

# Support teacher PLD

A suggestion for implementing the strategy

'Develop a schoolwide approach' from the

Guide: [Dyslexia and learning](#)

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## **Includes:**

Effective literacy learning

Identify professional learning needs

Provide a coordinated approach to PLD

Selecting a programme or PLD

Useful readings

Useful resources

Inclusive Education

From

Guide: [Dyslexia and learning](#)

Strategy: [Develop a schoolwide approach](#)

Suggestion: [Support teacher PLD](#)

Date

03 October 2022

Link

[inclusive.tki.org.nz/guides/dyslexia-and-learning/support-teacher-pld](https://inclusive.tki.org.nz/guides/dyslexia-and-learning/support-teacher-pld)

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## Effective literacy learning



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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## Identify professional learning needs

To be effective, you need the knowledge to assess, plan, and implement targeted teaching that meets the needs of learners with dyslexia.

Use these questions to identify what supports or professional learning you need.

What is my understanding of:

- dyslexia and how it affects learning?
- strategies for teaching learners with dyslexia?
- a structured literacy approach?
- multi-sensory learning and dyslexia?
- classroom tools to identify literacy learning needs, develop a plan, and monitor progress for learners?
- Universal Design for Learning and how I can use it to create an inclusive approach?
- how emotions affect learning?

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## Provide a coordinated approach to PLD



Source:

[SPELD](#)

<https://www.speld.org.nz/wp-content/uploads/2018/01/training-single-img.jpg>

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# Selecting a programme or PLD

Before purchasing a programme or PLD, ensure it is based on well-researched principles.

Use these questions to help your selection.

Is the programme:

- systematic – based on the 44 sounds and spelling rules of the English language and can be taught with consistency by different teachers?
- cumulative – builds on previous learning to ensure a strong foundation?
- structured – beginning with simple concepts progressing to more complex ones?
- sequential – meeting children at their current level with an ordered progress?

Does it cover:

- phonological awareness?
- phonics and decoding?
- fluency?
- vocabulary?
- comprehension?

How will it impact teaching staff? Consider:

- how much training is required
- what supports are provided
- how much teacher preparation is required
- what resources are needed
- whether teacher aides or volunteers can be part of the programme.

What is needed for schoolwide implementation?

- How much initial and ongoing training is required?
- Who can participate in the training sessions?
- What resources are needed?
- What is the cost?

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## Useful readings



### Reading basics

This series of modules examines the different components of reading. It includes a self-paced online course.

Publisher: WETA Public Broadcasting

[Visit website](#)



### Ending the reading wars: Reading acquisition from novice to expert

Read time: 160 min

This research paper provides a comprehensive review of the science of learning to read. It covers earliest alphabetic skills to word recognition and skilled text comprehension. It includes an explanation of why phonics instruction is central to learning and a review of research, with information on how phonics informs effective classroom practice.

Publisher: SAGE Publications

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## Useful resources



### Reading 101: A guide to teaching reading and writing

This is a self-paced professional development course for teachers of years 1–3. It contains nine course modules.

Publisher: WETA Public Broadcasting

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