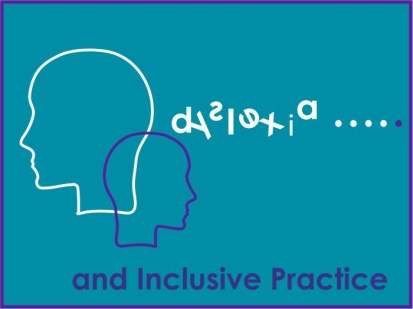
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|  |  |
| --- | --- |
| **Name** |  |
| **Role** |  |
| **Place of Work** |  |
| **Sector** |  |
| **Line Manager** |  |
| **Local Authority** |  |
| **GTCS Number** |  |

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**Module 3 – Dyslexia: Identification and Support**

**Reflective Log**

# Module 3 Reflective 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 have completed the course or use it as evidence of what you have achieved and of your development. Combined with your reflective logs from modules 1 and 2 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. The logs will also support an individual application for GTCS Professional Recognition.

Make sure that you save this reflective log after you start to fill it in. Use a filename like ‘Module 3 Reflective Log’ so that it is 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. You may choose to save a copy in ‘GLOW Microsoft Office 365’ so you can access it from anywhere you have internet connection.

(All public-school teachers have a GLOW login account)

Tables have been included with the activities to support your written answers; however, you can adapt this log and present your reflections of the question in alternative ways to suit your needs.

**Activity 1**.

Use the table below to complete the 3 questions.

Complete the Self-evaluation Wheel: Professional Actions in Career –Long Professional Learning

(You can also download this template from the module as an individual file or complete it within this log).

|  |  |
| --- | --- |
| **1** | * The professional actions you took following the completion of module 1 and 2 * What learning stands out * Any reflections following the completion of modules 1 and 2 |
|  |  |
| **2** | What you hope to achieve in studying this module. |
|  |  |

**3. Self-evaluation Wheel: Professional Actions in Career –Long Professional Learning.**

Self-evaluation should support you to:

* Reflect on what you have done
* Think about what you might do next
* Consider your own progress and development
* Deeply understand your professional practice, your professional learning and the impact of this on your thinking, professional actions, those you work with/support and the pupils and their learning

The Self-Evaluation Wheel is a valuable tool for:

* exploring current reality,
* support self-evaluation
* helping to critically reflect on yourself as a professional and your practice.
* Perform a simple gap analysis - for example where are you now and where would you like to be?.

The example below highlights how to use the self- evaluation wheel.



**Using the wheel:**

* Consider each point on the wheel in turn, (see summary or check with full version of Standard if helpful)
* Think about where you might gauge yourself on the wheel:

0 = really not confident/lots of areas to develop or work on;

10 = feel very confident/accomplished in this area.

Think about ‘why’ you place yourself on that point

* Looking at areas you have identified, what should/could be your next steps to help take PU forward?

**Self-evaluation Wheel: Professional Actions in Career –Long Professional Learning (CLPL)**

**Pedagogy, learning and subject knowledge**

**Lead and collaborate on curriculum and assessment developments**

**Actively involved in educational research and enquiry**

**Actively involved in current debates in policy, education and practice**

**Lead and contribute to the professional learning of all colleagues**

**Learning for sustainability**

**Rigorous and critical self-evaluation**

**Commit to on-going career-long professional learning**

0

10

|  |
| --- |
| **The Professional Actions in Career-Long Professional Learning - Summary** |
| **Pedagogy, Learning and Subject Knowledge**   * + demonstrate deep subject knowledge and pedagogical leadership.   + lead curriculum development with a deep understanding of the place of subject knowledge and the wider purposes of education.   + demonstrate a critical understanding of approaches to teaching and learning, pedagogy and practice.   + deploy an enhanced understanding of pedagogy and how constructive relationships with learners can be developed.   + demonstrate a critical understanding of digital technologies and how these can be used to support learning.   + understand and develop the most appropriate contexts and environments for learning including outdoor learning and be able to apply appropriate pedagogies for these environments. |
| **Curriculum and Assessment**   * understand and apply the principles of curriculum and assessment design to address changing educational needs. * lead and collaborate with others to plan innovative curricular programmes. * lead and work with others to ensure effective practice in the assessment of learning, including a deep knowledge and understanding of the policies and practices of assessment as required by awarding bodies |
| **Enquiry and Research**   * develop and apply expertise, knowledge and understanding of research and impact on education. * develop and apply expertise, knowledge, understanding and skills to engage in practitioner enquiry to inform pedagogy, learning and subject knowledge. * lead and participate in collaborative practitioner enquiry. |
| **Educational contexts and current debates in policy, education and practice**   * understand and explore the contexts and complexity in which teachers operate and the dynamic and complex role(s) of professionals within the educational community. * actively consider and critically question the development(s) of policy in education. * develop culture where learners meaningfully participate in decisions related to their learning and school. * develop and apply political literacy and political insight in relation to professional practice, educational change and policy development |
| **Sustaining and Developing Professional Learning**   * develop skills of rigorous and critical self-evaluation, reflection and enquiry including how to investigate and evidence impact on learners and professional practice. * commit to on-going career-long professional learning, including postgraduate study as appropriate. * lead and contribute to the professional learning of all colleagues, including students and probationers. |
| **Learning for Sustainability**   * understand the environmental, social and economic conditions of learners to inform teaching and learning. * have a critical understanding of and engage with the ways in which natural, social, cultural, political and economic systems function and are interconnected. * develop the knowledge, skills and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world. * connect learners to their dependence on the natural world and develop their sense of belonging to both the local and global community |
| **Professional Values and Personal Commitment**   * How are the Professional Values reflected in my Professional Actions? * How have my professional values been developed and informed by knowledge and experience? * How do I critically reflect on my own assumptions, beliefs and values? * Who am I as a teacher? What has influenced me? What sustains me? |
| **Social Justice Integrity**  **Trust and Respect Professional Commitment** |
| For the full version of Standard for Career-long Professional Learning please see General Teaching Council Scotland - [www.gtcs.org.uk](http://www.gtcs.org.uk) |

As you complete this module consider the following reflective questions highlighted above within GTCS Professional Values and Personal Commitment sections which are applicable to **all** GTCS registered teachers.

|  |
| --- |
| **Professional Values and Personal Commitment**  **Social Justice Trust and Respect Professional Commitment Integrity** |
| **How are the Professional Values reflected in my Professional Actions?** |
|  |
| **How have my professional values been developed and informed by knowledge and experience?** |
|  |
| **How do I critically reflect on my own assumptions, beliefs and values?** |
|  |
| **Who am I as a teacher?** |
|  |
| **What has influenced me?** |
|  |
| **What sustains me?** |
|  |

**Activity 2 - Reflective practice task**

In your reflective log:

* Evaluate your understanding of the support and identification process for dyslexia
* Include the perspectives of all stakeholders – the learner, family members and practitioners
* Outline how comfortable you are currently in participating in the identification process for dyslexia

|  |
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**Activity 3**

1. Complete column 2 the table **Factors giving rise to additional support needs.**

|  |  |
| --- | --- |
| **Factors giving rise to additional support needs** | **Possible Barriers** |
| **Learning environment** |  |
| **Family circumstances** |  |
| **Disability or health need** |  |
| **Social and emotional factors** |  |

1. Consider the supports and approaches you use and recommend to colleagues to help reduce barriers to learning and complete 3rd column in the table below

|  |  |  |
| --- | --- | --- |
|  | **Possible Impact** | **Possible Support Approaches/Strategies** |
| **Learning Environment**  **This can include**  Nursery, School, Home, school activities  Physical environment  Learning and teaching materials | * Environment overly stimulating e.g. too loud, too large, too colourful * Environment visually distracting |  |
| * Difficulty in demonstrating their cognitive ability – discrepancy between what they know verbally and what they can write down |  |
| * Difficulty following instructions given to class |  |
| * Difficulty concentrating for extended periods of time |  |
| * Copying from the board/flip chart |  |
| * Poor organisational skills |  |
| * Poor organisational skills – Homework |  |
| * Working Memory |  |
| Family Circumstances | * Parents have dyslexia / literacy difficulties so can have difficulty supporting homework for pupils/supporting their education |  |
| * Homework can become a point of stress * If the dyslexic learner is a young carer – family support with homework, time available to focus on school * High levels of anxiety within the home in relation to school |  |
| * Increased likelihood of siblings being dyslexic. * Close family members are dyslexic |  |
| * Difficulties when young siblings ‘overtake’ their older sibling who has dyslexia |  |
| * Accessibility of the curriculum * Co-occurring difficulties e.g. motor skill difficulties, sensory impairments, print disability |  |
| Disability or Health Need | * Anxiety – mental health difficulties including depression * Stress related illness e.g., chronic eczema, panic attacks, |  |
| Social and Emotional Factors | * Low self-esteem and widening gaps in learning as pupil finds it too difficult to ask for help as they don’t want to stand out * Low self-esteem leading to low attainment, feelings of isolation, withdrawal, anger or inappropriate behaviour and disengagement from learning * Exclusion from classes, activities and potentially school * Disengagement from and avoidance of learning, leading to low attainment and achievement |  |

**Activity 4 – Young Inclusion Ambassadors**

Access the online resources developed by the Young Inclusion Ambassadors on the Inclusion Hub

1. **View the film and look at the accompanying resources**
2. **Make some notes. You may wish to use your Action Plan to incorporate opportunities to share these resources with your colleagues.**

|  |
| --- |
| **a How and when will they be used?** |
|  |
| 1. **How will the impact of the resources and professional engagement opportunities be evaluated?** |
|  |
| 1. **Can you build on the resources in your school community?** |
|  |

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**Activity 5 - Identification and dyslexia**

**In your Reflective Log provide a comment on the following questions.**

At this activity in the module, you can download the discussion sheet for question 4 to help collate your answers when engaging in professional discussion with your colleagues on the reflective ‘Hot Topic’ questions.

|  |
| --- |
| 1. **What definition does your local authority use to support the identification of dyslexia?** |
|  |
| 1. **What are the implications/impact of the chosen definition?** |
|  |
| 1. **What is your professional view regarding dyslexia and neurodiversity?** |
|  |

|  |
| --- |
| 1. **Hot Topics - Professional Discussion** |
| Should the focus and resources be used on the identification or label of dyslexia or should schools concentrate on meeting the needs of the child and young person through a collaborative process? |
|  |
| Should teachers in Scotland be required to participate in training to carry out the identification of dyslexia? |
|  |
| Should teachers in Scotland be required to gain qualifications to carry out the identification of dyslexia? |
|  |
| How can we provide a continuity of support and access to support for dyslexia and inclusion across Scotland? |
|  |
| How should independent assessments of dyslexia be regarded and supported within schools and what is the legal status of independent assessments? |
|  |
| Are the roles of identification and tracking for dyslexia understood within ‘Assessment is for Learning’? |
|  |
| Is it understood that when meeting learners’ needs the assessment of learning informs the next steps and should be continuous and separate from ‘identification’ of dyslexia? |
|  |
| Is it understood that the label alone will not provide appropriate support; this is achieved by regular tracking and reviewing of learners needs. |
|  |
| Can the identification process for dyslexia be a positive experience for children and young people? Does the process enable them to understand their strengths and difficulties in a supportive approach and provide opportunities for their views to be sought? |
|  |
| Are children and young people, teachers and parents/carers provided with appropriate information/feedback to support their understanding of which approaches/strategies are effective and why? |
|  |

**Activity 7**

Module 2 highlighted the importance of language development. There may be a number of reasons why a learner’s language is not at the expected level for their age.

|  |
| --- |
| **Consider some possibilities why this may be the case.** |
|  |

**Activity 8 - 1.4 Numeracy development and the identification of dyslexia**

1. Look at your school/local authorities’ policies for numeracy and maths
2. Does the policy make a clear connection with dyscalculia or numeracy difficulties?
3. In your view can this be improved to support learners and staff and if so how?

Note your thoughts and findings.

|  |
| --- |
|  |

**Activity 10 – Curriculum flexibility and planning**

**Complete the questions in the table below**

|  |
| --- |
| 1. **How flexible is your school curriculum?** |
|  |
| 1. **How accessible is your school curriculum?** |
|  |
| 1. **Are the needs of learners at the centre of planning? For example, flexible pathways, the number and choice of subjects they are able choose in secondary school.** |
|  |

**Activity 11**

Look back at your Reflective Logs from modules 1 and 2, consider and evaluate your comments as you progressed to this. Critically examine, analyse and evaluate what impact learning about inclusive school communities has had on your thinking, learning and practice, and on learners and their learning. Include quotes and extracts of analysed evidence to support this.

|  |
| --- |
| **Reflections** |
|  |

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**Activity 12 - Curriculum Accessibility - Differentiation**

**Reflective questions for professional dialogue with colleagues**

**The following questions can be used when engaging in professional dialogue during professional learning opportunities and discussions with colleagues. The outcomes from these discussions can support planning for professional learning opportunities and improvement plans.**

At this activity in the module, you can:

* Download the discussion sheet
* Download a copy of differentiation descriptions of the areas to share with your colleagues

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **What areas are being used in your school community to support differentiation?** | | | |
| **Area of differentiation** | **Commonly used in my school** | **Additional approaches** | **Ideas raised which have not been used** |
| Task |  |  |  |
| Grouping |  |  |  |
| Resources /Support |  |  |  |
| Pace |  |  |  |
| Outcome |  |  |  |
| Dialogue and support |  |  |  |
| Assessment |  |  |  |

|  |  |
| --- | --- |
| 1. **Are there any areas of differentiation which your school are not using which you could support?** | |
| **Area** | **Support/advice you could provide** |
|  |  |
|  |  |
| 1. **Has any additional good practice been highlighted through our discussions?** | |
|  | |

**Activity 14**

|  |
| --- |
| 1. **Can you think of how colleagues across the school community can work together to develop their understanding of the terms above, inclusive practice and inform the next steps for improvement?** |
|  |

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**Activity 15 Reflective questions for professional dialogue with colleagues**

**Supporting collaborative understanding of ASN assessment within Curriculum for Excellence**

The following 3 questions can be used when engaging in professional dialogue during professional learning opportunities and discussions with colleagues. The outcomes from these discussions can support planning for professional learning opportunities and improvement plans.

At this activity in the module, you can download the discussion sheet if required.

|  |
| --- |
| 1. **Do you feel that the assessment information which class teachers gather in your school as part of Curriculum for Excellence is contributing towards the assessment of dyslexia?** |
| **Colleagues’ response:** |
| 1. **What is working well about the sharing of this information with Support for learning/ASN teachers** |
| **Colleagues’ response:** |
| 1. **How could things be improved to ensure there is a collaborative approach involved when collating evidence to support the process of identification?** |
| **Colleagues’ response:** |

**Activity 17 - Other Factors to Consider**

1. Complete the table inserting relevant questions to consider when evaluating and exploring the possible impact of other factors which can impact on the learner and the process of identifying dyslexia.
2. Once complete consider how you could engage the learner and their family with these questions.

|  |  |  |
| --- | --- | --- |
| **Possible Contributing Factors** | **Questions** | **Further questions** |
| **Audio** |  |  |
| **Motivational** |  |  |
| **Interrupted Learning** |  |  |
| **Speech and Language** |  |  |
| **Emotional and Behavioural** |  |  |
| **Social and Cultural** |  |  |
| **Motivational factors** |  |  |
| **Gaelic Medium** |  |  |
| **Motor skills Coordination** |  |  |
| **Visual** |  |  |
| **English as an Additional Language** |  |  |

|  |
| --- |
| 1. **Family Engagement Approaches** |
|  |

**Activity 18 – Evaluation of standardised assessments**

Find out if your school or local authority uses standardised assessments in the identification process of dyslexia and literacy difficulties. If your school/authority does not use them find out about some commonly used assessments and compare your process with one which includes standardised assessments.

[**The**](http://addressingdyslexia.org/commercially-available-resources) **Addressing Dyslexia Toolkit provides information on commercially available assessments within the Toolkit**.

In your Reflective Log consider and evaluate the type and use of Standardised assessments in use e.g.

* Are they screeners or assessments?
* Are they appropriate – e.g. date of publication, age range individual tests target , areas of focus ?
* The methodology in the way they are administered, is it a learner centred process?
* Interpretation of the assessment – usefulness of data and findings provided – how can this be implemented into practice, how is the information used to support learners and the monitoring process?
* How are standardised assessments used within a collaborative identification process?

|  |
| --- |
| **Evaluation of Standardised Assessments** |
|  |

**Activity 19**

**How can you ensure you are capturing learners’ strengths as you are progressing through the identification and support process and developing the learner’s profile?**

**Evaluate the information your schools /authority uses for developing learner profiles**

|  |
| --- |
| **Evaluation of learner profiles** |
|  |

**Activity 20 - Reflective questions**

|  |
| --- |
| 1. **How can you support your school community to develop and improve their inclusivity, helping them to understand the connection between inclusion, meeting learner’s needs and raising learner’s attainment and achievements? This may be an area you wish to include within your Action plan.** |
|  |
| 1. **consider some ways you could contribute to, lead and deliver professional development sessions to support your school community develop and improve their inclusivity** |
|  |

**Activity 21**

|  |
| --- |
| **Why were you developing this area of expertise of dyslexia and inclusive practice and** |
|  |
| **How did the literature, research and policy you engaged with critically inform your understanding and practice?** |
|  |
| **Why is this important and relevant to you and your educational context?** |
|  |
| **How has this helped you critically question and challenge educational assumptions, beliefs and values of self and system?** |
|  |
| **What challenges to your thinking and practice did you experience from engagement with the literature?** |
|  |

**Activity 22**

**Revisit your response to Activity 1**

Download the template for the self- evaluation wheel and complete it. Compare this version to previous ones and reflect on any changes

|  |
| --- |
| **1.The professional actions you took following the completion of module 1 and 2 and your actions as you have progressed through module 3** |
|  |
| **What learning stands out?** |
|  |
| **Any reflections following the completion of modules 1 and 2** |
|  |
| **2. Did you achieve your targets?** |
|  |

**3. Self-evaluation Wheel: Professional Actions in Career –Long Professional Learning.**

Self-evaluation should support you to:

* Reflect on what you have done
* Think about what you might do next
* Consider your own progress and development
* Deeply understand your professional practice, your professional learning and the impact of this on your thinking, professional actions, those you work with/support and the pupils and their learning

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* support self-evaluation
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**Using the wheel:**

* Consider each point on the wheel in turn, (see summary or check with full version of Standard if helpful)
* Think about where you might gauge yourself on the wheel:

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10 = feel very confident/accomplished in this area.

Think about ‘why’ you place yourself on that point

* Looking at areas you have identified, what should/could be your next steps to help take PU forward?

**Self-evaluation Wheel: Professional Actions in Career –Long Professional Learning (CLPL)**

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**Lead and collaborate on curriculum and assessment developments**

**Actively involved in educational research and enquiry**

**Actively involved in current debates in policy, education and practice**

**Lead and contribute to the professional learning of all colleagues**

**Learning for sustainability**

**Rigorous and critical self-evaluation**

**Commit to on-going career-long professional learning**

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**Activity 23**

**For the final entry in your Reflective Log for this module consider the following question and task:**

|  |  |
| --- | --- |
| **1** | How will the completion of the 3 modules impact on your professional practice? |
|  |  |
| **2** | Look back at your responses to the reflective questions at the start of module 1. Now that you have completed all 3 modules provide evidence of your reflections and professional learning.  These results can be used to support discussions with your line manager and in your annual review and as supporting evidence if you choose to apply for GTCS Professional Recognition |
|  |  |