

THE SUSTAINABILITY OF READING RECOVERY

Study Focus:

To study how the Reading Recovery Programme which originated in New Zealand Schools in the 1970's can be sustained within New Zealand Schools and why Reading Recovery is at the heart of the British Government's Every Child a Reader Programme.

Related Study Contexts/Focus:

- Visit to NZ National Reading Recovery Centre at University of Auckland.
- Reading Recovery Survey from selected Auckland Schools.
- Visit to United Kingdom Reading Recovery National Centre at Institute of Education University of London.
- Visit to Reading Recovery Centre Hackney (London) and visit to Hackney Schools.
- Visit to Reading Recovery Tutor and Schools in Belfast (Gilliam Dalton).
- Study of Reading Data from both New Zealand and the United Kingdom. "Reading Recovery in NZ. Uptake, implementation and outcomes. NZCER 2005." "Every Child a Reader: the results of the 1st Year." "Every Child a Reader: the Results of the 2nd Year." "Every Child a Reader: the Results of the 3rd Year." "Every Child a Chance Trust." "The Long term costs of Literacy Difficulties – Jan 2009". "KPMG Foundation: The Long term costs of Literacy difficulties."

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Investigations into the sustainability of Reading Recovery in NZ Schools.

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- Phyl Maidment (Reading Recovery Teacher Trainer Institute of Education
University of London).
- Richard Boxall and Diane Craker (Reading Recovery Trainers Hackney London).
- Gillian Dalton (Past Reading Recovery Trainer Belfast).
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Ballyclaire (Belfast)
Parkwood (Hackney)
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Executive Summary:

Reading Recovery, a school-based early literary intervention programme, provides one to one teaching for children who have made the slowest literacy progress in their first year of schooling.

The programme originated in New Zealand in the 1970's and relies on the funding and support in New Zealand schools from the Ministry of Education.

Reading Recovery involves tutoring children who have the most severe reading difficulties in daily, 30 minute one-to-one sessions for between 12 to 20 weeks.

It is one of the only Ministry of Education initiatives that not only offers a Year long training course for new Reading Recovery teachers but Trained Reading Recovery Teachers are given on-going Tutor support for as long as they continue teaching as a Reading Recovery Teacher.

The on-going support consists twice per term training sessions at a Reading Recovery Centre, teaching in front of a Tutor and peers, and regular follow-up visits to the Reading Recovery Teacher's school. The Reading Recovery Teacher also works closely with the Tutor before any child on the programme is discontinued.

The sustainability for this early intervention programme which has been available in New Zealand schools for 35+ years involved the following:

1. Meeting with Dr Blair Koefoed and Christine Boocock at the University of Auckland National Reading Recovery Centre. Each year data is collected from all schools operating Reading Recovery. The Data for 2008 was made available on 23 September 2009.

The Executive Summary noted:

- In 2008, two-thirds (66%) of all state and state-integrated schools offered Reading Recovery (comparable to 67% in 2007 and 65% in 2006). As a result, Reading Recovery was accessible to 76 percent of the total six-year-old population (unchanged from 76% in both 2007 and 2006). Access to Reading Recovery was slightly lower for Maori (70%) and Pasifika (74%) students.
- In total, 10,774 students were in Reading Recovery during 2008. This number has remained stable over the past couple of years (10,777 students in 2007, 10,757 students in 2006). Almost one in seven (14%) six-year-old students attending state and state-integrated schools entered Reading Recovery in 2008 (also unchanged from 14% in both 2007 and in 2006).

- Reading Recovery was more widely available in high decile schools but where offered, lower decile schools provided Reading Recovery to proportionately more students.

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2. Sample Reading Recovery Survey from 25 Auckland Schools (Decile 1 – 10 schools).

- 19 schools offered Reading Recovery.
- 6 schools did not offer Reading Recovery.
- 16 schools relied on Ministry of Education Funding.
- 2 schools funded programme using Parent donations.
- Of the 6 non-Reading Recovery Schools -
3 used “Reading Recovery Teachers in other ways.”
2 said “The Programme is too expensive.”
1 said “Our children are too transient.”

3. Visited Institute of Education, University of London and met Julie Douetil (Reading Recovery National Network/Trainer/Co-ordinator). As part of the “Every Child a Reader” project they expect by the summer of 2011 to have trained 1800 new Reading Recovery Teachers and helped 30,000 six-year old children to read. Participating schools will receive about 10,000 (pounds) from the government (half the training costs) with the school funding the rest of the money from their budgets.

The Training was at the beginning of the 2010 school year.

4. Visited Hackney Council Reading Recovery Centre. The Centre has supported Reading Recovery since Reading Recovery was introduced in the UK approximately 15 years ago.

5. Visited Parkwood School, Hackney, one of the most deprived schools in Hackney

20% of children access Reading Recovery. The National roll-out of Reading Recovery will be available to 5% of children in all schools. This will greatly affect Parkwood School’s reading programme as it will mean fewer children will qualify to go on the programme.

6. Visited Belfast and met with Gillian Dalton (Reading Adviser). The very successful programme has been stopped due to the withdrawal of all Government funding. I visited two schools with trained Reading Recovery Teachers.

The Programme cannot continue to operate, as no Tutor support is available. The authorities also believe that as the age for children beginning to learn to read has been raised no child will need a Reading Recovery Programme.

Purpose:

The Purpose of my study was to consider ways that Reading Recovery Programmes can be sustained long term.

Background and Rationale:

Reading Recovery has been a successful

- early intervention Programme in New Zealand Schools for over 30 years.
- Schools receive funding from the Ministry of Education.
- It is the only Intervention programme that provides on-going support to a trained teacher and provides on-going Tutor support every term to the Reading Recovery Teacher.
- In the United Kingdom Reading Recovery is at the heart of the Government's multi-million pound "Every Child a Reader Programme". By the summer of 2011 they expect to have trained 1800 new Reading Recovery Teachers with the aim of offering the programme to the lowest 5% of children in participating schools.

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Methodology:

- Interview Key colleagues
 - Dr Blair Koefoed (NZ)
 - Christine Boocock (NZ)
 - Julia Douetil (University London)
 - Phyl Maidment (University London)
 - Richard Boxwall and Dianne Craker (Reading Recovery Centre Hackney)
 - Gillian Dalton (Belfast)

- Sample Survey 25 Auckland Schools

- Visit Schools in the United Kingdom
 - Ballyclare (Belfast)
 - Fairview (Belfast)
 - Parkwood School (Hackney)

- Study Reading Recovery Data
 - “Every Child a Reader” – 1st, 2nd, 3rd Years.
 - “Reading Recovery in NZ” – NZCER 2005.
Uptake, Implementation, and outcomes especially in relation to Maori
And Pasifika students.”
 - “Annual Monitoring of Reading Recovery”: the Data for 2008- Executive
Summary.

Findings:

Reading Recovery Survey (25 returns)
19 schools operating Programme.

	Decile	School Roll	Year 1	FTTE	No children Taught each day	Teacher in Training	Funding Sources
A	1	732	96	2.5	20	✓	Ministry/Oper. Gr/Staff Ent
B	1	270	40	.6	5	✓	Ministry/SEG
C	1	378	60+	1.0	9	-	Ministry/Oper. Gr
D	1	195	28	.8	8	-	Ministry/Staff Entitl
E	1	430	45	1.25	22	✓	Ministry/Dec. Fund
F	2		91	1.3	13	-	Ministry/Staff Entitl
G	3	440	76	1.0	10	✓	Ministry/Oper. Gr.
H	3	550	100	.5	5	-	Ministry/Staff Entitl
I	3	211	34	.2	4	-	Ministry/Bank Staff
J	4	382	73	.3	6	-	Ministry/Oper. Gr.
K	5	505	105	1.5	21	✓	Ministry/Staff Entitl
L	7	288	54	.4	4	-	Ministry/Oper. Gr.
M	8	609	111	.9	8	✓	Ministry/Staff Entitl
N	8	250	50	.2	4	-	Ministry/Oper. Gr./Staff Entitl
O	9	332	48	.3	3	-	Ministry/Oper. Gr.
P	9	370	69	.4	4	✓	Ministry/Oper. Gr.
Q	10	378	72	.2	4	-	Ministry/Parent Don.
R	10	653	81	1.2	9	-	Seg.Gr/Parent Don.
S	10	631	97	1.0	7	✓	Ministry/Oper.Gr/Seg.Gr/other

6 Schools do not offer Reading Recovery

	Decile	Roll	Reason
T	1	420	Use 3 trained R/R Teachers – Work in groups
U	3	280	Employ Teacher Aides
V	3	534	Too many transient children – use other programme
W	5	600	Too expensive/use trained R/R with groups
X	6	380	Too costly. Too much compliance
Y	10	610	Acknowledge value of programme, but unsustainable at our school

Reasons for Operating Programme:

“To encourage children to reach the Reading Standards by age 6” - School A

“To lift the achievement of the lowest readers”. - School B

“Seems to be the best programme,to get some children started on reading. MOE Allocation helps. Sometimes it doesn't work, but it works better than anything else.”
- School C

“It not only provides the best reading tuition available, it also allows a positive working relationship to develop between the pupil and the teacher and gives the teacher additional skills to use back in the classroom.” - School D

“To lift the reading level of those children who would not otherwise have individual help.”
- School E

“We believe in the effectiveness of the programme and can see the success our children have with this intensive teaching.” - School F

“One of the few supports we can offer to struggling readers, that is within our control and is usually successful.” - School G

“It works successfully.” - School H

“It is successful” - School I

“Reading Recovery is a well established and successful programme with proven results. We value our children and their learning and believe that those children who are achieving below their level in reading have an opportunity to succeed.”
- School J

“From my experience New Zealand research and research by the USA Federal Government (What Works Clearinghouse) it is the only **proven** early reading intervention. - School K

“Reading Recovery totally meets the “learning to read” needs of each child, presented in a 1:1 situation. This is the optimum conditions for teaching and learning.” - School L

“For some parents and students it is their one big hope of starting to really learn to read and write before they have begun to really know failure. For these students the 1:1 with highly skilled teachers is essential.” - School M

“Accelerates student’s achievements.” - School N

“We carry out the 6 year net assessment with every student at our school when they turn six. From this data we identify students who need Reading Recovery intervention.” - School O

“A belief in the value it provides to student confidence and achievement.” - School P

“I believe it makes a difference to children’s learning. Success versus failure is really the option.” - School Q

“It has a proven track record at our school as it improves the performance of students who are achieving below average on their 6 years nets. The 1:1 teacher time with a skilled reading teacher is invaluable in assisting children and for increasing the self-esteem and motivation of students towards reading. Reading Recovery teachers also provide an extra resource for teachers to improve their accommodations for students in the classroom, as there is regular feedback. Good home-school communications is provided by the Reading Recovery Teacher.” - School R

“For intensive support for those who are not achieving progress in literacy in the expected timeframes.” - School S

- Visit to Belfast

All funding for Reading Recovery from the Government has stopped. The Reading Recovery Trainers have new roles in Literacy teaching. I visited 2 schools that were endeavouring to maintain Reading Recovery principles. At School 1 (Belfast) the trained Reading Recovery Teacher had modified the programme. At School 2 (Belfast) the programme was continuing for at least one year. The Government's decision to delay the introduction of formal reading instruction until the children were a year older was meant to overcome the need for any Reading Recovery programmes.

- Visit to Institute of Education at University of London.

The programme for Trainers and Tutor teachers was in its second week of training for the year (September 2009).

The programme is extensive and the Lead trainers are talented and knowledgeable Reading Recovery teacher proponents. Some had been involved in the initial 3 year Pilot project (2005-8) that aimed to show that, with the right resources it is possible to improve literacy outcomes for all children and in particular those children who live in poverty.

- Visit to Hackney Reading Recovery Centre and Parkwood School.

The Reading Recovery Centre is a well-established Centre and was one of the first areas in London to train Reading Recovery Teachers. The two Trainers are experienced and have maintained a strong profile in their schools.

Parkwood School is in a very needy area with many of the children living in temporary accommodation. Some of the children are from immigrant families. The school offers 20% of its children Reading Recovery. The Reading Recovery teacher is very committed and often undertakes further reading course work so she can better help to up skill her children. She had just returned from a self-funded conference in America. The programme works at Parkwood because of the strong commitment and support from the Headteacher, Teachers and Governors.

Implications:

- The sustainability of Reading Recovery will only be maintained if on-going funding is available.
- Only one of the schools surveyed in Auckland NZ Schools used Decile Weighting Funding to maintain their programme.
- In Belfast once the Government cut the funding to the programme it ceased. Reading Recovery can only operate if Tutors are available to monitor the programme in all schools.
- Children in Belfast schools are to have the formal introduction to the teaching of Reading start one year later.

The official's believe this will mean no child will need Reading Recovery. Unfortunately there will always be the lowest performing students in every school. These children will now be deemed to failure.

- Hackney Schools have had the benefit of Reading Recovery programmes for several years. The roll-out of the National Reading Recovery Programme over 3 years aims to give the lowest 5% of children in all schools the opportunity of Reading Recovery instruction sessions. However Hackney schools are concerned because up to now they have offered Reading Recovery to the lowest 20% of children. If their funding is cut to only giving and making Reading Recovery available to 5% of the children as is the National policy, schools like Parkwood will be disadvantaged.
- Of the 6 schools in the Auckland New Zealand Survey who did not offer Reading Recovery – 3 indicated it was because they used trained Reading Recovery teachers in group teaching situations and/or used their expertise in other ways. The concern will be if these trained teachers leave the school and their expertise is lost to that school.

Benefits:

- Reading Recovery benefits the lowest performing students. On the latest data available in NZ – (September 2009) 66% of all state and state-integrated schools offered Reading Recovery.

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- 10,774 students were in Reading Recovery during 2008 (September 2009 Data).

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- Reading Recovery was more widely available in high decile schools but where offered, lower decile schools provided Reading Recovery to proportionately more students (September 2009 Data).

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- Reading Recovery Tutors closely monitor the teaching in all schools so the programme delivery is consistent.

Trained Reading Recovery Teachers are a vital link in their school as part of the schools literacy team. Their expertise is valued.

- Low decile schools have extra funding through the decile weighting. Low decile schools should be using this additional money to fund more children onto the programme. The more children given assistance after their 1st year at school will mean less opportunities of failure further up the school.

Conclusions:

Reading Recovery as an early intervention programme for children with literacy problems leads to successful learning outcomes for many many children.

I overheard one of my Senior School Teachers say to a colleague.. “I have just read child A’s record card and it says she was once on the Reading Recovery Programme. I would never know it now as she is such a capable reader.”

During school visits, talking with other educators, analyzing data and seeing the look of success on the faces of children has convinced me more than ever that Reading Recovery must not only be maintained but also sustained in our schools.

References:

1. “Every Child a Reader: the results of 1st, 2nd and 3rd Year”
“Executive Summary” – Page 5
2. “Annual Monitoring of Reading Recovery: the Data for 2008 – Page 3 and Page 4,
Page 12