

The Reading and Writing Centre

your centre for expert advice and professional learning
in child and adolescent reading and writing disorders

Leading an inclusive educational team

The
language
bases of
reading and
writing

Research has demonstrated strong links between spoken language skills and literacy achievements (Powell 2018; Saracho 2017). Learning to read and write is a complex and dynamic system with multiple points of vulnerability for children with language learning needs and developmental disabilities. There is much empirical evidence that difficulty at one or more levels of the language system is very often at the core of reading, spelling and writing difficulty.

An inclusive
approach

The inclusive teaching of reading and writing requires input from an inclusive educational team and at all levels within a whole school approach. The inclusive educational team collaborates in the prevention, identification and intervention for students at-risk of or experiencing difficulties learning to read and write.

The team

The inclusive educational team comprises a range of specialist staff who work with school leaders and teachers to ensure all students have access to quality learning opportunities focused on their individual needs. A school's inclusive educational team may include class teachers, speech language pathologists, literacy support teachers, guidance officers and occupational therapists.

A profile of
strengths and
challenges

The inclusive educational team collaborate to develop an individual student's profile of strengths and challenges in reading and writing. This profile informs differentiated teaching and targeted intervention strategies. Explicit awareness of a student's profile-specific difficulties, enables teachers to address barriers to learning.

Leadership

Leading an inclusive educational team requires a deep understanding of the knowledge and skills each team member brings to the inclusive teaching of reading and writing. It requires a commitment to actively promoting and supporting collaborative practice. Efficient and effective inclusive educational teams do not happen by accident – they require planning, resourcing and monitoring to leverage the skills and knowledge of the team to enact the strategic direction of the school.

