

**NEW ZEALAND READING RECOVERY
GUIDELINES**

National Reading Recovery Centre

New Zealand Reading Recovery Guidelines

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INTRODUCTION

Reading Recovery is an effective early literacy intervention designed to dramatically reduce the number of children with literacy difficulties in schools. It provides one to one daily teaching by a specially trained teacher for children who have made slow progress with literacy learning in the first year of school. Children entering Reading Recovery are the lowest six year old readers and writers in the ordinary classroom without exception. Reading Recovery is supplementary to classroom instruction.

Reading Recovery in New Zealand operates under a franchise free trademark originally held by its developer Dame Marie Clay and following her death held by The Marie Clay Literacy Trust. The trademark operates to ensure that the researched protocols of Reading Recovery are upheld. In New Zealand, Reading Recovery is supported and significantly funded by the Ministry of Education as part of the Literacy and Numeracy Strategy. Data for every student in Reading Recovery is collected on a national basis and reported annually by the Research Division of the Ministry of Education.

Purpose

These Guidelines are intended to inform and support those who are responsible for the establishment and maintenance of an effective Reading Recovery implementation. The Guidelines provide a framework within which the Ministry and the National Reading Recovery Centre are able to monitor annually the effectiveness of the implementation of Reading Recovery in New Zealand.

The Guidelines set out what is needed to ensure quality assistance for the lowest achieving children; training and ongoing professional development for Reading Recovery Teachers, Tutors and Trainers; and the effective implementation of Reading Recovery in schools. They are based on research on the most effective practices for early literacy intervention. As set out here the Guidelines represent minimum requirements for the implementation of Reading Recovery.

It is acknowledged that no set of guidelines will address the full range of issues that can arise. If a temporary exception to the Guidelines is required this should be requested from the Trainers at the National Reading Recovery Centre, Faculty of Education, The University of Auckland, Private Bag 92601, Symonds Street, Auckland 1150. Telephone (09) 623 8818. www.natreadrecovery.ac.nz.

I GUIDELINES FOR THE EFFECTIVE IMPLEMENTATION OF READING RECOVERY IN A SCHOOL

Adequate provision of Reading Recovery in a school means that intensive, daily, one-to-one instruction will be provided by a specially trained Reading Recovery teacher for all students in their second year of school who are at risk of reading and writing failure.

1. A school policy

Developing and implementing a school policy to offer Reading Recovery as an effective early literacy intervention involves:

- a) informing the school community about the purposes and requirements of Reading Recovery
- b) adopting a team approach for at risk children
- c) organising for continuity of Reading Recovery within the school including provision of funding and resources
- d) planning to train enough staff for the number of children needing help
- e) nominating a suitable teacher for training (see below)
- f) maintaining a close check that all children needing help are receiving it
- g) allocating a suitable space for individual teaching and funds for resources including a magnetic board, magnetic letters, writing materials, and for the regular purchase of reading books recommended by the National Reading Recovery Centre
- h) ensuring trained teachers attend continuing professional development in order to continue to learn and to explore research-based theory and procedures

Note: It is recommended that Reading Recovery teachers hold a fulltime position so they can contribute to, and be informed by, the wider literacy teaching in the school. It is also recommended that schools plan for continuous staffing through regular training and on the basis that teachers work in Reading Recovery for three to four year periods.

2. Roles and responsibilities of a school team

To support successful implementation a school should form a Reading Recovery team comprising the Principal, Literacy Leader, Deputy Principal/Assistant Principal (Junior Classes), Reading Recovery teachers, and other members of the junior school staff as appropriate.

The role of the Reading Recovery team is to:

- a) plan for the provision and continuity of Reading Recovery as an early literacy intervention in the school and provide information to all staff about its purposes and requirements

- b) participate with teachers and Tutors (particularly in the year of training) in decisions about the entry of children into Reading Recovery in accordance with Reading Recovery guidelines
- c) arrange for an independent administration of the Observation Survey of Early Literacy Achievement (Clay, 2002) to children leaving Reading Recovery
- d) ensure that any child who is identified as needing further help with literacy learning receives a full 20 week diagnostic intervention before being referred to an appropriate agency for continuing literacy support
- e) arrange for prompt and accurate recording of the school and pupil data on the Ministry of Education data collection website
- f) arrange for on-going monitoring of children after Reading Recovery and for further one-to-one teaching if needed
- g) evaluate the effectiveness of the intervention in the school and report regularly to the Board of Trustees.

3. Choosing a teacher to train

The following criteria must be considered when selecting teachers to train in Reading Recovery:

- a) status as a registered teacher
- b) recent successful junior class teaching (Year 0-3) for three years
- c) willingness to commit to a full year of training
- d) an open flexible approach to new ideas and practices
- e) willingness to critically examine their own practice and incorporate Reading Recovery teaching practices into their work with individual children.

4. Maximising the benefits of teacher training

Schools support the training teacher by ensuring that:

- a) school leaders attend an initial meeting designed to provide information about the teacher training course and the implementation of Reading Recovery
- b) the course takes precedence over other claims on the teacher concerned for the year
- c) he/she does not have school responsibilities that may be difficult given the demands of the course
- d) for the full school year of training the teacher is released to work individually with a minimum of four children for two hours each day, five days a week

- e) the teacher attends the assessment training sessions in the use of the Observation Survey of Early Literacy Achievement (Clay, 2002) and the fortnightly half-day Inservice Sessions throughout the year, in addition to continuing daily teaching on Inservice Session days.

II GUIDELINES FOR READING RECOVERY TEACHERS

Reading Recovery teachers are experienced junior class teachers who learn to design and deliver individual lessons for young children having difficulty with literacy learning.

1. The role of the Reading Recovery teacher is to:

- a) administer, analyse and summarise data from the Observation Survey for children entering Reading Recovery or continuing after a break
- b) deliver daily individual teaching to the lowest achieving six year old readers and writers in a school
- c) maintain detailed daily records for each child as a basis for further instruction, for consultation, and for reporting purposes
- d) maintain close liaison with class teachers throughout the lesson series and especially in the child's final weeks of lessons
- e) arrange to meet with the parents or caregivers of children as they are about to enter Reading Recovery, invite them to observe some lessons and maintain communication throughout the intervention
- f) encourage parents and caregivers to maintain a commitment to their child's regular attendance at school, and to support their child's participation in literacy learning activities
- g) analyse and summarise Observation Survey data collected by an independent assessor at the end of the child's series of lessons
- h) work closely with the class teacher and observe the child in the classroom to ensure a smooth transition when the individual teaching ends and provide extra support if necessary
- i) work closely with the school team to sensitively monitor the on-going progress of children who have been in Reading Recovery and to talk with them about further literacy learning opportunities for each child.

2. Responsibilities of teachers in training

In addition to the role described in 1) above teachers in training are required to:

- a) attend sessions for training in the use of systematic observation assessments

- b) attend 18 consecutive fortnightly Inservice Sessions
- c) teach a minimum of four Reading Recovery students at any one time (two hours daily) in daily lessons of 30 minutes, five days a week
- d) teach a live lesson for colleagues behind a one-way screen with one of their children at the Inservice sessions two to three times over the year
- e) receive four to six school visits from a Reading Recovery Tutor during the year
- f) make and receive a colleague visit (for which training is given).

3. Responsibilities of trained teachers

In addition to the role described in 1) above, continuing Reading Recovery teachers deliver Reading Recovery as designed and are required to:

- a) attend at least six ongoing professional development sessions each year
- b) periodically teach a live lesson for colleagues behind a one-way screen with one of their children at a professional development session
- c) participate in visits to colleagues and receive visits from a Reading Recovery Tutor.

Trained teachers returning to Reading Recovery

Teachers returning to Reading Recovery after a break need particular support. Individual cases differ and teachers will need to negotiate appropriate support with a Tutor. After a break of several years teachers will be expected to retrain; major changes in Reading Recovery procedures may call for retraining after a shorter break.

To qualify for a new Training Completion Card, retraining teachers will be asked to satisfy all of the requirements of the training course.

III GUIDELINES FOR READING RECOVERY TUTORS

Reading Recovery Tutors are key people in the district implementation of Reading Recovery.

Tutors work from Reading Recovery Centres or Subcentres where they provide year-long Inservice training, guidance and support for Reading Recovery teachers and schools and on-going professional development for trained Reading Recovery teachers. Tutors also assist trained teachers with children who are particularly challenging to teach.

First year Tutors during their field year gain practical experience while working under the guidance of Trainers from the National Reading Recovery Centre.

Roles and Responsibilities of Tutors

1. Teaching children

- a) Tutors teach four children daily in Reading Recovery in the year following training, and two or more children in subsequent years (subject to overall workload in Reading Recovery). This includes planning and evaluating lessons.

2. Training teachers

Tutors:

- a) provide training for Reading Recovery teachers and classroom teachers (as required) in administering and analyzing early literacy assessments
- b) provide training and support for groups of teachers with 18 fortnightly sessions over the year. The optimum size of group is 12. (Group sizes will vary depending on regional contracts for services with the Ministry of Education.)
- c) visit each teacher in their school four to six times during the year
- d) support and monitor entry, progress and exit procedures for children
- e) provide specialist guidance for fine-tuning teaching for children who are particularly hard-to-teach
- f) assist teachers to guide the successful implementation of Reading Recovery in their school.

3. Supporting trained teachers

Tutors:

- a) work with previously trained Reading Recovery teachers. (First year Tutors are typically supported and guided into this work by the National Reading Recovery team in the first half of the year)
- b) provide six ongoing professional development sessions for groups of trained Reading Recovery teachers. Optimum size of group is 15-18. (Group sizes will vary depending on regional contracts for services with the Ministry of Education.)
- c) assist up to 50 teachers to adapt lessons for children who are particularly hard-to-teach through consultations and/or demonstrations
- d) visit all teachers to provide support and guidance with teaching and with the implementation of Reading Recovery in the school at least once a year.

4. Administration and course organisation at a local centre

Tutors:

- a) organise all matters related to the Inservice course and ongoing professional development sessions
- b) support evaluation research by:
 - maintaining centre records
 - providing National Reading Recovery with training year group data as requested
 - providing, supporting and monitoring schools' data input to the Ministry of Education online website
- c) support implementation by:
 - consulting with schools
 - working with local literacy support personnel and local Ministry of Education officers on matters affecting the quality of the implementation of Reading Recovery.

5. Professional development

Tutors:

- a) receive a minimum of three visits from National Reading Recovery Trainers in the year following training
- b) conduct and receive a colleague visit with other trained Tutors annually, at least one out-of-region visit every two years, as mutually agreed by the employer
- c) attend an annual Tutor Professional Development Week
- d) receive individual and team visits from National Reading Recovery Trainers as appropriate.

Training of Tutors

Reading Recovery Tutors undertake a year of full-time study at The University of Auckland that leads to the award of a Graduate Diploma in Education Reading Recovery option.

1. Selection of Tutors

Applicants for Reading Recovery Tutor training should be registered teachers who have:

- a) successful junior class teaching experience
- b) experience in, or potential for, educational leadership

- c) a record of on-going professional development and capability for continuing academic study
- d) good team and organisational skills.

2. Components of the Tutor training course include:

- a) teaching Reading Recovery children
- b) academic study in the areas of Developmental Psychology, Literacy Theories and Research, and Issues in Literacy Difficulties
- c) training and supporting Reading Recovery teachers
- d) training in organisation and administration of effective Reading Recovery services
- e) training in supporting Reading Recovery in schools and districts.

Tutors returning to Reading Recovery

Where a Tutor has been away from the role for more than two years a re-entry plan will be developed in consultation with the National Reading Recovery Trainers prior to the commencement of employment.

IV GUIDELINES FOR READING RECOVERY TRAINERS

Reading Recovery Trainers play a central leadership role in Reading Recovery. They provide tertiary level training for Trainers and Tutors, and they guide, monitor and support the effective delivery of Reading Recovery across the education system.

Roles and Responsibilities of Trainers

1. Training roles

At the National Reading Recovery Centre Trainers provide Postgraduate and Graduate programmes of study that prepare New Zealand and overseas candidates for the roles of Trainer and Tutor.

They support new Tutors in their first year in the field using a range of forms of communication including phone, email and visits, as mutually agreed with employers of Tutors.

2. Professional development, guidance and support

Trainers provide professional development for experienced Tutors, problem-solving new developments nationally, advising on issues that arise, and ensuring that the latest research and pedagogical knowledge from New Zealand and overseas is readily

available to Tutors and schools. Trainers design and deliver an annual Professional Development Week for Tutors.

3. Quality assurance

Trainers:

- a) make regular visits to individual Tutors and Tutor teams annually, or as required, reporting to the Ministry of Education on quality assurance issues arising from Reading Recovery delivery in New Zealand
- b) provide advice and information for the Ministry of Education, Universities and other professional and administrative agencies associated with Reading Recovery and its operation
- c) develop support material and resources for Tutor and teacher use
- d) provide advice and assistance to those undertaking research in Reading Recovery
- e) communicate and collaborate with educators regarding the operation and monitoring of Reading Recovery
- f) engage in development research directed to maintaining and increasing the effectiveness of the teaching, training and implementation of Reading Recovery
- g) evaluate Reading Recovery journals and all publications relevant to research in Reading Recovery published globally in education, psychology and medical research journals for their impact on or relevance to Reading Recovery in New Zealand and take any necessary action.

4. Professional development for Trainers

Given the international nature of Reading Recovery it is critically important that Trainers maintain contact with their Reading Recovery Trainer colleagues around the world (see following page).

5. Training and selection of Trainers

A postgraduate programme to prepare Trainers for leadership in Reading Recovery is available at the National Reading Recovery Centre, Faculty of Education, The University of Auckland. Graduates qualify for a Postgraduate Diploma in Education. The programme is usually available in alternate years.

6. Applicants for Trainer training should be:

- a) highly qualified academically and professionally to enroll for a Postgraduate Diploma in Education
- b) able to work effectively with a range of professionals

- c) capable of assuming responsibility for Tutor training and the effective delivery and development of Reading Recovery.

Trainers returning to Reading Recovery

Where a Trainer has been away from the role for more than two years a re-entry plan will be developed in consultation with National Reading Recovery prior to the recommencement of employment.

V AUSTRALIA AND NEW ZEALAND TRAINER TEAM (ANZTT)

In 1996 Reading Recovery Trainers in Australia and New Zealand formed a professional leadership network. The network provides a forum to discuss issues of mutual interest and a vehicle for continuing professional development aimed at supporting and strengthening the implementation of Reading Recovery in the region. The group comprises Trainers from New Zealand and the three Australian states with state-wide Reading Recovery implementations, Queensland, New South Wales and Victoria. (These Australian Trainers carry responsibility for implementations in South Australia, Western Australia and Tasmania). Annual meetings either online or face to face are held to discuss recent publications and research, and changes and new developments in Reading Recovery; and to observe and discuss teaching, and discuss issues of common concern related to all aspects of training. Attendance at these meetings is to be mutually agreed to with the employer.

VI INTERNATIONAL READING RECOVERY TRAINER ORGANISATION (IRRTO)

Reading Recovery is currently operating successfully in English in Australia, USA, Canada, the United Kingdom, Republic of Ireland, Jersey and Bermuda, as well as New Zealand. It has also been redeveloped for delivery in Spanish in the United States, in French for Canada and in Danish for Denmark. Reading Recovery Trainers worldwide have formed the International Reading Recovery Trainers Organisation (IRRTO), an international collaborative organisation committed to maximising the availability of Reading Recovery to any children who need literacy intervention in any country. The organisation functions through an executive committee of representatives elected by members in the following countries: the United Kingdom, the United States of America, Australia, Canada and New Zealand.

IRRTO, through its executive committee responds to:

- a) issues and challenges to the implementation of Reading Recovery globally
- b) issues and challenges to national implementations of Reading Recovery that have international ramifications according to an international set of standards and guidelines
- c) issues related to ways in which the early intervention needs to change in the face of changing knowledge and new developments in early literacy interventions. The organisation allows for planning for any changes in an organised way.

The organisation has three standing committees: Research, Professional Learning, and Communications.

Trainers attend International Reading Recovery Trainer Organisation (IRRTO) meetings every eighteen months, as well as participate in the planning and delivery of the triennial International Institute of Reading Recovery. Attendance at these meetings is to be mutually agreed to with the employer.

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www.minedu.govt.nz <<http://www.minedu.govt.nz/>>

Ministry of Education

www.readingrecovery.ac.nz <<http://www.readingrecovery.ac.nz/>>

Reading Recovery New Zealand