

Early Years Oral Language Intervention

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OVERVIEW

- International Policy Perspectives on Inclusion
- Universal and/or Targeted Intervention
- Links between Research/Training and Policy
- Capacity Building in schools
- Strategic Response/The Early Years Strategy – Oral Language

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CURRENT CONTEXT

Headlines include: 'Baby battle of bulge', 'Help us raise and manage our kids', 'Schools reach out to their sad and worried students', 'Late start at school helps reading', 'Kinder staff struggle with...', 'Two years on, parents...', 'Cancer vaccine push for schools', 'Deaf boy succeeds in school case', 'Frightened by school trips', 'Teenager battles', 'to survive', 'Preschoolers' Ritalin set for approval'.

INCLUSION: A DEVELOPMENTAL APPROACH IN EDUCATION

Inclusive education means that

"... schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups."

(The Salamanca Statement and Framework for Action on Special Needs Education, paragraph 3)

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EDUCATION THROUGH THE INCLUSION LENS

Seeing education through the inclusion lens implies a shift from seeing the child as a problem to seeing the education system as the problem that can be solved through inclusive approaches

THE OECD SCHOOLING SCENARIOS

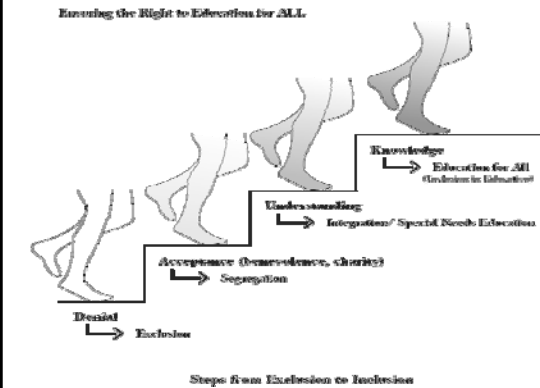
The "status quo extrapolated"	The "re-schooling" scenarios	The "de-schooling" scenarios
Scenario 1: "Robust bureaucratic schools systems"	Scenario 3: "Schools as core social centres"	Scenario 5: "Learner networks and the network society"
Scenario 2: "Extending the market model"	Scenario 4: "Schools as focused learning organisations"	Scenario 6: "Teacher exodus – the 'meltdown' scenario"

Schooling for Tomorrow: What Schools for the Future?, OECD

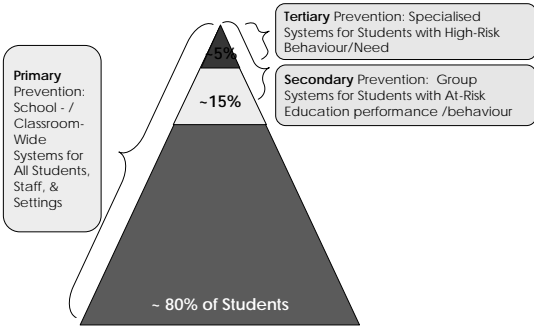
INCLUSIVE EDUCATION – FUNDING INTERNATIONAL PERSPECTIVE (continued)

- The study 'Financing of Special Needs Education' (Meijer, 1999) shows that countries where there is a direct input funding model for special schools (more learners in special schools – more funds) report that this financing model, may lead to less inclusion, more labelling and rising costs. Learner-bound budgeting also seems to have some clear disadvantages.
- The study concludes that the countries having the most attractive funding option in support of inclusive education are countries with a strongly decentralized system where budgets for supporting learners with 'special needs' are delegated to local institutions (municipalities, districts, school clusters), and funds are based on total enrolment and other such indicators.

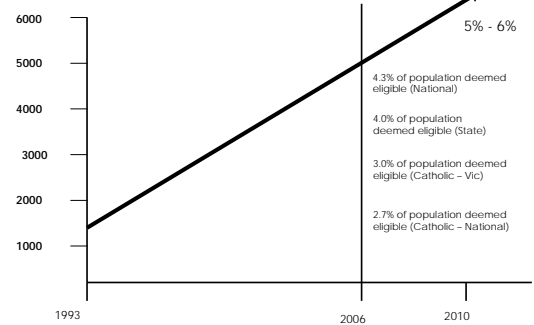
UNDERSTANDING THE PROCESS OF INCLUSION



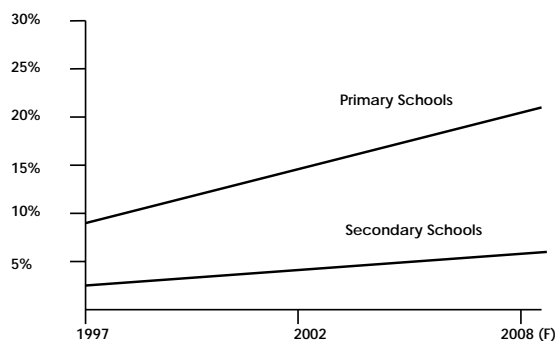
UNIVERSAL / OR TARGETED SUPPORT



CATHOLIC EDUCATION TOTAL NUMBER OF ELIGIBLE STUDENTS 1993-2006

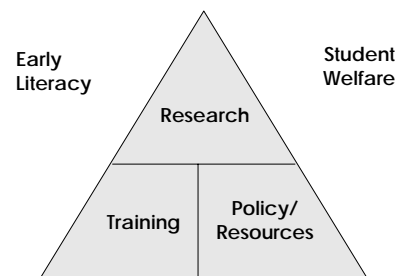


FORECAST SPECIAL NEEDS REFERRALS



INVESTING IN CHANGE UNIVERSITY SECTOR PARTNERSHIPS

CATHOLIC EDUCATION CASE STUDY



'Schools need the outside to get the job done. These external forces, however, do not come in helpful packages; they are an amalgam of complex and uncoordinated phenomena. The work of the school is to figure out how to make its relationship with them a productive one'

Fullan - 2000

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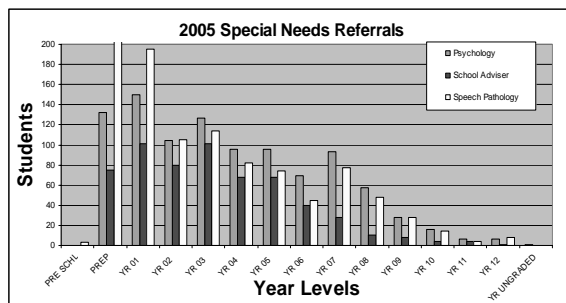
LITERACY INTERVENTION

Analysis of referrals for student services support 1996 - 2006 indicated:

- an increased rate of referral was occurring due to concerns regarding early educational outcomes for students with reading difficulties.
- This increased rate was most noticeable in the early years with referrals from Years Prep-2 increasingly accounting for a larger percentage of total referrals.

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CATHOLIC EDUCATION CONTEXT 30,000 REFERRALS LATER – 10 YEAR HISTORY



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CECV REPORTS

The Catholic Education Commission of Victoria (CECV) report on the Welfare Needs of Catholic schools (Cahill, Wyn and Smith, 2004) outlined *five key issues* from a *schools' perspective*:

- Learning problems
- Student mental health
- Family problems
- Social health
- Staff wellbeing

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This situation was of significant concern given schools have a limited time to ensure students have commenced reading acquisition with evidence that students who are well behind their peers by Year 3 remain so for the period of their schooling

(Foorman, Fletcher, Francis, Schatschneider & Mehta, 1998)

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RESEARCH PROPOSAL

Given this situation, a joint submission was made by the Catholic Education Office Melbourne and the University of Melbourne to the Australian Research Council for a Strategic Partnerships with Industry: Research and Training Grant to undertake a research project

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PROJECT AIMS:

- To identify the literacy learning characteristics of early primary students who do not benefit from conventional early literacy intervention programs.
- To map these characteristics into instructional pathways that match how the students are learning literacy at any point in time.

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CRITICAL QUESTION

is not whether a particular
intervention program is effective

but

for which student is it effective

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THE PROJECT TRIALLED:

- An assessment Profile
- Three Reading Intervention Options
 - **Phonological Awareness** linked to Text Reading;
 - **Orthographic Processing** linked to Text Reading; and,
 - **Comprehension Strategies** (visualising / paraphrasing) linked to Text Reading).

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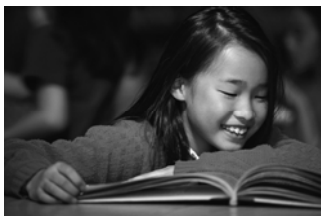
ENHANCING INTERVENTION FOR STUDENT WITH ONGOING READING DIFFICULTIES

2005

Assessment tasks and teaching resources available for use in schools and linked to the referral process.

Support with program implementation available via central professional learning activities and on-going in-school support via the School Adviser.

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Enhancing Reading Intervention Knowledge

“ERIK”

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LINKING TRAINING AND RESEARCH

training

research



practices

Practices are evidence-based & data-driven

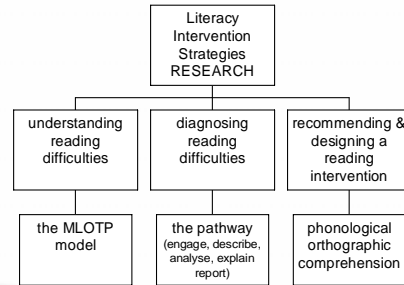
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PARTNERSHIP WITH THE UNIVERSITY OF MELBOURNE

Given the importance of ensuring effective assessment and intervention strategies are in place for this group of students, a two-subject course leading to a Postgraduate Certificate in Early Literacy Intervention was established through the Faculty of Education, University of Melbourne in 2002.

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LITERACY INTERVENTION STRATEGIES



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THE PROFESSIONAL COMMUNITY

- **professional community**
 - affirms
 - challenges
 - raises more questions
 - action research in schools
 - **promotes networking**
 - **dialogue**
 - within school (Principal, PLTs)
 - between schools (forums)
 - with the wider community
- } Knowledge community

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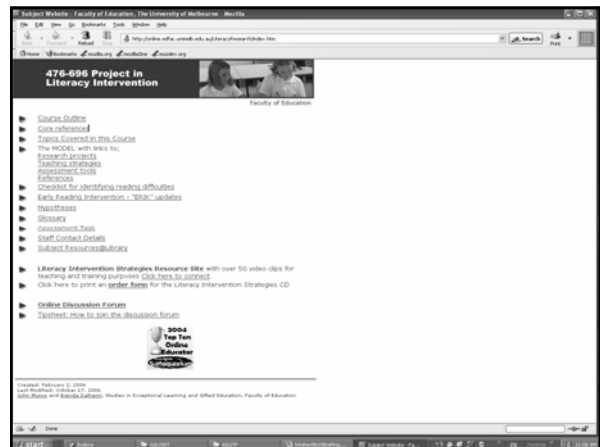
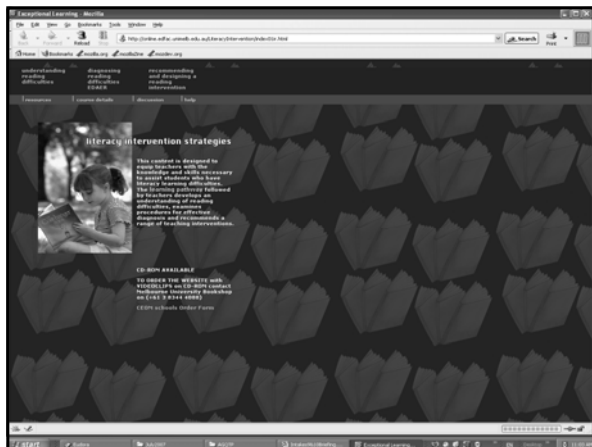
WEBSITES

<http://online.edfac.unimelb.edu.au/LiteracyIntervention/index01ir.html>

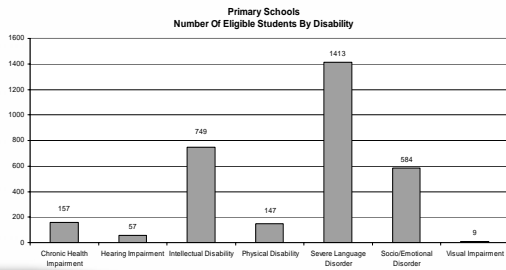
Literacy Intervention Strategies

- notes, video clips, assessment tools, strategies

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ONGOING DATA ANALYSIS



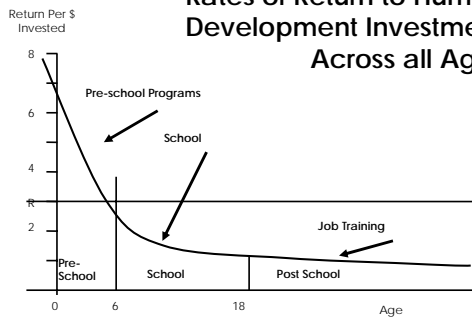
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CONNECTIONS TO THE BROADER COMMUNITY

- liaison with researchers
- connection with welfare organisations
- strong connection to health professionals

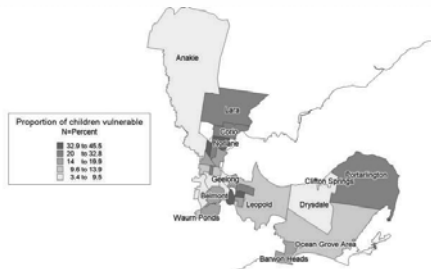
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Rates of Return to Human Development Investment Across all Ages



Pedro Carneiro, James Heckman, *Human Capital Policy*, 2003

GEELONG



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Language and cognitive skills domain:

(Child is interested in reading and writing, can count and recognise numbers, shapes)

- 4.9% of the children are considered developmentally vulnerable. The highest proportion of developmentally vulnerable children are in Whittington (28.1%) and there are a number of areas with no vulnerable children.
- There are 46.1% of children performing well. The highest proportion of children performing well are in Barwon Heads (77.6%) and the lowest proportion are in Norlane (26.3%).

Communication skills and general knowledge domain:

(Child can tell a story, communicate with adults and children)

- 7.7% of the children are considered developmentally vulnerable. The highest proportion of developmentally vulnerable children are in Bell Post Hill (25.6%) and there are a number of areas with no vulnerable children.
- There are 44.2% of children performing well. The highest proportion of children performing well are in Drysdale (78.6%) and the lowest proportion are in Breakwater (18.2%).

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EFFECTIVE TEACHERS

- Teacher knowledge – Teachers make the greatest difference
- Teachers require detailed knowledge in order to assist students with reading difficulties
- The early years are critical – AIM results indicate that the gap continues to increase

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Further Program support and development

Oral language development with particular emphasis on the early years of schooling.

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'Schools need the outside to get the job done. These external forces, however, do not come in helpful packages; they are an amalgam of complex and uncoordinated phenomena. The work of the school is to figure out how to make its relationship with them a productive one'

Fullan - 2000

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EFFECTIVE PROFESSIONAL LEARNING

"Changing practice is primarily a problem of teacher learning not a problem of organisation."
(Peterson, McCarthy and Elmore, 1996)

Hawley and Valli (1999) provided nine principles of effective professional learning.

Western Australian Getting it Right Strategy refined these to six principles:

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ORAL LANGUAGE AND EARLY LITERACY

"All teaching involves talk but not all talk is effective teaching"

Courtney Cazden
Professor of Education, Harvard University

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Oral Language Supporting Early Literacy

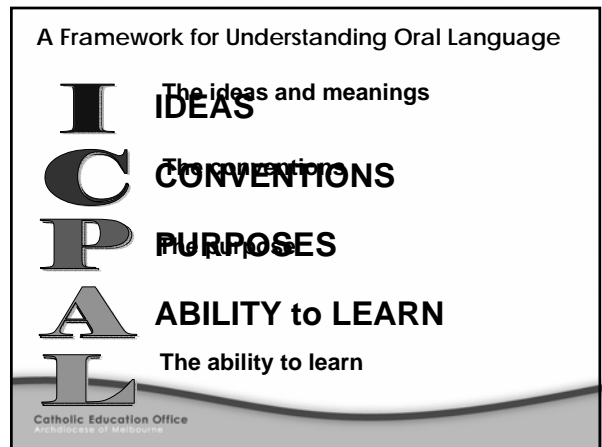
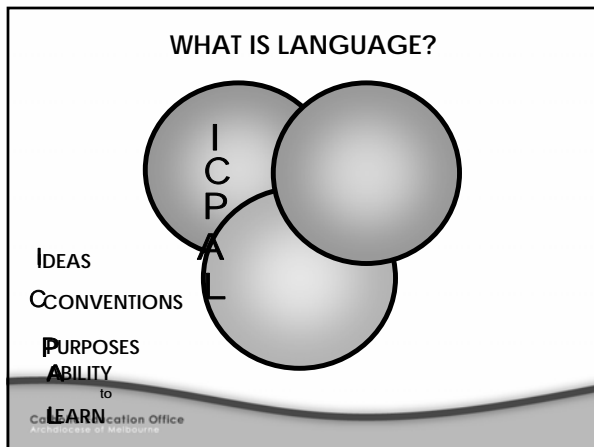
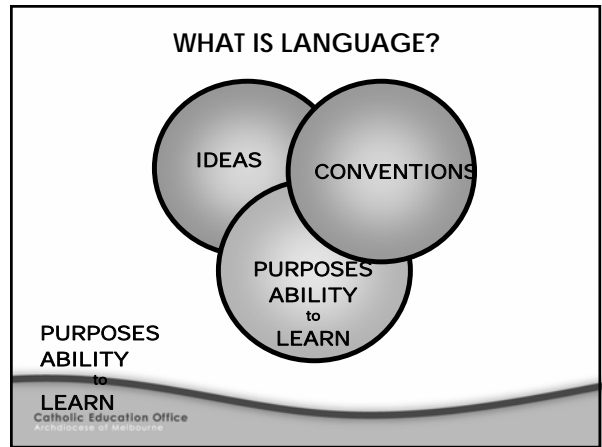
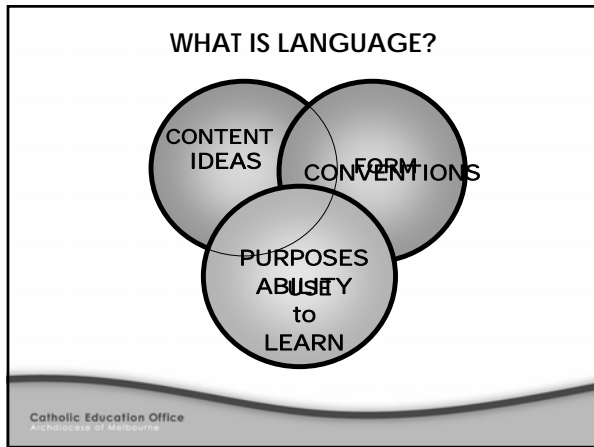
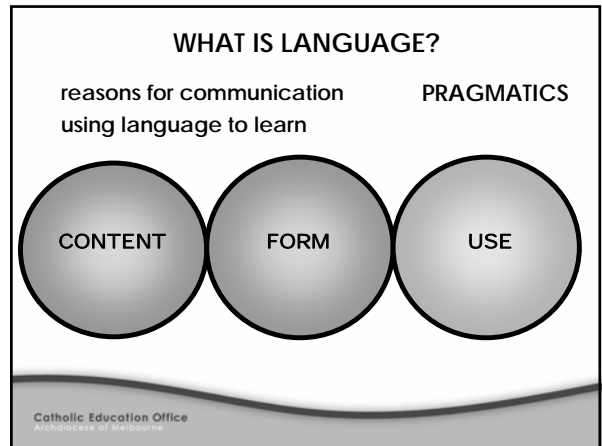
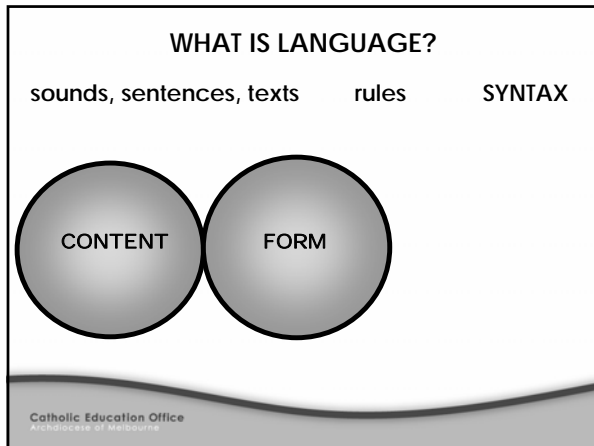
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WHAT IS LANGUAGE?

words, sentences, texts vocabulary SEMANTICS

CONTENT

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COMMENTS

"Six staff completed the course and are delighted with the outcomes. In fact, two staff members are about to commence the Postgraduate Certificate in Early Literacy Intervention.... We no longer feel like a rudderless ship."

Principal

PRINCIPLES OF OUR STRATEGY

link training and research



evidence-based practices
assessment and intervention options



best practice in our schools