

Teaching and Learning Enhancement Projects (TLEP) Application Form 2023

CQSD use - reference number : 003/2023

Please refer to the [TLEP scheme criteria and guidance](#) when completing your application.


Please save as a PDF file and submit your application to Martin Wise: m.wise@reading.ac.uk

Applicant's details

Name:	Alison Silby and Stephanie Sharp
Role:	Lecturer in Education
School / Service:	Institute of Education
Department / Unit:	
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Project Title:	Supporting the professional development and practice of dyslexic trainee teachers
Project Start Date:	April 2023
Project End Date:	July 2024

Head of School / Service

Name:	Carol Fuller
I confirm that I am supportive of this application	

Project Outline and Rationale (Maximum 700 words)

This project has been developed in response to the lived experiences of dyslexic trainee teachers during their work-based placements and the investment of expert colleagues in our partnership schools in supporting trainees' professional development and practice.

Through collaboration and discussion between dyslexic trainees, expert teacher practitioners, the Disability Advisory Service, CQSD, TEL and research colleagues, this project aims to produce a resource, e.g., a pdf booklet, comprising suggested working strategies to support dyslexic trainees during their work-based placements.

Although broad in nature, the *British Dyslexia Association* define dyslexia as, "...a specific learning difficulty which mainly affects the development of literacy and language related skills...characterised by difficulties with phonological processing, rapid naming, working memory, processing speed, and the automatic development of skills that may not match up to an individual's other cognitive abilities..." (BDA, n.d.). Certain challenges dyslexic trainees report they have faced during work-based placements relate to the processing and interpretation of data and documentation, the planning and evaluation of lessons, and the live modelling or marking of written work.

This project recognises that no trainee should feel that dyslexia is a barrier to success (Phillips & Kelly, 2018). This project will allow trainees direct input into and access to a shared resource which supports the development of their own individual working strategies. This will help them not only to meet the demands of teaching in a vibrant and fast-paced classroom environment but develop the confidence to adapt working practices. Helping trainees to develop the type of self-awareness to aid working practices both in and outside of the classroom is, therefore, central to the project.

Regarding the University's Strategic Principle 1, as a diverse, inclusive and supportive community, this project will enable dyslexic trainees to explore strategies which will contribute towards successful work-based placements. As stated above, supporting them to recognise their strengths and adapt their practice to get the most out of their working environment is paramount (Brunswick, 2021). Therefore, it is the ambition of the project to place the needs of our dyslexic trainees at the heart of training.

We anticipate this project will meet the aims of Principle 4 by having impact beyond our campuses as the Institute of Education enjoys established and successful partnerships with over 400 schools in our local community. It is in these settings our trainees practice and have a direct impact on children's learning. Many of our trainees go on to be employed in our partnership schools and become mentors themselves, growing the links between the University and school communities. This project will also draw on the knowledge and expertise of local practitioners to inform the development of the resource, involving them with core decision making.

In terms of outline, we aim to discuss and explore successes and challenges experienced by dyslexic trainees via a series of focus group discussions – both at under- and postgraduate level. This will inform and generate a range of suggested working practices to be considered by trainees who enrol on both our undergraduate and postgraduate programmes. Expert colleagues from our partnership schools will also engage in focus group discussion surrounding their own experiences of being dyslexic teachers or their experiences of mentoring dyslexic trainees. Alongside focus group discussions, advice and feedback will be sought from central services such as DAS, CQSD and TEL to ensure quality assurance and continuity.

Regarding evaluation of outcomes, trainees will be invited to:

- engage in a follow-up focus group discussion to review the resource prior to dissemination,
- participate in an online survey post completion of work-based placements to share impact of strategies developed and implemented.

In terms of dissemination, findings will be shared with wider departments in addition to partnership mentors in schools. Academic and supervising tutors will be able to draw on the resource to support

student tutorials and placement supervision. The resource will be presented to colleagues via T & L sessions delivered at the IoE on a weekly basis, the T & L blog and at conference.

Ultimately, it is the ambition that this project will be repeated for teacher trainees undergoing their training on the secondary postgraduate programme and then be extended to other Schools within the University. It is hoped that the resource will be adapted for wider programmes which incorporate work-based placements.

Reference List

British Dyslexia Association. (n.d.). *About Dyslexia*. British Dyslexia Association. Retrieved September 23, 2022, from <https://www.bdadyslexia.org.uk/dyslexia/about-dyslexia/what-is-dyslexia>

Brunswick, N. (2012). *Supporting Dyslexic Adults in Higher Education and the Workplace*. Wiley-Blackwell.

Phillips, S. & Kelly, K. (2018). *Assessment of Learners with Dyslexic-Type Difficulties* (2nd Ed.). SAGE

Word count: 700

Full Budget Details (breakdown of total proposed expenditure)

Activity/item (Including activity start and end dates)	Costs
• Trainee focus group (undergraduate initial): Transcription (1 x 1hr)	• £96
• Trainee focus group (postgraduate initial): Transcription (1 x 1hr)	• £96
• Trainee focus group (undergraduate follow-up): Transcription (1 x 1hr)	• £96
• Trainee focus group (postgraduate follow-up): Transcription (1 x 1hr)	• £96
• Teacher focus group (initial): Transcription (1 x 1hr) & Supply cover (6 x £90)	• £96 + £540
• Teacher focus group (follow-up): Transcription (1 x 1hr) & Supply cover (6 x £90)	• £96 + £540
• Production of resource: Reprographics (estimated cost)	• £350
Total expected expenditure	£2006.00

Previous Funding

<p>Have you previously received TLDF project funding? If Yes, please provide details including year of award:</p>	<p>No</p>
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I have read the TLDF guidance and scheme criteria. I understand and accept the terms and conditions of funding. (Please tick box)