



STANDARDS & GUIDELINES

For the Implementation
of Reading Recovery
in Europe

Teacher Leaders and Teacher
Leader Providers



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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.

TEACHER LEADER PROVIDERS

A Teacher Leader Provider is the organisation that employs the Teacher Leader(s), contracts with schools for professional development and oversees the implementation across a geographical area as agreed with Reading Recovery Europe.

A register of approved Teacher Leader Providers is held by Reading Recovery Europe. Applications for registering as an approved provider in an area should be submitted to sbodman@readingrecoveryeurope.org

STANDARDS FOR PROVIDING READING RECOVERY AND IR-RIMONTA FIL-QARI

Management of Reading Recovery

- Has oversight of Reading Recovery in the designated region
- Manages a budget to enable Reading Recovery to be provided
- Employs an accredited Reading Recovery Teacher Leader(s) to lead professional development programmes in Reading Recovery
- Arranges access to a suitably adapted venue for Reading Recovery professional development sessions
- Works with Reading Recovery Europe to ensure the accreditation of the Teacher Leader, for which they pay an annual Teacher Leader accreditation fee (as a Service Level Agreement)
- Oversees the quality of the implementation, and ensures adherence to Standards & Guidelines for Reading Recovery
- Supports dissemination of information and recruitment of new schools wishing to implement Reading Recovery
- Disseminates annual monitoring reports to interested parties in the area

Provision of Professional Development

- Professional Development in Reading Recovery must be delivered by a qualified and accredited Reading Recovery Teacher Leader in a recognised training site
- Professional Development must adhere to the principles of Reading Recovery and follow the framework for the recognised course using prescribed core texts, currently An Observation Survey of Early Literacy Achievement, 4th Edition (Clay, 2019) and 'Literacy Lessons Designed for Individuals (Clay, 2016)
- Professional Development must include opportunities to observe live teaching using a one-way screen (see the document Establishing a Reading Recovery

professional development centre), to provide a range of teaching situations which reflect the issues facing teachers in their own area, and to foster teachers' ability to analyse and critically evaluate teaching moves and children's learning

GUIDELINES WHEN ESTABLISHING READING RECOVERY

- A person with management responsibilities is identified to oversee the implementation of Reading Recovery in the area. This person forms a link between Reading Recovery Europe and the Teacher Leader. Ideally, this person would:
 - Be operating at senior management level
 - Have an interest in, and some knowledge about, Reading Recovery
 - Have some expertise in the fields of literacy acquisition or Special Educational Needs
 - Gather information about Reading Recovery and become aware of the principles of Reading Recovery, and, if possible, visit an existing Reading Recovery professional development centre
- A long-term plan could be drawn up with some key areas to take account of:
 - Staffing Reading Recovery. Decisions must be made about how a Teacher Leader is to be acquired; whether by appointing an individual who can attend a full-time Teacher Leader training course, or by appointing an already trained Teacher Leader. Planning could helpfully take account of the growth of the Teacher Leader's workload, and consideration should be given to the need for more than one Teacher Leader over time.
 - Drawing up a budget for the Reading Recovery professional development centre. This includes the conversion of suitable premises for the Reading Recovery professional development centre, staff including Teacher Leader(s), administrative support (minimum of five hours per week, per Teacher Leader), a proportion of the link manager's time, materials, travel, training and continuing professional development for the Teacher Leader(s), and the payment of the Teacher Leader accreditation fee (part of the Service Level Agreement)
 - Drawing up a budget for support. For example, in addition to centre and employment costs, it may be necessary to make provision for course fees, and for accommodation and travel costs associated with a trainee Teacher Leader relocating or travelling weekly to a Reading Recovery professional development centre during the year of training and to other Reading Recovery sites.
 - Decisions need to be made about the extent to which the provider intends to meet the costs of training and supply cover for schools implementing Reading

Recovery. Long term planning should take account of the expansion of the implementation within the area, perhaps by incorporating strategies which enable schools to take over long-term responsibility for supporting the cost of Reading Recovery.

- A Teacher Leader is appointed, either by securing the services of a ready-trained Teacher Leader (who could begin to deliver training for teachers immediately or by identifying and making arrangements for a Teacher Leader to be trained to begin to deliver training to teachers following their training year). It may be necessary to make provision for course fees, and for accommodation and travel costs associated with a trainee Teacher Leader relocating or travelling weekly to a Reading Recovery professional development centre during the year of training and to other Reading Recovery sites.

IN THE YEAR BEFORE TEACHERS BEGIN TRAINING:

- In new implementations, an appropriate site will be located for the Reading Recovery professional development centre and provision made for a teaching space with one-way mirror and sound system, seminar, and facilities for teachers (see the document Establishing a Reading Recovery Professional Development Centre).
- The already-trained or trainee Teacher Leader will need opportunities to present one or more information-giving meetings to recruit schools for training.
- Quality of experience for teachers requires adherence to standards for identifying teachers and the number of teachers in the group. If not meeting required standards, professional development is likely to be seriously compromised, undermining the effectiveness of the programme and jeopardise the status of the course within the Reading Recovery trademark. Teacher skills are best developed when the Reading Recovery teacher training group has between eight to 12 teachers, which ensures a manageable share of responsibility for teaching live lessons and contributing to discussion. In exceptional circumstances a group could range in size between six and 14, but this should be negotiated with the national leaders and a variation to standards proposal submitted.
- A minimum number of six teachers provides the full range of experiences are encountered by the teachers in training, and to provide adequate opportunities to observe a broad range of teacher and pupil behaviour. In exceptional circumstances, changes to group size may be agreed but should be negotiated with the national leadership team and a Variation to Standards for Implementing Reading Recovery proposal be made.

- Consideration will need to be given to the selection of schools and how costs will be met.

ONCE TEACHER TRAINING HAS BEGUN:

The role of the provider includes:

- Line manager support for the Teacher Leader
- Securing adequate funding and overseeing the resourcing of Reading Recovery for planned growth in the area. The provider may have the responsibility for drawing up and managing the Reading Recovery budget
- Supporting the Teacher Leader to ensure that teachers accepted for Reading Recovery training must have qualified teacher status (as recognised in the country in which Reading Recovery is being implemented)
- Supporting the Teacher Leader to ensure that teachers fulfil all the requirements of the course to receive a Reading Recovery course completion certificate and become Reading Recovery teachers.
- Monitoring the adequacy of provision of Reading Recovery within the area with a view to achieving full implementation over time
- Monitoring the Teacher Leader's workload, taking account of the cumulative effect of the Teacher Leader's support role to established Reading Recovery schools over time, and preventing overload by anticipating the need for a further Teacher Leader to be trained or recruited. Account should be taken of travel, the number of schools and the number of Reading Recovery teachers in each school. N.B. Teacher Leaders may train two groups of teachers in their first year and may subsequently train one or two groups annually depending upon the number of continuing teachers. Responsibility for individual teaching and supporting around 45 Reading Recovery schools (including training and continuing groups) would be considered a full-time workload in areas where schools are within a few miles of each other. In rural areas, or when a Teacher Leader is working across several regions, fewer schools can be supported.
- Representing Reading Recovery at senior management level.
- Monitoring the effectiveness of Reading Recovery. The provider may be responsible for reporting the outcomes of the programme to schools in the area and/or via liaison with an independent evaluation. This could include the annual report of data from the area, provided by Reading Recovery Europe under the Service Level Agreement.
- Making provision for liaison with other key personnel e.g., those with an oversight of Special Educational Needs or the teaching of English Language and the national literacy policies, to ensure that Reading Recovery is an integral part of a whole area strategy for reducing the incidence of literacy difficulties.

- Safeguarding the role of the Teacher Leader. In so far as their workload permits, it can be very appropriate for the Teacher Leader to provide training and support in a variety of forms to teachers, professionals, parents, and others engaged in supporting children's early literacy acquisition. However, it is essential to protect the Teacher Leader from demands on their time that could jeopardise the effectiveness of their principal role, for example, those which interfere with the requirement to teach individual children on a daily basis
- Supporting the Teacher Leader in liaison with schools to ensure that the principles of Reading Recovery are not eroded
- Making provision for the Teacher Leader to receive the continuing professional development (five specified units of intensive Reading Recovery professional development annually) required for accreditation.
- In some contexts, providers may need to contract with schools to cover the costs of delivering Reading Recovery professional development, including the Teacher Leader accreditation fee (forming part of the Service Level Agreement)
- Where necessary, supporting the Teacher Leader after a prolonged absence from training teachers, by enabling the Teacher Leader to work alongside Teacher Leader colleagues at training sessions in other regions and by seeking additional national leader support

Initial professional development (IPD)

Each IPD session includes two Reading Recovery lessons taught behind a one-way screen, which are observed, analysed, and discussed by the group. Following these lessons, a more in-depth discussion guides the teachers from issues raised by the lessons into an examination of appropriate texts, from shared experiences to a greater theoretical understanding.

IPD sessions also give practical advice for the implementation of Reading Recovery in schools and provide opportunities for teachers to share their individual concerns and experiences. Further support, tailored to the particular needs of the individual teacher and school, is provided in a minimum of four Teacher Leader visits to the teacher's school during the year of training.

By observing lessons and giving detailed, specific guidance, and through liaison with key personnel in the school team, the Teacher Leader is able to support Reading Recovery and strengthen implementation in the school. Training in observation and assessment techniques are also provided for another member of the school team, the school link teacher.

Teachers who meet the Reading Recovery course requirements are awarded a course completion certificate and are recorded on the Reading Recovery Europe register of teachers.

Continuing professional development (CPD)

Reading Recovery teaching is intensive and highly focused. For a teacher working in a unique role within the school, it can also be somewhat isolating. To maintain an effective, high-quality implementation, once trained Reading Recovery teachers are required to attend further professional development through a minimum of six CPD sessions each year, and annual Teacher Leader and colleague visits for as long as they are teaching Reading Recovery.

Observation and discussion of two lessons remains a central feature of CPD sessions, but discussion is at a higher level of understanding and teachers may draw upon a wider range of texts to support their thinking.

COSTING THE DELIVERY OF PROFESSIONAL DEVELOPMENT PROGRAMMES

The time provisions outlined below are for a full-time Teacher Leader (a fulltime workload is supporting approximately 45 teachers, but if working in rural areas or across more than one region, fewer schools may be possible). These costs can be offset, for example, by providing a range of literacy programmes and/or literacy-focused professional development to schools.

Initial Professional Development sessions

Teacher Leader costs:

- Delivery of professional development sessions 20 x 3.5 hours, divided by number of teachers in the group
- Preparation for professional development sessions 20 x 3.5 hours, divided by number of teachers in the group
- Training materials and resources per teacher
- Four individual visits (at least) per teacher to include:
 - Observation of a lesson and coaching
 - Travel to individual schools
 - Written record of visit
- Monitoring data submission to RRED 0.5 hours per teacher

Administration:

- Use or hire of specially equipped centre for the IPD sessions
- Liaison with schools attending the course
- Administration and overheads per teacher
- Resources per teacher

Accreditation, national coordination, and quality assurance:

- Annual Teacher Leader accreditation fee and travel to Teacher Leader Professional Development events

Costing Continuing Professional Development for Reading Recovery teachers

Teacher Leader costs:

- Delivery of professional development sessions six x 3.5 hours, divided by number of teachers in the group
- Preparation for professional development sessions six x 3.5 hours, divided by number of teachers in the group
- Training materials and resources per teacher
- One individual visit (at least) per teacher to include:
 - Observation of a lesson and coaching
 - Travel to individual schools
 - Written record of visit
- Monitoring data submission to RRED 0.5 hours per teacher

Administration:

- Use or hire of specially equipped centre for the CPD sessions
- Liaison with schools attending the course
- Administration and overheads per teacher

Accreditation, national coordination, and quality assurance:

- Annual Teacher Leader accreditation fee and travel to Teacher Leader Professional Development events

READING RECOVERY TEACHER LEADERS

A Reading Recovery Teacher Leader has the primary responsibility for training teachers in Reading Recovery and maintaining the quality of provision for previously trained Reading Recovery teachers in the area. The Teacher Leader also works closely with a provider in administration and implementation of Reading Recovery.

Remuneration for this post should reflect the postgraduate training required and the responsibility involved.

TRAINING READING RECOVERY TEACHER LEADERS

Reading Recovery Teacher Leaders need to be highly skilled practitioners of Reading Recovery techniques, adept facilitators of Reading Recovery teachers' professional development and proficient administrators of a complex and detailed programme in an education system.

Reading Recovery Teacher Leader training involves an intensive year-long programme. The programme is full time. Teacher Leaders in training enrol for a university-based masters programme, attending seminars for one evening and one full day each week. The remainder of their time is taken up with academic study and teaching children in their locality daily using Reading Recovery procedures and refining their understanding of them, and with personal study.

A further optional year of part-time study permits students to complete an MA with an independent research module, whilst training groups of teachers within their region. Academic support for the report is provided through distance learning.

Teacher Leaders accepted for Reading Recovery training must have qualified teacher status, as recognised in the country in which Reading Recovery is being implemented.

In order to learn how to effectively implement Reading Recovery with the hardest to teach children, Teacher Leaders in training teach four children individually every day throughout the training year. At regular training sessions, Teacher Leaders in training participate in observation, analysis, and discussion arising from two live lessons behind a one-way screen. Using the appropriate academic texts, they develop a high level of familiarity with, and understanding of the teaching procedures.

Further individual support is provided for Teacher Leaders in training through national leader visits to observe individual teaching and to give detailed, specific guidance. Training is given in planning, preparing, delivering, and evaluating the Initial Professional Development course for Reading Recovery teachers. Trainees

begin by observing experienced Teacher Leaders at Reading Recovery Initial Professional Development sessions and, increasing their level of participation, gradually take more responsibility for Initial Professional Development sessions.

In seminars, lectures and tutorials, trainees explore theoretical understandings underpinning Reading Recovery and the research evidence upon which it is based. They learn how to examine and critically evaluate academic papers, which support and challenge the programme.

Towards the end of the full-time year, Teacher Leaders in training are supported in moves to prepare for implementation in their area, as appropriate. After completing the MA, new Teacher Leaders are given an enhanced level of support to enable them to introduce Reading Recovery into their particular situation and to develop their Teacher Leader role.

STANDARDS FOR TEACHER LEADERS IN TRAINING

Requirements for the selection of Teacher Leaders

- Evidence of ability to work at postgraduate academic level
- Qualified teacher status (as recognised in the country in which Reading Recovery is being implemented)
- Evidence of extensive post qualification and successful recent experience in teaching children, in the five to seven age range, to read
- Evidence of ability to manage and promote children's early literacy learning in the mainstream classroom
- Ability to provide professional development, showing exceptional competence in working with both colleagues and administrators
- Nomination by a Teacher Leader provider making a commitment to implement Reading Recovery

Requirements for training Teacher Leaders

Reading Recovery Teacher Leader training involves an intensive year-long professional development programme at Masters Level.

The major components of the programme are:

Teaching children

- Teach four children in Reading Recovery individually on a daily basis in a school setting
- Receive school visits from a national leader

- Teach a child for peer colleagues at an Initial Professional Development session during the training year
- Communicate with school personnel and parents of children
- Maintain careful records on each child and complete data on the database as specified
- Observe, assess, and teach, for one term, an older failing reader

Academic coursework

- Theories of literacy, literacy acquisition and literacy difficulties
- Research analysis
- Attend all sessions and seminars
- Successfully complete all assessment requirements

Practical implementation of Reading Recovery

- Teacher tutoring and the role of the Teacher Leader
- The organisation, management, and delivery of the Reading Recovery Initial Professional Development course for teachers
- Engage in a shared presentation of rationales and principles underpinning Reading Recovery in a real-world context
- Participate in Reading Recovery teacher professional development conducted by a trained Teacher Leader; attend Initial Professional Development sessions and observe Teacher Leaders; assume responsibility for planning, implementing, and evaluating Initial Professional Development sessions as specified by national leaders
- Conduct colleague visits to fellow Teacher Leader trainees
- Participate with a trained Teacher Leader and/or independently conduct school visits to Reading Recovery teachers
- Visit another Reading Recovery professional development centre to gain an appreciation for a variety of situations

GUIDELINES: PREPARING FOR IMPLEMENTATION

Supported by national leaders, the Teacher Leader trainee will work with the link manager to plan and initiate the following activities related to the implementation of Reading Recovery within the area:

- Communicate with appropriate personnel
- Inform appropriate groups about Reading Recovery
- Plan and provide for appropriate site preparation for Reading Recovery teacher professional development (including room with two-way screen and suitable office space)

- Prepare a budget
- Order and prepare materials for Reading Recovery teacher professional development
- Develop a plan for clerical support
- Assist in the identification of appropriate teachers for the Initial Professional Development course

The Teacher Leaders' first year in role is seen as an extension of their professional development, during which they receive an enhanced level of support and guidance from the national leaders for both their tutoring role and optional research report.

Before embarking on the programme, it is important that would-be Teacher Leaders are aware of the demands of the Reading Recovery Teacher Leader role, which they will assume once they have completed the course.

GUIDELINES: PREPARING FOR CONTINUING PROFESSIONAL SUPPORT FOR TEACHERS

During the Teacher Leader's year of training and first year in the field, the focus is primarily on preparing teachers to teach in Reading Recovery. Learning how to sustain and enhance Reading Recovery teachers' skills and understanding after their training year (Continuing Professional Development) is another level of professional learning for the Teacher Leader. Support for this is provided by national leaders in the Teacher Leader's second year after training.

In exceptional circumstances, a Teacher Leader may work with Continuing Professional Development group(s) with enhanced support from a national leader during their first year in the field.

STANDARDS FOR EXPERIENCED TEACHER LEADERS

Teaching children

- Take a minimum of two low attaining children through a Reading Recovery lesson series each year and inputting data on the RRED database.

Providing Professional development for Reading Recovery teachers

IPD

- When teaching a group of Reading Recovery teachers in training, providing a course that adheres to Teacher Leader guide sheets and implementation requirements

- Provide assessment training (interweaving theory and practice) which follows the required content presented in the resources for Teacher Leaders
- Teach a group of approximately 6 to 12 Reading Recovery teachers for around 20 fortnightly half-day sessions. These sessions comply with Reading Recovery guidelines and should consist of:
 - A minimum of three half-day assessment training sessions, or equivalent
 - A minimum of 18 half-day sessions at which the teaching of children is the focus
 - A further final meeting may be a graduation ceremony for teachers
 - Plan for teachers, during their Initial Professional Development year, to teach for their colleagues at least twice
 - Visit teachers at least four times during the year, with additional visits based on need or request, to provide guidance and to clarify appropriate procedures
 - Regularly monitor the identification and progress of children using teachers' records
 - Provide link teacher training, possibly combining groups, working with another Teacher Leader

CPD

- Teaching a group of continuing Reading Recovery teachers for six sessions over a year, following a course that adheres to Teacher Leader guide sheets and implementation requirements
- Visiting continuing Reading Recovery teachers at least once a year, to ensure quality control

Quality assurance

- Supporting teachers to keep accurate records and submit data inclusion in national monitoring via RRED
- Using national monitoring research data to analyse the effectiveness, and to promote the impact, of Reading Recovery in the area

Personal professional development

- In the first year, receive two visits from a national leader to support teaching of children and teaching of teachers
- In subsequent years, receive one-day visit from a national leader to support teaching of children and/or teaching of adults
- Attend five specified days of intensive Reading Recovery professional development

ACCREDITATION

Each year, Teacher Leaders maintain their accreditation through meeting essential standards for:

- Teaching children
- Professional development for Reading Recovery teachers
- Quality assurance
- Personal professional development
- Teacher Leader accreditation fee (part of the Service Level Agreement)

At the end of each year, on the successful completion of the essential requirements, Teacher Leaders receive a certificate of accreditation.

The names of currently accredited Teacher Leaders are published on the Reading Recovery Europe website <https://readingrecoveryeurope.org>

Accreditation is reviewed annually by the national leadership team.

Teacher Leaders returning to Reading Recovery after a long absence, or resuming teacher professional development after a gap, will need additional support, which should be negotiated with the national leadership team.

GUIDELINES FOR TEACHER LEADERS

To maintain an effective, high-quality implementation in an area, it is essential that Teacher Leaders receive continuing professional development through national leader and colleague visits. Teacher Leaders also attend five specified units of intensive Reading Recovery professional development annually for as long as they are delivering Reading Recovery teacher training and are continuing to support existing teachers. These units act towards the accreditation protocols and offer Teacher Leaders the opportunity to:

- Be updated and discuss their reading of relevant research, theory, and opinion
- Explore and develop their knowledge and understanding of Reading Recovery teaching procedures at their own level
- Address implementation issues at national and local levels

Build collegiate networks among trained Teacher Leaders, who are in similar or diverse situations, and from whom they can draw support.

Teaching children

Teacher Leaders continuously develop their experience of the wide-ranging nature of children's difficulties and build upon their knowledge and expertise in using the

Reading Recovery procedures to solve children's diverse problems, through their own teaching of individual children. The more children a Teacher Leader works with, the greater the range of experiences they will have to call on when working with teachers.

The number of children a Teacher Leader is able to teach will vary according to their workload. Four teaching places at any one time is probably the maximum sustainable, and two, the minimum.

Quality assurance

- Monitor submission of teaching and follow-up data on children in Reading Recovery and on the teachers themselves, for analysis and inclusion in national monitoring. Information on teachers' progress in submitting data is provided regularly by the Reading Recovery Evaluation Database team

Implementation of Reading Recovery in a designated area

- Communicate and consult with appropriate personnel
- Keep detailed records of individual children's outcome status to monitor the long-term effectiveness of Reading Recovery
- Use the research data to monitor the effectiveness and promote Reading Recovery within the area
- Inform appropriate groups about Reading Recovery
- Assist in recruiting and identifying appropriate teachers for the training group
- Plan for visitors to observe Reading Recovery in both school and training-site settings
- Make use of the resources designed for Teacher Leaders in teacher professional development

Continuing professional development

It can be helpful to

- conduct and receive a colleague visit with other trained Teacher Leaders and to attend cluster professional development meetings and network meetings when called upon, and
- participate in opportunities for interaction with Reading Recovery colleagues at an international level.

BRIDGING TEACHER LEADERS BETWEEN READING RECOVERY AND *IR-RIMONTA FIL-QARI*

In addition to fulfilling all the requirements for training as Reading Recovery Teacher Leaders presented above, an individual bridging to *Ir-Rimonta fil-Qari* must be bilingual, skilled in spoken and written Maltese. Bridging as a Teacher Leader requires participation in a bridging programme for six months. Responsibility for this programme will be shared between local leadership and an accredited Reading Recovery national leader and timed to support bridging Teacher Leaders to be able to support teachers effectively.

A bridging programme will be developed in collaboration between local leadership and a Reading Recovery national leader(s) and be approved by the International Reading Recovery Trainers Organisation (IRRTO).

The major components of a bridging programme include academic course work, teaching children, and leadership. The components will not be graded though will be evaluated as appropriate.

1. Academic Course Work

- Participate in class sessions and seminars. If technology is used for any of the training, engage in preparation and structured training for using technology for distance learning.
- Successfully meet all requirements for Teacher Leader bridging as prescribed by syllabi, for example, including theories and research of Maltese language and literacy acquisition, Maltese linguistics, and cultural competency if bridging between Reading Recovery and *Ir-Rimonta fil-Qari*.
- Teach a child receiving *Ir-Rimonta fil-Qari* child at the one-way screen during the bridging period. This can happen through technology for distance learning if all standards for offering training using technology have been met.

2. Teaching Children

- Teach a minimum of two programme slots for *Ir-Rimonta fil-Qari* individually for 30-minute daily lessons in a school setting over the course of the six-month programme.
- Demonstrate effective teaching of *Ir-Rimonta fil-Qari* procedures.
- Keep complete records on each child taught as a basis for instruction (for example, complete the Observation Survey and summary, predictions of progress, lesson records, running records, record of reading vocabulary, record of writing vocabulary, and record of book level).
- Receive at least two school visits from a colleague and/or trainer familiar with the *Ir-Rimonta fil-Qari* procedures.

- Administer the Observation Survey to identify further pupils as appropriate throughout the bridging period.
- Communicate with parents, Year 2 teachers, and other school personnel periodically throughout the year. Submit data to the Reading Recovery Evaluation Database (RRED) as required.

STANDARDS FOR BRIDGING TEACHER LEADERS BETWEEN IR-RIMONTA FIL-QARI AND MALTESE

Ir-Rimonta fil-Qari Teacher Leaders maintain accredited status through affiliation with a university training centre and continued employment in the role of Teacher Leader in a registered site. Qualifying employment must include at least two teaching slots, monitoring teacher and student progress, providing professional development sessions for teachers, and participating in Teacher Leader professional development.

Re-registration as a Teacher Leader for *Ir-Rimonta fil-Qari* can be established by completing training activities developed by the university training centre after consultation with local leadership and the individual.

1. Teaching Children Standards

- Continue to teach a minimum of two *Ir-Rimonta fil-Qari* slots daily.
- To maintain accreditation in both Reading Recovery and *Ir-Rimonta fil-Qari*, teach a minimum of one child in English and one child in Maltese daily in subsequent years.

2. Bridging Teachers to *Ir-Rimonta fil-Qari* Standards

- Teach a bridging class or provide ongoing professional development for *Ir-Rimonta fil-Qari* teachers in subsequent years as needed by the site.
- Conduct *Ir-Rimonta fil-Qari* assessment training on the Observation Survey in Maltese as part of a bridging class (including practice with children).
- Ensure that teachers bridging to Maltese teach *Ir-Rimonta fil-Qari* students at a one-way screen at least once during the bridging period.
- Ensure that classes in the teacher bridging course include live lessons at a one-way screen.
- Provide a bridging course designed for the purpose, with no less than six opportunities to observe live lessons at a one-way screen. (NB: as there are two live lessons at each session, this equates to no less than 12 lessons observed).
- Visit bridging teachers a minimum of twice during the six-month bridging period to provide guidance and instructional assistance.

- Monitor the selection and progress of children with reference to the teachers' records.
- Provide trained Ir-Rimonta fil-Qari teachers with continuing professional development sessions each year, following the bridging period.
- Once bridging has been successfully completed, the ongoing professional development and Teacher Leader visits should correspond with the language(s) in which the teacher is predominantly working. For example, if a teacher is working exclusively in Reading Recovery in English, the professional development would be exclusively in English. If a teacher is working with two students in Maltese and two students in English, ongoing professional development time would be split between Reading Recovery and Ir-Rimonta fil-Qari.

3. Leadership Standards

- Participate in structured field experiences planned by the university training centre, gradually beginning to practice the role of Ir-Rimonta fil-Qari Lectura Teacher Leader under the guidance of experienced Teacher Leaders and university trainer(s).
- Lead and participate in scheduled Ir-Rimonta fil-Qari training, bridging, or ongoing professional development classes to observe all aspects of training or bridging class responsibilities.
- Conduct colleague visits to other Ir-Rimonta fil-Qari Teacher Leaders.
- Make school visits to Ir-Rimonta fil-Qari teachers, initially with a trainer and then with a Teacher Leader or independently.
- Abide by the principles listed in the 'Standards and Guidelines for the Implementation of Reading Recovery'
- Observe ongoing Ir-Rimonta fil-Qari professional development sessions for teachers conducted by a Teacher Leader.
- Observe Ir-Rimonta fil-Qari -related activities in college districts (e.g., participate in school board meetings and planning sessions).
- Communicate with appropriate personnel to develop awareness of Ir-Rimonta fil-Qari
- Assist in the identification of appropriate Ir-Rimonta fil-Qari teachers, both for bridging and to undergo initial professional development.

The Standards for ongoing Professional Development and Support apply to both programmes regarding frequency and commitment.

GUIDELINES

- Complete a minimum of two series of lessons in the bridging period.
- Monitor the progress of children whose series of lessons have been discontinued.

SERVICE LEVEL AGREEMENT

The problem of failure in literacy learning is a serious one in any education system, and it can have a devastating impact upon the educational opportunities and future life of an individual child. It is a complex problem and one which has taxed the best efforts of highly skilled, very concerned and caring professionals at all levels in education systems across the world.

Reading Recovery is proven to be an effective programme which, if implemented as designed, can reverse early literacy failure. However, there is neither a quick fix nor an easy solution to this complex problem.

Reading Recovery demands daily, individual teaching delivered by highly trained professionals. To be cost effective it must be able to resolve the diverse problems of almost all children in the target group, so that they are enabled to continue to learn through normal class programmes without the need for further additional support and must be able to do this in a very short time.

Reading Recovery demands an exceptionally high level of skill in teachers, and the quality of the training provided by the Teacher Leader governs the effectiveness of the implementation. The value of the investment in training can only be realised by appropriate, and high quality, continuing professional development. This is provided for the teachers by the Teacher Leaders, and for the Teacher Leaders by the national leaders.

Reading Recovery is a system programme and must be open to dynamic change. Those implementing it must be able to evaluate its effectiveness, respond to change in the development of Reading Recovery where necessary, to research findings in literacy learning and literacy difficulties, and to problem solve Reading Recovery into education systems. European coordination is an essential part of an effective implementation.

Reading Recovery Europe coordination exists to:

- Maintain the integrity of the implementation of Reading Recovery
- Maintain the quality of teacher training provided by Teacher Leaders, through high quality, specifically designed, professional development
- Provide for the training and professional preparation of new Teacher Leaders
- Provide those implementing with an informed and objective means of monitoring and evaluating their success
- Provide an overview of the European implementation as a broader base from which to evaluate change and forward movement in Reading Recovery across the United Kingdom, Republic of Ireland, Jersey, Guernsey, and Malta
- Provide a problem-solving mechanism for authorities, boards and districts which are implementing Reading Recovery

- Advocate and liaise with national government, policy makers, media, and academics to raise awareness of children's right to literacy and the role of Reading Recovery within that
- Keep abreast of research and development in early literacy

National leaders are in a unique position to provide this service. The leadership team was established by Professor Marie Clay (the designer of the Reading Recovery programme) and Dr. Barbara Watson (National Coordinator of Reading Recovery in New Zealand) specifically for the United Kingdom and Ireland undertaking. The national leaders bring to the role, a wealth of experience at senior management levels within schools and authorities. They have considerable experience of graduate and post graduate teacher training, and of both undertaking and supervising research at higher degree levels.

Since 1993, national leaders have provided training and continuing professional development for Teacher Leaders, and, from 2002, for new national leaders within UCL's doctoral programme, and therefore they have accumulated considerable expertise.

In that time, coordination has established and sustained a coherent implementation across the United Kingdom, Republic of Ireland, Jersey, Guernsey and Malta and the redevelopment of Reading Recovery in Denmark and Malta. It has provided advice and assistance to Teacher Leader providers from the first stages of involvement towards a firmly based programme, as well as negotiating the role of Reading Recovery in Every Child a Reader and Delivering Equality of Opportunity in Schools (DEIS).

The national leaders have established networks of communication at all levels and have organised professional development opportunities for Teacher Leaders and for personnel of areas implementing.

They contribute to quality assurance, developments and decision making of the International Reading Recovery Trainer Organization (IRRTTO).

They have successfully undertaken major initiatives, including the negotiation of Standards & Guidelines, the development of comprehensive national monitoring of children's progress, resources for the banding of texts for guided reading and the running of national and international conferences for Reading Recovery. They have thus made a unique contribution to international perspectives on Reading Recovery.

National Leaders are provided by the not-for-profit company Managing Reading Recovery in Europe. This company will also liaise with a university training site to allow Reading Recovery Europe to continue under the trademark for the implementation of Reading Recovery, the training and continuing professional development of Reading Recovery teachers and Teacher Leaders.

For up-to-date information on costs associated with Reading Recovery, including Service Level Agreement, contact Reading Recovery Europe.

Email: sbodman@readingrecoveryeurope.org

Service Level Agreement (Teacher Leader Accreditation)

Schedule 1: Services for the Teacher Leader provider

The national leader team Reading Recovery Europe will:

1. Accredit the provider to offer the trademarked Reading Recovery programme.
 - a. Provide consultative advice for the quality control of the implementation of Reading Recovery in the area.
 - b. Provide national leader support for and/or attendance at site coordination meetings in individual areas, as necessary.
2. Update and make available detailed Standards and Guidelines for the effective implementation of Reading Recovery.
3. Monitor essential standards for Reading Recovery.
4. Maintain the integrity of the Reading Recovery implementation.
5. Maintain the quality of teacher training provided by Teacher Leaders through high quality, specifically designed, professional development.
6. Provide a secure website facility for data entry for all Reading Recovery teachers and schools for the purposes of annual monitoring of the Reading Recovery implementation within the area.
 - a. Provide data monitoring reports for your centre, its schools, and pupils.
 - b. Provide an annual report on the national implementation of Reading Recovery for Teacher Leaders that gives:
 - (i) Information that can be reported to a range of audiences and
 - (ii) national outcomes against which local implementations may be compared.
7. Maintain a register of qualified Reading Recovery teachers, approved Reading Recovery Teacher Leader providers and accredited Teacher Leaders.

8. Provide support and liaison for the management of local issues related to Reading Recovery. This will include an annual visit from a national leader, support for areas beginning the process of implementing Reading Recovery and establishing a Reading Recovery professional development centre.
9. Provide an enquiry service for issues relating to Reading Recovery implementation.
10. Support advocacy and effective communication within and about Reading Recovery by continuing to develop and maintain the Reading Recovery Europe website.

Schedule 2: Services for Reading Recovery Teacher Leaders

The national leader team Reading Recovery Europe will:

1. Accredite the Reading Recovery Teacher Leader to offer the trademarked Reading Recovery professional development courses.
 - a. Provide a quality assurance visit by a national leader to support the accredited Reading Recovery courses for teachers, with feedback and guidance.
 - b. Organise, manage, and deliver five days of Reading Recovery professional development meetings for Teacher Leaders, to include implementation issues, teacher development, integration of theory and practice, current research, and opportunities for networking with other Teacher Leaders at a national level.
 - c. Provide an annual certificate of Teacher Leader accreditation on the successful completion of all accreditation requirements stated in the Standards and Guidelines for the Implementation of Reading Recovery.
2. Provide an advisory service for Teacher Leaders, giving guidance and responding to queries and training issues as they arise.
 - a. Provide consultative advice on quality control of RR implementation in schools.
 - b. Keep Teacher Leaders up to date with new academic, professional and research developments that ensure high quality RR implementation.
 - c. Provide and disseminate materials and resources for use in Reading Recovery Teacher Leader professional development events.

- d. Provide regular communication with Reading Recovery Teacher Leaders via newsletters, social media, on the Reading Recovery website and via email distribution lists.
- e. Provide guidance to support the provision of Reading Recovery professional development and teaching of children and teachers via a digital resource bank.

Schedule 3: Services for teachers and schools

1. Accredite the school to offer the trademarked Reading Recovery programme and to use the name Reading Recovery and the associated Reading Recovery logo in its communications.
 - a. Provide electronic versions of the Reading Recovery Guide to Book selection on a designated secure website and update it annually with new reading schemes.
 - b. Provide an annual certificate of Reading Recovery school accreditation via the Teacher Leader.
 - c. Provide regular communication with Reading Recovery teachers and Reading Recovery schools via social media, on the RR website and via email distribution lists.
2. Provide a secure and GDPR compliant web-based facility for Reading Recovery data collection.
 - a. Oversee school level data collection.
 - b. Update and run school data reports.
 - c. Update schools and teachers' registers that permit access to RRED.
 - d. Provide user guidance for RRED.
3. Enter accredited Reading Recovery teachers onto the European register after satisfactory completion of an approved initial professional development course and payment of a one-off registration fee of £30.
4. Maintain a register of accredited Reading Recovery schools and teachers.
5. Provide communication about Reading Recovery through:
 - a. Information, research, news, and FAQs on the Reading Recovery Europe website.
 - b. Direct email of guidance, news, and updates.

Additional services which will be costed separately

1. Offer national and regional (on request) conference opportunities for RR Teacher Leaders, RR teachers, link managers and other education professionals, to strengthen early literacy interventions in schools.
2. Provide essential retraining and support for RR Teacher Leaders returning to the field after a prolonged absence. This will be negotiated and costed as an additional package, according to individual needs.
3. Provide contingency support for unforeseen difficulties with implementation at local level and school level, up to a limited amount of National Leader time per year.