

WHAT IS READING RECOVERY?

The International Reading Recovery Program is a safety net that catches children who have literacy difficulties in their first year of primary schooling.

Reading Recovery is offered to the bottom 10% to 20% of children who struggle the most to read and write.

It involves a child doing daily one-on-one sessions with a teacher trained to deliver Reading Recovery.

Reading Recovery can help children get to a point where they are able to work independently and successfully with an average group of learners in their classroom without needing extra help.

Children usually achieve this between 16 and 20 weeks of them doing Reading Recovery.

Around 80% of children should discontinue Reading Recovery successfully – where they can read and write at the average level or above for their age group.

The other 20% discontinue due to the following:

- Transfer to another school;
- Are withdrawn from Reading Recovery due to lack of attendance at school;



- Referred to a specialist (such as Ear Nose and Throat, Psychologist; Eye specialist)

The high rate of FASD (Foetal Alcohol Spectrum Disorders) will result in more children requiring Reading Recovery in the future.

No child is discriminated against. There is no screening.

HOW DOES IT OPERATE?

There are two parts – teacher training and ongoing learning.

RRTT = Reading Recovery **Teacher Training**

- While a teacher is being trained in the first year to deliver Reading Recovery, the teacher teaches 4 children per semester in the program.
- The teacher teaches them every day of the academic year over the 16 to 20 weeks (ie 8 children per year).
- In addition the teacher has normal classroom teaching duties for half of every day.
- The teacher attends 10 training sessions with the tutor, plus colleague visits, plus the tutors visits the teacher at the school.
- The school contributes 0.5 of the teacher's salary and resources, including travel costs related to attend training.

RROPL = Reading Recovery **Ongoing Professional Learning (OPL)**

- Once a teacher has completed the first year of training, they go onto OPL to maintain their skills.
- The teachers teach a minimum of 2 children on Reading Recovery, in addition to normal classroom teacher duties.
- The school contributes between 0.2 and 0.5 of salary and resources, including travel, depending on the number of children on Reading Recovery.
- Teachers meet four times a year.

Tutors provide on going training and support.

A Reading Recovery Trainer oversees integrity of Reading Recovery in a region.

READING RECOVERY HISTORY:

Reading Recovery was started in New Zealand in the 1970's for Maori children by Dame Marie Clay.

Reading Recovery is now international, with Canada, Europe and Australia being big supporters.

The USA implement Reading Recovery in schools established for children of US defence force personnel.

The International Reading Recovery Trainers Organisation ensures Reading Recovery's integrity. Reading Recovery was introduced to Australia in 1984. Western Australia is affiliated with and supported by Victoria.

Structure:

- Reading Recovery Trainer (qualified literacy specialist)
- Tutor (qualified teacher)
- Teacher (qualified, preferably in early years education)
- Children

"If the child is a struggling reader or writer the conclusion must be that we have not yet discovered the way to help them to learn."

Marie Clay, Founder of Reading Recovery

KIMBERLEY READING RECOVERY:

The Kimberley Reading Recovery program has some unique features, including:

- In the Kimberley Reading Recovery is offered to children in their first and second years of schooling.
- The Kimberley Reading Recovery delivery model has been able to accommodate managing successful delivery the program in a remote region with large distances between participant schools.

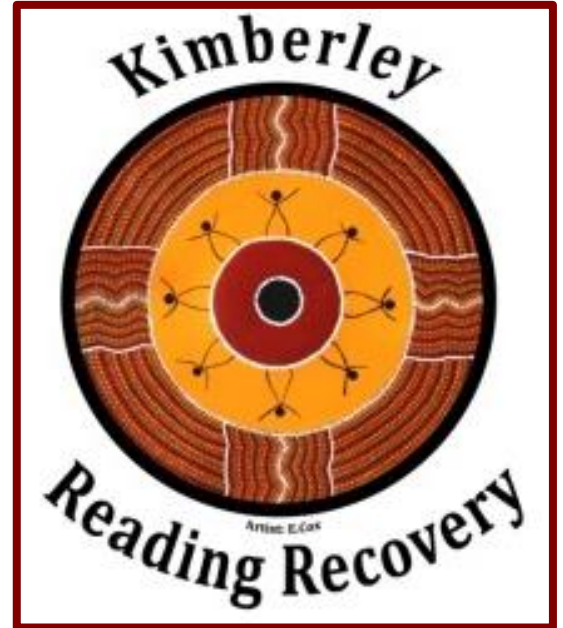
Since 2006, when Reading Recovery was introduced to the Kimberley, the number of Kimberley schools taking up Reading Recovery grew from five to nineteen. It's a voluntary program. In 2015, seven Catholic and one Independent school participated in the Kimberley Reading Recovery program.

The first group of six Kimberley teachers were trained to be Reading Recovery teachers in 2006. Since then another thirty six teachers have been trained.

From 2006 until semester 1, 2015, 890 Kimberley children have participated in Reading Recovery.

The Kimberley has 1 tutor and 1 dedicated Reading Recovery project manager.

Associate Professor Janet Skull is the trainer that oversees the Kimberley Reading Recovery and links in with the International sub committee.



READING RECOVERY BENEFITS:

Often the behaviour of Reading Recovery children changes within two weeks of being in the program. Benefits include:

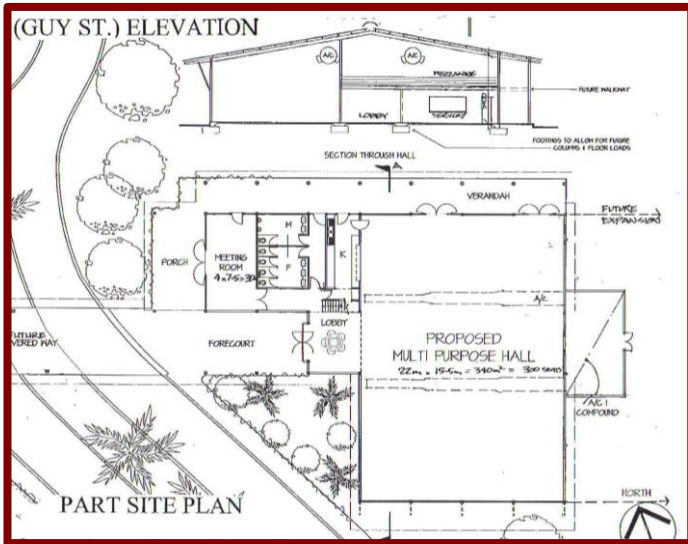
- Children not being disruptive;
- Children can read;
- Children have an increased positive image (they are no longer the 'odd one out');
- Children are happy to do homework;
- Teachers can concentrate on teaching;
- Teacher's time spent on behaviour management of children is reduced; and
- Grateful parents / carers who want their children to succeed at school.

Sample Entry Written Text

My balloon popped by
twigs.

Sample Exit Written Text

"Why are you in my bed?"
said Baby Bear. "I am
Sorry that I was in your
bed," said Goldilocks.



BEHIND THE SCREEN:

A 'Behind the Screen' facility is required as the teacher training is based on observation and demonstration.

The screening room can either be a modified classroom or a purpose built building as the one in Broome (Refer to site plan).

There is a one-way mirror between the screening room and the teaching room. In addition the screening room is soundproof and has amplification from the teaching room.



VALUE ADDING:

Wardi worked with education stakeholders to develop a 'Value Add' program targeted at Pre-Primary students to help relieve pressure on the high need in Kimberley schools for literacy intervention programs. In 2014 Wardi undertook a pilot of a project that became known as the Literacy Acquisition for Pre-Primary Students (LAPS), based on the NSW Department of Education Language, Literacy and Learning program. Success of the pilot resulted in a trial of LAPS in 2015 which confirmed the program's benefit in literacy acquisition of Pre-Primary students. The trial will be continued in 2016 in response to positive outcomes and appetite of participant Pre-Primary teaching teams to be involved. The trial aims to:

- Provide professional learning opportunities to early childhood educators and their support staff to ensure children from ages 5 – 8 years are literate; and
- Intervene at Pre-Primary before children get to Year 1 and reduce the number of children that required an intervention like Reading Recovery.

The Australian Early Development Census (AEDC) measures 5 areas:

1. Physical health and well being;
2. Social competence;
3. Emotional maturity;
4. **School based language and cognitive skills;** and
5. General knowledge.

A low score in 2 of the 5 areas indicates the child will have difficulty learning.

2012 AEDC data % of Kimberley children at risk of experiencing difficulty in learning

Geography	Physical	Social	Emotional	Language	Communication
Australia	13.4	14.3	14.2	10.6	18.4
WA	12.2	14.7	16.2	15.6	14.3
Broome Community	12.0	13.2	14.7	22.2	18.4
West Kimberley Community	15.2	29.0	19.4	30.4	17.5
Halls Creek Community	21.1	33.3	28.1	20.3	23.7
East Kimberley Community	11.1	14.5	21.0	17.6	14.3

FURTHER INFORMATION:

Reading Recovery web site: www.readingrecovery.ac.nz and Wikipedia has links to numerous international programs.

Kimberley Reading Recovery project manager, Maree Gaffney can be contacted at the Wardi office.

Video clips are available showing various aspects including actual before and after reading and writing; parents; teachers.

Visit the Kimberley behind the screen facility and see Reading Recovery in action.

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Updated: January 2016

I have one grandson in Reading Recovery. I wish my other grandchildren could have had the same opportunities.