



STANDARDS & GUIDELINES

Establishing a Reading Recovery Centre



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STANDARDS & GUIDELINES FOR THE IMPLEMENTATION OF READING RECOVERY IN EUROPE

Standards & Guidelines are intended to inform and support those who are responsible for the establishment and maintenance of Reading Recovery implementation in an authority, board, or district.

Standards are essential for assuring that children receive quality services for children that are based upon research into the most effective practices. It is the role of Reading Recovery National Leaders to monitor implementations and administer the trademark.

Guidelines draw upon underlying rationales, which are understood and applied by Reading Recovery teachers, Teacher Leaders and National Leaders. Adherence to these guidelines will support those implementing Reading Recovery in achieving the goals of this early literacy programme.

The **Standards** are a **minimum requirement** for an effective implementation. Many sites often exceed these requirements.

We recognise that no set of standards and guidelines will ever address the range of issues that may arise in an education system. However, Reading Recovery is protected by trademark both within the United Kingdom and internationally, as variations in one site may impact upon Reading Recovery elsewhere. Any proposal to vary from standards set here must be negotiated in advance with the Reading Recovery National Leaders.

“The art in the change process is that changes should not distort or diminish its payoff and any changes made should be explicitly referred to theories of what is occurring. Compromise or unthinking adaptations can readily change the impact of the innovation and reduce its capacity to deliver effective results.” Marie Clay¹

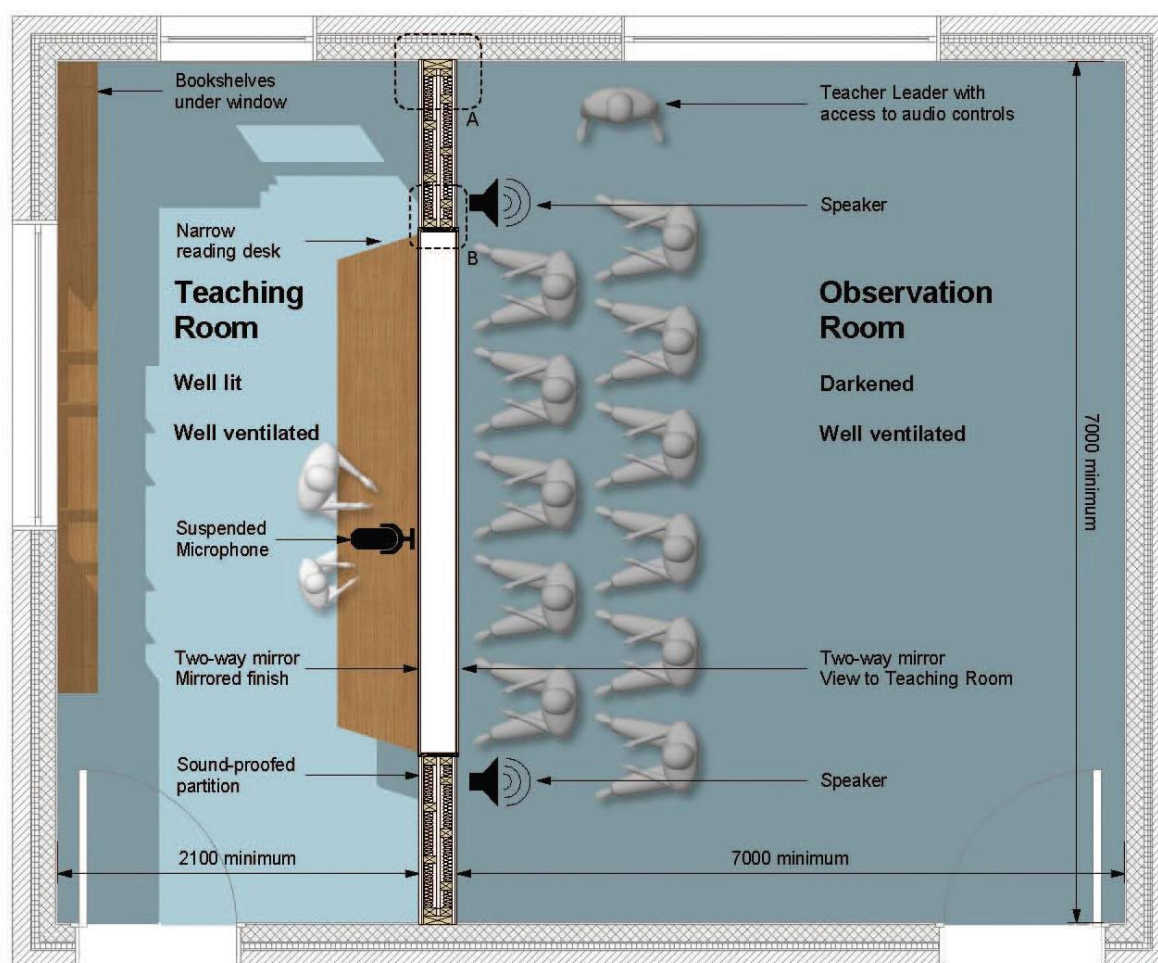
1 Watson, B. and Askew B.J. (2009) *‘Boundless Horizons: Marie Clay’s Search for the Possible in Children’s Literacy’*, pp 228-229. Pearson Education: Auckland, NZ.

ESTABLISHING A READING RECOVERY PROFESSIONAL DEVELOPMENT CENTRE

Because of the unique nature of Reading Recovery training, where the Teacher Leader and teachers observe and discuss pupil/ teacher interactions as they occur in live lessons behind a one-way viewing screen, certain considerations are needed when establishing a Reading Recovery professional development centre.

Below are several architect drawings showing the structure and design of the Reading Recovery professional development centre. (Please also see drawings A-F on pages 11 and 12, referred to in Drawings 1 (Example Layout) and 2 (Teaching/Observation Room Section) for finer details of the Reading Recovery professional development centre.

Before embarking, architects and builders should familiarise themselves with the specifications to ensure success. Please contact Reading Recovery Europe for further advice or guidance.



01

Example Layout
Not to scale

TEACHING ROOM

- A one-way screen (also sometimes referred to as a two-way mirror) needs to be fitted into the wall between the teaching and the observation rooms. It is designed to be reflective from one side and transparent from the other.
- The teaching room needs to be approximately two metres by seven metres to allow a teacher and child to work comfortably together at a long but narrow bench, which abuts the one-way screen.
- On the bench, the microphone must be positioned securely and in front of the child and teacher, to ensure the discussions can be heard by the teachers in the observation room.
- It must be ensured that both teacher and child can work central to the screen to facilitate close observation by the teachers through the one-way screen.
- To avoid condensation, keep the temperature constant and the humidity in the room low.
- It is essential that the room is well lit to prevent the child seeing the teachers in the connected observation room.

OBSERVATION ROOM

- The observation room needs to be approximately seven metres by seven metres to accommodate up to 16 teachers.
- The teachers sit in two rows, with low level seating at the front and taller seating in the rear. These must be situated closely together to ensure close observation.
- The Teacher Leader stands to the side of the screen to facilitate discussion.
- AV facilities need to be available for use in some sessions.
- It is essential that blackout facilities are fitted in the room to ensure that the one-way screen works (to prevent the child seeing the teachers in the connected observation room).
- To avoid condensation, keep the temperature constant and the humidity in the room low. A silent fan for distribution of air may be needed in the observation room.

SOUND SYSTEM

Amplifier

The amplifier should be located to the side of the screen so that it can be accessed by the Teacher Leader during lessons without having to move away from the screen.

Microphone inputs would be preferable with independent controls. These could be powered through ordinary domestic stereo amps.

Power should be about 20 watts per channel, although this depends on the size of room the viewers are in, ambient noise, and acoustic properties of room. If unsure go for something higher in wattage.

Microphones

Omni-directional microphone(s) should be securely positioned at the bench in the teaching room. The choice to some extent depends on the 'input impedance' of the amplifier microphone inputs (e.g., Maplin BS18U Dynamic Microphone would be adequate, but check it comes with a long enough lead).

The specification could be something like 600-ohm balanced input, in which case the aforesaid Maplin microphone would be a good match. When you buy the microphones, you may also need to buy stands.

Microphones off the teaching table/desk on separate stands or suspended above cut down noise transmitted through the table. You may need an 'adaptor' to enable the microphone you pick to fit on a stand.

Speakers

The most effective positioning of the speakers is wall mounted on either side of the screen in the observation room. These do not need to be very expensive and will depend upon the power you want to deliver; something which will be determined by room characteristics.

Speakers rated at 10 watts each have been found to be effective. There will need to be a hole in the partition or through the ceiling for the microphone cables, but this will have to be well sound-proofed.

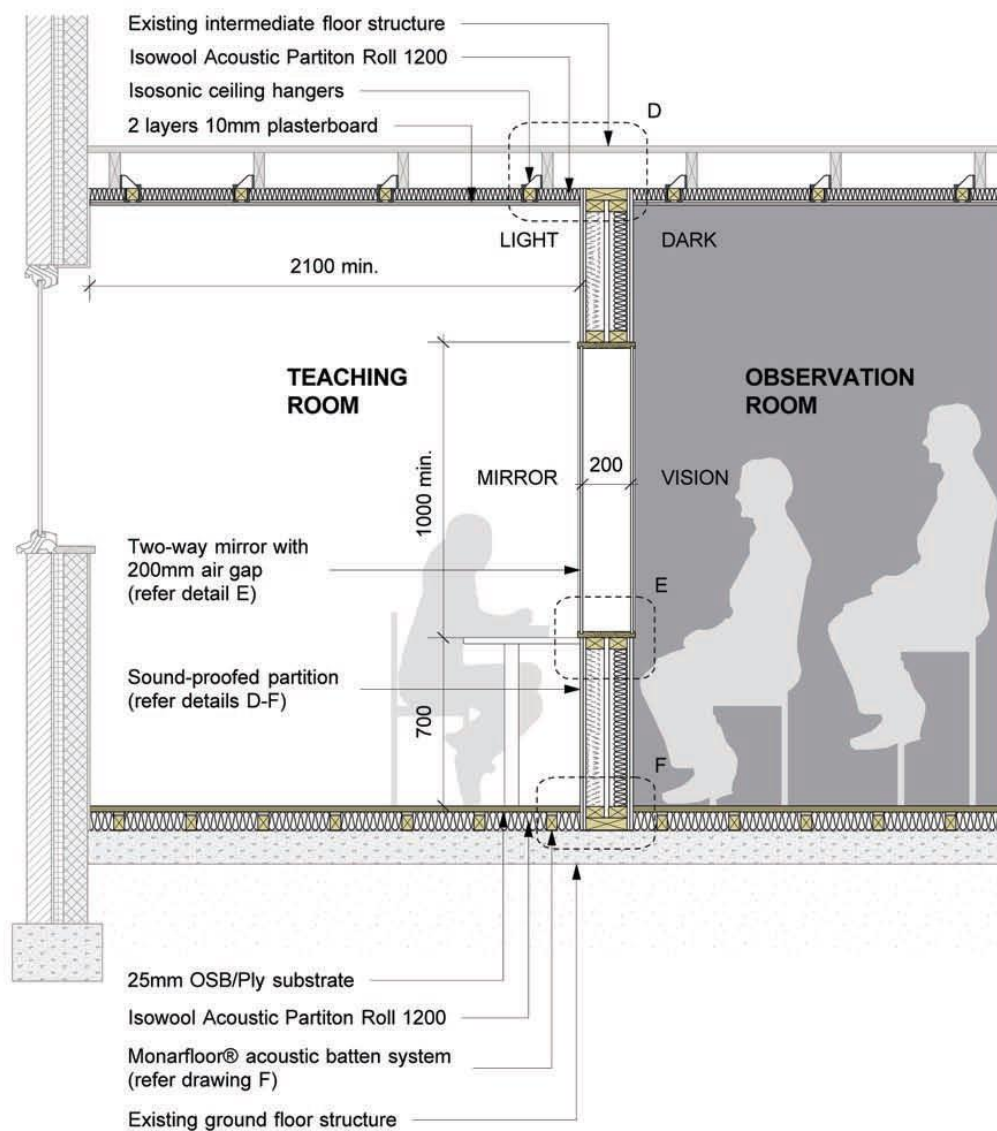
ONE-WAY SCREEN

Screen dimensions need to be:

- Length: 3 metres minimum. 4.5 metres maximum
- Height: 1 metre minimum and 700mm from the floor (desk height)

One-way screen needs to be:

- Shatterproof glass in a single pane (i.e., no pillars to obstruct line of sight)
- Double panelled with approximately 200mm (8") gap for best results, with desiccant, silica gel (i.e., moisture buffer), between panels.
- Reflective film to create two-way mirror.
- University College London used Solar Shield Ltd on its new screen, for further information, contact this company on 0845 1306 232. A light ratio of 2:1 is required (twice as bright on the teaching side).
- The wall into which the screen is set needs to be fully sound-proofed. No sound must travel through the wall, door, or roof void from one room to another.
- Assume that, at times, the noise in the observation room will be 75 decibels, and must not be audible in the teaching room on the other side of the screen.



02

Teaching/Observation Room Section
Scale 1:20 @ A3

How the one-way screen works

A one-way screen works by using light to control what can be seen. In the teaching room, which is well lit and bright, the light bounces off the glass giving a mirror image.

In the observation room, where the teachers sit in darkness, no light bounces off the mirror on their side but enough passes through from the teaching room to allow them to see into it.

ADDITIONAL FACILITIES

Teacher Leader's office

If the Reading Recovery facility also houses the Teacher Leader's office, this should offer suitable space for administrative work, filing system, data storage, etc.

Children's waiting area

This should be supervised or secure to ensure children's safety and wellbeing. This area should be accessible through the teaching room, not through the observation room.

Adequate storage space

For security of:

- AV resources
- A library of Reading Recovery levelled books for demonstration and loan purposes
- Loan library of texts related to early literacy teaching and learning, or personal items
- Forms and sheets for teaching use
- Stationery
- Professional resources

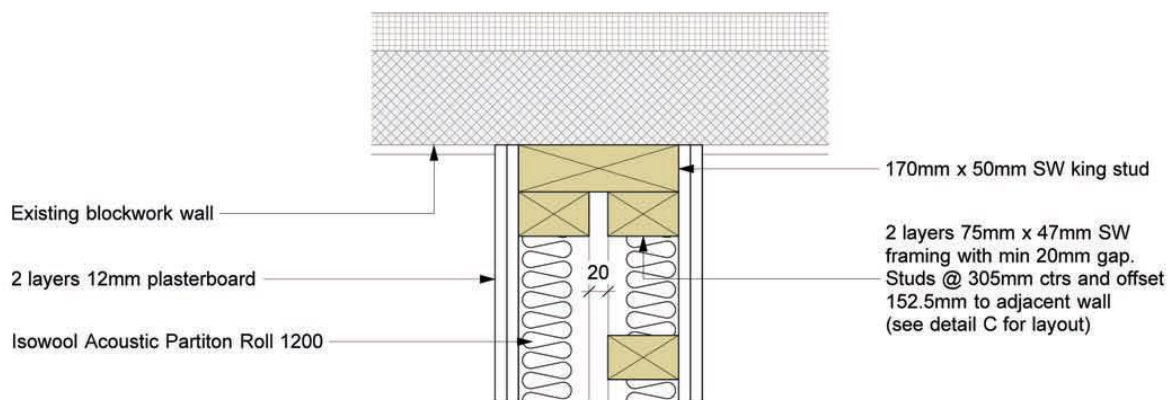
Kitchen area

For servicing all activities (access to water heater, small fridge, sink, cupboard space).

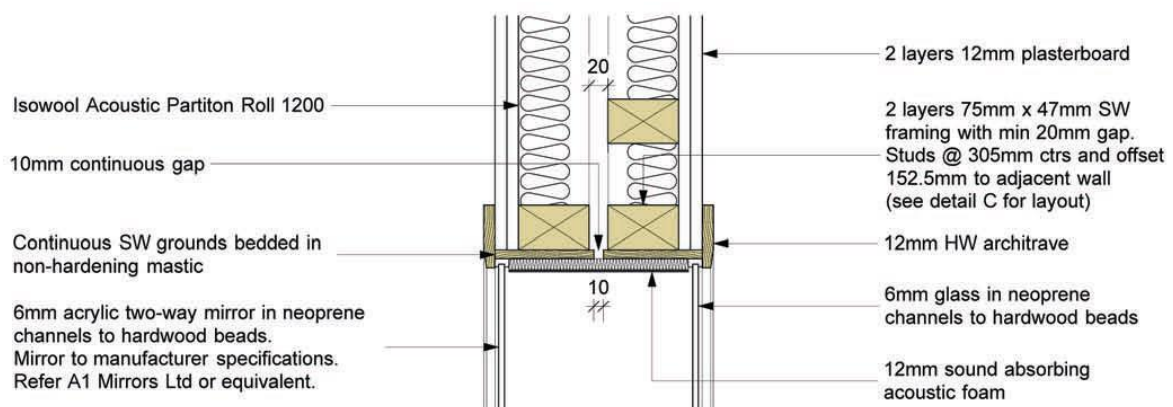
OTHER POTENTIAL USES OF THE READING RECOVERY PROFESSIONAL DEVELOPMENT CENTRE

Forming part of the provision for the wider literacy initiatives of the area e.g., using the one-way screen for:

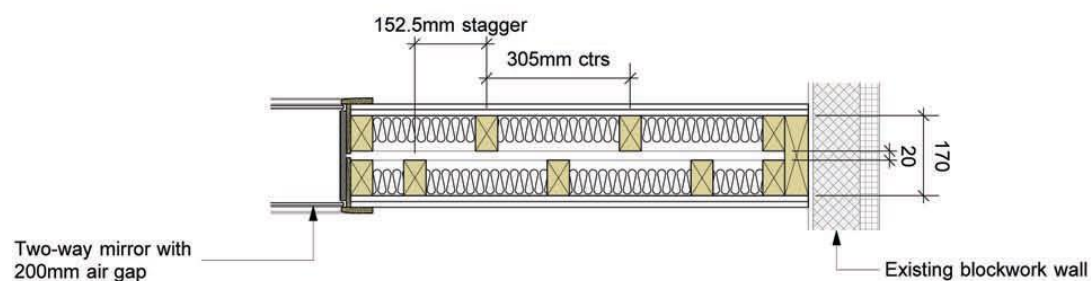
- Appraisal training
- Training in guided reading or other group literacy teaching techniques for class teachers
- Training class assistants or parent volunteers
- Observing the teaching of small group programmes
- Enabling whole staff teams to observe Reading Recovery teaching



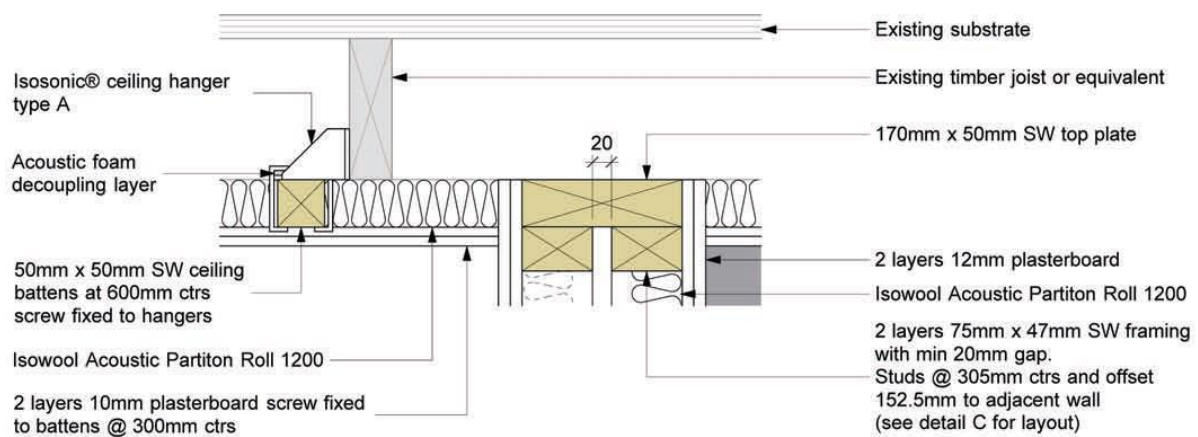
A Wall Connection Detail
Scale 1:5 @ A3



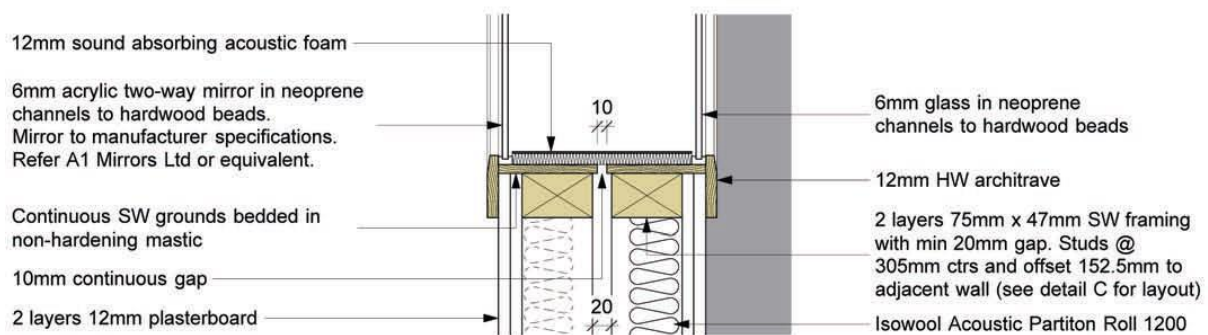
B Partition Detail
Scale 1:5 @ A3



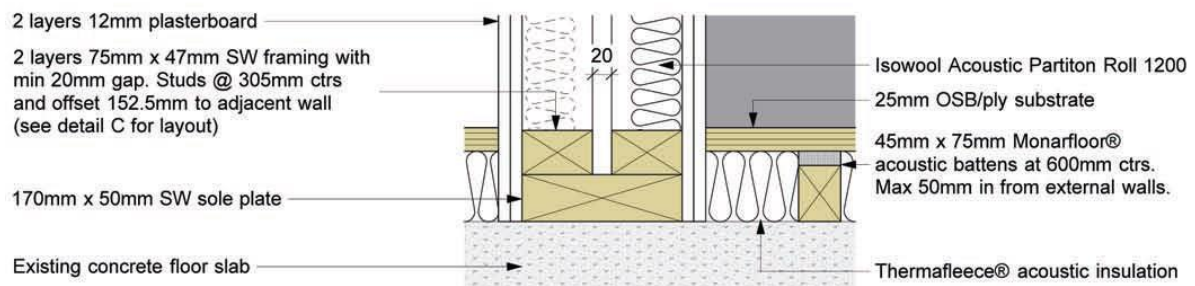
C Partition Detail
Scale 1:10 @ A3



D Ceiling Connection Detail
Scale 1:5 @ A3



E Partition Wall Detail
Scale 1:5 @ A3



F Floor Connection Detail
Scale 1:5 @ A3