# Reflection Log

As you work through this course, what you write in this log forms an important part of the learning process. You will want to revisit the log regularly and you may want to look at it again after you’ve completed the course, or use it as evidence of what you’ve achieved and of your development. You will be able to use the information in this log to as evidence of your professional development, reflective practice and critical self-evaluation. All which contribute towards your GTC Scotland professional update. This log will also support your completion of the 3 on line modules, the third of which could be used to support an application for Professional recognition.

Make sure that you save this reflection log after you start to fill it in. Use a filename like ‘Dyslexia and Inclusive Practice’ so that it’s easy to find. The next time you are prompted to add to the log, you should open the file you saved and add the new material to it.

**Activity 1**. What you hope to achieve in studying this course?

**Activity 3 - Reflective log**

Think about your own experience of working with learners with dyslexia. In your reflective log note down some of the factors that have a positive impact and some, which are negative.

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| --- | --- | --- |
| **Positive Impact** | **Negative impact** | **Positive and Negative impact** |
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**Activity 5**

1. Watch the film clip and note the key themes and recommendations the presenter highlights.
2. Consider this information in relation to your own practice and note areas for improvement.

**3.2 Appropriate support approaches**

**Activity 6**

Think about the curriculum that you teach.

What do you see as your main challenges in differentiating the curriculum?

Consider the needs of your pupils and make a note of how well you meet their needs at present and where you would like to make improvements

**Activity 7**

Dyslexia learners may experience difficulty in relation to literacy, numeracy and wellbeing.

Make a list of some of these difficulties, then think about how they connect with each other and how they relate to the curricular areas or subjects you teach. You may prefer to draw a mind map or create a table to highlight the connections.

**Activity 8**

The table provides some helpful approaches used by teachers in a wide range of schools.

Consider which approaches do you think you do or could use to support pupils in your class who experience literacy difficulties and dyslexia?

Reflect on which approaches you currently use or could include, and which you cannot use and explain why?

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| --- | --- | --- | --- |
| **Support** | **Classroom Practice** | | |
| **Currently used or could include** | **Cannot use** | **Reason** |
| Seating and grouping – ensure can see the white board and you can see them |  |  |  |
| Explain and present information many times in various ways (pictures, flow charts, diagrams) |  |  |  |
| Ensure thinking/processing time is allowed |  |  |  |
| Provide information, desk-top mats/jotter inserts - word banks, prompts and personal targets |  |  |  |
| Use of IT – for reading and writing |  |  |  |
| Encourage the use of books in audio/digital format to support access to texts |  |  |  |
| Match reading resources to reading ability, ensuring that it is age appropriate |  |  |  |
| Highlight the main points in text to support comprehension, prediction and recall |  |  |  |
| Use and encourage multi-sensory approaches |  |  |  |
| Limit the amount of reading/copying from the board. Give copies of notes - electronic versions and examples |  |  |  |
| Accept alternatives to writing |  |  |  |
| Limit writing demands |  |  |  |
| Ensure extra time is provided |  |  |  |
| Provide writing frames/story skeletons |  |  |  |
| Use and help pupils understand how to use mind maps, spider webs, bullet points |  |  |  |
| Specify what will be marked |  |  |  |
| Minimise the number of errors you highlight – perhaps only one of each type. Suggest how to avoid these in the future |  |  |  |
| Use directed praise |  |  |  |

**3.4 Improving support for children and young people with dyslexia**

**Activity 9**

Reflect on what you do well and where you could improve in relation to detecting and supporting dyslexia in your class, school and local authority. You might like to use the table shown below and printed in your reflective log; or use a mind map or other means of taking notes.

Once you have identified these issues think about how you could improve what you do.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **In my class** | **In our school community** | **In our local authority** |
| **What I /we do well** |  |  |  |
| **What needs to improve** |  |  |  |
| **How to improve** |  |  |  |

**4.1 How is dyslexia identified?**

**Activity 11**

Do you know where to locate your local authorities’ information on identifying dyslexia?

If not find the policy through searching online or by talking to colleagues.

Record your findings in this reflective log.

**5.1 Professional learning to support dyslexia and inclusive practice**

**Activity 13**

Take a few minutes to review the information in section 5, you may choose to access the highlighted websites. Note done how you plan how to make use of these resources.

**What next?**

**Activity 14**

For the final entry in your Reflective Log for this module consider

‘How will the completion of this module impact on your professional practice?