PRE-READING PACKAGE

Introduction	My story and the purpose of the project What, Why and Who? Acknowledgements
Duration	4'17 minutes

Pre-reading & viewing for MODULE 1
Start by watching UK secondary school reading intervention practitioners Dianne and James Murphy in their 2020 ResearchEd presentation entitled The Bridge over the Reading Gap. Link: https://www.youtube.com/watch?v=FpDc9Nevs6Y As you listen, **write down three key points,** that the Murphys make about ways that secondary schools can support struggling students and improve their reading skills.   - I recommend the Murphys' book "Thinking Reading. What every secondary teacher needs to know about reading" (LINK)   **Read the article** from Marchand-Martella et al. (2013) : Keys areas of effective adolescent literacy programs (download article : *what are the 5 key areas identified by the authors?*)   - Hempenstall, K. (2017). Older students' literacy problems. Retrieved from www.nifdi.org/news-latest-2/blog-hempenstall/407-older-students-literacy-problems   - Spear-Swerling (PDF) https://www.readingrockets.org/topics/assessment-and-evaluation/articles/common-types-reading-problems-and-how-help-children-who   - Edmonds, M. S., Vaughn, S., Wexler, J., Reutebuch, C. K., Cable, A., Tackett, K., & Schnakenberg, J. W. (2009). A synthesis of reading interventions and effects on reading outcomes for older struggling readers. *Review of Educational Research*, 79, 262–300.

Learning intentions	- Identify the challenges adolescents may struggle with in high school - Identify the common patterns of reading problems - Describe what adolescent literacy is and identify the elements of effective adolescent literacy instruction.
Duration	13'09
Materials	Quiz included and access the Shared Google Drive (here)

Follow up activity	
Remember	*Remember a list of facts*
Understand	*Demonstrate your understanding*
Apply	*Apply to actual situations (e.g. your school/classroom)*

re-reading & viewing for MODULE 2

- **Listen to Stephanie Stollar's episode** "Systems to get better reading results" where she discusses the implementation of MTSS https://www.buzzsprout.com/287733/episodes/14638495-ep-193-systems-to-get-better-reading-results-with-stephanie-stollar Also : https://www.youtube.com/watch?v=kIlbAIsUzD0
- **Mini-module Series :** Foundations of MTSS : https://ctserc.org/component/k2/item/441-video-module-series-foundations-of-multi-tiered-systems-of-support
- **Learning Difficulty Australia (LDA) publications:**
  1. Colleu Terradas (2020). *Reducing reading failure in adolescence: implementing direct instruction in a high school context* (LINK)
  2. De Bruin & Stocker (2021). *Multi-Tiered System of Support: Comparing implementation in primary and secondary schools* (LINK)
  3. Grant-Skiba (2023). *Tier 2 interventions in secondary schools – challenges and strategies* (LINK)
  4. De Haan (2021). Supporting struggling adolescent readers through the Response to Intervention (RTI) framework. View paper.
- **Watch the webinar** I delivered at the Dyslexia Association of Singapore-UNITE Conference, sharing the successful Blackpool case study about a network of high schools taken on the challenge to list literacy outcomes in students aged 11-14: Recording here
- Watch two follow up webinars where I interviewed Sarah and Estelle about and Bev and staff at South Shore Academy. Watch here
- **Register for the Literacy Intervention in Secondary Schools (LISS) network** and connect with educators, interested in supporting older struggling students. Sign up here.
- **Watch the videos released by AERO** featuring **7 Australia secondary schools** talking about how they implemented MTSS to address low literacy and numeracy in their context. Link here (scroll down).

Learning intentions	- Identify the components of a multi-tiered system of support (MTSS) - Describe what each level of support looks like - Identify the challenges and limitation of MTSS implementation in secondary - Discuss the common mistakes that could happen with implementing MTSS - List the steps for implementing MTSS
Duration	17'00
Materials	Quiz included and access the Shared Google Drive (here)

Follow up activity	
Remember	*Remember a list of facts*
Understand	*Demonstrate your understanding*
Apply	*Apply to actual situations (e.g. your school/classroom)*

Pre-reading & viewing for MODULE 3
- **Watch the video** brought to you by Stephanie Stollar. She will clear the confusion between screening and diagnostic. Not only will you understand the differences, but you will also learn how the two work together to help guide instructional decisions in reading. https://onlit.org/resource/screening-vs-diagnostic-assessment/ - **This fact sheet** focuses on the importance of **universal screening** in the primary grades to identify students who are in need of reading intervention. https://dyslexiaida.org/universal-screening-k-2-reading/ - Watch the video of Nadine Gaab explaining what the "**Dyslexia Paradox**" LINK The dyslexia paradox is the discrepancy between when we currently diagnose dyslexia and the time research indicates is the most optimal window for early reading intervention. - This **toolkit** helps teachers and parents learn about screening and how screening can help determine which students may be at risk for reading difficulties, including dyslexia. https://improvingliteracy.org/kit/understanding-screening/index.html - **Download the infographic** about "what is universal screening?" (LINK) - Free online screening tool: the **Adolescent Assessment of Literacy**, specially developed as a screener to assess literacy skills of students from Yrs 3 to 12: https://qmi-fcrr.shinyapps.io/AALiteracy/ - This link concerns screening students' reading progress across MTSS from Years 4 to 12 - The Motif Test website hosted by Macquarie University in Sydney provides free access to a range of robust online tests for assessing both decoding and reading comprehension skills across year levels. You need to register to use the site and not all measures can be administrated by all practitioners but it is well worth investigating for free, reliable assessment resources.

Learning intentionn	- Discuss the importance of early identification and the role of assessment - Describe the different types of assessment across the school year, suitable for Year 7 and above - Explore the criteria for selecting assessment tool - Provide examples of assessment suitable for secondary schools - Explore the logistics for implementing school-wide screening and subsequent assessments
Duration	10'35
Materials	Quiz included and access the Shared Google Drive (here)

Follow up activity	
Remember	*Remember a list of facts*
Understand	*Demonstrate your understanding*
Apply	*Apply to actual situations (e.g. your school/classroom)*

Pre-reading & viewing for MODULES 4 (two parts)

How does the brain learn to read?

- **Watch the video** to learn about how humans acquire "a reading brain". It shows French neuroscientist, Professor **Stanislas Dehaene** explaining his research on early reading and how reading success is reflected in neural networks that need to be "re-purposed" for reading. This "re-purposing" can be done with struggling older students and with adults, but requires more intensive and focused instruction and support in older learners.
https://www.youtube.com/watch?v=25GI3-kiLdo **His book is also excellent:** Reading in the brain, by Stanislas Dehaene (Order here)
- **Read David Geary** (2020): The Fragility of Modern Education in the Time of COVID-19, https://quillette.com/2020/11/22/the-fragility-of-modern-education-in-the-time-of-covid
- **Listen to the podcast : Sold a Story** by Emily Hanford https://features.apmreports.org/sold-a-story/ (10 episodes)
- Castles, A., Rastle, K., & Nation, K. (2018). **Ending the Reading Wars: Reading Acquisition From Novice to Expert.** *Psychological Science in the Public Interest, 19*(1), 5–51. https://journals.sagepub.com/doi/pdf/10.1177/1529100618772271 This paper provides a review of the science of learning to read, spanning from children's earliest alphabetic skills through to the fluent word recognition and skilled text comprehension characteristic of expert readers. The authors explain why phonics instruction is so central to learning in a writing system such as English. This comprehensive review gives practitioners the tools to make informed decisions about how to translate the psychological science of reading into classroom practices. The authors call for an end to the reading wars so that the translation of scientific findings can make its way into policies and practice
- The **Science of Reading Podcast** is highly recommended for all aspects of rigorous, evidence-informed reading instruction and support, across all year levels.

Cognitive Science and optimising teaching and learning practices:

- Watch : Cognitive Load Theory (by Ollie Lovell) https://www.youtube.com/watch?v=YZpmW8XKlgE&feature=emb_imp_woyt
- Watch : Cognitive Load Theory Explained (by John Sweller): https://www.youtube.com/watch?v=i1Gck0-tpno
- Read the articles by Kirschner, Sweller and Clark:
1) Putting students on the path to learning: a case for fully guided instruction @012)
2) Why minimal guidance during instruction does not work (2006)
- Find resources onto the **Centre for Education Statistics and Evaluation's** website:
  1) Cognitive load theory: Research that teachers really need to understand (2017)
  2) Works best: Evidence-based practices to help improve NSW student performance (2014)

Explicit instruction :

- Rosenshine (2012). **Principles of instruction**, research-based strategies that all teachers should know. American Educator, 36(1). https://www.aft.org/sites/default/files/Rosenshine.pdf
- **Explore Anita Archer's website** : https://explicitinstruction.org/ including videos and an extract of her book co-authored with Hughes.
- **ERRR#024 Podcast Episode** hosted by Ollie Lovell who interviewed Associate Professor Lorraine Hammond about her paper 'Teachers taking up explicit instruction: the impact of a professional development and directive instructional coaching model" Listen https://www.ollielovell.com/lorrainehammond/
- Deans for Impact - The Science of Learning
- The National Institute for Direct Instruction

- Read about **Project Follow Through**: an evaluation showing students who received Direct Instruction had significantly higher academic achievement (LINK)
- Main, S., Backhouse, M., Jackson, R., & Hill, S. (2020). Mitigating reading failure in adolescents: Outcomes of a **Direct Instruction reading program** in one secondary school. Australian Journal of Language and Literacy, The, 43(2), 152. https://search.informit.com.au/documentSummary;dn=163262112790800;res=IELAPA

Learning intentions PART ONE	- Explore the body of research underpinning the science of reading - Identify the 6 essential components of early reading acquisition - Review three theoretical frameworks about reading
Duration	8'22
Learning intentions PART TWO	- Explore the research underpinning how our brains learn - Review the implications of cognitive science for designing and delivering effective instruction - Describe what explicit instruction is and what the research says about it
Duration	10'55
Materials	Quiz included and access the Shared Google Drive (here)

Follow up activity	
Remember	*Remember a list of facts*
Understand	*Demonstrate your understanding*
Apply	*Apply to actual situations (e.g. your school/classroom)*

Pre-reading & viewing for MODULES 5 (two parts)

- Read the **Education Endowment Foundation report** : improving literacy in secondary schools: https://educationendowmentfoundation.org.uk/education-evidence/the-disciplinary-literacy-tree
- **Download the report** "what content-area teachers should know about adolescent literacy", helping address secondary classroom teachers, admin and parents' immediate needs for basic information about adolescent literacy (2007) https://lincs.ed.gov/publications/pdf/adolescent_literacy07.pdf
- **Read this article by Daniel Willingham**: "Ask the cognitive scientist: why do students remember everything that's on television and forget everything I say? (LINK)
- **10-minute podcast** about student assessment (full of nuggets!), co-authored by Dylan William, Doug Fisher and Nancy Frey. Just **have a listen and note down** some of the techniques mentioned like "turn and talk" : link here.
- **Explore the central role of formative assessment** https://acleadersresource.sa.edu.au/resources/formative-assessment/
- **Watch :** Retrieval practice (by Tom Sherrington, @teacherhead) https://www.youtube.com/watch?v=NoG0zNoOy1I
- Rosenshine (2012). **Principles of instruction**, research-based strategies that all teachers should know. American Educator, 36(1). https://www.aft.org/sites/default/files/Rosenshine.pdf

Reading comprehension and background knowledge:
- The science of reading comprehension - a blog-post by Joan Sedita on approaches to supporting older struggling readers.
- This paper by Reid Smith explores the role of background knowledge.

Vocabulary instruction resources:
- Read the article by E.D. Hirsh entitled *Reading comprehension requires knowledge: of words and the world.* It is a valuable read about the importance of building students' background knowledge to boost reading comprehension.
- The go-to reference on building vocabulary in school students is **Bringing Words to Life** by Beck et al. (2013).
- In this brief video, Dr Isabel Beck describes **what "good vocabulary teaching looks like**". https://www.youtube.com/watch?v=ltSJtcoOLf0 or you can listen to her colleague Margaret McKeown being interviewed Ollie Lovell about Robust vocabulary instruction.(ERRR #062).
- This website highlights the Marzano's 6 steps **f**or vocabulary instruction and here is a short demo lesson where a teacher introduced the word "involved using Marzano's steps https://www.youtube.com/watch?v=uqw6y7pQB8c&feature=emb_imp_woyt
- Also this 2021 blog post by Emina McLean is on the *what and how* of vocabulary instruction https://www.eminamclean.com/post/explicit-vocabulary-instruction-across-grades-and-subjects

Morphology matters:
- This brief article Morphological Awareness: The Building Blocks of Language is a great overview about morphology and the importance of morphological awareness for reading and spelling. Including a video of **Professor Kenn Apel** explaining morphology
- This video was recorded in 2020, and is of William Van Cleave presenting on the topic of **Morphology matters**. *Using bases and affixes to develop vocabulary in students of all ages*. Any links, resources and videos of William's will be useful to secondary teachers

	wanting to build their knowledge of language and literacy. https://www.youtube.com/watch?v=aUjfj3WHU4Q&feature=emb_imp_woyt
Learning intentions PART ONE	- Identify and describe how to utilise high impact teaching strategies in the secondary classroom - Explore the 10 principles of instruction based on Barack Rosenshine's work with a focus on questioning, checking for understanding techniques and reviewing materials.
Duration	14'27
Learning intentions PART TWO	- Identify instructional strategies to promote reading opportunities in mainstream classes - Explore how to select new vocabulary and how to teach new words - Discuss examples of whole school literacy approaches - Identify the steps required for literacy improvements
Duration	16'55
Materials	Quiz included and access the Shared Google Drive (here)

Follow up activity	
Remember	*Remember a list of facts*
Understand	*Demonstrate your understanding*
Apply	*Apply to actual situations (e.g. your school/classroom)*

Pre-reading & viewing for MODULE 6
Read the post : Reading Rockets: When older students can't read   **Watch the presentation** by Diane & James Murphy: Do Secondary schools need Phonics? ResearchED 2020: https://www.youtube.com/watch?v=FpDc9Nevs6Y   **Watch the MQ Center for Reading Public Seminar** – motivation and engagement in reading by Dr Sarah McGeown: https://www.youtube.com/watch?v=wosFUiGD3yI   **Read the article about 15 tests for secondary school reading interventions** https://www.thinkingreading.com/15-tests-for-secondary-school-reading-interventions/   **Selecting an intervention program (DSF)** https://dsf.net.au/professionals/teachers-and-tutors/selecting-an-intervention-program a number of factors should be considered when selecting a program and when designing an individualised intervention plan. The link provides a set of criteria that are associated with programs most likely to achieve successful outcomes: - Explore **Dr. Jessica Toste's website** and download free materials for a reading intervention WORD CONNECTIONS | Jessica Toste PhD   - Tim Shanahan's blog post "I'm a high school reading resource teacher. What should I do?": https://www.shanahanonliteracy.com/blog/im-a-high-school-reading-resource-teacher-what-should-i-do   - Read the **Education Endowment Foundation report** : improving literacy in secondary schools: https://educationendowmentfoundation.org.uk/education-evidence/the-disciplinary-literacy-tree   **Download the intensive intervention practice guide**: applying response to intervention for secondary students who struggler with reading comprehension" (2018)https://files.eric.ed.gov/fulltext/ED591072.pdf

Learning intentions	- Discuss the guidelines about effective reading interventions - Identify the criteria to select a successful intervention - Explore age-appropriate materials suitable for adolescents
Duration	12'27
Materials	Quiz included and access the Shared Google Drive (here)

Follow up activity	
Remember	*Remember a list of facts*
Understand	*Demonstrate your understanding*
Apply	*Apply to actual situations (e.g. your school/classroom)*

Pre-reading & viewing for MODULE 7
Watch this video by Stephanie Stollar talking about progress monitoring https://www.youtube.com/watch?v=1YUBgkAF2Cs   **Download this practice guide by AERO** about how to check that students understand and can apply new knowledge and skills. How to be responsive to student's needs by supporting them with additional instruction, guidance and feedback where necessary: https://www.edresearch.edu.au/guides-resources/practice-guides/monitor-progress   **This Reading Rockets blog post** about "student progress monitoring: what this means for your child"   - Great resources from the **National Center on Intensive intervention** : progress monitoring https://intensiveintervention.org/data-based-individualization/progress-monitorin   **Academic Progress Monitoring Tools Chart :** https://charts.intensiveintervention.org/aprogressmonitoring   - Considerations for effective implementation : the five elements of fidelity   - St. Martin, K., Vaughn, S., Troia, G., Fien, & H., Coyne, M. (2020). *Intensifying literacy instruction: Essential practices*. Lansing, MI: MiMTSS Technical Assistance Center, Michigan Department of Education. https://intensiveintervention.org/resource/intensifying-literacy-instruction-essential-practices   **Watch the webinar** presented by Dr Sharon Vaughn, discussing approaches to intensifying academic interventions: https://www.youtube.com/watch?v=ws1WLqnrKlY

Learning intentions:	- Describe what progress monitoring is and why it is important - Identify actions to take when students aren't making expected growth - Identify the 5 elements of fidelity for effective implementation - Explore how to identify instruction and intervention using the intensification framework
Duration:	12'07
Materials	Quiz included and access the Shared Google Drive (here)
Follow up activity	

	Remember a list of facts
Remember	
Understand	*Demonstrate your understanding*
Apply	*Apply to actual situations (e.g. your school/classroom)*

BOOKS FOR STRUGGLING READERS IN HIGH SCHOOL

Here are some guiding principles.

Books don't turn struggling readers into readers. This can't be repeated enough.

- The most important consideration when buying books is whether or not the reader can lift the words off the page and understand what they mean.
- Books should not be too 'easy' – rather pitched to encourage growth in reading ability and vocabulary development. The rule of thumb : 95 % accuracy, less than 5 errors in 100 words.

Reading material should be age appropriate no matter what a student's reading age.

- The high school age range means that so many different types of books are possible but make sure they do not look like they were written for primary students.
- Think of some in the 8 -12 range, others in the teen/young adult range and some books you might want on your own shelves.
- Barrington Stoke publish books for struggling/reluctant readers in those age ranges – not embarrassing to be seen with. The complete collection – Collins

List of catch-up readers (available in Australia)

Special features of catch-up readers must include:
- Age-appropriate illustrations and storyline involving quests and missions in chapter book format; Each Reader has reading practice and vocabulary pages to develop receptive and expressive language;
- Multi-syllable words are split into syllables on each page to assist the reader.

Websites:
- https://www.phonicbooks.co.uk/product-category/catch-up-readers/rescue-series/
- https://www.speldnsw.org.au/shop/dandelion-catchup-readers/
- https://www.mheducation.com.au/schools/reading/ravenscourt-books
- https://multilit.com/new-hi-lo-books-released-for-older-readers/ Firecracker Books (Hi-Lo books for older students https://multilit.com/programs/firecracker-books/
- **Here's a blog post** on decodable text for teens and adults.
- Books for struggling readers in high school – That Reading Thing
- Decodable (phonically controlled) texts, including for older students - list of resources available from Alison Clarke's Spelfabet website

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RESOURCES

Find some of my favourite websites, webinars and podcasts.

WEBSITES

- **The MEADOW Center for preventing education risk (MCPER)**

The MCPER, within the College of Education at the University of Texas at Austin, is a collaboration of researchers from multiple disciplines and sites. MCPER develops booklets, lesson plans, videos, handouts and other practical materials that align with the latest high-quality research findings. These resources help educators, parents, policymakers, and others translate research into practice and improve outcomes for students. LINK https://meadowscenter.org/

- Download the practice guide 'Providing Reading Interventions for students in Grades 4-9" here.
- Download the practice guide "Improving adolescent literacy: effective classroom and intervention practices" here.
- Webinar by Anita Archer: https://www.youtube.com/watch?v=wbVRcu5orhg

- **Keys to Literacy**

Joan Sedita is the founding partner of Keys to Literacy, a literacy professional development organisation that focuses on adolescent literacy. She has written extensively about how to help students improve their reading skills, as they move toward graduation, and she offers a range of online professional learning courses. LINK https://keystoliteracy.com/

- Read "Adolescent Literacy: addressing the needs of students in Grade 4-12" here

- **AdLit: All about Adolescent Literacy**

This platform provides educators and families with resources to support struggling adolescent readers and writers in middle school and high school. LINK https://www.adlit.org/

- Watch "components of Adolescent literacy instruction in an MTSS model" here.
- Read "designing adolescent literacy interventions" here.

- **Education Endowment Foundation (EEF)**

EFF publish guidance reports that summarise the best available research evidence on a particular aspect of teaching and learning, and present actionable recommendations for practice. A guidance report was released in 2018, aiming to help secondary schools improve literacy in all subject areas. It provides seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students. Throughout the report, recommendations emphasise the importance of disciplinary literacy. LINK https://educationendowmentfoundation.org.uk/

- Download the report 'Improving Literacy in Secondary Schools" here

- **Australian Education Research Organisation (AERO)**

The Australian Education Research Organisation (AERO) recommends the use of a multi-tiered system of supports (MTSS) to better assist Years 7 to 9 students struggling with foundational literacy and numeracy

skills. LINK https://www.edresearch.edu.au/home Download the following resources: Introduction to a multi-tiered system of supports

- Implementing Effective Tiered interventions in secondary
- Multi-tiered system of supports: Tier 2 and 3 interventions | Australian Education Research Organisation (edresearch.edu.au)

- **The Reading Guarantee – how to give every child the best chance of success: Grattan Institute.**

Australia needs a reading revolution. We need to transform the way we teach reading in school, so that every Australian child gets their best chance in life. This report shows how to do it.

- Read The Reading Guarantee: How to give every child the best chance of success (grattan.edu.au)
- YouTube Webinar: "helping struggling readers to catch up: lessons from Parafield Garden High School Team: https://www.youtube.com/watch?v=ntYeIdyKXao
- Podcast: "why Australia needs a 'Reading Guarantee' https://grattan.edu.au/news/why-australia-needs-a-reading-guarantee/

- **Think Forward Educators (TFE)**

Think Forward Educators is a community of over 20,000 teachers, school leaders, specialists, parents, and researchers. They advocate for education that allows every child to succeed: Promoting social equity, using the Science of Learning. LINK Think Forward Educators. Join their Secondary Network: https://thinkforwardeducators.org/secondary-network

- **OCHRE Education**

Thousands of curriculum-aligned and evidence-based resources for everyday use, completely free. Suitable for primary and secondary teachers. LINK Home - Ochre Education And access the OCHRE Education draft F-10 Reading Spine: https://ochre.org.au/access-the-new-ochre-education-draft-f-10-reading-spine/

- **Five from Five**

Five From Five is a community education initiative of MultiLit Pty Ltd that aims to improve literacy levels by ensuring all children receive effective, evidence-based reading instruction. Five from Five offers five free professional learning seminars. Read the updated Reading Pledge (2024): "a plan to have all students reading proficiently https://fivefromfive.com.au/reading-pledge-2024/

- **AUSPELD**

AUSPELD provides evidence-informed advice, direction and support to families, teachers, schools and specialists wishing to gain an insight into how children and adults learn best. LINK Auspeld – Learning for all

- **Learning Difficulties Australia (LDA)**

LDA is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research, both in the classroom and through individualised instruction. On their website you can browse information and resources on a range of topics related to learning difficulties and effective instruction LINK Resources - Learning Difficulties Australia Inc. (ldaustralia.org)
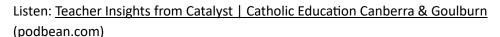
- **Reading Rockets**

Learn more about how to help all learners. Reading Rockets looks at how young children learn to read, why so many strugglers, and what we can do to help them. The website offers a rich library of evidence-based classroom strategies to help children become skilled readers, including an archive of articles, free online professional development course, blogs and much more. Some resources are suitable for secondary students. Read "When older students can't read"

PODCASTS

- **Teacher Insights from Catalyst:**

Tune in to hear Catholic Education Canberra Goulburn teachers share their knowledge and change journey with Catalyst, an evidence-based approach to teaching and learning

Listen: Teacher Insights from Catalyst | Catholic Education Canberra & Goulburn (podbean.com)

- **Knowledge for Teachers podcast**

Hear from educators, experts, and researchers on all things to do with school-based education. Learn about what evidence-informed education is and the nuances involved with implementing effective and sustainable school-based education. Listen to the episode where I talk about my Churchill Fellowship experience and share my findings.

25 - Jessica Colleu Terradas on effective language and literacy screening and intervention practices for at-risk students - Learning with Mr. Lee (learnwithlee.net)

- **The Science of Reading Podcast**

Current practices in the Science of Reading are explored with leading researchers and practitioners. https://amplify.com/science-of-reading-the-podcast/

- **Progressively incorrect**

A podcast about the teacher-centred and the student-centred, the traditional and the progressive in education. Hosted by Dr. Zach Groshell on educationrickshaw.com Progressively Incorrect – Education Rickshaw

Teaching Reading and Learning "the Reading League Podcast"

Elevates important contributions to the educational community by people who have influenced teaching and literacy for the betterment of children.

- **Melissa and Lori Love Literacy**

For educators interested in learning more about the science of reading. Melissa and Lori's goal is to bring research about teaching reading and writing to educators and make it practice for their audience.https://podcasts.apple.com/au/podcast/melissa-and-lori-love-literacy/id1463219123

Listen to two episodes about adolescent literacy and one about MTSS

- • E014 What about our striving secondary readers
- • E107 Where do secondary educators start
- • E193 Systems to get better reading results

- **Sold A Story: How teaching kids to read went so wrong,** by Emily Hanford

A 10-part podcast series from American Public Media, hosted by Education Reporter Emily Hanford. It is a fascinating history of the hugely influential and widespread reading theory developed by New Zealander Marie Clay. Worth a listen!

- • Listen to the full episodes https://features.apmreports.org/sold-a-story/
- • Discussion guide https://features.apmreports.org/sold-a-story/discussion-guide/

- **PodCLASSed: W**hat the research says: Reading difficulties in Secondary Students and Adults

Understanding the unique characteristics of older struggling readers is critical to meeting their academic and psychological needs. Laura discusses the research on juveniles and adults including the causation between reading difficulties and crime and options for providing more successful intervention to this underserved population. Listen https://podcasts.apple.com/us/podcast/what-the-research-says-reading-difficulties-in/id1385220830?i=1000525488386

- **Journal of Adolescent & adult literacy Podcast**

The Journal of Adolescent & Adult Literacy Podcast delivers current theory, research and practice in support of effective literacy instruction. During each episode, Matt Sroka invites a guest from the literacy field to delve into practical concepts for enhancing literacy teaching. LINK My pre-selection :

- • **Episode 6:** Paired Wide Reading https://podcasts.apple.com/us/podcast/paired-wide-reading-with-dr-kath-glasswell/id1678225245?i=1000616949624
- • **Episode 19:** Disciplinary literacy https://podcasts.apple.com/us/podcast/disciplinary-literacy-with-dr-thomas-devere-wolsey/id1678225245?i=1000641978406
- • **Episode 24:** Reading Intervention for Adolescent Readers https://podcasts.apple.com/us/podcast/reading-intervention-for-adolescent-readers-with-dr/id1678225245?i=1000650788421

TWILIGHT WEBINAR SERIES:

In this series of recordings, I reconnect with the people I met during my Churchill Fellowship trip overseas and introduce the audience to their work. This is a way of bringing information and sharing international expertise to you on a range of different topics related to effective teaching practices to support older struggling readers.

Hear from international literacy experts, educators and advocates from a range of organisations and walk away with practical take aways to consider for developing your practice.

Webinar 1 Listen to **Beverley Priestner and Emma Greenwood** talk about some of the whole-school initiatives they took to improve the literacy outcomes of their students and support their secondary teachers at South Shore Academy.

Listen here https://youtu.be/H4lX8UNnnds

Webinar 2 Listen to **Sarah Smith and Estelle Bellamy** talk about the impact of the KS3 Literacy Project, including a network of 8 secondary schools determined to lift literacy outcomes in students aged 11-14.

Listen here https://youtu.be/_5c8DPnlBTQ

Webinar 3 Listen to **Dr. Daryl Michel**, co-author of the Student Focused Coaching (SFC) Model with Jan Hasbrouck and founder of Be A Change LLC, talk about how his approach to instructional coaching and how he works within schools to improve students' literacy outcomes using evidence-based practices. He describes a step-by-step approach to instructional coaching and shares his tips and tricks to make sure you are having an impact in the classroom.

Listen here https://youtu.be/FbFwBsCYR-0   Find Daryl on Twitter or at his website.

Webinar 4 Listen to **Beth Ferguson and Dr. Lisa Bates**, both implementation coaches at the Oregon Response to Instruction and Intervention (ORTIi), talk about the challenges and benefits of implementing a Multi-Tiered of Support model in schools.

Listen here https://youtu.be/p2vaN7Bw9Ok   Learn more https://www.oregonrti.org/

Webinar 5 Listen to **Dr. Marie Bocquillon** talk about explicit instruction, delving into the research and the instructional features of EI. She shares tips about how to support teachers implement explicit instruction using class observation tools or software to identify behavioural and teaching strategies that are key to EI. Website: https://www.enseignementexplicite.be/WP/wordpress/

Listen here: https://www.youtube.com/watch?v=VyGe-B8SWfo

Publications in English: https://www.enseignementexplicite.be/WP/wordpress/index.php/publication-in-english/

Webinar 6 Listen to **Kurt Engelmann** talk about Direct Instruction. He dives into some of the key features of DI and share his tips for a successful implementation within schools. Kurt is the President of the National Institute for Direct Instruction (NIFDI), responsible for organising administrative support for Direct Instruction (DI) implementations, serving as liaison between school district administrators and NIFDI. Check the NIFDI website and his recent book.

Listen here https://www.youtube.com/watch?v=7NlhTA5h0m0