



Public submission made to the Review to Achieve Educational Excellence in Australian Schools

Submitter: Ms Kim Wheeler
Submitting as a: Teacher
State: NSW

Summary

Reading Recovery is an individual researched based and supported intervention, not simply a program. Reading Recovery is individually designed to teach each learner how to construct and decode text using multiple sources of information; It calls upon the learner and explicitly teaches the learner to orchestrate the meaning, syntax and visual information within a text in order to comprehend the text. This type of intervention cannot be achieved without specialist teachers and funding.

Student literacy rates can be improved by employing and training sufficient Reading Recovery teachers to implement this program and assist these learners access more of the curriculum from their second year of school.

When students are more engaged they are less disruptive, have improved self esteem and become confident and productive learners. These students can then choose to go on and become productive members of society by accessing employment and training opportunities as adults.

Main submission

Educational success should mean boosted literacy rates for all students. It is well known and researched from many sources that students from lower socio-economic backgrounds often face additional challenges in becoming literate in the mainstream classroom; They are sometimes living in homes with limited literacy standards and often come to school with a limited oral vocabulary.

This oral deficit impacts upon their literacy development as understanding and being capable of 'message giving' and 'message getting' orally is the basis of understanding both decoding the written word and encoding what they wish to communicate.

Government research has recently highlighted that many welfare dependant families remain welfare dependent for more than one generation. Improved literacy for all students would empower all students to gain improved future employment opportunities and assist in breaking free of the welfare cycle.

Reading Recovery is a literacy intervention program designed for children who are the lowest achievers in their class/ age group (targeting students in their second year of school). Most children (80 to 90%) do not require this detailed intervention and will progress to a functional literacy level in the mainstream setting.

From 1976 Reading Recovery has developed infrastructure, in different countries and educational settings to ensure that the training of teachers and the delivery of instruction have operated within guidelines with a high rate of success.

The international Reading Recovery Trainers Organisation (IRRTO) is charged with the maintaining and integrity of the trademark Reading Recovery. Around the world the IRRTO guides, supports and monitors every participating Reading Recovery intervention.

Reading recovery is a powerful intervention designed to meet the individual learners needs to rapidly improve the learners reading and writing ability at such a rate to 'catch them up' to their peers in a 12- 20-week program.

This intervention targets the lowest 20% of student and improves their literacy standards far beyond any program the class teacher could physically run within the classroom.

This intervention rigorously and effectively trains teachers to build on the learner's strengths orally and simultaneously develop both their writing and reading ability to a level where they can access the mainstream education program in their own classroom.

The ongoing monitoring of these students by the reading recovery teacher for the following two years results in continued student support through professional dialogue between the reading recovery teacher and the student's class teacher.

Reading Recovery is an individual intervention, not simply a program. Reading Recovery is individually designed to teach each learner how to construct and decode text using multiple sources of information; It calls upon the learner and explicitly teaches the learner to orchestrate the meaning, syntax and visual information within a text in order to comprehend the text. This type of intervention cannot be achieved without specialist teachers and funding.

The improved literacy rates of the lowest 20% of students are a major concern in our schools and in turn our society in that extra support is continually required.

Student literacy rates can be improved by employing and training sufficient Reading Recovery teachers to implement this program and assist these learners access more of the curriculum from their second year of school.

When students are more engaged they are less disruptive, have improved self esteem and become confident and productive learners. These students can then

choose to go on and become productive members of society by accessing employment and training opportunities as adults.