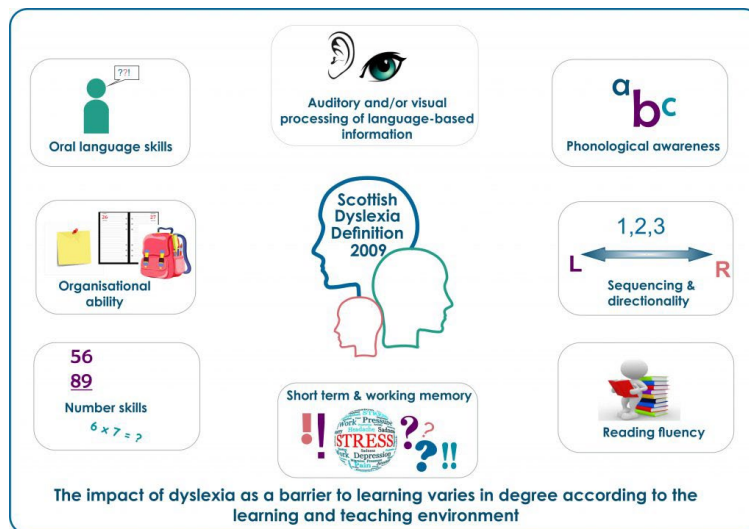




## Understanding & Supporting Learners with Dyslexia Professional Learning Framework for Education Staff

It is expected that all education staff will meet people with dyslexia in the course of their day-to-day work. In 2009, the Scottish Government, Dyslexia Scotland and the Cross-Party Group on Dyslexia in the Scottish Parliament agreed a working definition of dyslexia:

*“Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual’s cognitive abilities and may not be typical of performance in other areas. The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties”.* [Dyslexia Scotland](#)



The purpose of this Professional Learning Framework is to ensure that there is an Aberdeenshire-wide core level of knowledge and understanding across the education workforce, as well as recognised pathways for developing more advanced knowledge and skills.

The framework sets out four levels of skill (informed, skilled, enhanced and expertise levels), and aims to ensure that education staff have access to appropriate professional learning to help them understand and support the needs of learners with dyslexia.

It is for the individual schools or clusters to determine the level of training required by their staff. However, senior leaders are encouraged to view the training levels as incremental, ensuring that staff have completed informed level training before undertaking skilled level training, skilled level before undertaking enhanced level and so on.

Senior leaders are also encouraged to use [Aberdeenshire School Self Evaluation Tool for Supporting Learners with Dyslexia](#) to help inform school improvement planning.



### **Level 1: Informed**

Encouraged for all staff who regularly work in settings where children and young people with dyslexia may attend. This includes the broader workforce involved in the running of the school.

All staff should be directed to Dyslexia Scotland's factsheet about dyslexia:  
[What is dyslexia?](#)

### **Level 2: Skilled**

Assumes Level 1 knowledge and understanding.

Encouraged for all staff who have direct and / or substantial contact with children and young people with dyslexia.

Level 2 professional learning includes The [Aberdeenshire Dyslexia Toolkit](#) which comprises:

- Collaborative Procedures for Identifying Dyslexia Guidance aligned with the [National Addressing Dyslexia Toolkit](#)
- Additional Practitioner Support

The following National resources are also relevant:

- [Addressing Dyslexia Toolkit](#)
- [Meeting the needs of dyslexic learners: a professional guide for teachers](#)
- [Route Map through Career Long Professional Learning for Dyslexia and Inclusive Practice](#)

### **Level 3: Enhanced**

Assumes level 1 and 2 knowledge and understanding.

Encouraged for staff who have a role in providing direct targeted support to children and young people with dyslexia. Level 3 training focuses on specific evidence-based approaches or interventions. It will vary for individual schools and clusters according to need. Training may be arranged for individual staff to build knowledge and skills relevant to their role and/or to meet the needs of specific pupils.

Level 3 Professional learning includes [Education Scotland online modules](#)

Module 1: 'Introduction to Dyslexia and Inclusive Practice'

Module 2: 'Supporting Dyslexia, Inclusive Practice and Literacy'

Module 3: 'Dyslexia: Identification and Support'

The modules have been developed to support General Teaching Council for Scotland (GTCS) Professional Standards and Professional Update.

Level 3 professional learning may also involve undertaking Dyslexia Scotland's Accredited Professional Recognition Programme run in conjunction with Education Scotland:  
[Dyslexia and Inclusive Practice Professional Recognition Programme](#)



This programme is for teaching professionals who have completed a minimum of one year of professional practice after gaining full registration from the GTCS and who have then gone on to engage in sustained, significant professional learning in Dyslexia and inclusive practice. This learning must also include the completion of the Open University's Dyslexia and Inclusive Practice Modules.

#### **Level 4: Expertise**

Assumes Levels 1, 2 and 3 knowledge and understanding.

Encouraged for staff who have a role in providing direct targeted support to children and young people with dyslexia and wish to participate in deeper study and learning that meets with GTCS standard for career-long professional learning (i.e. sustained, significant professional learning based on enquiry and research).

This professional learning is likely to be delivered external to the local authority, be accredited at the level of post-graduate certificate or above and involve participation in research. On an annual basis the Inclusion, Equity & Wellbeing Team invites applications from teaching staff to apply for a funded place (one per cluster) on the Post Graduate Certificate in Inclusive Practice at the University of Aberdeen. The two modules that require to be completed are Inclusive Pedagogy and Participative Approaches to Literacy Difficulties.

For more information contact the Inclusion, Equity and Wellbeing Team  
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