Presenter Notes - Ambassador Outreach Programme Workshop Presentation for Teaching Staff

Slide Number	Notes
2	This workshop will outline the Scottish policy context for Dyslexia and inclusive practice and the wide range of professional learning resources available. It can also support discussions for the outcomes of your schools Ambassador programme
3	**Programme Overview.** This slide shows the 4 main cartoon characters that feature in the Pupil workshop - 3 superheroes and 1 villain, Mr. Dyspicibilia. The mission for the Pupil workshop is to help our Superheroes to fight against the Villain, Mr. Dyspicibilia. It aims to help P4-7 pupils to learn more about dyslexia and ways of building on their strengths to discover how to overcome their dyslexia difficulties.
4	Paul McNeill is an Ambassador for Dyslexia Scotland as well as Regional Head at the Scottish Football Association Rossie Stone is also an Ambassador for Dyslexia Scotland, as well as a cartoon artist and creator of Dekko comics The Addressing Dyslexia Toolkit working group is an expert working group managed by Dyslexia Scotland and chaired by Fran Foreman.
5	**Note** In this film Rossie Stone provides an introduction to the programme and explains what the programme is about. The film is 11 – 12 minutes long is included on the Ambassador Outreach Programme on the Toolkit page and a link to it is also in the Professional Learning Guide. If the session does not have enough time it can be watched out with the presentation.
6	Characters created by primary school children involved in the pilot project. Images and some of the names they chose.

7	Characters created by primary school children involved in the pilot project.
8	This teacher presentation can be used with teaching staff along with the rest of the pack. It contains information about the Addressing Dyslexia toolkit.
9	It is important to be aware that although there is no requirement of a label to access support, the identification of dyslexia can be extremely important to the learner and their family. Further information on identification is highlighted within this presentation and is available on the Toolkit. http://addressingdyslexia.org/assessing-and-monitoring
10	There are a range of legislation policies in Scotland which are built on the principals of Inclusion, Wellbeing and Equality and which are child centred. The Toolkit can support schools and local authorities meet the needs of their learners and also legislative duties, policies and professional standards.
11	This Ambassador programme is designed to link to the extensive work that has been done as part of the implementation of the 5 recommendations of Education Scotland's 2014 review, outlined in the 'Making Sense: Education for children and young people with Dyslexia in Scotland'.
12	Further information is available on the Toolkit http://addressingdyslexia.org/making-sense-dyslexia-review
13	This is the Home page of the Addressing Dyslexia Toolkit: www.addressingdyslexia.org . The next slides will provide an overview of the Toolkit and the 9 sections.
14	Presenters may wish to link live to the Toolkit to demonstrate the navigation . Addressing Dyslexia Toolkit fliers are available to download on this page http://addressingdyslexia.org/about-toolkit
15	The Toolkit recommends the use of the Scottish working definition of Dyslexia, developed in 2009. It was adopted by the Scottish Government, Dyslexia Scotland and the Cross-Party Group on Dyslexia. This is a visual graphic of the definition.
16	Watch video - an example of many, which are useful for showing to learners. There are other films about dyslexia on the Addressing Dyslexia Toolkit and on Dyslexia Scotland's YouTube channel. https://unwrapped.dyslexiascotland.org.uk/create-and-share/videos/see-dyslexia-differently. The image is hyperlinked to the film.
17	Watch the short film clip of Sharon Hall as she highlights the importance of effective communication.

18	Learners with dyslexia will benefit from early identification, appropriate intervention and targeted, effective support at the right time. This section of the Toolkit provides a wide range of information and links to resources which support the process of a holistic identification of dyslexia.
19	A single standardised assessment or a screener on its own is **not** considered to be an appropriate process to identify dyslexia. While the information can be helpful it must be recognised that it reflects a snapshot in time and that it cannot provide the in-depth analysis and quality of a holistic assessment which involves school staff, partners, the family and the learner.
20	The Toolkit contains detailed advice about the identification process and what to do at each stage.
21	There is useful information about the importance of transitions and how to support learners at each stage and beyond school in this section of the Toolkit. Schools and local authorities are required by law to plan effectively for transitions which children and young people experience.
22	Further information on support for Higher Education is available on the Toolkit http://addressingdyslexia.org/post-school
23	Wherever possible the resources are free
24	A wide range of resources and opportunities have been developed to support practitioners, schools and local authorities develop their understanding of dyslexia and inclusive practice to improve the educational experiences and achievements for learners who are dyslexic. The Addressing Dyslexia Toolkit is a professional learning resource in itself. The modules can be accessed through this section of the Toolkit.
25	Further information on this professional learning resource can be found on the National Improvement Hub. https://education.gov.scot/improvement/learning-resources/dyslexia-and-inclusive-practice-professional-learning-resource/ . The link is also on the slide. Please note this resource will support all learners within the school community.
26	Within the Dyslexia and Inclusive Practice Professional Learning Resource some reflective planning tools have been developed to support practitioners, schools and local authorities improve their inclusive practice with the aim of further improving their learner's wellbeing, educational experiences, achievements and attainments.
27	Practitioners experience of using the Refreshed Toolkit.
28	Ensure the questionnaires are completed.