

**M05B**  
**Dyslexia: Leadership and Management – Application & Reflection**

1.	Short Code	M05B
2.	Title	Dyslexia: Leadership and Intervention – Application & Reflection
3.	Level	7
4.	Credit Points	30
5.	Start Term	
6.	Subject	Special educational needs and disability: literacy/dyslexia
7.	Module Leader	Julie Cozens
8.	Accredited by	
9.	Module Requisitions	M05A, or you are concurrently enrolled on M05A (i.e. you are enrolled on both modules of the same topic)
	(e) Pre-requisite	None
	(f) Programme Restriction	None
	(g) Level restrictions	None
	(h) Other restrictions or requirements	None
10.	Automatic deferral	No
11.	<p><b>Aims</b>  <b>To enable students to:</b></p> <ul style="list-style-type: none"> <li>• Understand the key points for effective teaching of basic literacy skills.</li> <li>• Understand how interventions for pupils who find learning literacy skills difficult should be designed.</li> <li>• Plan and deliver an intervention to support a failing reader/dyslexic student.</li> <li>• Confidently commission or employ the appropriate expertise to deliver dyslexia interventions for individuals, groups and the whole school.</li> <li>• Reflect on the impact of literacy support at individual learner level and at strategic management level.</li> </ul>	
12.	<p><b>Learning Outcomes</b>  <b>Knowledge</b>  On successful completion of this module students will have:</p> <ol style="list-style-type: none"> <li>1. In-depth knowledge of at least one structured intervention/approach to literacy/dyslexia support.</li> <li>2. Knowledge of the role of Wave 1 quality first teaching, in the context of strategic leadership for literacy/SpLD.</li> </ol> <p><b>Skills</b>  On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> <li>3. Manage a screening process and the identification of literacy difficulties, including SpLD.</li> <li>4. Manage the implementation of and evaluate an intensive specialised teaching programme to meet the needs of a child or children with literacy difficulties.</li> <li>5. Evaluate the effectiveness of a literacy intervention programme.</li> <li>6. Commission outside support for literacy difficulties/dyslexia/SpLD.</li> <li>7. Deploy other teaching staff and/or teaching assistants in order to support pupils with literacy difficulties/dyslexia/SpLD.</li> </ol>	

	8. Evaluate the impact of support staff.
13	<p><b>Syllabus</b></p> <p>The syllabus for M05B builds on M05A. In this module students will reflect on, and apply information about, dyslexia/literacy difficulties by developing their leadership strategies for literacy intervention and for promoting curriculum access. The emphasis will be on students relating content of M05A to their own work context, through work with identified students and critical reflection on the outcomes of their intervention.</p>
14.	<p><b>Learning and teaching</b> will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> <li>• Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments.</li> <li>• Allows students to manage and track their progress through the activities and assessments.</li> <li>• Enables students to submit their evidence and assignments, and receive feedback from their tutors.</li> </ul> <p>As this module is focused on Skills &amp; Knowledge, the Learning Experiences are based around Practical activities that encourage the student to learn skills and acquire the relevant knowledge. These are supported by activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.</p> <p>These activities include:</p> <ul style="list-style-type: none"> <li>• Reflection on practice, structured through 'learning log' online entries.</li> <li>• Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales.</li> <li>• Problem-based learning scenarios.</li> </ul> <p>There is access to supporting content including:</p> <ul style="list-style-type: none"> <li>• Directed reading of selected papers, book chapters, specialist online materials.</li> <li>• Use of case study examples, videos and other learning materials.</li> </ul> <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> <li>• Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets.</li> <li>• Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.</li> <li>• Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.</li> </ul> <p><b>Assessment:</b></p> <p>A portfolio of evidence covering learning outcomes 1-5. (numbers in brackets refer to learning outcomes assessed). The portfolio will include:</p> <ul style="list-style-type: none"> <li>• <b>Practice analysis:</b> A 4,000 word (equivalent) case study describing the management of a literacy intervention with an individual learner or a group of learners. This should include information about screening/identification of</li> </ul>

	<p>literacy difficulties/dyslexia, planning and teaching notes showing programme implementation and evaluation of outcomes of the intervention. The intervention should be conducted over a minimum period of seven weeks and can take place in any phase of education, as is appropriate to their work context/access to learners. Students must clearly describe their leadership role in the management of the intervention and staff involved. The approach to evaluation of impact must be clearly described. All staff named as involved will need to give their permission to be named and may provide feedback about their experience of being managed and supported. Students may choose to submit a DVD describing the intervention and their leadership role. This will be weighted in the usual way. (1-5)</p> <ul style="list-style-type: none"> <li>• <b>Reflective analysis:</b> A 2,000 word (equivalent) reflective journal/diary about the learning journey/development involved in undertaking a leadership role for management of reading difficulties/dyslexia. (6,7,8)</li> </ul>
15.	<b>Assessment Weighting</b>
	Seen examination %
	Unseen examination %
	Coursework (no examination) 100%
	Seen examination %
16.	Timetabled examination required No
17.	Length of exam N/A
18.	<p><b>Learning materials</b></p> <p><u>Essential:</u></p> <p>The online module guide contains an outline of the learning materials and a suggested order of study. This is supplemented by web-based materials in the virtual learning environment (VLE). The online module guide also contains a full reading list. Individuals are expected to include their personalised reference list in their assignment. Where appropriate, web-based learning materials will include:</p> <p>Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of Education for the TA/DfE for use across the education sector. Available at: <a href="http://www.education.gov.uk/lamb/">www.education.gov.uk/lamb/</a></p> <p>Directed use of Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: <a href="http://www.education.gov.uk/complexneeds/">www.education.gov.uk/complexneeds/</a></p> <p>Directed use of appropriate legislation, Government guidance and reports.</p> <p>British Psychological Society (1999: reprinted 2005) <i>Dyslexia, Literacy and Psychological Assessment</i>. Leicester: The British Psychological Society.</p> <p>Brooks, G. (2007). <i>What Works for pupils with Literacy Difficulties? The effectiveness of intervention schemes</i>. Nottingham: DCFS Publications.</p> <p><u>Recommended:</u></p> <p>Students will be expected to draw on key Government documents/publications, including:</p> <ul style="list-style-type: none"> <li>• Inclusion Development Programme (IDP): Dyslexia and speech, language and communications needs (SLCN) – An interactive resource to support head teachers, leadership teams, teachers and support staff. DCSF ref: 00070-2008.</li> <li>• Relevant inclusion/SEN documents such as the Code of Practice for Special Educational Needs.</li> </ul>

- National Curriculum reading element of the English Curriculum for Key Stages 1 to 4.

Indicative reading

Cain, K. (2010). *Reading Development and difficulties: An introduction*. Chichester: John Wiley & Sons.

Department for Education and Skills. (2007). *Letters and Sounds: Principles and practice of high quality phonics*. Nottingham: DFES 00281-2007.

Fletcher-Campbell, F., Soler, J. and Reid, G. (2009). (Eds). *Approaching difficulties in literary development : assessment, pedagogy and programmes*. London: Sage.

Haager, D. and Dimino, J. (2007). *Interventions for reading success*. Baltimore: Paul H. Brookes.

Hall, W. (2009). *Dyslexia in the primary classroom*. Exeter : Learning Matters.

Mortimore, T. and Dupree, J. (2008). *Dyslexia-friendly practice in the secondary classroom*. Exeter : Learning Matters.

Peer, L., & Reid, G. (2011). *Special Educational Needs: A guide for inclusive practice*. London: Sage.

Oakhill J and Yuill N (2002) Learning to understand written language. In J. Wearmouth, J. Soler and G.Reid: *Addressing difficulties in literacy development*. London: Routledge Falmer.

Palincsar, A. and Brown, A.(1984). 'Reciprocal Teaching of Comprehension: Fostering and comprehension monitoring activities'. *Cognition and Instruction*, 2, pp.117-175.

Pollock, J. and Waller, E.(1994). *Day-to-day dyslexia in the classroom*. London : Routledge.

Reid, G. and Green, S. (2007). *One hundred ideas for supporting pupils with dyslexia*. London : Continuum.

Robson, C (1999). *Small Scale Evaluation: Principles and Practice*. Sage Publications Ltd.

Rose, J. (2009). *Identifying and teaching children and young people with dyslexia and literacy difficulties*.

<http://publications.dcsf.gov.uk/eOrderingDownload/00659-2009DOM-EN.pdf>

(Accessed: 26 June 2012).

Singleton, C. (2009). *Intervention for dyslexia : a review of published evidence on the impact of specialist teaching*. Hull: University of Hull.

Torgesen, J., Alexander, A., Wagner, R, Rashotte, C., Voeller, K. and Conway T.(2001). Intensive remedial instruction for children with severe reading disabilities: immediate and long term outcomes for two instructional approaches. *Journal of learning disabilities* 34, pp.33-58.