

# Develop schoolwide systems for identification and support

A suggestion for implementing the strategy 'Develop a schoolwide approach' from the Guide: [Dyslexia and learning](#)

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## **Includes:**

- Early identification systems
- Develop an agreed pathway for identifying student needs
- Identify ways to gather information
- Use the Tiered Support Model
- Record and share information
- Useful resources

Inclusive Education

From

Guide: [Dyslexia and learning](#)

Strategy: [Develop a schoolwide approach](#)

Suggestion: [Develop schoolwide systems for identification and support](#)

Date

08 December 2022

Link

[inclusive.tki.org.nz/guides/dyslexia-and-learning/develop-schoolwide-systems-for-identification-and-support](https://inclusive.tki.org.nz/guides/dyslexia-and-learning/develop-schoolwide-systems-for-identification-and-support)

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## Early identification systems

Researcher Sue Dymock and principal Fiona Bradley explain the purpose and processes for screening, teacher training, ongoing monitoring, and assessment to support successful learning.



Video hosted on Youtube <http://youtu.be/jOd3AuMNEbU>

No captions or transcript

Source:

[NZCER \(NZ\)](#)

<https://www.youtube.com/channel/UChMYjSxXeU7gb522kIQpNcg>

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## Develop an agreed pathway for identifying student needs

Take a collaborative approach with literacy leaders, SENCOs, and learning support coordinators. Work together to develop a clearly understood pathway for identifying and supporting the needs of all learners, including those with dyslexia, across your school or cluster.

Consider:

- how initial concerns expressed by a classroom teacher or parent will be recorded, addressed, and followed-up
- what processes and tools will be employed for identifying students not progressing as expected with literacy learning – the Ministry recommend the process in *The New Zealand Dyslexia Handbook* (pages 61–75) as an interim tool while further more comprehensive resources are developed
- how support will be coordinated across the school and between schools in your cluster
- your process for accessing additional support and teacher training to ensure early intervention and ongoing support
- your process and tools for ongoing monitoring, assessment, and targeted interventions.

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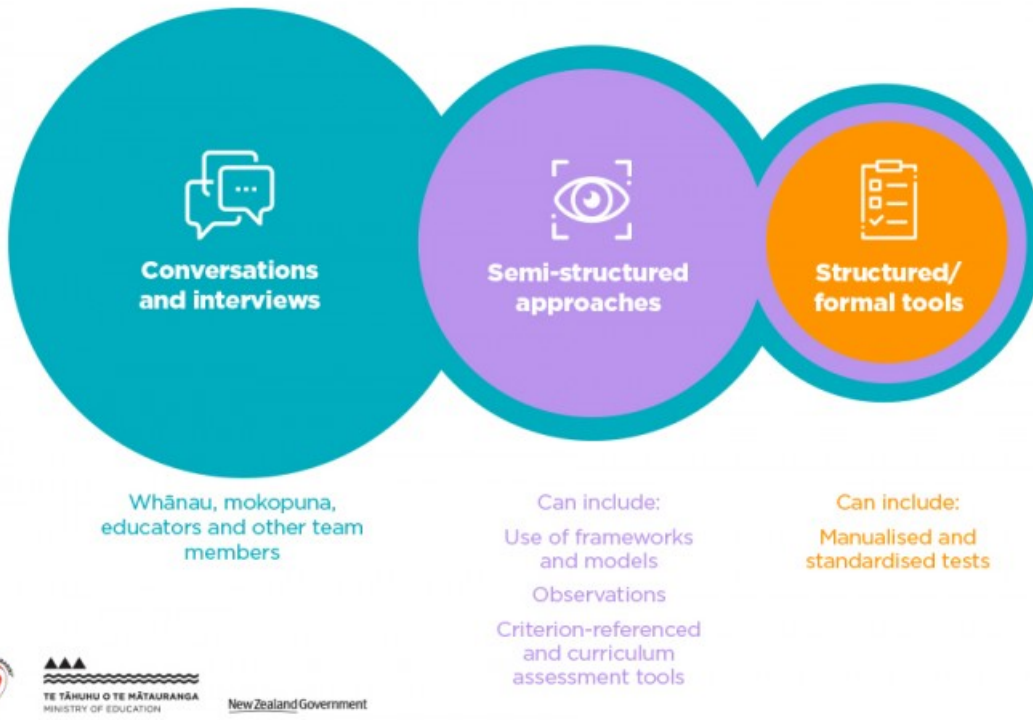
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## Identify ways to gather information

### Kohikohi – Gathering information to deepen understanding

Least intrusive, most inclusive



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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## Use the Tiered Support Model



### Universal

Tier one



### Targeted

Tier two



### Individualised

Tier three



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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## Record and share information

John Robinson reflects on the value of using the SMS to share information about students between staff and using e-portfolios to share information with parents.



Video hosted on Vimeo <http://vimeo.com/100662394>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)  
<https://vimeo.com/showcase/2950799>

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## Useful resources



## 4D is for dyslexia: A guide for New Zealand schools

Read time: 70 min

The 4D Schools programme and this guide are designed to assist New Zealand educators to make the whole school changes necessary to put dyslexic children on the path to success.

Publisher: Dyslexia Foundation of New Zealand

[Download PDF](#)



## Dyslexia in secondary school: Improving whole school achievement through dyslexia aware best practice

Read time: 28 min

This resource, written by Neil MacKay, provides practical information on identifying and supporting learners with dyslexia. While it is for schools in the UK, the pedagogy and practice can be used in NZ schools.

Publisher: Dyslexia Foundation of New Zealand

[Download PDF](#)



## Dyslexia check chart

A checklist for quality evidence-based practice in New Zealand schools for students who present with literacy learning differences such as dyslexia.

Publisher: Learning Matters

[Visit website](#)



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