course component is study of action research methodology and tools, including planning and conducting a needs analysis in school. Support for an ongoing piece of action research engages participants in identifying an issue in literacy learning in their school, planning and undertaking a collaborative change process to address the issue. Participants in previous courses have, for example, undertaken projects on identifying children with phonological difficulties in YR and implementing intervention for them, training teaching assistants, implementing work on oral language skills, co-ordinating daily supported reading across a year group, and assessing children so as to improve the mapping of groups who require specific 'layered' interventions.

Contact us:

More information may be obtained by emailing readrec@ioe.ac.uk where your interest will be passed on to local course providers.

Accreditation

Opportunities for accreditation (30 credits towards a Master's degree) are available through the Institute of Education for approved applicants (or through a local HE provider's systems for accreditation of school-based action research).

What will the course cost?

There is a fee for enrolling in a course from the Institute of Education. The local leaders of the course may need to add their costs too. The final amount to be paid will depend on local decisions.

Reading Recovery in Primary Literacy Leadership

Course for Reading Recovery teachers - RRIPLLe



Empowering experienced Reading Recovery teachers as agents of change in widening the impact of Reading Recovery in schools



**A centre for excellence at the
Institute of Education**

What will course participants gain?

This course builds on Reading Recovery teachers' existing in-depth understanding of how children become literate, and of teaching approaches for children with the greatest difficulties.

At the end of the course Reading Recovery teachers will be able to:

- Evaluate literacy teaching and learning in the school at FS & KS 1
- Identify priorities for an aspect of school development, through collaborative consultation with all stakeholders
- Plan, implement and evaluate strategies to effect positive change in literacy teaching and learning in their school
- Develop own professional knowledge base of literacy learning, teaching and evaluation, and skills in leadership of others
- Manage and evaluate a wider range of early literacy interventions which are effective in addressing children's differing learning needs
- Engage in professional self-evaluation focused on eg leadership, delegation of roles and responsibilities, and shared ownership of change

Links to Every Child a Reader (ECaR) enterprise in England: Schools funded through this programme are expected to use some of their funding to release their Reading Recovery teacher to take part in this course.

Who's this course for?

Reading Recovery teachers who are in their second or subsequent year of Reading Recovery teaching and are keen to extend access to their literacy assessment and teaching expertise more widely. The schools' literacy, inclusion and special needs teams will be involved in certain activities and possibly some sessions with the Reading Recovery teacher.

Course Structure

The course will include the following elements:

Pre-Course tasks: eg

1. Examine the data on children after about a year in school (Foundation Stage profile in England) and identify any specific strengths and weaknesses in literacy related areas. Are there any groups which under perform? If so, in what areas?
2. Look at the overall literacy achievements of children 5-7 years in your school and undertake a similar analysis.

Taught Workshops

6-8 x two and half hour taught sessions: at least 3 in term 1, 2 in term 2, 1 in term 3, usually held at local Reading Recovery centre. Additionally this might include an end of year celebratory event/conference in which participants share the learning from the in-school action research activity they have undertaken.

Locally designed courses draw from the following topics:

- Mentoring and supporting colleagues in school
- Interventions management
- Implementing interventions
- Understanding and using data
- Quality First Teaching of writing in FS and early grades
- Literacy curriculum frameworks and current policy
- Early language development, Speaking and Listening
- Involving parents and the wider community
- Selecting, organising and using resources for literacy
- Every Child Counts and Every Child a Reader in schools

An option for Reading Recovery teachers may be to self-study a topic not offered as group experience. At the core of the course is Action Research undertaken by participants.