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Standards & Guidelines:

For the implementation of Reading Recovery in Europe



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Published by:
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The name Reading Recovery is a registered trademark of the Institute of Education, University of London.

Standards & Guidelines for the implementation of Reading Recovery in Europe



The Standards & Guidelines are intended to inform and support those who are responsible for the establishment and maintenance of Reading Recovery implementation in an authority, board or district.

Standards are essential for assuring quality services for children, and are based upon research into the most effective practices.

Guidelines draw upon underlying rationales, which are understood and applied by Reading Recovery teachers, teacher leaders and national leaders. Adherence to these guidelines will support those implementing Reading Recovery in achieving the goals of this early literacy programme.

The Standards & Guidelines should be considered minimum requirements for an effective implementation. Many sites often exceed these requirements.

We recognise that no set of standards and guidelines will ever address the range of issues that may arise in an education system. However, Reading Recovery is protected by trademark both within the United Kingdom and internationally, as variations in one site may impact upon Reading Recovery elsewhere and it is the role of the Reading Recovery national leaders to monitor and administer the trademark. Any proposal to vary from standards set here must be negotiated in advance with the Reading Recovery national leaders.

“ The art in the change process is that changes should not distort or diminish its payoff and any changes made should be explicitly referred to theories of what is occurring. Compromise or unthinking adaptations can readily change the impact of the innovation and reduce its capacity to deliver effective results. ” Marie Clay¹

¹ Watson, B. and Askew B.J. (2009) *'Boundless Horizons: Marie Clay's Search for the Possible in Children's Literacy'*, pp 228-229. Pearson Education: Auckland, NZ.

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Reading Recovery infrastructure



About Reading Recovery

The development of literacy begins pre-school, and successful outcome depends heavily on the opportunities children are given to engage in learning about reading and writing.

There is strong evidence that failure to learn literacy leads to low self-esteem, lack of confidence, truancy and other social and emotional problems. In consequence, educational policy and funding internationally has been re-directed to the early prevention of reading failure.

Reading Recovery has a long history of success in this endeavour. Though the programme was first researched in New Zealand it has been designed to recover children from potential failure in literacy “in any education system with whatever instructional programme is being used, and the goal is to have them succeed back in the programme running in their own school¹”.

Data on over one million children worldwide now provides evidence of the programme’s successful contribution to the prevention of literacy failure.

Reading Recovery is a school-based, short-term literacy programme designed for children aged five or six, and who are the lowest literary achievers after their first year of school.

The time of entry to school and age of entry to the programme are factors that have had to be adjusted to the local education system since implementation and “unlikely to

duplicate the New Zealand system of school entry, where children begin formal schooling on their fifth birthday”².

In principle, children should be identified for Reading Recovery lessons at around the age of six (between the age of five years and nine months and six years and three months). These are usually Year 1 children (senior infants in Ireland). In some circumstances teachers might also consider inclusion of Autumn born children in reception (junior infants in Ireland) who come into this age range in the Summer term prior to Year 1 entry.

All children identified for lessons are the lowest literacy achievers in the school and on entry to the series of lessons, for example, are often not able to read simple one line texts or write their name.

The programme involves intensive one-to-one lessons for 30 minutes a day with a specially trained Reading Recovery teacher, for between 12 and 20 weeks. It is different for every child, assessing what the child knows and what he/she needs to learn next.

The focus of each lesson is to comprehend messages in reading and construct messages in writing; learning how to attend to detail without losing focus on meaning. The goal is for children to develop into effective readers and writers, able to work within the average band of their class at age-appropriate levels of literacy.

A key feature of the successful implementation of Reading Recovery lies in the model of training. Three levels of professional staffing provide a stable training structure (see page eight).

² Clay, M.M. (1994) *Reading Recovery: The Wider Implications of an Educational Innovation Literacy Teaching and Learning* 1 (1) p129

¹ Clay, M. (1992) ‘A Second Chance to Learn Literacy: by different routes to common outcomes’ (The Reading Recovery Programme). In Cline, T. (Ed.) *The Assessment of Special Educational Needs: International perspectives*. London: Routledge.

Reading Recovery is then not an isolated phenomenon in schools, but has a carefully designed plan for implementation into existing systems. The success of any (such) programme is influenced by the quality of the decisions made about implementation. These are guided by a quality assurance infrastructure, of which these Standards & Guidelines are a fundamental part.

Annual reports document the progress of all children served in Reading Recovery. Consistent outcomes have been shown for children across the United Kingdom and Republic of Ireland. Eight out of 10 children with completed programmes have been successful in reaching age-appropriate levels of literacy performance. There is also evidence that the effects of Reading Recovery are long lasting.

Key features of Reading Recovery

- Children receiving Reading Recovery are those who have the most difficulty in reading and writing after one year at school, the lowest achieving five and six year olds in mainstream class, without exception
- Reading Recovery is different for every child. The starting point is the child's strengths, and teaching builds upon what the child is able, and trying, to do
- Each child has an intensive programme of daily 30 minute lessons which are individually designed and individually delivered. This is supplementary to normal class instruction
- The focus of each lesson is on comprehending messages in reading and constructing messages in writing. In every lesson children read several books and write their own stories, learning how to attend to detail without losing focus on meaning

Structure of Reading Recovery in Europe

Research evidence (e.g. Wasik & Slavin, 1993¹) has established that one of the challenges for any programme is ensuring

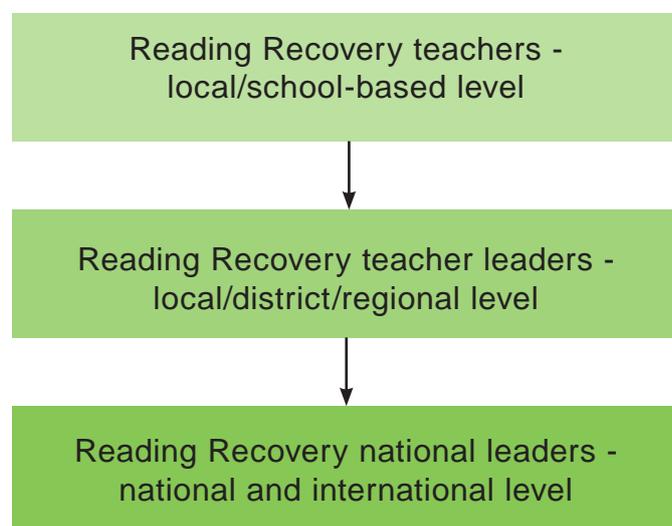
¹ Wasik, B.A. & Slavin, R.E. (1993) 'Preventing early reading failure with one-to-one tutoring: A review of five programs'. *Reading Research Quarterly*, 28 (2), pp 179-200.

that its implementation remains faithful to the original model.

When a system programme such as Reading Recovery is introduced in a new setting, there is the additional challenge of ensuring that necessary adaptations to work within the new system do not jeopardise the effectiveness of the programme.

In Reading Recovery, we ensure that the quality and effectiveness of teaching and training is maintained through the European Network, which is made up of three levels of professional staff.

European Network



School-based Reading Recovery teachers work with the hardest-to-teach children. Teachers become sensitive observers of children's reading and writing behaviours and develop skills in making moment-by-moment analyses that inform teaching decisions.

Reading Recovery teacher leaders working at local/district/regional level are responsible for the integrity of the programme. They train and support Reading Recovery teachers, ensuring that at school level the programme operates as designed.

European Centre for Reading Recovery national leaders, based at the Institute of Education, University of London, are responsible for maintaining the quality of the implementation in the United Kingdom, Republic of Ireland, Jersey and Denmark.

They provide information and professional development to enhance the quality and integrity of the programme, accredit teacher leaders and teacher training courses, and support those involved at every level.

Brief history of Reading Recovery in Europe

Reading Recovery was first introduced to teachers in England in 1989. In 1991, the Institute of Education established courses for teacher leaders and for trainers of teacher leaders. Reading Recovery is widespread in England as an essential element of the Every Child a Reader strategy, and has established professional development bases in Republic of Ireland, Jersey and Denmark.

Reading Recovery European register

The register is a database compiled and maintained by the European Centre for Reading Recovery. The register holds a record of all teachers¹ and teacher leaders who have completed the requirements of a recognised Reading Recovery training course at an accredited site in the United Kingdom, Republic of Ireland or Jersey (excluding Denmark).

It is an essential part of quality control for this trademarked programme and only those who are registered on this database² are entitled to describe themselves as Reading Recovery trained or as accredited to teach Reading Recovery.

The register gives information about when and where a person was trained; it holds no qualitative or evaluative record and so would not be suitable for compiling references. It does, however, enable schools and education authorities to confirm whether an individual is a qualified and accredited Reading Recovery teacher or teacher leader.

¹ Teachers are entered onto the register after satisfactory completion of an approved Initial Professional Development course (see page 27) and payment of a one-off registration fee for £30.

² Or are similarly registered in Australia, Canada, New Zealand or the United States of America.

The Reading Recovery European Advisory Group

The Advisory Group exists to:

- Enhance channels of communication between Reading Recovery teacher leaders, and between teacher leaders and Reading Recovery national leaders
- Advise upon the successful development of Reading Recovery
- Provide a forum for discussion and problem solving within Reading Recovery across different sites
- Collaborate in planning the professional development to meet the needs of Reading Recovery teacher leaders and the organisation of conferences for teachers
- Engage in practical activities to support the work of Reading Recovery teacher leaders and teachers

The Advisory Group is comprised of a Reading Recovery national leader and Reading Recovery teacher leaders, representing regional clusters.

There are considerable benefits, both to teacher leader representatives and to their areas, as they receive opportunities to gain a broader perspective of the programme, of what is possible and what is problematic, that goes beyond the bounds of their immediate situation. It would be highly desirable that all Reading Recovery teacher leaders should have an opportunity to serve on the Advisory Group.

Reading Recovery teacher leaders' travel costs are reimbursed by the European Centre for Reading Recovery, but it is not possible to pay for their time to attend these meetings without substantially increasing the teacher leader accreditation fee, part of the Service Level Agreement (see Appendix two). For this reason, teacher leaders may share representation across their cluster.

European coordination

European coordination provides a unique service to areas implementing Reading Recovery, enabling local implementations to derive benefits of scale, breadth, perspective, and integrity for their site.

Benefits of scale

Many factors which underpin the effectiveness of Reading Recovery are made considerably more cost effective through economies of scale, enabling individual sites to derive a significantly higher value for money. Examples include the initial professional development and continuing professional development of teacher leaders, or systematic monitoring and reporting, the benefits of which, at individual site level would be prohibitive.

Economies of scale can allow greater purchasing power, which enables Reading Recovery national leaders to negotiate advantageous costs that can then be passed on to individual sites, e.g. publication of resources, purchasing books for Reading Recovery professional development centres, etc.

The combined scale of the European Network enables individual sites to draw upon a much greater resource than would otherwise be available. In one example of these advantages of scale, the European Network was able to collect new and very powerful information about special cohorts of children, such as children of travellers, which at a local level would be too small for meaningful analysis.

Similarly the collection of information about children's responses to individual texts, on a national level, enables the publication of invaluable teacher aids such as the Guide to Book Selection and resources for the banding of texts for guided reading. The combined power of a coordinated European Network also enables smaller sites to reap the benefits of lobbying and pressure groups, thereby empowering parents, schools and districts.

Benefits of breadth

Reading Recovery is embedded in education authorities, centres and schools in a wide variety of settings, each of which is independent of the others.

European coordination on the one hand provides a unifying role, but also enables individual sites to benefit from a breadth of

experience of problem-solving in different ways, in a variety of contexts, over a long period of time, including international perspectives through the International Reading Recovery Trainers Organization (IRRTO).

This broad perspective enables individual sites swift access to developments, refinements and improvements in Reading Recovery. It also provides a broad range of research, including highly relevant local research carried out by Reading Recovery teacher leaders as part of their professional training.

Benefits of perspective

Change and responsiveness are imperative if Reading Recovery is to continue to improve the life chances of children through literacy, in the most challenging settings.

If change is to be effective, sites may need to be ready for assumptions to be challenged at every level. European coordination provides a 'critical friend' service. This brings a fresh perspective to local problems and enables individual sites to access objective, informed and supportive thinking, grounded in experience and evidence.

Benefits of integrity

As any innovation develops, is refined and moves into new contexts, a tension develops between adjusting to fit the new context and maintaining the integrity of the original. Research has shown that in any large scale innovation there is, over time, a tendency for it to drift away from the core principles, which can undermine effectiveness.

Solving the varying needs of the most challenging children is complex and requires exceptional skill. Outcomes are likely to be poor if the standards are compromised.

European coordination of Reading Recovery provides in-built systems for quality assurance, including central standards for training and accreditation, and an infrastructure to manage change on a sound evidence base.

Training in Reading Recovery: An overview



Training Reading Recovery teachers

For Reading Recovery to be effective with the hardest-to-teach children, the teacher needs to become a highly skilled decision-maker at every turn of the lesson. Teachers “notice significant behaviours, interpret them in light of theory, and interact in ways that make reading and writing processes visible to the learner” (Lyons, Pinnel & DeFord, 1993¹).

Training as a teacher requires participation in an accredited Reading Recovery Initial Professional Development programme taught by a qualified Reading Recovery teacher leader, part-time over a full academic year, which interweaves theoretical understandings and practical experiences.

In the training year, a teacher is required to work with at least four children at any one time on an individual basis for half an hour every day, and during which will need to be freed from other responsibilities.

Allowing for record keeping, the time commitment to Reading Recovery during the training year is approximately 0.5 full-time equivalent, most of which is spent working in the teacher’s own school, teaching individual children.

Following intensive training in observation and assessment in the first two weeks of the course, the teacher is required to attend Initial Professional Development sessions for half a day, fortnightly. These are in addition to the daily teaching commitment.

There is also an expectation that teachers will teach their pupils prior to attendance at

Initial Professional Development sessions, so that the children’s patterns of daily lessons are not interrupted.

Essential standards for a teacher training course (see page 27)

The training course has certain critical features, without which the quality of the experience for teachers is likely to be so seriously compromised as to undermine the effectiveness of the programme and jeopardise the status of the course within the Reading Recovery trademark.

The Reading Recovery training course is designed to develop teachers’ ability to reflect upon, and critically evaluate, teaching decisions, in order to determine the most accelerative moves for individual pupils; a hallmark of Reading Recovery teaching.

- Teacher training must be delivered by a qualified and accredited Reading Recovery teacher leader in a recognised training site. The training must adhere to the principles of Reading Recovery and follow the framework for the recognised course using prescribed core texts (currently ‘Literacy Lessons Designed for Individuals Part One: Why? When? And How?’ [Clay, 2006], ‘Literacy Lessons Designed for Individuals Part Two: Teaching Procedures’ [Clay, 2006], and ‘An Observation Survey of Early Literacy Achievement’, second edition [Clay, 2002])
- Training must include opportunities to observe live teaching using a two-way screen (see Appendix one), in order to provide a range of teaching situations which reflect the issues facing teachers in their own area, and to foster teachers’ ability to analyse and critically evaluate teaching moves and children’s learning

¹ Lyons, C.A., Pinnell, G.S., & DeFord, D.E. (1993) ‘Partners in learning: Teachers and Children in Reading Recovery’. p. 57. New York: Teachers College Press.

- These skills are best developed when the Reading Recovery teacher training group has between 10 to 12 teachers, which ensures a manageable share of responsibility for teaching live lessons and contributing to discussion. In exceptional circumstances a group could range in size between eight and 14, but this should be negotiated with the national leaders (see page three)
- Teachers accepted for Reading Recovery training must have qualified teacher status (as recognised in the country in which Reading Recovery is being implemented)
- Teachers must fulfil all the requirements of the course in order to receive a Reading Recovery course completion certificate (see page 27)

Initial professional development

Initial Professional Development sessions should include two Reading Recovery lessons taught behind a two-way screen, which are observed, analysed and discussed by the group. Following these lessons, a more in-depth discussion guides the teachers from issues raised by the lessons into an examination of appropriate texts; from shared experiences to a greater theoretical understanding.

Initial Professional Development sessions also give practical advice for the implementation of Reading Recovery in schools, and provide opportunities for teachers to share their individual concerns and experiences. Further support, tailored to the particular needs of the individual teacher and school, is provided by between four to six teacher leader visits to the teacher's school during the year of training.

By observing lessons and giving detailed, specific guidance, and through liaison with key personnel in the school team, the teacher leader is able to support Reading Recovery and strengthen implementation in the school. Training in observation and assessment techniques are also provided for another member of the school team, the school link teacher (see page 31).

Teachers who meet the Reading Recovery course requirements (see page 27) are awarded a course completion certificate, which is recorded on the Reading Recovery European register (see page nine).

Continuing professional development

Reading Recovery teaching is intensive and highly focused. For a teacher working in a unique role within the school, it can also be somewhat isolating.

In order to maintain an effective, high quality implementation, there is an expectation that once trained Reading Recovery teachers will receive further professional development through a minimum of six Continuing Professional Development sessions each year, and annual teacher leader and colleague visits for as long as they are teaching Reading Recovery.

Continuing Professional Development sessions are more collegial in nature than Initial Professional Development sessions, and they draw Reading Recovery teachers into a greater depth of theoretical understanding and analysis.

Observation and discussion of two lessons remains a central feature of Continuing Professional Development sessions, but discussion is at a higher level of understanding and teachers may draw upon a wider range of texts to support their thinking.

Training Reading Recovery teacher leaders

Reading Recovery teacher leaders need to be highly skilled practitioners of Reading Recovery techniques, adept facilitators of Reading Recovery teachers' professional development and proficient administrators of a complex and detailed programme in an education system.

Initial professional development

Reading Recovery teacher leader training involves an intensive year-long Reading Recovery and Literacy Leadership MA, based at, and accredited by, the Institute of Education, University of London.

In the first year students study full-time at the Institute of Education, attending seminars for one evening and one full day each week. The remainder of their time is taken up teaching children daily using Reading Recovery procedures and refining their understanding of them, and with personal study. The optional second year of part-time study permits students to complete the MA with an independent research study report, whilst training groups of teachers within their region. Academic support for the report is provided through distance learning.

Teacher leaders accepted for Reading Recovery training must have qualified teacher status, as recognised in the country in which Reading Recovery is being implemented.

In order to learn how to effectively implement Reading Recovery with the hardest to teach children, teacher leader trainees teach four children individually every day throughout the training year. At regular training sessions teacher leaders in training participate in observation, analysis and discussion arising from two live lessons behind the two-way screen. Using the appropriate texts, they develop a high level of familiarity with, and understanding of, the teaching procedures.

Further individual support is provided for teacher leaders in training through national leader visits to observe individual teaching and to give detailed, specific guidance. Training is given in planning, preparing, delivering and evaluating the Initial Professional Development course for Reading Recovery teachers. Trainees begin by observing experienced teacher leaders at Reading Recovery Initial Professional Development sessions and, by gently increasing their level of participation, gradually take more responsibility for Initial Professional Development sessions.

In seminars, lectures and tutorials, trainees explore theoretical understandings underpinning Reading Recovery and the research evidence upon which it is based. They learn how to examine and critically evaluate academic papers, which support and challenge the programme.

Towards the end of the full-time year, teacher leaders in training are supported in moves to prepare for implementation in their area, as appropriate. After completing the MA, new teacher leaders are given an enhanced level of support to enable them to introduce Reading Recovery into their particular situation and to develop their teacher leader role.

Continuing professional development

Reading Recovery teaching and training are intensive and highly focused. For a teacher leader working in what is often a unique role within an area, it can also be very isolating. Reading Recovery is dynamic and it is very important that teacher leaders keep abreast of current theoretical debate and practice.

In order to maintain an effective, high quality implementation in an area, it is essential that teacher leaders receive continuing professional development through national leader and colleague visits. Teacher leaders also attend five specified units of intensive Reading Recovery professional development annually for as long as they are delivering Reading Recovery teacher training and are continuing to support existing teachers. These units act towards the accreditation protocols and offers teacher leaders the opportunity to:

- Be updated and discuss their reading of relevant research, theory and opinion
- Explore and develop their knowledge and understanding of Reading Recovery teaching procedures at their own level
- Address implementation issues at national and local levels
- Build collegiate networks among trained teacher leaders, who are in similar or diverse situations, and from whom they can draw support

(for further information, see page 23)

Training Reading Recovery national leaders

The decision to train a Reading Recovery leader is taken at national level, and generally requires a one year, full-time and ongoing, self directed part-time study at Doctoral level. This includes teaching children in Reading Recovery.

In 2001, the Institute of Education, University of London became internationally accredited as a centre for the training of Reading Recovery national leaders and began its national leader training programme.

Training of national leaders (commonly known internationally as 'trainers') is also available in New Zealand (Auckland University) and the USA (Ohio State University and Texas Woman's University).

Continuing professional development for national leaders is provided both within the leadership team, and internationally through the International Reading Recovery Trainers Organization (IRRTO).

Teacher leader provider



A teacher leader provider is the organisation that employs the teacher leader, contracts with schools and oversees the implementation in a geographical area as negotiated with the Institute of Education.

A register of approved teacher leader providers is held by the European Centre for Reading Recovery. Applications for registering as an approved provider in an area should be submitted to readrec@ioe.ac.uk.

An approved teacher leader provider:

- Has oversight of Reading Recovery in the designated area
- Manages a budget to enable Reading Recovery to be provided
- Employs an accredited Reading Recovery teacher leader to deliver the programme
- Arranges access to a suitably adapted venue for Reading Recovery professional development sessions
- Contracts with the Institute of Education to ensure the accreditation of the teacher leader, for which they pay the annual teacher leader accreditation fee (part of the Service Level Agreement)
- Contracts with schools to cover the costs of delivering Reading Recovery professional development, including a share of the teacher leader accreditation fee (part of the Service Level Agreement)
- Oversees the quality of the implementation, and ensures adherence to Standards & Guidelines for Reading Recovery
- Supports dissemination of information and recruitment of new schools wishing to implement Reading Recovery
- Receives annual monitoring reports through the teacher leader for quality assurance purposes, and disseminates to interested parties in the area

Before setting up a Reading Recovery professional development centre for teacher training:

- A person should be identified to oversee the implementation of Reading Recovery in the area and is given the title of link manager. This person forms a link between the Institute of Education and the teacher leader. Ideally, this link manager should:
 - Be operating at senior management level
 - Have an interest in, and some knowledge about, Reading Recovery
 - Have some expertise in the fields of literacy acquisition or Special Educational Needs
- The link manager should carefully study Reading Recovery as a programme and, if possible, visit an existing Reading Recovery professional development centre
- Key personnel should be made aware of the principles of Reading Recovery
- A long term plan should be drawn up taking account of:
 - Staffing Reading Recovery. Decisions must be made about how a teacher leader is to be acquired; whether by appointing an individual who can attend a full-time teacher leader training course, or by appointing an already trained teacher leader. Planning should take account of the growth of the teacher leader's workload, and consideration should be given to the need for more than one teacher leader over time
 - Drawing up a budget for the Reading Recovery professional development centre. This includes the conversion of suitable premises for the Reading Recovery professional development centre, staff including teacher leader(s), administrative support (minimum of five hours per week, per teacher leader), a

proportion of the link manager's time, materials, travel, training and continuing professional development for the teacher leader(s), and the payment of the teacher leader accreditation fee (part of the Service Level Agreement, see Appendix two)

– Drawing up a budget for support.

Decisions need to be made about the extent to which the provider intends to meet the costs of training and supply cover for schools implementing Reading Recovery. Long term planning should take account of the expansion of the implementation within the area, perhaps by incorporating strategies which enable schools to take over long-term responsibility for supporting the cost of Reading Recovery

- A teacher leader should be appointed, either by securing the services of a ready trained teacher leader (who could begin to deliver training for teachers in the next academic year) or by identifying and making arrangements for a teacher leader to be trained (who would begin to deliver training to teachers in the year following the training year). It may be necessary to make provision for course fees, and for accommodation and travel costs associated with a trainee teacher leader relocating or travelling weekly to a Reading Recovery professional development centre during the year of training and to other Reading Recovery sites

In the year before teacher training:

- In new implementations, an appropriate site should be located for the Reading Recovery professional development centre and provision made for a teaching space with two-way mirror and sound system, seminar and office space and facilities for teachers (see Appendix one)
- An opportunity will need to be provided for the new or trainee teacher leader to present one or more information-giving meetings to recruit schools for training. Time can be made available during the teacher leader training course for this to take place, and the link manager should liaise with national leaders when setting dates for meetings

- A group of 10 to 12 teachers should be selected for each training group. The training course has certain critical features and a minimum number is required to ensure that the full range of experiences are encountered by the teachers in training, and to provide adequate opportunities to observe a broad range of teacher and pupil behaviour. In exceptional circumstances, changes to group size may be agreed but should be negotiated with the national leadership team (see pages three and 12). Consideration will need to be given to the selection of schools and during the teacher leader's year of training the link manager (or a named person) will need to administer the recruitment and selection of teachers (see page 27) for training

Once teacher training has begun

The role of the provider includes:

- Providing line manager support for the teacher leader
- Securing adequate funding and overseeing the resourcing of Reading Recovery for planned growth in the area. The link manager may have the responsibility for drawing up and managing the Reading Recovery budget
- Monitoring the adequacy of provision of Reading Recovery within the area with a view to achieving full implementation over time
- Monitoring the teacher leader's workload, taking account of the cumulative effect of the teacher leader's support role to established Reading Recovery schools over time, and preventing overload by anticipating the need for a further teacher leader to be trained or recruited. Account should be taken of travel, the number of schools and the number of Reading Recovery teachers in each school. N.B. teacher leaders may train two groups of teachers in their first year and may subsequently train one or two groups annually depending upon the number of continuing teachers. Responsibility for individual teaching and supporting around 45 Reading Recovery schools (including training and continuing groups) would be considered a full-time workload

- Representing Reading Recovery at senior management level
- Monitoring the effectiveness of Reading Recovery. The link manager may be responsible for reporting the outcomes of the programme, in the area and/or via liaison with an independent evaluation. This could include the annual report of data from the area, provided by the European Centre for Reading Recovery under the Service Level Agreement with the Institute of Education
- Making provision for liaison with other key personnel e.g. those with an oversight of Special Educational Needs or the teaching of English Language and the national literacy policies, to ensure that Reading Recovery is an integral part of a whole area strategy for undercutting the incidence of literacy difficulties
- Safeguarding the role of the teacher leader. In so far as their workload permits, it can be very appropriate for the teacher leader to provide training and support in a variety of forms to teachers, professionals, parents and others engaged in supporting children's early literacy acquisition. However, it is essential to protect the teacher leader from demands on their time that could jeopardise the effectiveness of their principal role, for example, those which interfere with the requirement to teach individual children on a daily basis
- Supporting the teacher leader in liaison with schools to ensure that the principles of Reading Recovery are not eroded
- Making provision for the teacher leader to receive continuing professional development, including attending five specified units of intensive Reading Recovery professional development annually (see page 23)
- Where necessary, supporting the teacher leader after a prolonged absence from training teachers, by enabling the teacher leader to work alongside teacher leader colleagues at training sessions in other regions and by seeking additional national leader support

The costs of delivering professional development programmes

The costs of the provision outlined below are for a full-time teacher leader (a full-time work load is considered as supporting approximately 45 schools). These costs can be offset, for example, by providing a range of literacy programmes to schools.

However, it is important that the teacher leader provider considers that, for a teacher leader to remain accredited, certain conditions need to be in place, and that these have additional cost implications (see page 24).

Initial Professional Development for new Reading Recovery teachers

Teacher leader costs:

- Delivery of professional development sessions 20 x 3.5 hours, divided by number of teachers in the group
- Preparation for professional development sessions 20 x 3.5 hours, divided by number of teachers in the group
- Training materials and resources per teacher
- Four individual visits per teacher to include:
 - Tuition
 - Travel to individual schools
 - Written record of visit
- Teacher leader completion and submission of national monitoring data and dissemination of reports 1.5 hours per teacher

Administration:

- Use or hire of specially equipped centre for the Initial Professional Development sessions
- Liaison with schools attending the course
- Administration and overheads per teacher
- Resources per teacher

Accreditation, national coordination and quality assurance:

- Share of annual teacher leader accreditation fee (part of the Service Level Agreement)

Already trained Reading Recovery teachers Continuing Professional Development

Teacher leader costs:

- Delivery of professional development sessions six x 3.5 hours, divided by number of teachers in the group
- Preparation for professional development sessions six x 3.5 hours, divided by number of teachers in the group
- Training materials and resources per teacher
- One individual visit per teacher to include:
 - Tuition
 - Travel to individual schools
 - Written record of visit
- Teacher leader completion and submission of national monitoring data and dissemination of reports 1.5 hours per teacher

Administration:

- Use or hire of specially equipped centre for the Continuing Professional Development sessions
- Liaison with schools attending the course
- Administration and overheads per teacher

Accreditation, national coordination and quality assurance:

- Share of annual teacher leader accreditation fee (part of the Service Level Agreement)

The school



Before implementing Reading Recovery in the school

- The school should identify a teacher for Reading Recovery training¹ who will learn how to deliver and implement Reading Recovery in the school
- The school should identify a Reading Recovery link teacher (see page 31) to coordinate the implementation of Reading Recovery in the school. Ideally the link teacher should:
 - Be a senior member of the staff team within the school
 - Attend link teacher training (one full day or equivalent) in the administration of the Observation Survey
 - Be available to assist in the assessment of children for both entry to and exit from the Reading Recovery series of lessons
 - Have an interest in, and some knowledge about, Reading Recovery
 - Have some expertise in the fields of literacy acquisition, early years literacy interventions or Special Educational Needs
- The senior management team should study the Reading Recovery implementation carefully and if possible observe individual lessons and ensure that all members of the school team are made aware of how it operates
- A long-term plan should be drawn up, taking account of:
 - Staffing decisions that must be made about which teacher is to be trained in Reading Recovery. Planning should take account of the Reading Recovery teacher's workload. (Approximately 0.5 time allows four teaching places reaching eight to 12 children in the year. This is usually sufficient to meet the needs of the lowest achieving 20% per one form entry in a school)

- Accommodation considerations, regarding establishment of a suitable work space for the daily lessons. This need not be large, but should be well lit, properly ventilated and a comfortable working temperature. Children identified for Reading Recovery are often easily distracted, so disturbance should be minimal
- Drawing up a budget to cover the cost of teacher time and to provide for ongoing purchase of books and materials

Once the school's Reading Recovery implementation has begun

The role of the school includes:

- Supporting the Reading Recovery teacher in liaison with the school team to ensure that Reading Recovery principles are not eroded
- Safeguarding the role of the Reading Recovery teacher. It will be necessary to protect teachers from calls on their time which could jeopardise the effectiveness of their principal role, for example, interference with the requirement to teach individual children on a daily basis. Research shows that breaks in teaching increase the length of the series of lessons, essentially making it both less efficient and less cost effective for the school. It also shows that the teacher's ability to stay close to the needs of the individual child, without the daily build, is reduced
- Representing Reading Recovery at senior management level
- Promoting Reading Recovery in the school
- Monitoring the Reading Recovery teacher's workload. This should include:
 - Monitoring the adequacy of provision of teaching places to meet the needs of the school

¹ For details of teacher selection, see page 27

- Ongoing monitoring of children’s progress after Reading Recovery, preventing overload for the Reading Recovery teacher by ensuring that the school takes on the task of three and six monthly checks on progress
- Monitoring the effectiveness of Reading Recovery in the school and reporting on the outcomes to governors, parents, school staff and outside agencies (e.g. Ofsted)
- Ensuring that Reading Recovery is represented at governor, parent and staff meetings as appropriate
- Ensuring that best use is made of Reading Recovery teaching time by reducing to a minimum, time lost between the end of one child’s series of lessons and the commencement of the next child to fill that teaching place
- Making provision for the collection of data from the school and its submission onto the database for the Reading Recovery teacher leader to monitor and then forward for analysis by the national leaders
- Making provision for the Reading Recovery teacher to liaise with other personnel in the school, e.g. those with class teacher responsibility for children in Reading Recovery, or those with oversight for Special Educational Needs, language coordination and with parents/ caregivers of children in Reading Recovery
- Making provision for the Reading Recovery teacher to receive ongoing professional development through Continuing Professional Development sessions twice each term, and to receive at least one teacher leader visit each year after completion of their Reading Recovery training
- Supporting the teacher when it is their turn to take a child to the Reading Recovery professional development centre, and where possible providing appropriate supervision. This should occur two to three times during the training year and once a year thereafter
- Making provision for the Reading Recovery teacher to give and receive a minimum of one visit from a Reading Recovery colleague each year

- Calling on the Reading Recovery teacher leader for support and guidance for those few children who do not make sufficient progress in their Reading Recovery lessons

Every Child a Reader

Every Child a Reader (ECaR) is a further development of Reading Recovery, enabling schools to capitalise on the investment in their Reading Recovery teacher.

ECaR is a means of organising and managing a range of effective literacy programmes for children struggling to read and write; ensuring that every child achieves success in literacy through carefully targeted support.

For more information about implementing ECaR, see <http://readingrecovery.ioe.ac.uk> or email readrec@ioe.ac.uk.

Reading Recovery teacher leaders



A Reading Recovery teacher leader has the primary responsibility for training teachers in Reading Recovery and maintaining the quality of provision for previously trained Reading Recovery teachers in the area. The teacher leader also works closely with a link manager in administration and implementation of Reading Recovery. Remuneration for this post should reflect the postgraduate training required and the responsibility involved.

Selection¹ and training of teacher leaders

Requirements for the selection of teacher leaders

- Evidence of ability to work at postgraduate academic level
- Qualified teacher status (as recognised in the country in which Reading Recovery is being implemented)
- Evidence of extensive post qualification and successful recent experience in teaching children, in the five to seven age range, to read
- Evidence of ability to manage and promote children's early literacy learning in the mainstream classroom
- Ability to provide professional development, showing exceptional competence in working with both colleagues and administrators
- Nomination by a teacher leader provider making a commitment to implement Reading Recovery

Requirements for training teacher leaders

Reading Recovery teacher leader training involves an intensive year-long Reading Recovery and Literacy Leadership MA, based at, and accredited by, the Institute of Education, University of London.

The major components of the professional development are:

- Practical implementation of Reading Recovery with children
- Theories of literacy, literacy acquisition and literacy difficulties
- Research analysis
- Teacher tutoring and the role of the teacher leader
- The organisation, management and delivery of the Reading Recovery Initial Professional Development course for teachers

Teaching children

- Teach four children in Reading Recovery individually on a daily basis in a school setting
- Receive school visits from a national leader
- Communicate with school personnel and parents of children
- Maintain careful records on each child and complete data on the database as specified
- Observe, assess and teach, for one term, an older failing reader

Academic coursework

- Attend all sessions and seminars
- Meet all requirements for teacher leader professional development as prescribed by the syllabus content outline
- Teach a child for peer colleagues at an Initial Professional Development session during the training year
- Engage in a shared presentation of rationales and principles underpinning Reading Recovery in a real world context
- Successfully complete all assessment requirements

¹ A member of the national leadership team may be invited to consult or participate in the selection process

Field-work requirements

- Participate in Reading Recovery teacher professional development conducted by a trained teacher leader; attend Initial Professional Development sessions and observe teacher leaders; assume responsibility for planning, implementing, and evaluating Initial Professional Development sessions as specified by national leaders
- Conduct colleague visits to fellow teacher leader trainees
- Participate with a trained teacher leader and/or independently conduct school visits to Reading Recovery teachers
- Visit another Reading Recovery professional development centre to gain an appreciation for a variety of situations

Prepare for implementation

Supported by the national leaders, the teacher leader trainee will work with the link manager to plan and initiate the following activities related to the implementation of Reading Recovery within the area:

- Communicate with appropriate personnel
- Inform appropriate groups about Reading Recovery
- Plan and provide for appropriate site preparation for Reading Recovery teacher professional development (including room with two-way screen and suitable office space)
- Prepare a budget
- Order and prepare materials for Reading Recovery teacher professional development
- Develop a plan for clerical support
- Assist in the identification of appropriate teachers for the Initial Professional Development course

The teacher leaders' first year in role is seen as an extension of their professional development, during which they receive an enhanced level of support and guidance from the national leaders for both their tutoring role and optional research report.

Although the formal course entails one year of strenuous full-time study, learning to be a skilled Reading Recovery teacher leader requires continuing professional support and development.

Before embarking on the course, it is important that would-be teacher leaders are aware of the demands of the Reading Recovery teacher leader role, which they will assume once they have completed the course.

Prepare for continuing professional support for teachers

During the teacher leader's year of training and first year in the field, the focus is on preparing teachers to teach in Reading Recovery. Learning how to sustain and enhance Reading Recovery teachers' skills and understanding after their training year (Continuing Professional Development) is another level of professional learning for the teacher leader.

Support for this is provided by national leaders in the teacher leader's second year after training.

In exceptional circumstances, a teacher leader may work with Continuing Professional Development group(s) with enhanced support during their first year in the field.

Guidelines for teacher leaders

Teaching children

Teacher leaders continuously develop their experience of the wide ranging nature of children's difficulties, and build upon their knowledge and expertise in using the Reading Recovery procedures to solve children's diverse problems, through their own teaching of individual children.

The range and depth of experience that teacher leaders draw upon when refining Reading Recovery procedures, has enabled the growth and development of the implementation in a variety of cultures and systems.

The more children a teacher leader is able to work with, the greater the range of experiences they will have to call on.

The number of children a teacher leader is able to teach will vary according to their workload. Four teaching places at any one time is probably the maximum sustainable,

and two, the minimum. The expectation is that in almost all cases children would reach discontinuing level.

Training Reading Recovery teachers

- Provide assessment training (interweaving theory and practice) which includes the course preparation outlined in the Introduction DVD
- Teach a group of approximately 10 to 12 Reading Recovery teachers for 20 fortnightly half-day sessions. These sessions comply with Reading Recovery guidelines and should consist of:
 - Three assessment training sessions
 - 17 half-day sessions at which the teaching of children takes place
 - A further final meeting may be a graduation ceremony for teachers
- Allow adequate time for preparation and evaluation of all teacher professional development sessions
- Ensure that teachers, during their Initial Professional Development year, teach for their colleagues at least twice
- Visit teachers at least four times during the year, with additional visits based on need or request, to provide guidance and to clarify appropriate procedures
- Monitor the identification and progress of children using teachers' records
- Provide link teacher training, possibly through joining assessment training sessions

Supporting trained teachers

- Provide trained Reading Recovery teachers with a minimum of six Continuing Professional Development sessions annually
- Visit trained Reading Recovery teachers once each year to ensure quality control of Reading Recovery teaching, with additional visits based on need or request
- Inform teachers about accreditation procedures for submitting work for two Advanced Educational Practice (AEP) programme modules (Reading Recovery in Primary Literacy Leadership and Teaching Children in Reading Recovery)
- In Every Child a Reader implementations, support training in a range of programmes to ensure that every child achieves success in literacy

Quality assurance

- Support, verify and monitor submission of teaching and follow-up data on children in Reading Recovery and on the teachers themselves to national leaders, for analysis and inclusion in national monitoring

Implementation of Reading Recovery in a designated area

- Communicate and consult with appropriate personnel
- Keep detailed records of individual children's outcome status in order to monitor the long-term effectiveness of Reading Recovery
- Use the research data to monitor the effectiveness and promote Reading Recovery within the area
- Inform appropriate groups about Reading Recovery
- Assist in recruiting and identifying appropriate teachers for the training group (see page 27)
- Plan for visitors to observe Reading Recovery in both school and training-site settings
- Order materials for teacher professional development

Continuing professional development (see pages 13 and 17)

- Annually conduct and receive a colleague visit with other trained teacher leaders
- Receive a minimum of three site visits from a national leader in the first year after training
- Receive one site visit from a national leader each subsequent year, with additional visits on the basis of need or request
- Attend five specified units of intensive Reading Recovery professional development
- Keep abreast of current research in order to inform the teacher leader provider about its possible effect on the implementation
- Build in time for professional reading in order to keep abreast of new developments in the field of early literacy acquisition

Teacher leaders returning to Reading Recovery after a long absence, or resuming teacher professional development after a gap, will need additional support, which should be negotiated with the national leadership team.

Teacher leaders would benefit from also being able to:

- Attend cluster professional development meetings and Advisory Group meetings when called upon
- Participate in opportunities for interaction with Reading Recovery colleagues at an international level
- Keep abreast of developments in the national policies for literacy learning, or similar national policy for literacy learning and teaching as appropriate to the country Reading Recovery is implemented

Accreditation

Each year, teacher leaders maintain their accreditation through meeting these essential requirements:

- Teaching children
- Professional development for Reading Recovery teachers
- Quality assurance
- Personal professional development
- Teacher leader accreditation fee (part of the Service Level Agreement)

Teaching children

- Taking two low attaining children through the lesson series each year and inputting their data on the database. The expectation is that in almost all cases children would successfully reach discontinuing level

Professional development for Reading Recovery teachers

Initial

- Teaching a group of Reading Recovery teachers in training, following a course that adheres to teacher leader guide sheets and implementation requirements
- Visiting Reading Recovery teachers at least four times in their training year, to provide guidance and clarify appropriate procedures

Continuing

- Teaching a group of continuing Reading Recovery teachers for six sessions over a year, following a course that adheres to teacher leader guide sheets and implementation requirements
- Visiting continuing Reading Recovery teachers at least once in each year subsequent to their training, to ensure quality control

Maintaining

- Assisting in recruiting and identifying appropriate teachers for Initial Professional Development
- Maintaining and developing Reading Recovery implementation

Quality assurance

- Supporting and verifying the submission of teaching and follow-up data on Reading Recovery children and on the teachers themselves, for analysis and inclusion in national monitoring
- Using national monitoring research data to analyse the effectiveness, and to promote the impact, of Reading Recovery in the area

Personal professional development

- In the first year, receive at least three one-day visits from a national leader in order to support teaching of children and teaching of adults in Initial Professional Development sessions
- In subsequent years, receive one-day visits from a national leader in order to support teaching of children and teaching of adults in Continuing Professional Development sessions
- Attend five specified units of intensive Reading Recovery professional development

Teacher leader accreditation fee

- Ensure that the teacher leader accreditation fee (part of the Service Level Agreement) is paid

At the end of each year, on the successful completion of the essential requirements, teacher leaders receive a certificate of accreditation for the following year. The names of accredited teacher leaders are

published on our website (Reading Recovery centres) <http://readingrecovery.ioe.ac.uk/> and their accreditation is reviewed annually by the national leadership team.

Accreditation FAQs

How often do I need to be recredited?

The accreditation process is annual and is finalised by 31st July each year.

What is the process?

To remain accredited, teacher leaders must meet all the essential requirements (see page 24).

The European Centre for Reading Recovery will monitor and log whether these have been met throughout the year.

How do I know if I have been successful?

Once the essential requirements have been achieved an accreditation certificate will be sent. This will accredit the teacher leader as a Reading Recovery practitioner for the coming year.

What if I disagree with the outcome?

If the outcome of the accreditation process is disputed a review takes place led by the head of the national leadership team at the Institute of Education. If you wish to submit a challenge with the outcome, please email readrec@ioe.ac.uk in the first instance.

Reading Recovery teachers



A Reading Recovery teacher's primary responsibility is working with children in series of individually designed lessons. The teacher also works closely with the class teacher, school team and parents, to support the programme for children.

Selection and training of Reading Recovery teachers

Requirements for the selection of Reading Recovery teachers

It is essential for Reading Recovery teachers to:

- Have qualified teacher status (as recognised in the country in which Reading Recovery is being implemented)
- Have evidence of extensive post qualification and successful recent experience in teaching children, in the five to seven age range, to read
- Have evidence of ability to manage and promote children's early literacy learning in the mainstream classroom

It is beneficial if teachers can also:

- Demonstrate adaptability and problem solving skills
- Show willingness to learn, acquire and apply new skills and knowledge
- Demonstrate good interpersonal skills with colleagues
- Serve as members of the school's staff team

Requirements for training teachers

Training as a teacher requires participation in an accredited Reading Recovery course taught by a qualified teacher leader for a full academic year. Reading Recovery is designed for teachers of children in mainstream schools.

Reading Recovery teachers in training must work with four children within the five years nine months to six years three months age

range, everyday, so they have the best opportunity to learn how the programme works with the group of children for whom it is designed.

If these features are not present, the quality of the training for the teacher is likely to be so greatly compromised as to jeopardise the status of the course under the Reading Recovery trademark (see page three).

Any changes made in order to allow for the needs of particular circumstances, should be negotiated with the teacher leader and the national leaders.

Concurrent with their professional development, the teacher works with children in Reading Recovery for approximately half of their working hours every day, and outside this time, may fulfil other duties as prescribed by the school.

Initial professional development

Teachers need to:

- Attend three assessment training sessions to learn how to administer and score the Observation Survey, and to identify children for Reading Recovery
- Attend 17 subsequent Initial Professional Development sessions, fortnightly
- Meet all requirements for Reading Recovery teacher training, including completion of specified set tasks and reading, in order to receive certification recorded on the Reading Recovery European register (see page nine)
- Teach a child at an Initial Professional Development session at least twice during the training year
- Make and receive one colleague visit (for which training is given)

Teaching children

- Teach a minimum of four children, in the required age range of five years nine months to six years three months, individually for 30 minutes every day, in a school setting
- During the year of training, receive between four to six school visits from a teacher leader for guidance and clarification of appropriate procedures
- Communicate with school personnel and parents of children
- Maintain comprehensive records on each child. These would include Observation Survey sheets including a summary sheet and multiple testing sheet, Predictions of Progress, a Roaming Around the Known diary, lesson records, daily running records, records of reading vocabulary and writing vocabulary, a weekly record of book levels
- Submit monitoring data as specified and requested

School implementation

- Administer Observation Surveys to identify appropriate children for Reading Recovery
- Keep complete records on each child
- Liaise with class teachers on behalf of each child
- Monitor the progress of children who have received a complete series of lessons
- Administer Observation Surveys as prescribed throughout the year
- Submit data as required
- Communicate with parents, teachers, link teachers and other appropriate school personnel

Guidelines for continuing teachers

Teaching children after the training year

- Teach children individually for 30 minutes every day (the number of pupil places will be dependent upon the need of the school and resources available, but the minimum is two)
- At the start of the year, administer Observation Surveys to children whose Reading Recovery lessons are to continue, and begin instruction immediately

- Follow the set procedures for the identification of the lowest achieving children in the age band, according to Reading Recovery principles
- Maintain comprehensive records on each child. These would include Observation Survey sheets including a summary sheet and multiple testing sheet, Predictions of Progress, a Roaming Around the Known diary, lesson records, daily running records, records of reading vocabulary and writing vocabulary, a weekly record of book levels
- Monitor progress of all children who have received Reading Recovery
- Follow the set procedures for identification of children for Reading Recovery, for discontinuing Reading Recovery lessons, for children causing concern, or for the referral of those who cannot be successfully discontinued from Reading Recovery
- Work closely with class teachers and others on behalf of each child

Implementing Reading Recovery in schools

- Communicate with parents, teachers, link teachers and other appropriate school personnel
- In liaison with the link teacher, write an annual report on the school's Reading Recovery implementation for senior managers and the governing body
- Complete and submit data for monitoring as required

Professional development for experienced teachers

In order to maintain an effective, high-quality implementation, Reading Recovery teachers will receive further professional development each year, and annual teacher leader and colleague visits for as long as they are teaching Reading Recovery.

They must:

- Attend a minimum of six Continuing Professional Development sessions for trained teachers annually
- Teach a child for colleagues at a Continuing Professional Development session as requested

- Make and receive a colleague visit with other teachers at least annually
- Receive a minimum of one school visit from the teacher leader, annually

Returning to Reading Recovery after a prolonged absence from the programme

- Following a period of absence from Reading Recovery teaching, Reading Recovery practitioners will need particular support, through individual tutorials or attendance at Initial Professional Development sessions. This should be negotiated with the local teacher leader

Accreditation

Each year, teachers maintain their accreditation through meeting these essential requirements:

- Teaching children
- Professional development
- Quality assurance

Teaching children

- Individual teaching of a minimum of two lowest attaining children aged between five and six years, five days per week, in Reading Recovery

Professional development

- Attendance at six Continuing Professional Development sessions per year
- Input to the wider role in the school

Quality assurance

- Submission of accurate national monitoring data

Reading Recovery school link teachers



The school link teacher's primary responsibility is to help promote and sustain Reading Recovery within the school. Link teachers work closely with the school's Reading Recovery teacher, class teachers and the senior management team.

Requirement for selecting school link teachers

Link teachers should be operating at senior management level within the school e.g. deputy head, Special Educational Needs coordinator, language coordinator.

Requirement for training school link teachers

Attend link training sessions organised by either the Reading Recovery teacher leader or teacher to learn how to administer the Observation Survey, to discuss the role of Reading Recovery in their school and to strengthen the network of Reading Recovery schools in the area.

It will benefit teachers to practise the administration of the assessments from time to time, and to gain experience in their interpretation.

Guidelines for link teachers

- Administer Observation Surveys as prescribed when necessary, to support the trained Reading Recovery teacher in making identification, discontinuing and referral decisions
- Liaise with the Special Educational Needs coordinator to record children taken into Reading Recovery on the school's Special Educational Needs monitoring system, and to record the outcome at the end of their series of lessons
- Liaise with class teachers and monitor progress of children whose individual lessons have been discontinued
- Ensure that follow-up testing for all children is carried out at the three months and six months marks after the end of their programmes, and that the findings acted upon as necessary
- Arrange for the transfer of information when a child receiving Reading Recovery moves to a new school
- Ensure the adequacy of resources for Reading Recovery (personnel, books, materials, etc.)
- Communicate with parents, Special Educational Needs coordinator, senior management team, governors and other appropriate school personnel
- In liaison with the Reading Recovery teacher, write an annual report on the school's Reading Recovery implementation for senior managers and the governing body (see page 28)

Reading Recovery national leaders



Reading Recovery leadership team, based at the European Centre for Reading Recovery, have a national and international overview of the Reading Recovery implementation and responsibility for monitoring and maintaining its integrity.

They provide the high quality training and continuing professional development for the Reading Recovery national leaders and teacher leader teams.

They liaise with national governments and other funding authorities, responding to children's literacy learning needs.

They work with teacher leader providers and link personnel to ensure the continuing effectiveness of the implementation in their areas, and provide an advisory service for new implementations of Reading Recovery both nationally and internationally through the International Reading Recovery Trainers Organization (IRRTO).

They teach children on a regular basis and maintain close links with teacher training and the continuing support of trained teachers.

They review, evaluate and contribute to research and development in the field of literacy difficulties, teacher professional development and management of change.

Selection and training of national leaders

Beyond being qualified and experienced in primary teaching, national leaders are required to have:

- Experience of organising and delivering professional development for teachers
- Academic qualifications beyond initial training level (i.e. Masters or Doctoral level)
- Leadership qualities

- Excellent interpersonal skills at every level in education systems
- Ability to work independently and as a member of the leadership team
- Ability to travel nationally and internationally

Training involves an intensive one-year, full-time course and ongoing, self directed part-time study at Doctoral level. This includes learning how to deliver Reading Recovery to children, as well as learning how to train both teacher leaders and teachers.

Training in an advocacy and agency role is also included - explaining, communicating and, if necessary, defending the rationales and outcomes of the programme to decision-makers, academics, parents, journalists and others.

Training also includes academic study and research in the field of literacy and literacy difficulties, and management of change in education. It therefore combines both academic and practical experiences of a particularly intensive and demanding nature.

Training opportunities are available at the Institute of Education, University of London (see page 14), in New Zealand at Auckland University or in the USA at The Ohio State University and Texas Woman's University. National leader training is generally a doctoral level course.

A list of qualified national leaders is held by the European Centre for Reading Recovery.

The role of a national leader for Reading Recovery

Effective operation of Reading Recovery requires expert coordination including both sound management and informed professional input.

The need arises in three areas: quality control of the training, quality control of the implementation in the field, and openness to adaptation in a dynamic way, to changes in the available academic knowledge and in society's needs.

Quality control of training

Reading Recovery is an early literacy programme designed to address the learning problems of any child, whatever the origins of those problems.

Children with literacy learning difficulties have been found to have diverse needs. Training allows a teacher, in response to any kind of learning difficulty, to design an appropriate series of lessons for an individual child.

Almost all attempts to vary Reading Recovery implementations have the effect of limiting the range of children who can profit from this programme.

The quality of the teacher training governs the rate at which children who have difficulty learning, can reach age-appropriate levels and perform effectively.

The quality of the training for the people who train the teachers - Reading Recovery teacher leaders - is even more important.

Teacher leaders train as teachers of children, as teachers of teachers, as organisers, advocates and managers of the programme, and as critics and evaluators of the academic and professional literature in their area.

It is important in a large-scale enterprise to ensure that the quality of training is maintained through centralised training and coordination.

Quality control of the implementation in the field

The activities are diverse and include:

- Visiting teacher leader sites for:
 1. The professional development of teacher leaders
 2. Support of the operation of Reading Recovery in the field

3. Liaison with managers and administrators at local level

- Supporting new teacher leaders in their first year in the field (their second year of training)
- Maintaining a network of communication with teacher leaders, ensuring that Reading Recovery is implemented effectively across the system
- Planning and organising five specified units of intensive Reading Recovery professional development for teacher leaders to respond to field issues, discuss new developments, and provide for continuing professional growth
- Monitoring the operation of Reading Recovery, including managing data collection on the implementation, ensuring appropriate use of resources, and identifying problems or needs well ahead of time
- Supporting the process of expansion in each national context
- Advocating the rationales and potential of Reading Recovery

Openness to dynamic change

National leaders could also be viewed as agents of dynamic change, who need to consider the ways in which Reading Recovery must stay the same in order to meet its objectives, and the extent to which it must evolve in response to changes in knowledge, in education and in society.

Examples of such guidance include:

- Supporting newly trained teacher leaders working in the field
- Assisting teacher leaders in the field to keep up-to-date with new academic and research developments
- Guiding teacher leaders to handle new issues in their local area in consultative and collaborative ways
- Guiding refinements to implementation by responding to changes
- Having input into policy formation and operation within the education system

Appendix one: Minimum requirements for a Reading Recovery professional development centre

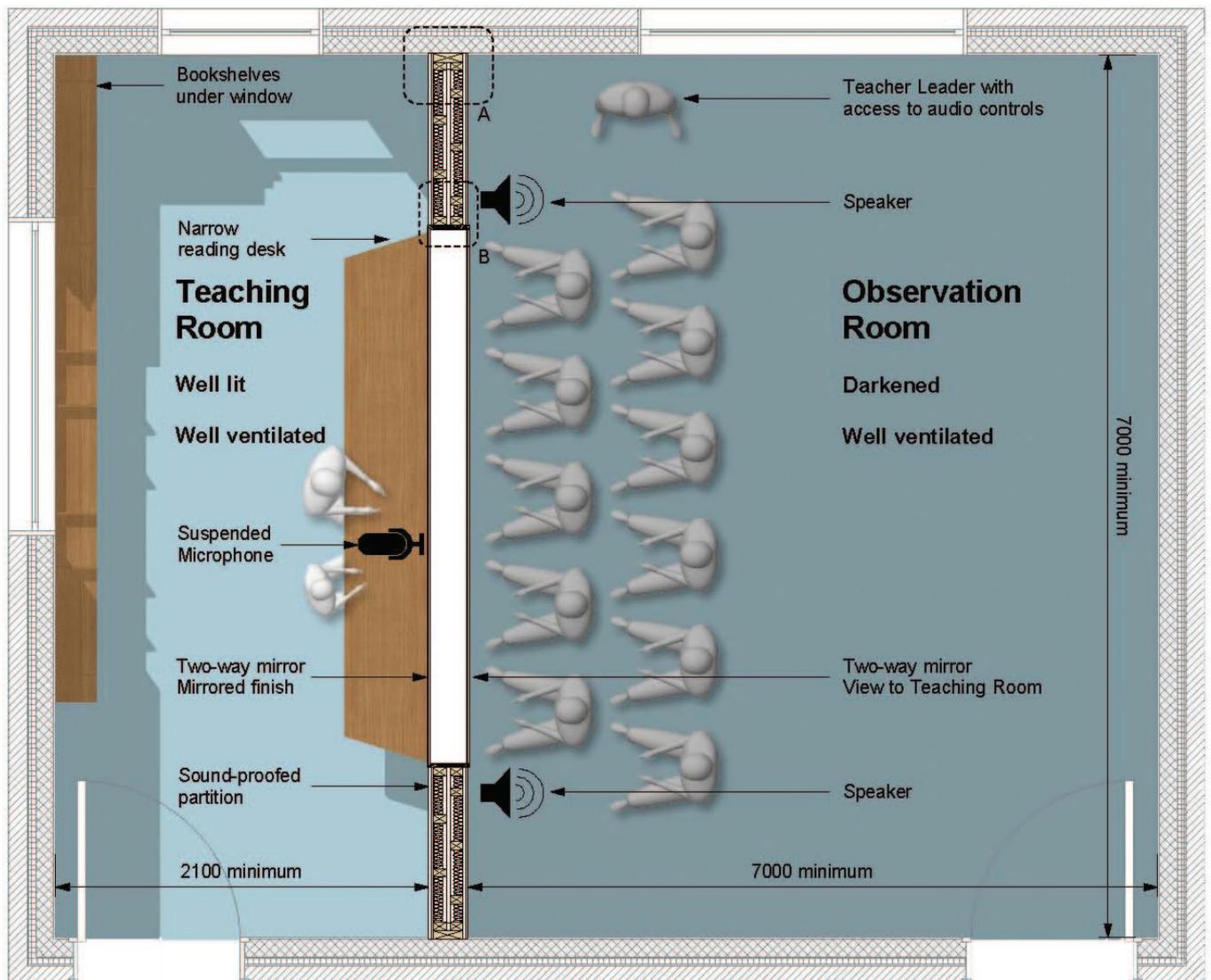


Because of the unique nature of Reading Recovery training, where the teacher leader and teachers observe and discuss pupil/teacher interactions as they occur in live lessons behind a two-way viewing screen, certain considerations must be taken into account when establishing a Reading Recovery professional development centre.

Below are several architect drawings showing the structure and design of the Reading Recovery professional development

centre. Please see drawings A-F, referred to in drawings one (Example Layout) and two (Teaching/Observation Room Section) for finer details of the Reading Recovery professional development centre.

Before embarking, architects and builders should familiarise themselves with the specifications to ensure success. Please contact the European Centre for Reading Recovery for further advice or guidance.



01 Example Layout
Not to scale

Teaching room

- The teaching room needs to be approximately two metres by seven metres to allow a teacher and child to work comfortably together at a long but narrow bench, which abuts the two-way screen
- On the bench, the microphone must be positioned securely and in front of the child and teacher, to ensure the discussions can be heard by the teachers in the observation room
- It must be ensured that both teacher and child can work central to the screen in order to facilitate close observation by the teachers through the two-way screen
- To avoid condensation, keep the temperature constant and the humidity in the room low
- It is essential that the room is well lit to ensure that the two-way mirror works (to prevent the child seeing the teachers in the connected observation room)

Observation room

- The observation room needs to be approximately seven metres by seven metres to accommodate up to 16 teachers
- The teachers sit in two rows, with low level seating at the front and taller seating in the rear. These must be situated closely together to ensure close observation
- The teacher leader stands to the right-hand side of the screen to facilitate discussion
- An LCD projector and a screen need to be fitted for use in some sessions
- It is essential that blackout facilities are fitted in the room to ensure that the two-way mirror works (to prevent the child seeing the teachers in the connected observation room)
- To avoid condensation, keep the temperature constant and the humidity in the room low. A silent fan for distribution of air is needed in the observation room

Sound system

Amplifier

The amplifier should be located on the right-hand side of the screen adjacent to the teacher leader.

Microphone inputs would be preferable with independent controls. These could be powered through ordinary domestic stereo amps.

Power should be about 20 watts per channel, although this depends on the size of room the viewers are in, ambient noise, and acoustic properties of room. If unsure go for something higher in wattage.

Microphones

Omni-directional microphone(s) should be securely positioned at the bench in the teaching room. The choice to some extent depends on the 'input impedance' of the amplifier microphone inputs (e.g. Maplin BS18U Dynamic Microphone would be adequate, but check it comes with a long enough lead).

The specification could be something like 600 ohm balanced input, in which case the aforesaid Maplin microphone would be a good match. When you buy the microphones you may also need to buy stands.

Microphones off the teaching table/desk on separate stands or suspended above cut down noise transmitted through the table. You may need an 'adaptor' to enable the microphone you pick to fit on a stand.

Speakers

The most effective positioning of the speakers is wall mounted on either side of the screen in the observation room. These do not need to be very expensive and will depend upon the power you want to deliver; something which will be determined by room characteristics.

Speakers rated at 10 watts each have been found to be effective. There will need to be a hole in the partition or through the ceiling for the microphone cables, but this will have to be well sound-proofed.

Two-way screen

Screen dimensions need to be:

- Length: 3 metres minimum. 4.5 metres maximum
- Height: 1 metre minimum and 700mm from the floor (desk height)

Two-way mirror needs to be:

- Shatterproof glass in a single pane (i.e. no pillars to obstruct line of sight)
- Double panelled with approximately 200mm (8") gap for best results, with desiccant, silica gel (i.e. moisture buffer), between panels
- Reflective film to create two-way mirror. The Institute of Education used Solar Shield Ltd on its new screen, for further information contact them on 0845 1306 232. A light ratio of 2:1 is required (twice as bright on the teaching side)
- The wall into which the screen is set needs to be fully sound-proofed. No sound must travel through the wall, door or roof void from one room to another. Assume that, at times, the noise in the observation room will be 75 decibels, and must not be audible in the teaching room on the other side of the screen

How the two-way mirror works

A two-way mirror works by using light to control what can be seen. In the teaching room, which is well lit and bright, the light bounces off the glass giving a mirror image.

In the observation room, where the teachers sit in darkness, no light bounces off the mirror on their side but enough passes through from the teaching room to allow them to see into it.

Additional facilities

Teacher leader's office

This should offer suitable space for administrative work, filing system, data storage, etc. in order to meet each teacher leader's needs.

Children's waiting area

This should be supervised or secure to ensure children's safety and wellbeing. This area should be accessible through the teaching room, not through the observation room.

Adequate storage space

For security of:

- TV, DVD player and LCD projector
- Reading Recovery levelled books for demonstration and loan purposes
- Loan library of texts related to early literacy teaching and learning, or personal items
- Forms and sheets for teaching use
- Stationery
- Professional resources

Kitchen area

For servicing all activities (access to water heater, small fridge, sink, cupboard space).

Toilet

To include at least one toilet with small hand basin.

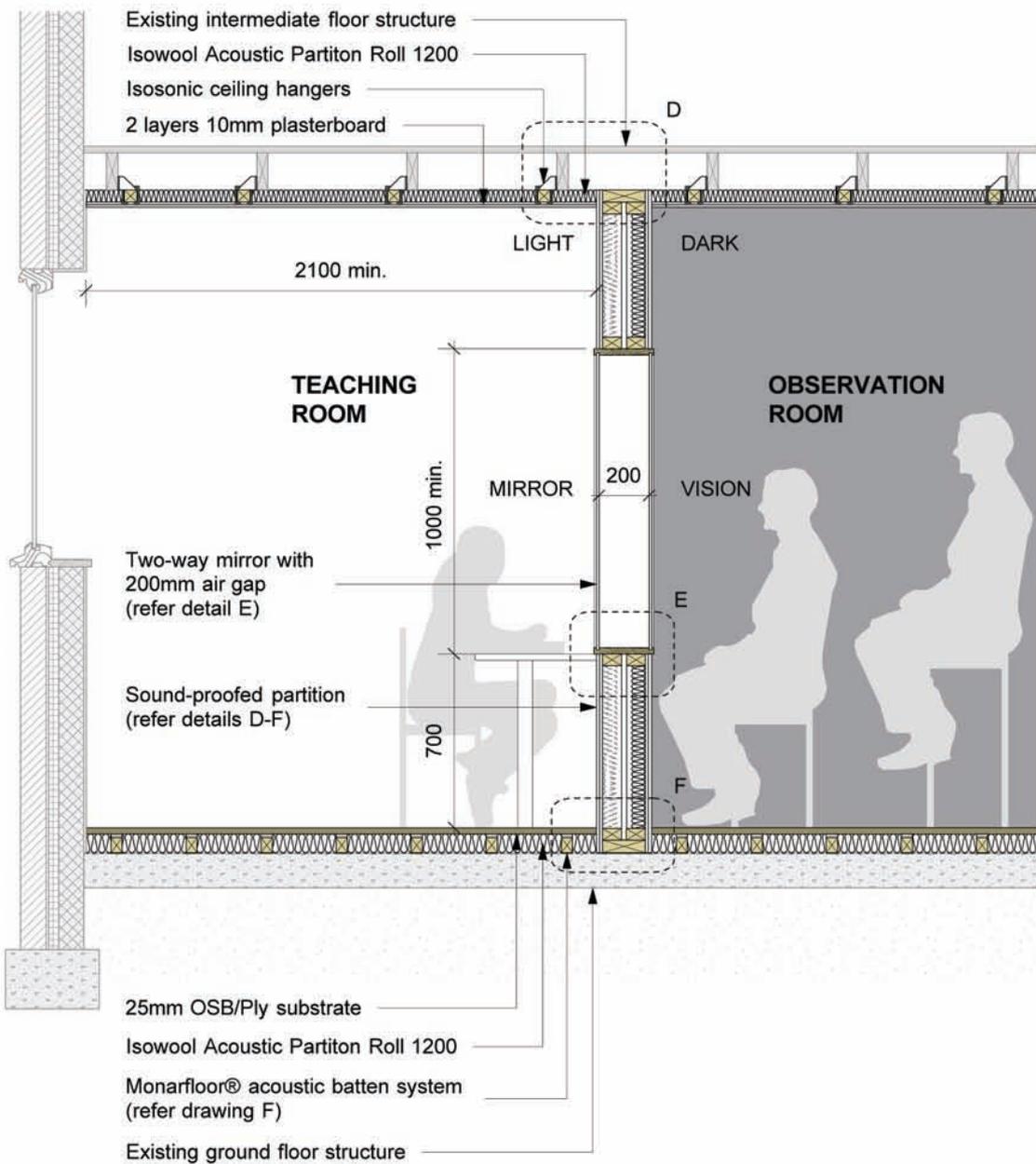
Parking

Adequate for 12+ cars.

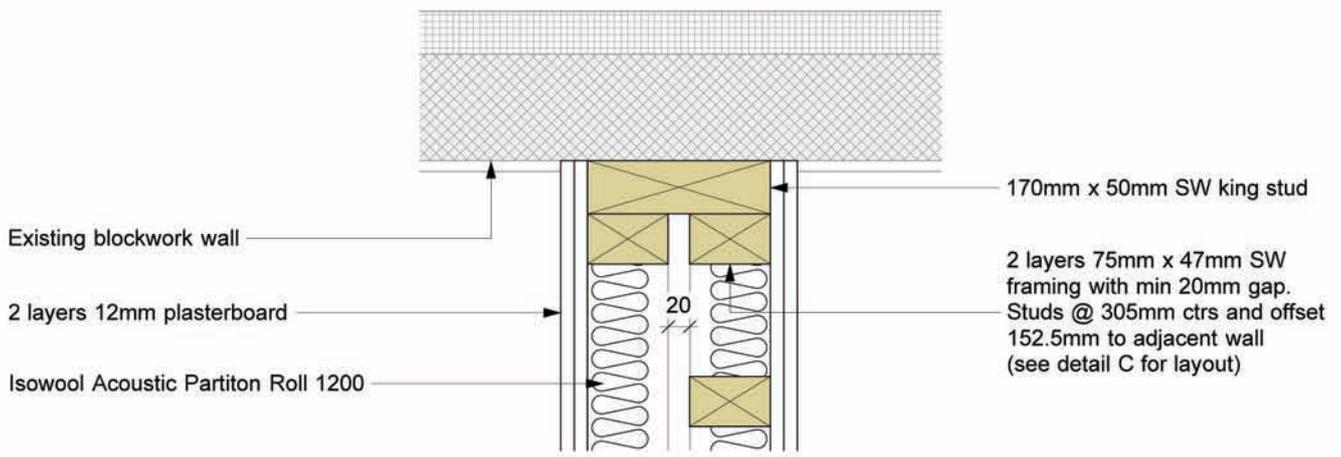
Other uses of the Reading Recovery professional development centre

Forming part of the provision for the wider literacy initiatives of the area e.g. using the observation screen for:

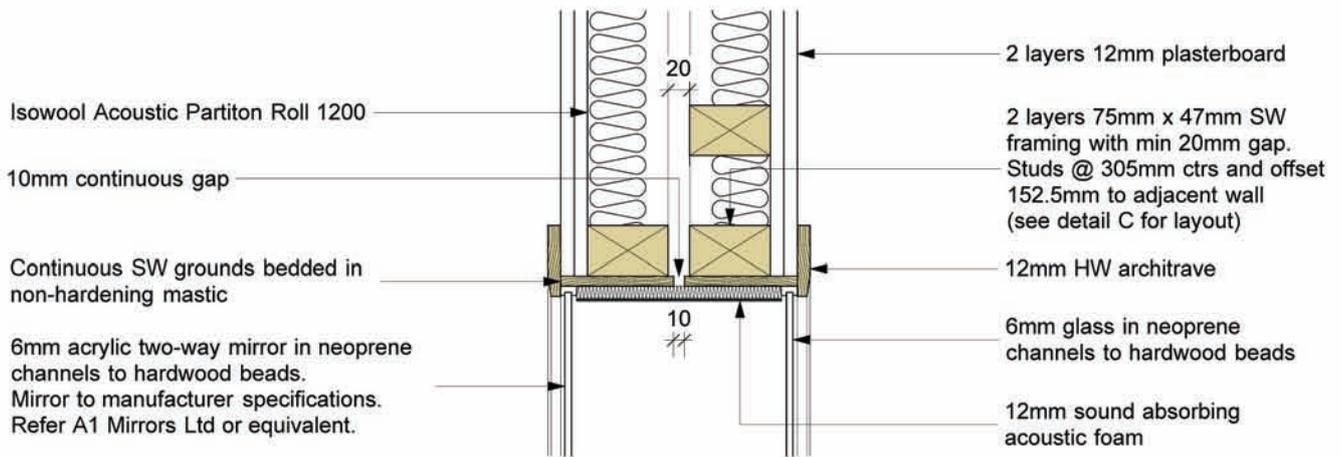
- Appraisal training
- Training in guided reading for class teachers
- Training class assistants or parent volunteers
- Observing the teaching of small group programmes
- Enabling whole staff teams to observe Reading Recovery teaching



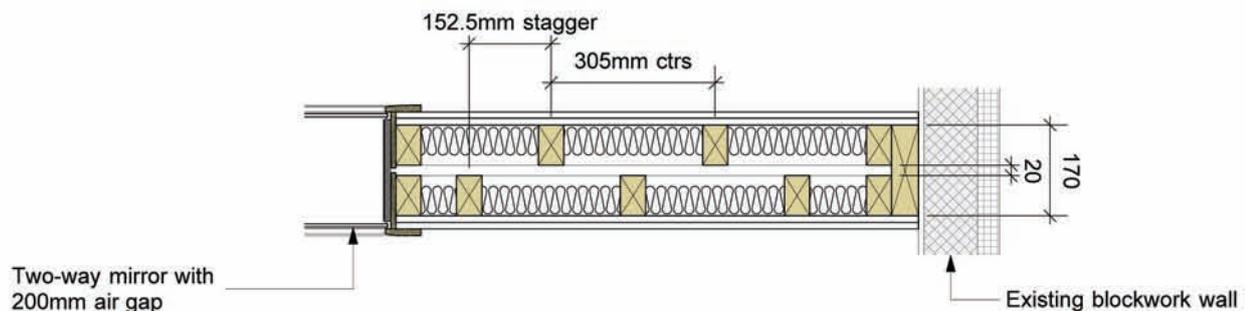
02 Teaching/Observation Room Section
Scale 1:20 @ A3



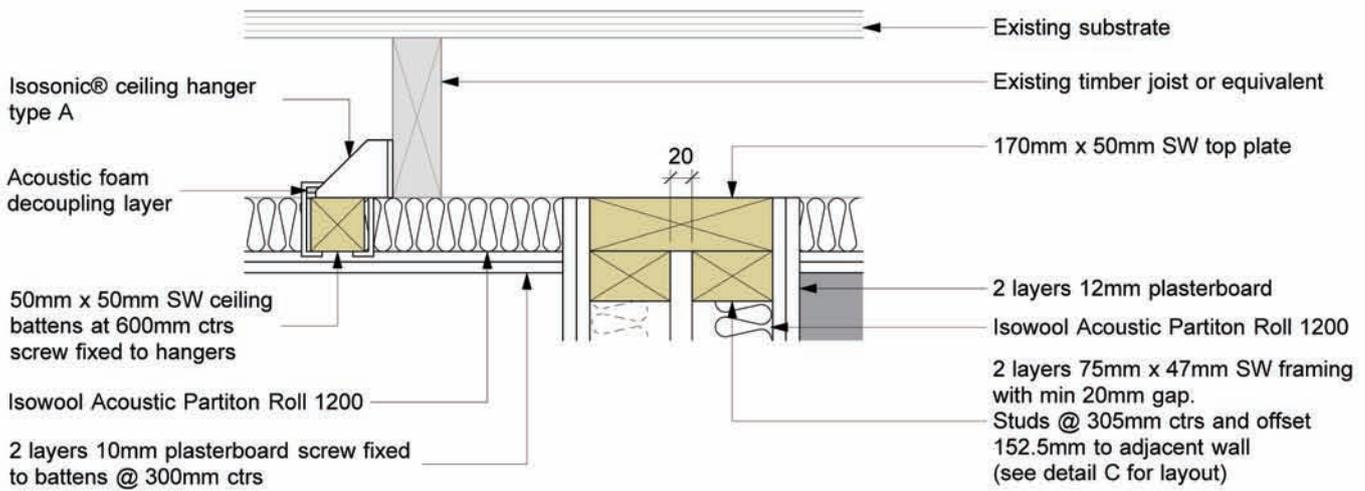
A Wall Connection Detail
Scale 1:5 @ A3



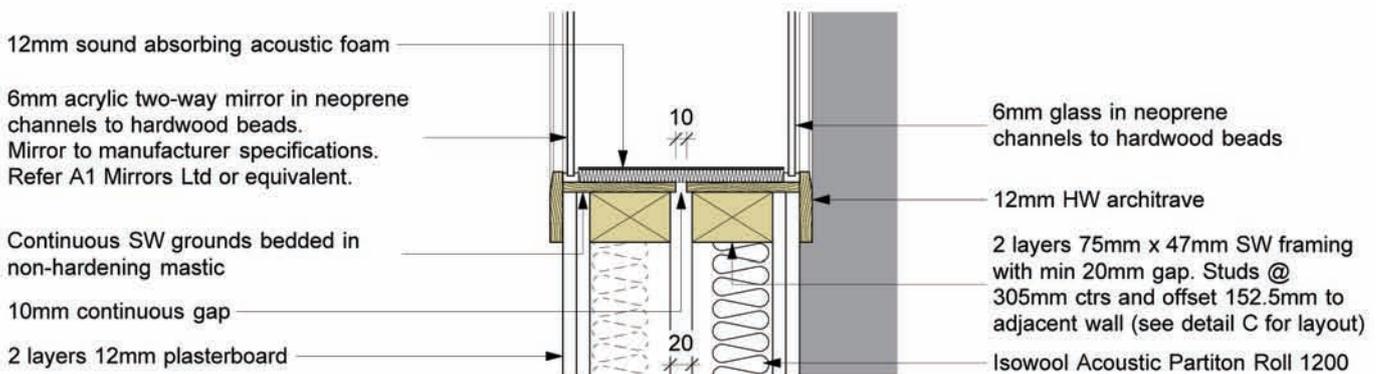
B Partition Detail
Scale 1:5 @ A3



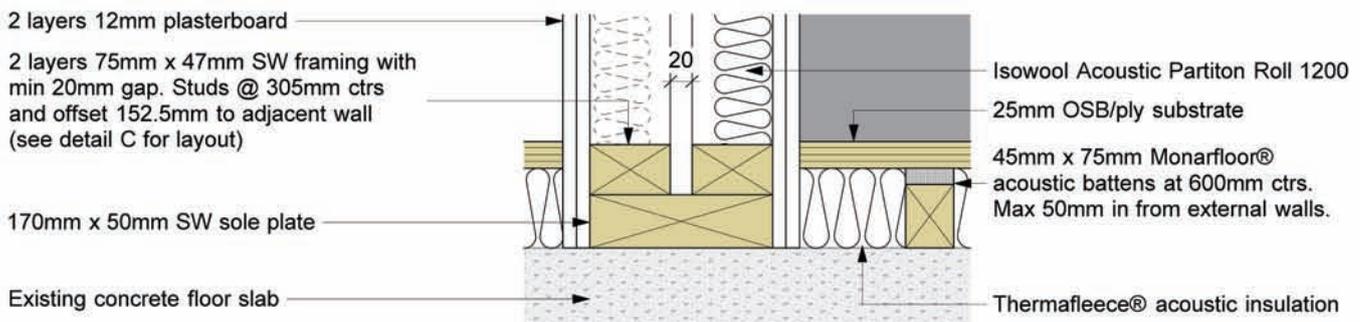
C Partition Detail
Scale 1:10 @ A3



D Ceiling Connection Detail
Scale 1:5 @ A3



E Partition Wall Detail
Scale 1:5 @ A3



F Floor Connection Detail
Scale 1:5 @ A3

Appendix two: Service Level Agreement/budgeting



The problem of failure in literacy learning is a serious one in any education system, and it can have a devastating impact upon the educational opportunities and future life of an individual child.

It is a complex problem and one which has taxed the best efforts of highly skilled, very concerned and caring professionals at all levels in education systems across the world.

Reading Recovery is proven to be an effective programme which, if implemented as designed, can reverse early literacy failure. However, it is neither a quick fix nor an easy solution to this complex problem.

Reading Recovery demands daily, individual teaching delivered by highly trained professionals. In order to be cost effective it must be able to resolve the diverse problems of almost all children in the target group, so that they are enabled to continue to learn through normal class programmes without the need for further additional support, and must be able to do this in a very short time.

Reading Recovery demands an exceptionally high level of skill in teachers, and the quality of the training provided by the teacher leader governs the effectiveness of the implementation.

The value of the investment in training can only be realised by appropriate, and high quality, continuing professional development. This is provided for the teachers by the teacher leaders, and for the teacher leaders by the national leaders.

Reading Recovery is a system programme, and must be open to dynamic change. Those implementing it must be able to evaluate its effectiveness, respond to change in the

development of Reading Recovery where necessary, to research findings in literacy learning and literacy difficulties, and to problem solve Reading Recovery into education systems.

European coordination is an essential part of an effective implementation.

Reading Recovery European coordination exists in order to:

- Maintain the integrity of the implementation of Reading Recovery
- Maintain the quality of teacher training provided by teacher leaders, through high quality, specifically designed, professional development
- Provide for the training and professional preparation of new teacher leaders
- Provide those implementing with an informed and objective means of monitoring and evaluating their success
- Provide an overview of the European implementation as a broader base from which to evaluate change and forward movement in Reading Recovery across the United Kingdom, Republic of Ireland, Jersey and Denmark
- Provide a problem solving mechanism for authorities, boards and districts which are implementing Reading Recovery
- Advocate and liaise with national government, policy makers, media and academics to raise awareness of children's right to literacy and the role of Reading Recovery within that
- Keep abreast of research and development in early literacy

The national leaders are in a unique position to provide this service. The leadership team was established by Professor Marie Clay (the designer of the Reading Recovery programme) and Dr. Barbara Watson (National Coordinator of Reading Recovery

in New Zealand) specifically for the United Kingdom and Ireland undertaking. The national leaders bring to the role, a wealth of experience at senior management levels within schools and authorities.

They have considerable experience of graduate and post graduate teacher training, and of both undertaking and supervising research at higher degree levels.

Since 1993, national leaders have provided training and continuing professional development for teacher leaders, and, from 2002, for new national leaders within the EdD programme, and therefore they have accumulated considerable expertise.

In that time, coordination has established and sustained a coherent implementation across the United Kingdom, Republic of Ireland and Jersey, and the redevelopment of Reading Recovery in Denmark.

It has provided advice and assistance to teacher leader providers from the first stages of involvement towards a firmly based programme, as well as negotiating the role of Reading Recovery in Every Child a Reader, and Delivering Equality of Opportunity in Schools (DEIS).

The national leaders have established networks of communication at all levels and have organised professional development opportunities for teacher leaders and for personnel of areas implementing.

They contribute to quality assurance, developments and decision making of the International Reading Recovery Trainer Organization (IRRTO).

They have successfully undertaken a number of major initiatives, including the negotiation of Standards & Guidelines, the development of comprehensive national monitoring of children's progress, resources for the banding of texts for guided reading and the running of national and international conferences for Reading Recovery. They have thus made a unique contribution to international perspectives on Reading Recovery.

For up to date information on costs associated with Reading Recovery, including Service Level Agreement, contact the European Centre for Reading Recovery on 020 7612 6585 or readrec@ioe.ac.uk.

Service Level Agreement specification

Part one: Services for the teacher leader provider

- 1.1 Provide consultative advice for the quality control of the implementation of Reading Recovery in the area
- 1.2 Provide national leader support for and/or attendance at site coordination meetings in individual areas
- 1.3 Provide support for areas beginning the process of implementing Reading Recovery and establishing a Reading Recovery professional development centre
- 1.4 Provide one annual professional development meeting for link manager and teacher leader provider managers of Reading Recovery
- 1.5 Provide a response service for link support management to answer queries, give advice and discuss implementation issues as they arise
- 1.6 Provide copies of the Standards & Guidelines for teacher leader(s) and link support management
- 1.7 Hold biennial national conference opportunities for Reading Recovery teacher leaders, Reading Recovery teachers, link managers and other education professionals interested in early literacy programmes
- 1.8 Provide contingency support for unforeseen difficulties with implementation at local level and school level, up to a limited amount of national leader time per year
- 1.9 Provide a secure website facility for data entry by all Reading Recovery teachers and schools for the purposes of annual monitoring of the Reading Recovery implementation
- 1.10 Provide a detailed written analysis of the national implementation of Reading Recovery against which the implementation in the area may be viewed
- 1.11 Maintain a register of qualified Reading Recovery teachers

- 1.12 Monitor essential standards for Reading Recovery
- 1.13 Provide support and liaison for the management of local issues related to Reading Recovery
- 1.14 Provide an enquiry service for queries at the teacher leader and local/district level
- 1.15 Continue to update and develop the European Centre for Reading Recovery website
- 1.16 Support advocacy and effective communication within and about Reading Recovery
- 1.17 Maintain a register of approved teacher leader providers for all local areas in England
- 1.18 Implement a promotion and marketing strategy to aid recruitment of schools to Every Child a Reader

Part two: Services for Reading Recovery teacher leaders

- 2.1 Provide one visit by a national leader for support with the teaching of children and providing professional development for teachers, with feedback and guidance
- 2.2 Provide an enhanced level of support for the first year in the field (the second part-time year of training)
- 2.3 Organise, manage and deliver five specified units of intensive Reading Recovery professional development for teacher leaders, to include implementation issues, teacher development and teaching, theory and current research, and opportunities for networking with other teacher leaders at a national level
- 2.4 Provide an advisory service for teacher leaders, giving guidance and responding to queries and training issues as they arise
- 2.5 Provide teacher leaders with support for keeping up to date with new academic, professional and research developments
- 2.6 Disseminate materials and resources for use in Reading Recovery teacher leader professional development events
- 2.7 Provide consultative advice and support for teacher leaders for quality control of Reading Recovery implementation in schools

- 2.8 Convene an Advisory Group meeting with teacher leaders and national leaders three times a year (one at the teacher leader residential), to enable local representation in the structures, development and work of the European Network
- 2.9 Provide essential retraining and support for Reading Recovery teacher leaders returning to the field after a prolonged absence through professional development for teachers, negotiated and costed as an additional package, according to individual needs
- 2.10 Provide an annual certificate of teacher leader accreditation on the successful completion of all accreditation requirements stated in the Standards & Guidelines for the implementation of Reading Recovery
- 2.11 Provide access to support for lighter touch programmes
- 2.12 Provide support and materials for teacher leaders wishing to implement further accredited professional development for fully trained and active Reading Recovery teachers, through the Reading Recovery in Primary Literacy Leadership (RRiPLLe) module. This will enable teachers to have an additional impact on a range of early language and literacy interventions in their school

Part three: Services for Reading Recovery teachers/schools

- 3.1 One newsletter per year; one copy for each Reading Recovery teacher and one for each Reading Recovery school
- 3.2 Teachers are entered onto the European register after satisfactory completion of an approved Initial Professional Development course and payment of a one-off registration fee for £30
- 3.3 Maintain a register of accredited Every Child a Reader schools
- 3.4 Provide an annual certificate of Every Child a Reader school accreditation via the teacher leader

- 3.5 Provide access to two Advanced Educational Practice (AEP) programme modules (Reading Recovery in Primary Literacy Leadership and Teaching Children in Reading Recovery) by which Reading Recovery teachers can gain credits towards an MA
- 3.6 Provide access to regional professional development for Reading Recovery teachers to support practice in systematic synthetic phonics

Additional services which may be bought at £700 per day plus VAT

1. For the teacher leader provider:
 - Additional site visit to meet with link support management, the teacher leader and other persons in the area as deemed appropriate
 - Additional half or full day(s) to be negotiated by the teacher leader provider and national leaders, for any Reading Recovery related purpose
2. For the teacher leader:
 - Additional professional development opportunities at regional venues

To be purchased separately

- *Reading Recovery Guide to Book Selection*



Appendix three: Reading Recovery in Primary Literacy Leadership (RRiPLLe)

Reading Recovery in Primary Literacy Leadership (RRiPLLe) is a Masters level module for experienced Reading Recovery teachers offered in some regional Reading Recovery professional development centres, and also as a distance learning module via the Institute of Education.

What will module participants gain?

This module builds on Reading Recovery teachers' existing in-depth understanding of how children become literate, and of teaching approaches for children with the greatest difficulties.

At the end of the module they will:

- Be able to contribute their specialist knowledge of literacy teaching and learning to a team approach to improving literacy standards in their school
- Be able to work effectively with others in their school, so that they can translate their own specialist knowledge into forms that will be of use to colleagues
- Be knowledgeable about effective classroom practice for four to seven year olds in the teaching of literacy and speaking/listening, and about recent curriculum guidance and resources in these areas
- Be aware of what constitutes effective practice in the leadership and management of intervention
- Be able to provide training, coaching and support for those delivering a range of early language and literacy interventions in their school, and be able to monitor and evaluate their impact

Who is this module for?

Accredited Reading Recovery teachers who are in their second or subsequent year of Reading Recovery teaching.

The module materials will draw particularly on the current context for literacy learning in England, but teacher leaders in the Republic of Ireland and Jersey will adapt the materials for local use.

The schools' literacy, inclusion and special needs teams will be involved in certain sessions and activities alongside the Reading Recovery teacher.

Module structure

The module will include the following elements:

Pre-module tasks: e.g.

1. Examine the data on children after about a year in school (Foundation Stage profile in England) and identify any specific strengths and weaknesses in literacy related areas. Are there any groups which underperform? If so, in what areas?
2. Look at the overall literacy achievements of five to seven year old children (Key Stage 1 in England) in your school, and undertake a similar analysis

Taught workshops

Ten x two and half hour taught sessions: at least five in term one, three in term two, and two in term three, usually held at a local Reading Recovery professional development centre.

Additionally these might include an end of year celebratory event/conference in which participants share the learning from the in-school action research activity they have undertaken.

Locally designed modules may draw from topics of current literacy interest, such as the following:

- Mentoring and supporting colleagues in school
- Implementing and managing interventions
- Understanding and using data
- Quality first teaching of writing in Foundation Stage and early grades
- Literacy curriculum and current policy
- Early language development, speaking and listening
- Involving parents and the wider community
- Selecting, organising and using resources for literacy
- Assessment for learning

An option for Reading Recovery teachers may be to self-study a topic not offered as group experience.

The workshop sessions are supplemented by interschool visits, self-help networks, and email links for the group. Participants might visit one another's schools and also other schools with leading practice in areas relevant to taught sessions.

Action research

A core module component is undertaking an action research activity in the participant's school. Sessions include study of action research methodology and tools, including planning and conducting a needs analysis in school.

Support for an ongoing piece of action research engages participants in identifying an issue in literacy learning in their school, and planning and undertaking a collaborative change process to address the issue.

Participants in the module, for example, have undertaken projects on identifying children with phonological difficulties in Year Reception and implementing intervention for them, training and mentoring teaching assistants, implementing work on oral language skills, co-ordinating daily supported reading across a year group, and assessing children in order to improve the mapping of groups who require specific 'layered' interventions.

Accreditation

Teachers who successfully complete this module will be awarded 30 credits or 15 European Credit Transfer and Accumulation System credits at Master's level.

This module is assessed through submission of a 5000 word portfolio of evidence.

What will the module cost?

Standard module fees apply. For current fees see the Institute of Education website: <http://www.ioe.ac.uk/>

Any further enquiries, please contact Philip Lang at the European Centre for Reading Recovery on 020 7612 6585 or email readrec@ioe.ac.uk.

