

## Reading Recovery 2017

Reading Recovery supports and responds to students' needs with strategic, differentiated teaching in order to assist identified children, in their second year of school, to be well under way with reading and writing (Holliman & Hurry, 2013; Sharratt, Coutts & Fullan, 2013). The program provides daily one to one teaching with a specially trained teacher for students making the slowest progress in literacy learning after one year at school. It is supplementary to classroom teaching and the instruction is systematic and comprehensive.

Reading Recovery is an effective early literacy intervention because it increases teaching time in literacy learning, it provides increased opportunities to engage in active cognitive processing of print, and it supports progress with 'on-line scaffolding of learning' on everyday printed materials. Reading Recovery teachers demonstrate and support students into ways of problem-solving texts that are used by effective readers and writers. The intensity of teaching, consistency of support, immediacy of feedback and the quality of teaching lead to positive outcomes for students participating in Reading Recovery. The first positive outcome is that most students are able to catch up with their peers after a short-term intervention in Reading Recovery. The second positive outcome is the early identification of a small group of students who need further assessment and extended help in literacy learning.

Professional learning for new and experienced Reading Recovery teachers is predicated on developing teacher expertise in Reading Recovery and early literacy practices. In 2017, CEOB will offer the following two professional learning programs for Reading Recovery teachers:

- ***Reading Recovery In-Service Course: One Year Model and Two Years Model: New Teachers***
- ***Reading Recovery: Ongoing Professional Learning: Experienced Teachers***

***The Reading Recovery In-Service Course: One Year Model*** is facilitated across a full school year, with teachers attending 3 full days of professional learning at the beginning of the year, followed by eighteen 2.5-hour sessions, on a fortnightly basis. In addition to attending the professional learning sessions, participants are also required to teach a minimum of four individual students in Reading Recovery, on a daily basis, i.e. five days per week. A minimum time allocation of 0.4 FTE is required for the Reading Recovery teacher in this model. Attendance at all sessions and a commitment to daily teaching, is essential in order for teachers to be registered as a Reading Recovery teacher, at the end of the first year of Reading Recovery teaching.

***The Reading Recovery In-Service Course: Two Year Model*** has been developed to accommodate small schools choosing to train a Reading Recovery teacher or larger schools choosing to train an additional Reading Recovery teacher. The Reading Recovery teacher attends all the professional learning sessions in the first year. Reading Recovery teachers training in the Two Year Model are required to teach a minimum of two students in Reading Recovery, on a daily basis, i.e. five days per week. A minimum time allocation of 0.2 FTE is required for the Reading Recovery teacher. Reading Recovery teachers training in this model, qualify for registration after the second year of Reading Recovery teaching.

### **Reading Recovery: Ongoing Professional Learning**

Trained Reading Recovery teachers implementing Reading Recovery in the school setting are required to attend a minimum of six 2.5-hour sessions each year. The Reading Recovery teaching time allocation for trained Reading Recovery teachers will be dependent upon the number of students in Year 1, who require the strategic, differentiated teaching offered in Reading Recovery.

**Reading Recovery In-Service Course:** Participation in the *Reading Recovery In-Service Course* is open to teachers, selected to train as a Reading Recovery teacher, by their school community. These teachers will be highly effective teachers with the capacity to provide strategic, differentiated teaching, to support identified students in Year 1, to get underway with reading and writing.

**Reading Recovery: Ongoing Professional Learning:** Participation in *Ongoing Professional Learning* is open to all trained Reading Recovery teachers implementing Reading Recovery in a school setting. It is a requirement, detailed in the *Reading Recovery Guidelines for Implementation*, for all trained Reading Recovery teachers, implementing Reading Recovery, to participate in a minimum of six 2.5 hour sessions each year.

### **What is expected of participants?**

Reading Recovery teachers are expected to be active learners, to question, to reflect on and consciously improve their practice. Reading Recovery teachers are expected to teach students in Reading Recovery on a daily basis, actively participate in all professional learning sessions, teach students for peers at the sessions and in a school setting, keep accurate records of student learning, maintain regular data analysis of student progress, liaise closely with classroom teachers and maintain close contact with the Reading Recovery Tutor.

### **What is required of the Principal?**

An essential requirement for participation in Reading Recovery professional learning is that the Principal is able to:

- Allocate time for Reading Recovery teachers to teach individual students in Reading Recovery on a daily basis.
- Provide time for participants to attend all professional learning sessions.
- Liaise closely with the Reading Recovery Tutor to ensure Reading Recovery is implemented according to the *Reading Recovery Guidelines for Implementation*.
- Monitor the effectiveness of Reading Recovery in the school setting, with particular attention to ensuring that the teacher selected as the Reading Recovery teacher is a highly effective teacher with the capacity to implement Reading Recovery as an intervention of excellence in the school.

### **What support can schools expect from CEOB?**

CEOB has appointed Helen Bettles to the role of Education Officer: Reading Recovery Tutor, across the Diocese.

CEOB will ensure the *Reading Recovery In-Service Course and Reading Recovery Ongoing Professional Learning* will be implemented according to the *Reading Recovery Guidelines for Implementation*.

CEOB will manage the costs associated with the provision of this program. Schools will be asked to contribute the regular professional learning fee that is used to cover venue costs and catering.

### **Registration:**

Registration for the *Reading Recovery In-Service Course and Reading Recovery Ongoing Professional Learning* will be available [online](#). Registration implies that participants have the full support, as outlined, of their school principal.

### **Endorsement**

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