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THE ROLE OF
ITINERANT TEACHERS OF READING

A thesis presented in
fulfilment of the requirements
for the degree of
Master of Education at
Massey University

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1980

ABSTRACT

The position of Itinerant Teacher of Reading was established following a successful pilot scheme in 1974. The Department of Education indicated that the function of the itinerant teachers was to help alleviate the problem of children who experience severe difficulties in learning to read.

Departmental instructions to Education Boards were couched in general terms to allow the Boards some latitude in defining and establishing the role. This study researches the role of Itinerant Teachers of Reading.

The major objectives of the study were to describe the underlying purposes of the itinerant service and to clarify the role of Itinerant Teachers of Reading.

The literature discussing children at risk in reading reveals a similarity of opinions on the alleviation of the problem. New Zealand authorities on reading agree that there is a minority group of children who require intensive regular and individualised instruction to improve their reading ability. Also apparent is the tendency for the varied methods of instruction to be focussed closely upon text reading rather than isolated skills acquisition.

To ascertain the ways in which itinerant teachers were dealing with children at risk information was gathered via a questionnaire from all Itinerant Teachers of Reading in New Zealand. From their responses emerged three clearly discernible role patterns which ranged from an advisory type role to that of a travelling reading clinician. More detailed information was obtained by interviewing six of the fifteen itinerant teachers and observing four of the teachers at their work.

To gain a balanced viewpoint of the itinerant service a second questionnaire solicited opinions and data from a representative adviser and an inspector from each of the ten Education Boards. In general their opinions of the true function of itinerant teachers supported their Board's itinerant teacher(s). Some variation

between the methods of teaching advocated by this group and those used by the itinerant teachers was apparent.

An examination of Departmental documents followed by a lengthy correspondence with personnel involved in the pilot scheme produced a description of the initial purposes of the itinerant service. The first itinerant teachers were required to establish a pool of resource teachers in schools by training selected teachers in appropriate teaching skills.

Although the study is a descriptive one, the opinions expressed by the questionnaire respondents were discussed and presented as recommendations for possible future action. The recommendations encompassed the spheres of communications, service support, role clarification and standardisation, and accountability. The study concludes with a brief note on possible future evaluation.

INTRODUCTION

In 1974 a new position was established in the New Zealand primary and intermediate schools system. This was the position of Itinerant Teacher of Reading.

The objectives of this study were to:

- i) discover the true underlying purpose of the itinerant reading scheme,
- ii) clarify the role of Itinerant Teacher of Reading, and
- iii) establish a system of communications between Itinerant Teachers of Reading.

This thesis is a description of the ensuing research into the itinerant service.

The first chapter illuminates the problem of children who experience severe difficulties in learning to read. A brief description is given of the support services available to classroom teachers followed by a more detailed analysis of how the itinerant reading service was initiated and established.

An overview of some of the relevant New Zealand literature pertaining to instruction for children with reading difficulties is given in Chapter Two. Included here is a presentation of the methodology used in this study and its major objectives.

Because Departmental Circular 1976/76 was couched in general terms to allow district latitude in their role definitions, some role variations have evolved. Chapter Three describes three distinct patterns which have emerged and then briefly discusses advisers' and inspectors' opinions of how the itinerant reading role could be most effectively implemented.

There follow two chapters detailing questionnaire and interview responses including demographic information; an outline of the

variations in types of contact with associated personnel; methods and resources used by, and available to, itinerant reading teachers; and the opinions of advisers and inspectors on training, effectiveness, methods of teaching, resources, and functions of the itinerant teachers.

Chapter Six presents a discussion of possible alterations to the itinerant service to render it as effective as possible.

The concluding chapter of the thesis summarises the purposes of the study and the methodology used in the research. Finally some tentative recommendations for possible changes and improvements to the service are discussed.

ACKNOWLEDGEMENTS

I would like to acknowledge the guidance and support given by my supervisor, Dr. T. K. Prebble, during the years I have been involved in this research. Grateful thanks are also due to my typists, Mrs Sue Capenerhurst and Mrs Barbara McCulloch, who have swiftly and efficiently deciphered my draft scripts, translating them into a legible document. A final note of appreciation goes to my patient and supportive husband.

Rosalie Kay Phillips
December, 1980

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CHAPTER ONE : THE PROBLEM; SUPPORT SERVICES; BACKGROUND

The importance of the teaching and learning of reading has always been accepted in New Zealand education. Periodically, sections of the public criticise or question the effectiveness of our schools' teaching of this basic subject in the curriculum. This chapter cites some of the research evidence which indicates that standards in reading amongst New Zealand children are quite satisfactory, except, perhaps, amongst those pupils variously labelled 'failed readers', 'retarded readers' or backward readers' - those pupils who experience difficulty in learning to read. A summary of the traditional sources of guidance available to the classroom teacher in the teaching of pupils with learning difficulties in reading is given, and followed by a description of the beginnings of the itinerant reading service.

The ability to read is a fundamental skill necessary for life in our society. As well, reading has tremendous intrinsic worth to a large majority of people. Therefore reading has always been one of the basic subjects in the New Zealand school curriculum.

In spite of the importance attached to the teaching and learning of reading, not all pupils in our schools have successfully learned to read. As the level of literacy needed for survival in a complex society such as ours increases steadily, so too do public expectations of the achievements of the children passing through the education system.

Periodically, these expectations are voiced as criticisms of the standards¹ of literacy in our schools. Concerned citizens righteously call for a return to the 'basics' in schools. This in turn develops into a debate comparing competences in reading today and those in the past.

1. "Standards" as used in this paper refers to the loose general usage in reference to actual levels of performance as seen by lay people.

The Departmental review, Education Standards in State Schools in 1977 found that standards in reading are at least as good as they ever were, while Marie Clay, comparing her work with children with learning difficulties over the last thirty years states:

"and the percentage of children needing help may have been reduced." (Clay, 1979, 4)

Few definitive studies of comparative standards in reading have been undertaken in New Zealand. Warwick Elley in "Are Our Standards of Literacy Declining?" reviews the major relevant studies which present solid evidence for his conclusion that:

"New Zealand reading standards have improved since the 1940s" (Elley, 1976)

Similar evidence is summarised by Neil Reid (Set, No. 1, 1978) and by Marie Clay in opening the Tenth New Zealand Conference on Reading in 1979. Clay (1980, 9) listed six examples which belie public concern about standards in reading generally:

- "1. On the Otis Test of Mental Ability scores rose by one whole year of mental age at each age level between 1936 and 1968. By my reckoning that makes everyone above fifty less competent than they thought they were, relative to today's 20 year olds. As the Otis requires reading skill and correlates highly with reading tests this is indirect evidence that the skills underlying academic achievement have been improving.
2. Skoglund reported a comparison of test performance in 1959 with five earliest checks going back to 1927. He said:
 Attainment, in comprehension was
 higher than ever before.
3. Compulsory military trainees 18 - 21 years showed attainment levels had risen between 1954 and 1964 (Hounsell).

4. In 1955 our children were about a year ahead of their Australian peers on ACER tests for reading comprehension and at much the same level in Word Knowledge. In 1968 the tests were re-administered, and overall standards were maintained. The top 80% were higher than at the earlier time.
5. In 1974 a check on the norms of the Progressive Achievement Tests showed that levels in reading comprehension may have been improving, but mean scores which included vocabulary, remained stable between 1968 - 1974.
6. Renwick (1977) reported that the percentage of pupils in each age group gaining University Entrance was doubled from 13% to 26% between 1951 and 1976."

However Clay sounded a note of caution:

"It is fair to conclude that we may not be doing enough to raise the reading levels of the slow progress children". (Clay, 1980, 14)

It has been estimated that approximately five percent of the school population fail to learn to read. A further ten percent have difficulty mastering reading (McIlroy, 1976). Therefore, in the vast majority of classrooms in our schools, there will be a number of children who require assistance beyond the normal reading programme in order to make progress.

Traditionally the classroom teacher has had access to various sources of help for the pupil with reading difficulties.

- i) At the school level teachers have been able to utilise the experience and knowledge of Senior Teachers. A major obstacle to such aid has been the inability within the system to release Senior Teachers to give classroom guidance.

- ii) Each Education Board has an Advisory Service which since the 1960s has included one or more Adviser on Reading. Until recently there were at least two Advisers on Reading in each Board but the 'sinking lid' policy has reduced this number.
- iii) During the last decade some Education Boards, for example Auckland and South Auckland, have conducted long-term (between one term and two years) in-service courses on reading. These have been a balance of theory and practice. Course members have been withdrawn from their schools to participate in a series of lectures and discussions followed by experimentation and practice in schools before returning to the training centre for evaluation and further instruction. Teachers receiving such training have tended to become Reading Resource teachers in their schools or, as in the Pakuranga-Howick area and Tokoroa, as seconded Itinerant Reading Resource teachers.
- iv) More recently, the Early Reading In-Service Course (ERIC) has been available to teachers on a national scale. In some areas, teachers are at present participating in E.R.I.C. for the first time, whilst teachers in other areas have had an opportunity to review or repeat the course. E.R.I.C. is an audio-tutorial type of course which presents reading as part of a balanced language programme. Through a series of slides and tapes the participants are guided through the many facets of an early reading programme. The course includes a unit on children who experience difficulties in learning to read.

Unfortunately no national discussion, review or evaluation of the effects of E.R.I.C. are as yet available.

- v) Following a research project in 1976-77 in Auckland and fields trials in five Auckland schools the following year,

Marie Clay initiated an in-service programme of reading recovery in forty-nine Auckland schools in 1979.

- vi) Reading Clinics were established in the 1940s. Myrtle Simpson and Ruth Trevor taught in Christchurch clinics at that time and during the 1950s clinics were established in Auckland, Wellington and Dunedin. The major purpose of clinics was to give individual tuition to pupils with severe reading disabilities. The pupils were (and are) selected from a wide contributing district and travelled once or several times weekly to the clinics for their lessons until the area reading clinic committee felt their progress was sufficient to warrant a discharge from the clinic roll.
- vii) During the decade between the early 1960s and the early 1970s the Education Department's policy changed to a concentration on the development of resources within schools. These included:
 - a) strengthening the staff of primary schools
 - b) increasing the supply of books in primary schools
 - c) increasing local in-service training courses for teachers; and
 - d) developing the Psychological Service

As well as these support services under the auspices of the Education Department and Education Boards, teachers may, upon their own initiative, enroll in Diploma in Teaching courses in reading with the New Zealand Correspondence School or in courses at any New Zealand University. All universities, except Auckland, offer at least one undergraduate reading paper at the 300 level and one at postgraduate level.

The Itinerant Service

In 1974 the Department of Education approved the appointment of two Itinerant Teachers of Reading¹ in Auckland and Christchurch.

1. Henceforth to be called I.T.Rs.

This approval was the outcome of consultations over a considerable period, involving the then Director of Primary Education, Mr J. Lee; District Senior Inspectors; reading clinic teachers; N.Z.E.I. Executive members; and the Officer for Special Education, Mr D. H. Ross. The special interest of Mr Lee in the concept of itinerant teaching of reading may well have been the initiative which led to the acceptance of the scheme.

A brief history of the establishment of the two pilot schemes indicates the prolonged nature of the consultations.

In 1966 the Henderson Head Teachers' Association (now the West Auckland Principals' Association) requested from the Auckland Education Board, assistance in the field of remedial reading for their area.

A local principal surveyed reading in 31 district schools in 1972 and submissions were made to the Department for the establishment of at least one Reading Clinic in the area. The Department, however recommended that a travelling Reading Clinician be appointed in September 1974 to work in the first instance in four West Auckland schools for one term.

This pilot scheme meant that the I.T.R. spent half a day every two days in each of the schools working with a teacher from that school. That teacher's sole responsibility was to work on a one-to-one basis with a few children requiring special assistance in reading. Selection criteria used were the same as then operating in Auckland Reading Clinics. In 1975, the scheme was extended to twelve schools which included the original four schools selected.

An evaluation of the Auckland pilot scheme was undertaken by Mr B. Williams, Inspector of Primary Schools, after the programme had been in operation for around two months. This involved detailing as a preamble a general description of the nature and organisation of the programme and the evaluation criteria for assessing its success.

Although not intended to provide exact scientific data but rather to indicate trends and attitudes, these criteria were:

- a) subjective reporting by the I.T.R. and others associated, of various types of behaviour which would indicate positive attitudinal shifts in children towards both instructional and recreational reading;

(The Auckland appointee continued to submit reports each term, including a retrospective one at the end of 1975).

- b) subjective reporting on behaviours indicated positive changes in children's personalities and social development;
- c) some objective indications of improvement both academic and/or attitudinal in other curriculum areas - particularly in the language area;
- d) changes in scores obtained on the Burt Reading Vocabulary test;
- e) changes in ability to handle fully graded prose material of increasing difficulty level;
- f) self-report to the inspectorate by the seconded teachers working with the I.T.R. about their attitudes towards this work, increased understanding of the reading process and influence on other teachers in their schools.

In Christchurch, as a result of a survey in local schools in 1974, the idea of an additional reading clinic teacher was first suggested to the Department of Education through the Inspector of Primary Schools in charge of reading. The teacher, it was proposed, would be itinerant.

During May 1974 it was suggested to the Department that an effort be made to base as much of the remedial work as possible in schools. An itinerant teacher would work with teachers engaged in remedial reading, to diagnose the needs and establish programmes for children with reading problems. Liaison was to be sustained with these teachers and further involvement was envisaged with teachers who were engaged in the long-term courses in Reading currently being innovated by Canterbury.

As the Department had been discussing just such a scheme it was decided to set up two pilot schemes, one in Canterbury and one in Auckland. The project was regarded as important in meeting the requests of various pressure groups, such as S.P.E.L.D., and for the Department to build up more adequate resources in the field. The operation was to be subject to continuous evaluation. The Director of Primary Education was to outline the purposes of the innovation and the procedures to be followed in its evaluation.

After the three months of the pilot scheme an evaluation of the appointee's work was made in December using criteria similar to those in Auckland. "Judged an outstanding success", it was recommended that this position be retained and other appointments of a similar nature be sought (Edmonds, 1980). It was recommended in this same report that the position be of a B2 status.

In both Auckland and Christchurch the aim was to build up a number of resource teachers within the schools to be able to help pupils with serious reading problems and by doing so to assist other teachers to develop similar skills. The itinerant teachers were to demonstrate and operate in a small selected group of schools.

A Department Circular (1976/76) was sent to each Education Board in 1976, outlining the functions, location, equipment and training of I.T.Rs (Ref Appendix I). The circular specified the functions of the I.T.R. thus:

"Each I.T.R. assists a group of schools selected by the district senior inspector. The itinerant teacher works with the class teachers (and the school's reading resource teacher, if appropriate) in providing a teaching programme for pupils who have serious difficulty in reading. The itinerant teacher will work personally with a child only until the class teacher can continue the programme, when the itinerant teacher will commence assisting another child in co-operation with the class teacher concerned".

(Department of Education, 1976/76)

It is interesting to compare this specification with the general aim of both pilot schemes which was to establish a core of resource teachers in schools.

Therefore, by 1978, each Education Board had an itinerant teacher of reading to supplement the existing sources of help available to teachers of children with reading learning difficulties. The original intention to establish a core of resource teachers was to be implemented by some Boards, whilst others met local needs in slightly different ways. This was in accord with the intentionally generalized Circular 1976/76.

CHAPTER TWO : LITERATURE; OBJECTIVES; METHODOLOGY

Reading in New Zealand classrooms is based upon the 1961 Syllabus in Reading, an official document of the Department of Education. The range of methods employed in New Zealand classrooms up to the present need not be detailed here as Don Holdaway has presented a succinct analysis of each method in his Foundations of Literacy (1979, 24 - 38). Any attempt to discuss these methods further would suffer by comparison.

To expand upon the syllabus and provide a more detailed source of teaching advice the Department published a handbook of suggestions for teachers in 1972. Reading: Suggestions for Teaching Reading in Primary and Secondary Schools, was largely written by Miss Ruth Trevor whilst the final material revision was carried out by Mr D. M. Helm. This valuable book outlines both the planning of a reading programme and ways of teaching the skills of reading. Guidance is given in diagnosis and samples of timetables for a variety of classes are included. A brief mention is made of backward and retarded readers so that teachers may distinguish between these types and proceed to teach accordingly. But the major focus of the book is on overall programming and planning for whole classes, and the section on backward and retarded readers is a reference specifically to diagnosis in preparation for fitting such pupils into the class programme.

It took six years before the Department's companion handbook, again written by Ruth Trevor, was made available to teachers in 1978. Reading: Suggestions for Teaching Children with Reading Difficulties in Primary and Secondary Schools includes ideas which may be utilitised by classroom teachers but is aimed more specifically at teachers with individual pupils. Several case studies provide interesting reading and the detailed section on methods contains many helpful hints for classroom teachers. This book is the only official statement in New Zealand on the treatment of remedial cases. It presents, by implication, a strong case for

individualised remediation.

A very different book but one that also stresses the need for individualised instruction for children with reading difficulties is The Early Detection of Reading Difficulties: A Diagnostic Survey with Recovery Procedures by Marie Clay.

Clay's research has provided a strong basis of support for her four AIMS in a remedial programme. She describes these under the sub-titles 'Acceleration, Intensive teaching, attention to Minutiae and Sequences in an individualised programme' (1979, 40 - 41).

In The Early Detection of Reading Difficulties (1979), Clay details eleven steps in her Reading Recovery Programme before describing the teaching procedures, based mainly on text, used in the programme for each child.

McIlroy (1976, 14 - 15) also advocates individualised instruction for the small minority of children who cannot reach a minimum standard of reading skills to be functionally literate in society. Although he presents his teaching methods in a way very different from Clay's text presentation, McIlroy's teaching methods and the philosophy underlying them are very similar to those of the Reading Recovery Programme. Both Clay and McIlroy seek to equip the child with strategies which will enable them to help themselves to become independent readers.

The idea of individualised instruction for children with difficulties in reading has come closer to reality in some Education Boards. Clay's Reading Recovery Programme has enabled teachers in Auckland schools to be trained in the use of her procedures. In other areas part-time teachers are sometimes utilised in the remedial reading programmes of schools, or Senior Teachers are released to help with instruction for retarded and backward readers. The support and advice given to these teachers by I.T.Rs is in keeping with Clay's recommendation that teachers in remediation programmes be specially trained.

The writings of educators such as Clay, Trevor and McIlroy provide detailed examples of methods of helping children with reading difficulties to make progress in learning to read.

The itinerant reading teachers' scheme is a further attempt to alleviate this problem in some New Zealand schools. As such the scheme is a worthy subject for a research study.

With only fifteen I.T.Rs scattered throughout New Zealand, inter-Board communications have been, at best, sparse. Figure 2:1 shows the distribution of I.T.Rs among, and within, Education Boards and clearly indicates the isolated nature of each position.

Figure 2:1 - Distribution of I.T.Rs		
<u>Education Boards</u>	<u>Number of I.T.Rs</u>	<u>Headquarters</u>
Auckland	4	Whangarei Henderson (2) Howick-Pakuranga
South Auckland	2	Hamilton Rotorua
Taranaki	1	New Plymouth
Hawkes Bay	1	Hastings
Wanganui	1	Wanganui
Wellington	1	Porirua
Nelson	1	Westport
Canterbury	2	Christchurch
Otago	1	Dunedin
Southland	1	Invercargill
	N = 15	

Perhaps because of the lack of communication between Boards or perhaps because in any innovative programme discrepancies may occur, wide variations in the roles of different I.T.Rs have become apparent.

This thesis is an attempt to discover the precise nature of the

I.T.R. role. It is intended to be of a descriptive nature and a formal evaluation of the findings is not included.

Thus the objectives of this thesis are:

- i) to discover and describe the underlying purpose of the I.T.R. scheme
- ii) to ascertain the precise role or roles of I.T.Rs at present and in so doing to provide I.T.Rs with pertinent feedback about their collective role-concept. A third, more personalised outcome of the study is to establish a regular system of communication between I.T.Rs.

The following methodological steps were taken to achieve these objectives:

i) Questionnaire A

A questionnaire was sent out to all practising I.T.Rs in August 1979. The questionnaire asked I.T.Rs to provide demographic data and information relating to

- a) resources and funds
- b) organisation and administration
- c) teaching
- d) diagnosis and evaluation
- e) accountability and attitudes

The full questionnaire is presented in Appendix
There was a 100% response from the fifteen I.T.Rs.

ii) Questionnaire B

In order to gain a balanced viewpoint of the I.T.R. role it was considered necessary to solicit the opinions of informed persons outside the position, that is, reading advisers and inspectors in charge of reading. A questionnaire was therefore posted to the inspector in charge of reading in each Education Board and to the Adviser on Reading associated with I.T.Rs in each Board.

There was a 100% response from the ten inspectors whilst eight of the ten advisers replied.

Questionnaire B is given in Appendix B.

iii) Interviews

To provide more detailed information about the I.T.Rs role six I.T.Rs were interviewed using Questionnaire A as a basis for a schedule. Each interview was allowed to develop according to differences in role made apparent by initial questions.

This open ended development was a deliberate attempt to widen the parameters of discussion. In this way the interviews were not restricted by any preconceived notions of the role held by the interviewer.

iv) Observation

Three I.T.Rs were observed for one day each, at their work. One I.T.R. was observed over a longer period of time.

v) Document Perusal

The purposes of the itinerant service have been documented in a number of circulars and personal communications between interested personnel. An examination of these documents was carried out to ensure a complete understanding of the background to the service was gained.

CHAPTER THREE : I.T.R. ROLE PATTERN

Since 1976 each Education Board has developed its own role prescription for I.T.Rs based on Circular 1976/76 (op. cit). The intention of the original circular was to allow districts some latitude in designing role descriptions so that a range of alternatives could be explored. These were generally devised by the inspector in charge of reading in each Board after or in consultation with advisers, principals and I.T.Rs. However, it should be noted that four I.T.Rs have no written prescription and a fifth wrote her own. An indication of the variation in interpretation of the departmental circular is given in two sample prescriptions in Appendix D.

It has become apparent that the I.T.R. role has developed differently in different Education Board areas. Although several minor variations are evident, three distinct role patterns are clear. This chapter describes each pattern and then briefly discusses the advisers' and inspectors' opinions of the way the role should be implemented.

Group One

In this role-group are five I.T.Rs who work in general with teachers, demonstrating diagnosis procedures and lessons. Very little teaching of children is attempted except as demonstrations for class teachers. Three of the I.T.Rs teach two or three pupils as individual case studies.

The main thrust of the role is to provide resource help and advice to enable classroom teachers to teach retarded readers effectively within the regular classroom programme.

Schools being served at any one time by these I.T.Rs vary in number from seven to seventeen, and visits are scheduled on an itinerary according to requests made by the schools for help.

Visits to any one school vary from several each week to one per month.

Three of the five I.T.Rs in this group are amongst the longest serving I.T.Rs and as the other two are in the same districts their roles have naturally been influenced by their more established colleagues. The length of time in the position has tended to affect the role according to these I.T.Rs.

"It was a teaching role but has become an advisory one."

Practicalities also have an effect. Local circumstances sometimes, in part, dictate the type of role assumed by I.T.Rs. As one I.T.R. claimed:

"I see it as an advisory role because Auckland has four reading advisers servicing seven hundred schools."

And another:

"I don't really feel that principals or teachers should regard us as an extra pair of hands. I think that our job is to make schools self-sufficient."

One member of this group mentioned two advisory aspects of the role which she felt were particularly worthwhile:

- i) book buying advice (also mentioned by I.T.Rs in the other role groups), and
- ii) working with Year 1 and Year 2 teachers:

"It is time well spent, as far as I'm concerned - rather than have those young teachers founder for lack of help and compound the difficulties they've got"

Thus the first role-group may be seen as teachers who spend most of their time in an advisory/resource manner rather than in teaching children.

Group Two

At the other end of the teaching-advising continuum are four I.T.Rs who act as itinerant clinicians¹. They tend to teach individual children, or occasionally, very small groups, in a manner similar to a Reading Clinic teacher. The group or individual has between three and five lessons per week with the I.T.R. until such time as it is considered appropriate for the child to return to the classroom programme.

One member of this group teaches some of the pupils in a classroom group in the morning and then takes the same pupils individually in the afternoons.

Three of the four I.T.Rs felt they were of most use in their contact with individual children:

"Mainly because teachers are often unable to help them, either because of lack of know-how or lack of time."

"Children feel important when they are chosen to come to me - good for their self-esteem."

"My interest in, and knowledge of children's books means I have something to share with those who need to break into reading for pleasure and not just as a skill."

One I.T.R. however considered the help given to teachers to be important also in:

1. Since this information was collated, two of this group have changed their role to become part of Group Three.

"Identifying the needs of the child and then by helping the classroom teacher to meet these needs in the class situation and withdrawal and backup by the I.T.R. More time should be spent with the teachers helping them to help specific needs rather than by ending up as a travelling reading clinic."

Pressures on time prevent teachers in Group Two from visiting as large a number of schools as the Group One I.T.Rs. The number of schools associated with ranges between two and seven.

Thus, whilst Group One I.T.Rs act generally in an advisory capacity, Group Two I.T.Rs tend to teach children on an individualised basis, in a manner similar to Reading Clinic Teachers, but in several schools instead of in a clinic.

Group Three

The remaining six I.T.Rs see their role as a blend of the roles of the other two groups. These teachers tend to teach small groups and individuals for an indefinite period of time, the length of which depends on one of two factors.

Either the child makes sufficient progress to be returned to the classroom programme or the I.T.R. continues the lessons long enough to get to know the child's needs. Then the I.T.R. plans, or helps the class teacher to plan, a suitable programme which may be followed by the class teacher within the normal timetable. Usually at this stage the I.T.R. becomes a resource person, locating or providing appropriate materials for the class teacher to use. Their work at this time is very similar to the Group One I.T.R.

Continuing contact is maintained with pupils and teachers through follow-up visits. Some I.T.Rs re-assess pupils at a later date whilst others expect the classroom teacher to take over the role of evaluation. Because of the heavy commitment in actual

It would seem that the roles of Groups One and Three are legitimate interpretations of both the 1976 Circular and the original intention of the pilot scheme, that is, that I.T.Rs should help to train resource teachers in their group of schools. The role interpretation of the Group Two I.T.Rs correlates with the Circular but bears little resemblance to the initial purpose of helping to train resource teachers in schools and thus improve the first wave of teaching : classroom teaching.

Eleven of the advertisements in the Education Gazette for I.T.R. positions specify the object of training resource teachers. Most of these are worded similarly to this example:

"The successful applicant will be required to demonstrate to other teachers techniques of diagnosis and treatment of the individual needs of children with severe reading disabilities with the object of training resource teachers in the selected group of schools."

Of the remaining four advertisements, three mention helping both teachers and children whilst the fourth states:

"The appointee will work closely with advisers on reading, psychologists and classroom teachers in helping individual children as directed by the district senior inspector of primary schools."

Therefore, it is not surprising that different Education Boards have interpreted the role in differing ways.

The role patterns are reflected in the replies of inspectors and advisers who were asked how they felt the role of I.T.R. could be most effectively implemented.

One adviser answered in general terms of working in specified schools over a fairly long period. Four responses described the role in terms of direct tutoring as in these examples:

"To work intensively and systematically with individual children."

"The primary function of the I.T.R. as I view it is to develop reading skills and attitude among children whose profile and performance is much below the norm. They provide regular individual instruction in basic skills."

Most responses from the group however, indicated a role similar to the Group Three pattern:

"Advisory at a practical level."

"By helping teachers to teach children, not by teaching children for them."

"By working initially in depth with children in each new situation. Then gradually assisting [the teacher] to do similar things. The I.T.R. to withdraw support, but be available for consultation at regular intervals."

"We have interpreted [Circular 1976/76] as a role equally emphasising pupil tutor and teacher training ."

The thirteen people who preferred this pattern stressed a dual role interpretation with initial tutoring followed by guidance to the class teacher (and parents). Four replies also noted that the position was not an advisory one.

"Remembering that it is a basic scale position one cannot set down a role which approaches that of an adviser or even that of a senior teacher."

One response listed, in addition, four steps to be taken to effectively implement the role of I.T.R:

- " i) helping the I.T.R. arrive at an agreed job description - a clarification of the parameters of their role;
- ii) informing all those involved directly or indirectly in their work of their function;
- iii) providing an induction course on appointment and on-going training directed towards providing them with the knowledge and skills which will maximise their efficiency in meeting the specification of the job; and
- iv) providing the salary (and with it the status) appropriate to the specifications of the job - suggest current B2 level (G.I.)."

Discussions indicate that these steps are being implemented partially. Steps One and Two are being considered at present; Step Three has been implemented in most areas; and Step Four was introduced officially in August 1980.

CHAPTER FOUR : QUESTIONNAIRE DISCUSSION

There were, in August 1979, fifteen I.T.Rs in New Zealand. Of these four were men and eleven were women. Questionnaire A provided demographic data. The academic qualifications of the I.T.Rs; the training they had prior to their appointments as I.T.Rs; their experience in term of class levels taught and length of service as I.T.Rs, are all detailed here. Suggestions for in-service training were given by advisers and inspectors as well as the I.T.Rs, as were priority levels in the school for receiving I.T.R. assistance.

This chapter also lists places used in the various schools by I.T.Rs and then describes the contact I.T.Rs have with children - from selection criteria, diagnosis work, and teaching, to resource support. Finally the types of contact with other associated personnel are described.

Figure 4:1 - Academic Qualifications of I.T.Rs	
<u>Qualifications</u>	<u>Numbers</u>
Trained Teacher's Certificate	15
Incomplete University Degree	3
Diploma in Teaching	3
Bachelor's Degree	4*
Honour's Degree	1
Licentiate of Trinity College of London	2**
* One obtained in Canada	
N = 15	
** One - Teaching English as a Second Language	
One - Speech and Drama	

I.T.Rs' academic qualifications range from Trained Teachers Certificate to an Honour's Degree. Figure 4:1 shows the distribution of qualifications among the I.T.Rs.

Specialised training for the position of I.T.R has also varied. Prior to appointment eight I.T.Rs had no special training for the

position whilst five had attended in-service courses and one had had two years acting in advisory positions. (Refer Figure 4:2).

Figure 4:2 - Specialised Training Prior to Appointment	
a) No prior Department training	9
b) 1 term in-service course	1
c) 1 year in-service course	3
d) 2 years in-service course	1
e) Acting Adviser	1 [Reading; Special Classes]
f) Overseas Training	1 [Included in (a)]
N = 15	

The qualifications and training cited by I.T.Rs may well be compared with inspectors' and advisers' responses to their Questionnaire B Item 2, which asked them to state what specialised training they considered an I.T.R. should have.

Although the inspectors' responses were varied they all indicated that an I.T.R. should have some specialised knowledge in reading through either:

- i) academic study
- ii) a long term in-service course; or
- iii) successful teaching experience, or a combination of these factors.

Responses ranged from the general:

"Thorough appreciation of reading process
and knowledge of alternative techniques -
for low achievers,"

through the itemised:

"successful infant experience,

formal study,

wide reading,

ability to organise time, resources and
personnnel,

love of kids,

plus specialised training to make good
deficits in the factors mentioned above,"

to the specific:

"5 years plus successful classroom teaching,

a minimum equivalent of Diploma : Teaching
of Reading,

successful participation in long term
reading course (1 term plus),"

Other inspectors considered training should have been given in
areas directly related to remedial teaching:

"psychology of how children learn and an
indepth knowledge of diagnostic -
prescriptive approaches,

assessment procedures,

programming for specific cases,"

whilst one response indicated ability rather than training:

"recognition for exceptional ability in
working with slow readers in the classroom."

Advisers gave a similar range of answers with a predictable emphasis on their own role in training I.T.Rs. Seven of the eight respondents suggested either on-the-job assistance from advisers or long term in-service courses involving advisers. One of this group included "observation of other I.T.Rs" as part of I.T.R. training.

Following appointment ten I.T.Rs have been granted one week's observation of another I.T.R. However most I.T.Rs felt this was insufficient as an induction into the position with fourteen seeing a need for in-service courses for I.T.Rs and related personnel. One I.T.R. did not feel any such need. Those who advocated in-service courses gave a variety of reasons including:

"to have general and particular discussions;"

"to update techniques and study;"

"to co-ordinate work and share ideas and problems with people doing the same work and to discuss areas and levels of the school for the most effective use of time."

Most of the inspectors and advisers agreed that in-service training for I.T.Rs was necessary. One inspector considered that I.T.Rs should run courses rather than attend them, but felt that contact with other relevant personnel should be maintained through courses. Only one adviser felt that in-service courses were not necessary as attendance at

"a Special In-service Course could militate against them in a school [working] situation."

Figure 4:3 indicates the regularity with which national courses should be held according to advisers and inspectors.

Figure 4:3 - Regularity of National In-service Courses for I.T.Rs suggested by Inspectors and Advisers		
<u>Time</u>	<u>Inspectors</u>	<u>Advisers</u>
Annual	6*	5
Bi-ennial	2	2
Regular but unspecified	2	1
*One response: "Plus a 3 - 6 week course every second or third year."	N = 10	N = 8

Other responses suggested local courses should be held as well. A Departmental Officer has suggested that regional courses seem more promising.

It is a mark of the professional attitude of the inspectors and advisers and the concerned dedication of the I.T.Rs that they appreciate the need for the ongoing learning and training of personnel.

Experience

Two I.T.Rs have less than ten years' teaching service; eight have taught between ten and fifteen years and five have been teaching for more than sixteen years.

Figure 4:4 - Class Levels Taught by I.T.Rs	
<u>Level</u>	<u>Number of I.T.Rs</u>
Junior School	11
Std. 1 - 4	13
F. 1 - 2	8
Secondary	1
Tertiary	1
	N = 15

Most I.T.Rs have taught in the middle and junior school areas whilst only eight have had intermediate experience as shown in Figure 4:4.

Figure 4:5 indicates the length of service as I.T.R. for each respondent.

Figure 4:5 - Length of Service as I.T.R.	
<u>Service</u>	<u>Number of I.T.Rs</u>
Less than 1 year	5
1 - 2 years	3
2 - 3 years	1
3 - 4 years	4
4 - 5 years	1
5 + years	1
	N = 15

As five have been in the position for less than one year, they did not suggest an optimal length of contact with any one school as they had not completed their work in any school. Most felt that the size of the school had little effect on the length of contact because what matters is:

"not the size of the school, rather the amount of work, assistance and guidance required by principal and staff;"

"progress made and case load of referrals."

Pupil Contact

More important to I.T.Rs than length of contact with a school is without doubt the class levels of the pupils with whom they have

contact¹. Previous experience does not appear to be related to the levels of pupils helped. Of the eight I.T.Rs who have contact with pupils of all levels from Junior School to Form Two, two had no previous junior school experience, two had no intermediate experience and one had no junior or intermediate school experience prior to this work. Of the remaining I.T.Rs five have contact with pupils from Juniors to Standard Four, whilst two help only pupils in Standard One to Standard Four classes.

If previous experience bears on relationship to the levels taught as I.T.Rs, what factors are considered in deciding contact levels? It may be that while some I.T.Rs see certain class levels as priority areas, others see a need for teaching pupils who need help regardless of their class level. Since many referrals are made through principals or the Psychological Service their priorities must be a factor in contact levels.

Figure 4:6 - Priority Levels for I.T.R. Assistance as seen by Inspectors and Advisers											
Level	J2	S1	S3	S4	F2	J1-S1	J2-S2	S1-2	S2-3	S1-4	S1-F2
Response	2	6	1	1	1	1	1	5	1	1	1
N = 18 - 1 response included two choices 1 response including three choices											

I.T.Rs are under the supervision of inspectors and advisers. Therefore their influence may well be another factor in the class levels of the pupils in contact with I.T.Rs. From Figure 4:6 it is clear that the preferred priority levels for these people are Junior Two to Standard Two. Only two of these respondents mention the intermediate levels and only two more mention Standard Four as a priority level. This is in keeping with new

1. The term "contact" has been used because three of the I.T.Rs do not teach pupils except in the instances described in Chapter Two. Of the remaining twelve I.T.Rs most tend to teach either individuals or small groups of between two and five pupils.

national policy, based on Clay's research, of early intervention.

The places used for teaching or interviewing pupils are also varied. Although a lot of this work is either in the I.T.R's office or in the pupils' classrooms the list in Figure 4:7 is indicative of the lack of suitable teaching spaces in many schools.

Figure 4:7 - Places Used by I.T.Rs to Teach or Interview Pupils	
<u>Place</u>	<u>Numbers of I.T.Rs Using Place</u>
Staffroom	8
Library	5
Bookroom	3
Resource Room/Storeroom	4
S.T. Office/Interview Room	4
Medical Room	7
A-V Room	2
Specialist Room	2
Cloakroom	2
Passage	2
Hall Stage	1
	N = 15

The criteria for selection of pupils' to receive I.T.R. support are generally similar in each Education Board, although I.T.Rs use different terms to describe these:

"children at risk or who cannot read;"

"any children making slow progress;"

"any child who is considered to be failing
to maintain an acceptable rate of progress
relative to his/her peers."

Some I.T.Rs limit the children they help to those with some
potential for improvement, that is, retarded readers rather than
all backward readers.

"Anyone not reading to expectation in their
teacher's opinion;"

"Pupils must have potential for improvement."

These criteria may be compared with those used by Clay in selecting
pupils for the Reading Recovery Programme. Pupils selected for
Clay's Field Trials in 1978 were those who scored lowest on text
reading in that particular school.

Circular 1976/76 specifically mentions retarded pupils.
However many I.T.Rs do not consider they have the right to exclude
any pupils because they may not have average or above average
potential. Therefore any child who is severely backward may
receive help. In the four cases where the I.T.Rs work with
children referred by the Psychological Service this decision -
making dilemma does not arise.

A few I.T.Rs were more specific in defining criteria for
selection:

"pupils must be above seven years of age
and the school must have already helped
the child;"

"reading must be eight months or more below
chronological age;"

"P.A. Reading Test discrepancies with good
maths."

The first contact with a child depends upon the individual teaching style of each I.T.R.

One I.T.R. always observes the pupil in the classroom situation initially. This has the bilateral effect of providing observational data for the I.T.R. and allowing the child to gain some measure of familiarity with the I.T.R. before encountering a test situation. Two I.T.Rs always have an introductory session to establish rapport and optimise personal relationships before the diagnostic session.

Most I.T.Rs prefer, or time forces them, to begin the diagnostic check at the first interview after spending some time conversing with the pupil to put him/her at ease. The length of time involved in the preliminary familiarization and relaxation discussion differs according to the needs of each pupil.

The initial diagnosis of a pupil provides the I.T.R. with the information and data necessary either to begin a teaching programme or to initiate the planning of a teaching programme. Tests used in diagnostic sessions vary according to both the level of the pupil and the inclination of the I.T.R.

For children in the junior school all I.T.Rs indicated the use of Clay's Concepts about Print test, or if necessary, Clay's Full Diagnostic Survey, whilst the most common test for older pupils was some form of a Prose Inventory such as Holdaway's or the "Dunedin" or "Wellington" tests. Running records were another means of checking levels and difficulties. I.T.Rs mentioned other tests including Clay's Oral Language Test; Weimer and Weimer - Reading Readiness Inventory; the New Zealand Basic Word List; cloze procedure; Daniels and Diack; and although Schonell is hardly ever used, six I.T.Rs used the Burt Word Recognition Test.

After diagnosis programmes are initiated. Eleven I.T.Rs plan programmes for and with the class teacher for that teacher to implement. Eight of these I.T.Rs actually plan the lessons

within the programmes for the class teacher. Since almost all of the I.T.Rs also demonstrate lessons to teachers and/or parents and twelve also demonstrate the diagnosis of pupils, class teachers receive considerable practical support and help from I.T.Rs, as well as the direct teaching help given to pupils. All except one of the inspectors and advisers approved of such demonstrations.

To ensure that programmes planned will be suitable for both class teacher and pupil ten I.T.Rs observe classroom lessons. In this way they can avoid planning and attempting to implement a programme which would not suit a particular teacher.

Eleven I.T.Rs post-test pupils after a period of instruction; one teaches the class teacher to do such testing; one takes running records only and two I.T.Rs had not been in the position long enough to have post-tested any of their pupils. The I.T.Rs interviewed considered the post-test a necessary step in the developmental learning of the pupils. The tests used tended to be similar to those utilised for the initial diagnosis.

I.T.Rs found that individual cases varied too much to specify an average overall time of contact with each pupil. During contact pupils were seen for between one and five lessons per week. Lesson length ranged from twenty minutes to one hour.

Follow-up contact with pupils and teachers varied from occasional, casual and incidental, to regular visits for a set period of time: in one case up to intermediate level. Thirteen I.T.Rs wrote reports on each pupil for the class teacher while one only wrote reports by special request and another not at all.

A typical report to a class teacher would include relevant statistical data, for example a Clay Diagnostic Summary Sheet (for junior school pupils); descriptive comments on the diagnosis and related factors such as health and absenteeism; and an outline of recommendations for a teaching programme for the pupil.

Contact with other Associated Personnel

i) Parents

Two I.T.Rs had no contact with parents and three more had little or occasional contact. However others had significant amounts of contact with parents. They mentioned a "home support programme"; interviewing parents after initial diagnostic session; demonstrating diagnoses to parents; regular telephone contact; visiting the homes of some children. It is possible that a programme for parents, such as that initiated in Hamilton by Mr D. Hill, then Adviser on Reading, could be implemented in most districts. Mr Hill's Summer School for Parents has received wide acclaim in educational circles.

Advisers and inspectors agreed that parents should play a part in helping their children to make progress. One inspector however considered that parents place little value on competency in reading, although Nicholson (On the Way to Reading, 1979) disagrees with this. An adviser suggested that involving parents is an effective ploy in many cases, but using untrained parents as cheap labour is not. Others felt the parental role was simply one of being kept informed while most advisers and inspectors advocated a more active and positive role as has been demonstrated in the Mangere Home and School Project.

Generally it was suggested that the I.T.R. contact the parent(s) either directly, or through the class teacher or school principal, and if possible, involve the parent in the child's reading development.

ii) As a Guest Speaker

I.T.Rs listed a wide range of groups and organisations they have addressed in their professional capacities. Various teachers' groups were included: staff meetings, syndicate meetings, Junior Teachers' Group; S.T.J.C. meetings, E.R.I.C. Resource teachers, Teachers College students,

Special Class Teachers, Principals' Association, a National In-Service Planning Committee and a Poly-technic.

Other groups mentioned included: Parent Teacher Associations, International Reading Association, an Education Board, School Committees, Porirua Community Health Project, Rotary, Toastmistress and S.P.E.L.D.

iii) In-service Courses

Courses have been initiated by eight I.T.Rs while twelve I.T.Rs have acted as either director or resource person for in-service courses. Only three I.T.Rs have not helped with in-service work. This may be compared with the opinions of inspectors and advisers. Although only one adviser considered that I.T.Rs should not act as resource personnel for in-school-in-service courses, direction of such courses drew a different response. Four out of ten inspectors considered I.T.Rs should direct in-school-in-service courses while four out of eight advisers agreed.

Two advisers gave pertinent and logical reasons for their disagreement. They rightfully said I.T.Rs are Scale A teachers and not advisers. Only two inspectors and two advisers gave unqualified approval to I.T.Rs directing Education Board In-service Courses. However as resource personnel for Education Board Courses the response was an almost unanimous approval. One inspector disagreed while another noted that in-service work must not impinge on work in schools.

iv) Teachers

I.T.Rs have both indirect contact, through their reports and direct discussions with class teachers, as well as contact during in-service work. This contact is a feature of the I.T.Rs' work and many consider the help they can give teachers to be of the utmost importance.

v) Psychologists

Contact with the Psychological Service is extremely varied; from no contact to 'close daily contact'. I.T.Rs in at least two Board areas have contact with Psychologists through a Reading Committee which meets each term.

vi) Supervisors

The variations in the I.T.Rs' role are again evident. Circular 1976/76 stated that each I.T.R. would be responsible to his/her District Senior Inspector who could, if he so wished, delegate that responsibility to the District Reading Adviser.

Seven I.T.Rs were immediately responsible to an inspector in charge of reading; four to a District Reading Adviser; three to an Adviser on Reading; and one to the principal of each school visited.

Meetings with these 'supervisors' ranged from weekly, through once a term to 'little contact'. Reasons for such meetings tended to be for either general discussions or specific areas of help for the I.T.R. Four I.T.Rs however, stated that meetings were also part of an evaluation of the I.T.R. One I.T.R. said that meetings were for in-service planning and implementation.

Where Reading Advisers were not considered to be 'supervisors' meetings still took place for similar reasons, with three I.T.Rs including in-service course planning as a reason. Reading Advisers were also utilised for their ideas on new approaches; to give further support to teachers the I.T.R. was in contact with; and as sources of reading material for children and professional reading for I.T.Rs. Several I.T.Rs did not utilise the service of the Reading Advisers except through Committee meetings. In some cases this paucity of contact was because the Advisers are based in a different city and current economics prohibit most travel.

Two other I.T.Rs commented:

"They're not available to be utilised as they're over-committed already."

"I don't [utilise the services of the Advisers]. If you reworded this - 'How do the Reading Advisers utilise you?'. I could answer it."

The latter, more cynical, opinion was not held by most I.T.Rs who felt that the Advisers were fully committed and that contact was maintained when time and distance permitted. It should be noted that the Education Department considers the supporting and guidance of I.T.Rs to be an integral part of an advisers' function. Where contact with advisers and inspectors was maintained I.T.Rs appeared satisfied.

CHAPTER FIVE : TEACHING METHODS, RESOURCES

Methodologies in reading have been discussed and debated for at least seventy years. From E.B. Huey's The Psychology and Pedagogy of Reading in 1908, through a variety of books and treatises such as Jeanne Chall's Reading : The Great Debate in 1967 to Frank Smith's Reading (1978), educationalists have presented their philosophies of reading. This writer does not intend to enter this debate. Instead a comparison will be drawn between methods considered by inspectors and advisers to be most effective in teaching retarded readers and methods currently employed by I.T.Rs.

The term 'method' in this paper is loosely defined as any means, way or technique used by teachers in helping retarded readers improve their reading. Appendix E is a glossary of some of the more common terms naming methods.

In Questionnaire B, Item 15 read:

"What teaching methods or techniques do you consider the most effective in helping retarded children to become independent readers?"

The most frequent response is epitomised in one inspector's opening remark:

"The main handicap to remediation of retarded readers is the simplistic reliance upon one technique, method or material."

Only one of the eighteen respondents considered one particular method to be the most effective. The remaining seventeen believed a variety of methods should be utilised. This is confirmed by current reading theory. Don Holdaway, in drawing general principles from the body of classroom research in reading, has found that the

most important variable in the reading programme is the teacher - not the organisation or the method. He says,

"There are many satisfactory approaches to the teaching of reading which have demonstrated comparable results. No approach seems to suit all children and the search for such a panacea has proved fruitless." (1979)

Leading reading authorities in New Zealand education thus accept that methods of teaching reading may vary from class to class, and from school to school. It is also agreed that in any one class a variety of methods may be in operation.

Item 42 of Questionnaire A asked respondents to:

"Describe the main methods you employ in your teaching."

I.T.R. responses bear testimony to their eclectic approaches:

"I try to tailor the methods according to the needs of the child, the ability and time of the teacher but I try to utilise whatever methods are most suitable to the child and the teacher at the time."

All I.T.Rs listed or described more than one method they used. One I.T.R., however, uses only one approach up to the seven year level. Her sole method for beginning readers is language experience.

Figure 5:1 indicates the methods and approaches being used by I.T.Rs and those preferred by inspectors and advisers. Since both questionnaire items relating to this topic indicated 'main' or 'most effective' methods respondents would not necessarily have

indicated all useful methods. It should also be noted that the categories are not mutually exclusive. For example, Guided Silent Reading and Taped Stories may well be part of an individualised programme. Clay, Holdaway, Trevor and McIlroy would accept, indeed advocate, several of the categories listed.

Figure 5:1 Methods used by I.T.Rs and Methods Advocated by Advisers and Inspectors			
<u>Method</u>	<u>Used by I.T.Rs</u>	<u>Advocated by</u>	
		<u>Advisers</u>	<u>Inspectors</u>
Co-operative Reading	10	4	1
Language Experience	7	4	2
Taped Stories	6	2	3
Individual Programmes	6	4	1
Guided Silent Reading	5	4	3
Cloze Procedures	4	1	-
Assisted Reading	5	4	-
Teacher Reading to Child	2	2	1
Behaviour Modification	2	-	1
Sustained Silent Reading	1	-	-
Impress Method	1	1	-
Reading Games	1	-	-
Patterning	1	-	-
Literacy - oriented Activities	1	-	1
Ruth Trevor's Techniques	1	2	-
Marie Clay	-	-	1
Reading Recovery	-	-	1
Holdaway	-	-	1
	N = 15	N = 8	N = 10

Figure 5:1 clearly shows that Shared Book Experience or Co-operative Reading is the most popular method, being mentioned by two thirds of the I.T.Rs and half the advisers. However only one inspector specifically mentioned Co-operative Reading. A possible reason for this discrepancy is that Co-operative Reading has become a favoured technique since ERIC ¹ in which all I.T.Rs and advisers have

1. Early Reading In-Service Course

participated.

Other methods favoured by at least one third of I.T.Rs included language experience, taped stories, guided silent reading, assisted reading and individualised programmes. These are all methods considered effective by a variety of recognised reading authorities such as Holdaway, Clay and Smith. With one exception these methods were also considered effective by at least half the advisers' group: only two advisers named taped stories in their responses. Again this could be explained by the relatively recent use of taped stories as a 'remedial method'. Another possibility is that the advisers interpreted 'teaching methods' as direct teacher-pupil interaction which excludes taped stories. The 'recent innovation' theory may also account for the inspectors' omission of two methods which have received attention only recently in reading publications: Assisted Reading and the Impress Method.

Figure 5:1 indicates a marked difference between the number of responses by I.T.Rs and advisers on the one hand and inspectors on the other. The correlation between advisers' and I.T.Rs' responses may be due to their closer working relationship. Further scrutiny of the inspectors' responses to the question reveals another difference in responses. Whereas I.T.Rs and advisers listed specific methods the inspectors were apparently reluctant to do this as their comments show:

"No particular or general method is advocated;"

"Any method has validity if it works;"

"Wouldn't it depend on the specific diagnosis?"

"Cannot say as cases vary so much. However as a general statement any method that takes the pressure off the learner."

Rather than being unduly concerned with particular methods inspectors commented upon two elements, in the teaching of reading to retarded readers, which they consider vital. Enjoyment and success are factors which, according to a majority of inspectors and advisers, are fundamental to progress in this field. Thirteen out of eighteen respondents felt the importance of success and enjoyment to be so great they made unsolicited statements about them. One inspector considered as most effective:

"The cultivation of an attitude in the child that learning to read is a fun thing and is important to their personal development."

Another respondent suggested:

"Lift all the problems off their shoulders so that they can enjoy reading Must achieve success!!"

And another:

"Essential conditions must result in enjoyment and acquisition of meaning."

Although not specifically asked all six I.T.Rs interviewed mentioned the same two factors - enjoyment and success - as being vital. All of these comments are synthesised in Frank Smith's one basic rule or guideline for reading instruction - be it remedial or any other type of instruction:

"make learning to read easy - which means making reading a meaningful, enjoyable and frequent experience for children." (Smith, 1978, 143).

I.T.Rs were also asked to describe any non-instructional techniques they employed in improving pupils' reading. One I.T.R. considered that, as the reward of success was vital, teaching techniques were aimed at ensuring this. Similarly, another I.T.R. stressed the importance of praise and encouragement. Others advocated positive reinforcement through material reinforcers such as stamps, pictures and sweets while one I.T.R. preferred operant conditioning with its primary and secondary reinforcement. Yet another I.T.R. tried to improve the self-image of her pupils with:

"not strict operant conditioning thru (sic)
reward or punishment. Rather a
modification of negative behaviour."

As may be expected with such a wide variety of teaching methods being employed, an equally broad range of materials were being utilised by I.T.R.s. These reading materials are listed in Figure 5:2.

Figure 5:2 Types of Materials used by I.T.Rs			
<u>Materials</u>	<u>Used Often</u>	<u>Used Sometimes</u>	<u>Used Rarely</u>
Picture Books	10	5	-
Story Books	11	4	-
Journals	7	8	-
Graded Series	5	10	-
Graded Remedial Series	5	8	2
Taped Stories	8	3	-
Language Experience Booklets or Charts	5	5	-
Games and Puzzles	3	3	-
Enlarged Books	2	3	-
O.H.P. Stories	2	6	-
Poem cards	2	3	-
Sequence Pictures	2	1	-
Xeroxed Sections of books	3	1	-
Filmstrips	1	4	-
N = 15			

Although the regularity of usage of the five materials, itemised in Question 11, varied, none was 'never used' and only one type was checked as being 'rarely used'. Two I.T.Rs stated that they rarely used Graded Remedial Readers. Seven I.T.Rs also listed 'other' types of materials as indicated in Figure 5:2. The most popular types of material were picture books and story books which were used frequently by ten and eleven I.T.Rs respectively.

I.T.Rs were asked to list books or series of books which were found to be particularly useful. Although some of the books were listed by several I.T.Rs no book or series was used significantly more than others. The three suggested class levels were found to be impracticable as many books were of use at more than one level. The resulting list of books is given in Appendix F.

Figure 5:2 includes much material which is pupil or teacher made. I.T.Rs were asked 'Do you have a scheduled time for planning and preparing resources?' Figure 5:3 shows the number of I.T.Rs utilising preparation time.

Figure 5:3 - Scheduled Times for Preparation and Planning	
<u>Time</u>	<u>Number of I.T.Rs</u>
Half day weekly	5
One day weekly	2
Half day fortnightly	1
Daily 2.30 pm	2
Daily 2.00 pm	1
One hour weekly	1
Before 9 and after 3	2
Variable time	1
N = 15	

Only two I.T.Rs do not use school hours for their preparation.

Resources

Five I.T.Rs are based in Reading Clinics, six in contributing schools and one each in an intermediate school, a full primary school, the Department of Education's offices and the Psychological Service's offices.

Nine I.T.Rs indicated that they used their offices to teach pupils. However, in over half the cases the office was not a room specifically and solely set aside for the use of the I.T.R. Only six I.T.Rs described their office as a room which was solely for them to use as I.T.R. whilst five I.T.Rs shared a room with another person (four with a reading clinic teacher and one with the Psychological Service) and four used a storeroom or resource space as an office.

Only two I.T.Rs found that, of the schools they associated with, all had an adequate supply of books. Two I.T.Rs considered that none of the schools, initially, were adequately supplied but that some of the schools had purchased appropriate materials as programmes were developed.

All I.T.Rs utilised the materials in the schools to some extent with three I.T.Rs making more use of the schools' books than from any other source. Twelve I.T.Rs used materials purchased for their position but three had received no grant for books. Most I.T.Rs used materials they owned personally, three using their own materials most of the time. However two I.T.Rs stated that they never used their own materials. Other sources of reading material quoted were: Schools Library Service, a Reading Clinician, Advisers, and pupil-teacher-made materials. The reasons for differences varied but tended to be because of convenience and ready availability.

Funding of resources differed in every Education Board. Some I.T.Rs received initial, or 'setting up', grants for books of between \$40 and \$400. Others had no initial grant for books. In

one case the Board said the grant was used for a tape recorder. Some I.T.Rs receive Annual Book Grants of between \$40 and \$125; several receiving \$75 and one having a flexible annual grant.

For the purchase of equipment five I.T.Rs receive an Annual Grant and four have no equipment grant although three of these had equipment issued initially. Several I.T.Rs had received Special Grants or had been told they could request equipment as necessary.

Although one I.T.R. had no equipment at all, most I.T.Rs had a tape recorder, six had listening posts, five had filing cabinets, three had overhead projectors and one had a camera. Very few I.T.Rs had any other equipment although three mentioned having art and craft supplies.

Three I.T.Rs had also been granted up to five hours clerical assistance each week.

Sources of funding mentioned included the Department of Education, the District Senior Inspector's Discretionary Fund, a Principal's Association and two base schools' accounts.

Funding for travel was also varied. Eight I.T.Rs had made unlimited claims for travel reimbursement, two had a limit of 1,500 kilometres annually, two had between \$600-800 annually and two had \$550 each annually. One I.T.R. had received no reimbursement for travel.

It is in this area of resources that some I.T.Rs see themselves as disadvantaged. An itinerant teacher with no equipment, minimal funding and no ancillary assistance should not be expected to accomplish the same as a teacher whose Board provides as generously as possible. Several respondents to both questionnaires considered that the purchase and funding of resources should be standardised nationally. Such a grant could be set by the Department of Education with directions for administration and inflation-proofing its value.

CHAPTER SIX : OPINIONS, ATTITUDES; POSSIBLE ROLE CHANGES

Very few people would view their occupations as being perfect. Teachers are no exception and in an ever changing society such as ours an ongoing review and evaluation of a teacher's role is vital. Therefore I.T.Rs were asked what changes they felt should be made to their jobs, what obstacles they had encountered and the ways in which they felt themselves to be most effective. The inspectors and advisers were also asked what changes could be made to their I.T.R's role/function to provide a more effective service. As one adviser said:

"It's not a question of 'We'll change it and make it better' but rather continuous review and adjustment."

Although inspectors and advisers appear generally satisfied with their I.T.R. service, their comments indicated a desire to extend the service. In fact, half the responses included an appeal for more I.T.Rs. Two inspectors felt it was too soon to determine what, if any, alterations would render the service more effective.

Most of the replies to this question advocated clarification and streamlining rather than alterations to role or function. One inspector suggested a clear role determination of advisers, I.T.Rs and Reading Clinic Teachers. An adviser described changes already made in his Board which he felt were beneficial:

"It has been altered this year and appears to be working well. For a while they were acting as roving clinicians serving one or two children in a number of schools. I feel our new global system¹ is more beneficial to teachers who in turn can help children. We will need to work this system at least another year in order to gauge its effectiveness."

-
1. "Our new global system" refers to the policy of the I.T.R. working with teachers as well as children as described in the role pattern for Group Three (Refer Chapter 3).

Finally, a change in salary scale was recommended ¹. Several replies suggested that the salary scale "should be looked at".

"If the role is to be fulfilled then it is asking a lot of a Scale A Teacher."

I.T.Rs were asked specifically about salary scale. One I.T.R. considered the Scale A status of the position was correct:

"Because no special training or qualifications are demanded. There is relief from pressures of classroom teaching, no staff meetings, no playground duty, no sports duty. Travel allowance paid."

At the other end of the continuum, one I.T.R. thought Scale C was more appropriate as she felt the position equated with that of Visiting Teachers. One I.T.R. did not directly answer the question, saying:

"personally am not concerned. I would not have my position had money been my goal"

The remaining twelve I.T.R. considered the position should be Scale B for a variety of reasons which excluded financial gain:

"High degree of discretion has to be maintained in discussions with principals and teachers. They also expect a high degree of professional expertise;"

"To attract experienced and enthusiastic teachers."

1. Salary scale has been altered since this research began. As from August 1980 Itinerant Reading Teachers and Reading Clinic Teachers, renamed collectively as Resource Teachers of Reading, gained B2 status.

Another reply outlined a change already made from visits to schools of one day per week to continuous attendance at one school for a block of about six weeks. Whereas this person views the I.T.R. role as one of a clinician tutoring children, the former sees the I.T.Rs main job as:

"one of helping teachers to cope with the underachiever in the classroom - suggestions of ways this may be done, material and techniques that could be used."

The matters of clarification and co-ordination may well be satisfied by the proposed December 1980 Departmental Circular.

Other alterations suggested by several people were matters of communication and liaison at both the local and the inter-board levels. One inspector wrote of a future network of assistance available to teachers while one adviser simply wanted to see more consultation with others involved in reading.

Another adviser also advocated a team approach of adviser, inspector, clinician (if applicable) and I.T.R.:

"An I.T.R. on his/her own becomes isolated, dated and out of step with the other people attempting the same task. Regular meetings and a willingness to work together are essential."

Inter-district communication links were also suggested. I.T.Rs responses supported the concept of contact with other areas and the opportunities for I.T.Rs to meet. One inspector alleged that the itinerant service is a dreadful example of 'ad hockery' (sic) and considered that I.T.Rs badly need a national system. He would alter the present role by:

"regularising and systematising the present 'Mickey Mouse' operation e.g. define role, equip adequately and support and train effectively."

And: "To enhance the quality of persons applying for the position."

"Because the main thrust of the job now is towards advising class and withdrawal teachers rather than just an instructor/child relationship as is the case with Scale A positions."

I.T.Rs listed a number of things they felt should be changed in their jobs. Role definition was mentioned in their responses. A better balance between the advisory and the teaching-child roles was one long serving I.T.R's plea. Whereas some I.T.Rs indicated in interviews that they dealt too much with pupils and not enough in giving teachers help, this I.T.R., who does virtually no direct teaching, desired a return to more pupil contact of perhaps 'a day a week'. One I.T.R. in the same Board felt strongly about a change in salary scale because:

"It's a satisfying job and has plenty of intrinsic rewards, but I feel we're being used as 'economy-package' advisers. (The advisers are) fully committed running in-service courses. In their absence the Principals appeal to Itinerant Reading Teachers. The work has to be done by someone it's not realistic to say we shouldn't be doing it, as long as there's no-one else to do it."

However other I.T.Rs wanted more time for helping teachers meet needs rather than ending up as a travelling reading clinic and more opportunity for teacher release for discussion whilst others said:

"A position of responsibility is needed to help control tendency of some principals to treat I.T.R. as 'part-time extras'."

and: "more freedom in interpreting my own role
as needs arise."

Other changes advocated included the facilities and equipment necessary to fulfil the role adequately. One I.T.R. wanted a change in the attitude of the Board in allowances for books, while another requested an increase in the grant for books and material.

Several I.T.Rs wanted better base facilities, one requesting a room solely for her own use. Three teachers saw the base facility in terms of the resource function of the I.T.R.:

"better base facilities with storage and
display areas for resources;"

"an appropriate base should be established
so that the I.T.R. can build up and store
more resources;"

"adequate base facilities so that I.T.R. can
develop service as Resource Centre - with room
for display, storage, interviewing, in-service
work, material preparation."

Training and in-service opportunities were also mentioned, and these issues have been discussed more fully elsewhere. Other aspects of the job warranting change, according to some I.T.Rs, included:

- i) "I.T.R. should be designated Language/Reading to give a broader coverage, particularly as many non-progress children in reading are deficient in Language and often Oral Language. If Reading therefore was seen in this context many of the 'problems' might be dealt with more efficiently."

- ii) "There should be an arrangement for continuity of individual tuition with children who are severely retarded."
- iii) "There should be contact with parents." and
- iv) "There should, if possible, be opportunities for demonstration of methods used."

These responses highlight, not only the variety of roles subsumed under the title of I.T.R., but also the lack of communication which was a factor in the under-payment of salary to at least one I.T.R., who, a full year after payment of the Special Duties Allowance to I.T.Rs, discovered this entitlement through an accidental meeting with another I.T.R. The Education Department then stated the underpaid I.T.R. should make application for the allowance to his Board. The issue is, however, the number of other I.T.Rs who may not realise they have been entitled to the allowance.

The itinerant teachers were asked to name any obstacles to their effectiveness they have encountered. Issues tended to be grouped under four types: personal limitations, parent, classroom teachers and organisational problems. Two I.T.Rs mentioned their own limitations as being obstacles:

"Lack of experience in setting up office and working in the role of I.T.R., i.e. little guidance given, therefore many frustrations encountered."

Four I.T.Rs cited parents as obstacles but in differing ways. Whilst one considered that parents pressured the pupil by expecting too much too soon, two others were concerned by the lack of interest displayed by some parents:

"Lack of interest by parents in what is being done for their child. Lack of support for the child in listening to him read and in reading to him."

Two I.T.Rs were also concerned by the type of help sought by parents from outside agencies when they felt dissatisfied with the progress being made at school. These I.T.Rs saw the 'teaching' of the pupils with a programme of isolated skills lessons, especially in the phonics sphere - with no cognisance being taken of reading for meaning - as being detrimental to the progress of some pupils.

Eight I.T.Rs had difficulties, in one form or another, with class teachers and a sampling of their comments follows:

"The inability of a few teachers to implement suitable programmes."

"Not all teachers are receptive to new ideas or to the presence of another teacher."

"Lack of understanding of the Reading Process."

"The reluctance of some teachers to use the service we provide. Fortunately, these people only serve to make our work-load practicable. If everyone did decide to call on us, we'd never cope!"

Most of the responses by I.T.Rs described some type of organisational problems such as the lack of withdrawal time for teachers to discuss pupils and programmes with the I.T.R. A lack of continuity in programmes for some children was mentioned by two teachers, with organisational problems such as staff changes or timetabling alterations being a major cause. Some principals were accused by two I.T.Rs of lacking in real concern to organise for help for

severe cases. Time was another obstacle - time to teach serious cases, time for discussions with teachers, time to make suitable resource material, time for personal professional development. Staff changes were also seen as a serious problem in some areas where high staff turnover means that the I.T.R. training of teachers and development of school resources is slower than originally anticipated.

"Retraining of new staff has to take place constantly, e.g. of the 24 teachers trained and supported by the I.T.R. in 1978, only 6 teachers returned (to the area) in 1979."

The last word on obstacles must surely go to the I.T.R. who voiced a concern held by many educationists today about:

"The Plug-in-Drug - TV."

The I.T.Rs were not entirely negative in their job appraisal. Several mentioned the high level of support given them locally and all had firm ideas about the ways they felt of most use as I.T.R. Comments tended to fall into two categories, depending upon the individual's perception of the I.T.R. role - as a resource person or as a teacher. Four I.T.Rs saw their work with individual children as the best way of working:

"Children feel important when they are chosen to come to me - good for their self-esteem. My interest and knowledge of children's books means I have something to share with those who need to break into reading for pleasure and not just as a skill."

"Consistent, Intensive, Individualised instruction (is the) most significant factor."

Five other I.T.Rs felt their support and help for teachers was the most useful facet of the work in getting long term programmes

under way and helping class teachers to implement and maintain these; and in providing a boost to programmes by motivating teachers to be enthusiastic about reading. When the I.T.R. helps classroom teachers with programmes, children receive more appropriate teaching and the teachers' personal knowledge of reading grows. One of this group felt the important factor was to:

"assist teachers, Senior teachers and Principals to develop 'in-school' special reading resources."

because

- i) Many teachers and Senior Teachers responsible for reading do not have indepth specialist knowledge of reading for children with difficulties,
- ii) School staffing needs often prevent Senior Teachers from spending time in classrooms assisting teachers, and
- iii) Retarded readers need class teachers who are trained and supported.

The remaining six I.T.Rs saw their major effectiveness in helping both teachers and pupils. One of this group summarised this as:

- i) In very severe cases of providing instruction; and
- ii) In other cases of:
 - a) improving class and withdrawal programmes; and
 - b) interpreting diagnoses and helping plan specific programmes.

Once again several responses referred to success and enjoyment factors such as making print fun, building the self-image of the pupils, ensuring that materials are at the appropriate levels of

difficulty and creating opportunities where individuals can gain success thus building their self-concept.

The responses to this section of the questionnaire were positive statements relating to the improvement of a job with which the incumbents are generally satisfied. Two I.T.Rs felt neutral about their jobs while twelve described their attitudes as 'satisfied' ¹.

Thus, although the I.T.Rs are apparently satisfied with their jobs in a general sense, they can see various means of improving the service to render it more effective. More I.T.Rs in some areas, a national co-ordination of the support available to I.T.Rs and an organised communication system were amongst the major innovations suggested.

1. One I.T.R. did not respond to the question.

CHAPTER SEVEN : SUMMARY, DISCUSSION OF RECOMMENDATIONS, CONCLUSION

The objectives of this thesis were described in Chapter Two as being threefold. The first objective was to describe the underlying purpose of the I.T.R. scheme. A description was presented of the problem, in the New Zealand educational system of children who experience severe difficulties in learning to read. The existing support services available to classroom teachers were listed followed by an outline of the establishment of the I.T.R. scheme.

In the pilot schemes, in Auckland and Christchurch in 1974, a major objective was for the itinerant teacher to establish a core of resource teachers capable of giving guidance in their schools relating to severely retarded or backward children. After an informal evaluation of the pilot schemes, the Education Department extended the service to all Education Board areas and provided guidelines (Circular 1976/76) from which each district could develop an itinerant service which met local needs and took into account varying local circumstances. Over the next five years an itinerant service has evolved which satisfies local needs from the inspectorate's viewpoint but which differs markedly from one district to another.

To ascertain the precise role or roles of I.T.Rs at present was the second objective of this thesis. Two questionnaires were devised - one for I.T.Rs and one for associated personnel - and a series of interviews was conducted. As well, four I.T.Rs were observed at their work. From the information gathered the differing role patterns of I.T.Rs were discernible. The two extreme interpretations, that of an advisory role and that of clinician, as well as the role combining both, were detailed in Chapter Three.

A variety of information was collated and presented giving a detailed description of the functions and workings of the I.T.Rs. Included were:

- i) demographic information,
- ii) the various types of contact I.T.Rs have with associated personnel, including the patterns of contact with pupils,
- iii) the major methods used by I.T.Rs and the methods and techniques advocated by inspectors and advisers.
- iv) teaching resources available to and used by I.T.Rs and
- v) other resources - such as office and teaching space, equipment and funding.

Both the questionnaires and the interviews sought opinions on ways of rendering the itinerant service as effective as possible and, in general, satisfaction was expressed. However, some obstacles had been encountered in most districts and modifications to the role were suggested in several replies.

The recommendations for alteration or innovation can be viewed as four general themes: communications, service support, role clarification and accountability. Although not entirely mutually exclusive each theme will be discussed separately.

1. Communications

The third objective of the study was to promote communication links between I.T.Rs.

- i) Inter-Board Communication for Itinerant Reading Teachers
Some of the difficulties described by I.T.Rs would be readily alleviated if a system of communication were established between I.T.Rs. This is already established in one Board between the itinerants there and in a casual way between a few I.T.Rs who maintain an irregular correspondence. For those I.T.Rs who are the sole reading itinerant in a city or a Board the concept of a Newsletter, which has been mooted by at least two I.T.Rs, may lessen the feeling of isolation and increase effectiveness through an exchange of practical ideas. Such a newsletter would establish a vital link, made

increasingly necessary by the curtailment of in-service courses through financial retrenchment. A newsletter could be produced, perhaps once a term, with I.T.Rs taking turns to edit colleagues' contributions and relevant articles.

As a result of this research the Department of Education has undertaken to investigate the feasibility of a newsletter and the first issue is planned for distribution in the first term of 1981.

ii) Inter-Personnel Communication

Departmental Circular 1980/98 describes the composition and objectives of a professional advisory committee on reading in each Board. Such a committee could serve as a useful support for the I.T.R. particularly in reviewing the general effectiveness of the service locally and considering possible innovations. A further function of the committee could be to act as a liaison body for the coordination of related services - the Psychological Service, the Advisory Service, the inspectorate and the itinerant service (and in some areas clinicians) - all of whom are concerned with the teaching and learning of reading.

For the committee to undertake the selection of pupils for resource teachers, as suggested in the Circular, may not be practicable or necessary, unless such teachers are to function in the manner of reading clinic teachers rather than as itinerant teachers. This is because itinerant teachers tend to have contact with a far greater number of children than do clinicians. Psychological reports could not be obtained for these numbers. Furthermore, teachers frequently request help from an I.T.R. for a child who has arrived in a school during the term. Committee referrals may be restrictive in that mid-term admissions to schools would not be considered until the next committee meeting.

2. Service Support

i) Financial

It is imperative that all I.T.Rs be given financial assistance to provide resources and equipment. It is equally imperative that financial support be standardised in all Education Boards and that assistance be of a continuing nature, for example, for the replacement of software. An initial "setting up" grant is necessary as well as annual grants for equipment and books. Circular 1980/98 recommends a setting up grant of \$500 for equipment which is certainly warranted. The same circular does not mention the purchase of books, nor does it mention any further annual grants. Hardware is of little use unless supplies of software such as tapes, transparencies, film, art and craft supplies, are replenished. The system, already established in at least one Board, whereby the I.T.R. receives art and craft supplies on the "points system" as do schools, merits consideration as national policy. Whatever book and equipment grants are decided upon, I.T.Rs should know what their entitlements are.

ii) Clerical Assistance

A glaring discrepancy in present support for I.T.Rs is the lack of clerical aid in some areas whilst other I.T.Rs receive varying amounts of clerical assistance each week. Clerical assistance is mentioned in Circular 1980/98 and it is to be hoped that this becomes a right for each I.T.R. and not a "special extra" in the more affluent Boards. Before a final decision is made, consideration should be given to whether ancillary assistance be in the form of clerical assistance or teaching aides, as the demarcation of their respective functions could be important.

iii) Professional Support

Training schemes for initial appointees to the service have already been established and go a considerable way to supporting the I.T.R. in his/her first year. Again some of the facets of training require standardisation.

Although needs will vary according to the experience and ability of each appointee, observation of at least one colleague is highly desirable. If at all possible, there should be an avoidance of the disappointment of one I.T.R. who in 1979 was refused permission to observe I.T.Rs in another Board on financial grounds whilst another I.T.R. was granted a period of observation.

There should be systematic and regular in-service training for itinerant teachers. Not only is this wanted by I.T.Rs but inspectors and advisers recommend the continuing education of a group of teachers who must be at the forefront of their field. Specialist teachers must not only be up to date with techniques and theories but they must be seen to be keeping up to date by other teachers. A residential course of one week's duration every second year cannot be recommended too strongly.

3. Role Clarification

The latest Departmental statements refer to a recommendation, by a 1978 Review of conditions of service for I.T.Rs and Clinicians, for the blending of the two services. This writer has been unable to discover, when or how or by whom such a review was conducted in 1978. A national conference held at Lopdell House in January 1978 under the title "Review on the Work of Clinic and Itinerant Teachers of Reading", called for the coordination of services rather than a combination.

A consensus of inspectors, advisers and I.T.Rs favours a service of itinerants supporting pupils and teachers. The following procedural steps outline an approach agreed upon with the exception of two I.T.Rs who prefer a clinician's approach.

- a) Referral for screening of a pupil or small group of pupils by a teacher or principal. This referral may be supported by a Psychological report but practicalities of time preclude this as a standard practice.

- b) An interview with the pupil to include familiarisation and diagnosis.
- c) Instruction of the pupil to validate the proposed programme and to demonstrate techniques to the class/reading teacher and, if applicable, the parents.
- d) Programme planning and implementation with the teacher. This step should include discussion sessions, demonstration, resource advice, 'unit' planning.
- e) Follow up support for the teacher and pupil.

A continuing, integral part of the service would include discussions with the pupil's teacher and parents and in-service work as deemed necessary. I.T.Rs can provide considerably practical support for teachers through in-school-in-service programmes and, to a lesser extent, local Education Board in-service courses.

It may be necessary for a few 'hard-core' retarded pupils, to provide individualised tuition of a clinical type for a brief, concentrated time.

4. Accountability

Locally and individually I.T.Rs are responsible to their District Senior Inspector who may delegate this responsibility to an inspector or an adviser. Detailed reports on individual pupils are written by most I.T.Rs. Thirteen write reports for class teachers, three for their reading committees, four for themselves while one only writes pupil reports by "special request" and one does not write reports on pupils at all.

Reports on their own work are written annually (8 I.T.Rs), per term (4), twice yearly (2) and 'regularly' (1). These reports must necessarily be of a subjective nature but provide each supervising authority with an on-going account of the type of work being undertaken by local I.T.Rs.

On a national level there has been no formal evaluation of the worth of the I.T.R. service. At present the service is undergoing expansion. Most educationists would agree that for extra financial outlay any scheme or programme should have proven worth. Is it sufficient to be guided by the subjective comments and opinions of involved people or should the Education Department seek a more formal means of evaluation?

Prebble (Educational Management, 1979, 7) argues strongly in favour of evaluation in education. He discusses the importance of evaluation especially where 'new syllabus packages and remedial programmes are being introduced solely on the assumption of their superiority in comparison with existing programmes'. Over the next three years the itinerant reading service is to be expanded. Does this mean that this service is superior to other existing services which are gradually being eroded? Are reading clinics and advisers on reading less effective than itinerant teachers of reading in helping to alleviate the problem of retarded readers in our schools, or is it intended that I.T.R.s become clinicians? Why is the one service being extended whilst the other two are being reduced? If this trend continues it may be necessary to look more objectively at the existing alternatives before educationally beneficial decisions can be made.

Some advisers and inspectors have advocated a larger proportion of monies from the education budget being spent on better training of classroom teachers in knowledge of the reading process and training in the management of the reading lesson. Several advisers and inspectors claimed that not enough is known about the effectiveness of in-service programmes and the advisory services. Until an evaluation of the impact of these programmes and services takes place decisions will be based on subjective views and incomplete information, according to this viewpoint.

If there is a continuing call for accountability from

pressure groups within the public sector Stake's model of educational evaluation (Teachers' College Record, '68, No. 7, 523-540) may well serve as a basis for a future evaluation of the itinerant service and its alternatives. It may well be that the co-ordination of the clinic and itinerant services into the new reading resource service will provide opportunities for an evaluation, especially if the proposed in-service courses come to fruition.

It was the purpose of this study to be descriptive and there has been no attempt at an evaluation of the service. For an evaluative account of I.T.Rs judgmental decisions would be necessary. No discussion of the worth of the itinerant service or the abilities and effectiveness of any individual I.T.R. has been included. For an evaluation both process and product should be considered. This study has been confined to the antecedents and the processes involved in the itinerant services. The objective diagnosis and achievement testing inherent in product evaluation have been omitted here in favour of more generally subjective questionnaires, interviews and informal observation.

Conclusion

The purpose of this thesis was to determine the role of itinerant teachers of reading. This has been attempted through a study which included facts and opinions given by I.T.Rs, inspectors and advisers. Although general satisfaction about the service was expressed, some further role clarification was advocated, especially in reference to the upgrading and renaming of the service. Acting upon the research results the Department of Education has already begun to implement some of the proposals. Communication links have been established as the first steps in a role re-appraisal. A draft circular, based on the research, has been sent to all relevant personnel for analysis and comment. Responses indicate a positive and favourable conclusion to the study.

APPENDIX A

QUESTIONNAIRE FOR ITINERANT TEACHERS OF READING

Section One: The questions in this section attempt to ascertain basic demographic data.

1. Name: _____

2. Sex :

M
F

3. Academic qualifications:

Trained Teachers Certificate
Dip. Teaching
Bachelor's Degree
Dip. Education
Master's Degree
Other (Specify)

4. Describe any specialised training you have received for the position of I.T.R.

13. Whose reading material do you utilise in your teaching?

Material which belongs -

To you personally
To you as I.T.R.
To schools
To Reading Advisers
To other (specify below)

Always	Often	Sometimes	Rarely	Never

14. Of the schools you are associated with, how many do you consider have an adequate supply of remedial reading books?

All the schools
Some of the schools
None of the schools

15. If you have any audio-visual equipment belonging to you in the position of I.T.R. please list this:

16. If you have any other equipment belonging to you in the position of I.T.R. please list this:

17. What are the sources of funding for the purchase of books belonging to the position of I.T.R.?

Section Two: The questions in this section attempt
to discover the information relating
to I.T.R's resources and funds

11. What types of reading material do you use in your
teaching?

PLEASE CHECK EVERY
ITEM LISTED

Graded readers
Graded remedial readers
Story Books) Childrens
Picture Books) Literature
Journals
Other specify below

Always	Often	Sometimes	Rarely	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. List any books or series of books which you find
particularly useful at each level indicated.

Junior: _____

Middle School (Std 2 - 4): _____

Senior School (F. 1 - 2): _____

18. What are the sources of funding for the purchase of equipment for the position of I.T.R.?

19. What amount of funding is available to you for:

i) purchase of books? -----

ii) purchase of equipment? -----

20. Some I.T.Rs. have an annual mileage allowance, others have an annual monetary allowance. How are you reimbursed for your travelling expenses? In what way is your mileage limited?

Section Three: Organisation and Administration

21. Do you have a base/office room which is for your sole use as I.T.R.?

Yes
No

22. Where is your base/room office?

Education Board
Reading Clinic
Contributing School
Intermediate School
Other (Specify below)

23. Where do you teach?

In your office/room
In pupil's classroom
In staffrooms
In libraries
In a clinic
Other (Specify below)

Always	Often	Sometimes	Rarely	Never

24. Who do you teach?

Individuals
Small Groups (2 - 5)
Groups (6+)

Always	Often	Sometimes	Rarely	Never

25. What level of pupils do you have contact with?

PLEASE CHECK ALL
RELEVANT BOXES

Infants	..	..	..	..	..	..	..	..	..	..
Std 1	..	..	..	..	..	..	..	..	..	..
Std 2	..	..	..	..	..	..	..	..	..	..
Std 3	..	..	..	..	..	..	..	..	..	..
Std 4	..	..	..	..	..	..	..	..	..	..
F. 1 and 2	..	..	..	..	..	..	..	..	..	..

26. What is your average overall time of contact with each pupil?

WRITE APPROPRIATE NUMBERS
IN THE RELEVANT BOXES

Days	..	..	..	..	..	..	..	..	..	..
Weeks	..	..	..	..	..	..	..	..	..	..
Months	..	..	..	..	..	..	..	..	..	..
Terms	..	..	..	..	..	..	..	..	..	..

27. How much time do you spend with a typical pupil each week?

Number of lessons	..	..	..	..	..	..	..	..	..
Length of lesson	..	..	..	..	..	..	..	..	..

28. How many schools do you visit on an average day?

--

29. Do you have a scheduled time for planning and preparing resources?

30. What general pattern or procedure do you follow with a pupil from referral to cessation of contact?

31. Indicate on the chart how your week is divided between your schools.

	Monday	Tuesday	Wednesday	Thursday	Friday
am					
pm					

Section Four: Teaching

32. Do you plan lessons for class teachers to implement when you are not present?

Yes

No

33. Do you plan programmes for class teachers to implement?

Yes

No

34. Do you plan programmes with class teachers?

Yes

No

35. Do you discuss pupils with class teachers?

Before diagnosis

After diagnosis

Before instruction

During instruction

After instruction ends

Always	Often	Sometimes	Rarely	Never

36. Do you demonstrate lessons?

Yes

No

37. Do you demonstrate diagnosis of pupils?

Yes

No

38. Do you observe lessons?

Yes

No

39. Do you take, or help take, in-service courses?

Yes

No

40. Do you initiate in-service courses?

Yes

No

41. List any groups or organisation you have addressed in your professional capacity.

42. Describe the main methods you employ in your teaching.

43. List the resources and media you utilise in your teaching.

44. Describe any non-instructional techniques you employ in improving pupils' reading. (For example: operant conditioning).

Section Five: Diagnosis/Evaluation

45. What criteria are used for selection of pupils to
be referred to you?

46. How do you select pupils from those referred?

47. Who refers pupils to you?

Principal	..	..	..	..	..	..	..
Senior Teacher	..	..	..	..	..	..	..
Class Teacher	..	..	..	..	..	..	..
Parents	..	..	..	..	..	..	..
Others (Specify below)	..	..	..	..	..	..	..

Always	Often	Sometimes	Rarely	Never

48. What contact do you have with parents?

49. What contact do you have with the Psychological Service?

50. What diagnostic tests do you use?

Burt Word Recognition	..	..	..	..	..
Schonell Word Test	..	..	..	..	..
Holborn Reading Scale	..	..	..	..	..
Holdaway's Prose	..	..	..	..	..
Neale Miscue Analysis	..	..	..	..	..
Yeta Goodman's Miscue	..	..	..	..	..
Clay (C.A.P.)	..	..	..	..	..
C-R Test	..	..	..	..	..
Others (Specify below)	..	..	..	..	..

Always	Often	Sometimes	Rarely	Never

51. Do you post-test pupils after a period of I.T.Rs?
instruction.

CHECK THE APPROPRIATE
BOX

Always	..	..	..	..	..	..	..	..	..	..
Often	..	..	..	..	..	..	..	..	..	..
Sometimes	..	..	..	..	..	..	..	..	..	..
Rarely	..	..	..	..	..	..	..	..	..	..
Never	..	..	..	..	..	..	..	..	..	..

52. What type of follow-up contact, if any, do you have with
pupils after I.T.R's instruction ends?

53. What type of follow-up contact, if any, do you have with teachers after I.T.R. instruction ends?

Section Six: Accountability/Attitudes

54. For whom do you write reports on each pupil?

55. For whom do you write reports on your work?

56. How often do you write reports on your work?

57. To whom are you immediately responsible for the planning and implementation of your work? (In the following questions this person will be referred to as your "supervisor").

58. How often do you meet with your "supervisor"?

Weekly	..	..	..	..	..	..	..	..	..	..
Monthly	..	..	..	..	..	..	..	..	..	..
Each term	..	..	..	..	..	..	..	..	..	..
Other	..	..	..	..	..	..	..	..	..	..

59. For what reasons do you meet with your "supervisor"?

General discussions	..	..	..	..	..	..	..	..	..
Specific areas of help	..	..	..	..	..	..	..	..	..
Evaluation of I.T.R.	..	..	..	..	..	..	..	..	..
Other (Specify below)	..	..	..	..	..	..	..	..	..

60. Are these meetings of benefit to you?

Always	..	..	..	..	..	..	..	..	..
Often	..	..	..	..	..	..	..	..	..
Sometimes	..	..	..	..	..	..	..	..	..
Rarely	..	..	..	..	..	..	..	..	..
Never	..	..	..	..	..	..	..	..	..

If your "supervisor" is NOT a Reading Adviser please
answer questions 66 - 68.

61. Do you meet with a Reading Adviser for discussions?

Yes	..	..	..	..	..	..	..	..	..
No	..	..	..	..	..	..	..	..	..

62. How often do you meet with a Reading Adviser?

Weekly	..	..	..	..	..	..	..	..	..
Monthly	..	..	..	..	..	..	..	..	..
Each term	..	..	..	..	..	..	..	..	..
Other (Specify below)	..	..	..	..	..	..	..	..	..

63. For what reasons do you meet with a Reading Adviser?

General discussions	..	..	..	..	..	..	..
Specific areas of help	..	..	..	..	..	..	..
Evaluation of I.T.R.	..	..	..	..	..	..	..
Other (Specify below)	..	..	..	..	..	..	..

64. How else do you utilise the services of the Reading Advisers?

65. Who else do you meet for the job-related discussions?

66. Do you feel any need for in-service courses for I.T.Rs and related personnel?

Yes	..	..	..	..	..	..	..	..	..	..	..
No	..	..	..	..	..	..	..	..	..	..	..

67. Do you feel any need for meetings with related personnel?

Yes	..	..	..	..	..	..	..	..	..	..	..
No	..	..	..	..	..	..	..	..	..	..	..

68. Why?

69. Do you have a written job prescription?

Yes	..	..	..	..	..	..	..	..	..	..	..
No	..	..	..	..	..	..	..	..	..	..	..

70. If so, who wrote it?

71. The I.T.R. is a Scale A position. What scale do you think I.T.R's should be?

Scale A	..	..	..	..	..	..	..	..	..	..
B1	..	..	..	..	..	..	..	..	..	..
B2	..	..	..	..	..	..	..	..	..	..
B3	..	..	..	..	..	..	..	..	..	..
Other	..	..	..	..	..	..	..	..	..	..

72. Why?

73. How would you describe your attitude to your job?

Satisfied	..	..	..	..	..	..	..	..	..	..
Netural	..	..	..	..	..	..	..	..	..	..
Dissatisfied	..	..	..	..	..	..	..	..	..	..

74. What aspects of your job do you feel should or could be changed?

75. In what ways do you consider you (as I.T.R.) are of most use in helping retarded readers?

76. What, if any, obstacles to your effectiveness have you encountered?

[illegible]

APPENDIX B

QUESTIONNAIRE FOR INSPECTORS AND
ADVISERS ON READING

Please check the relevant box:

I am an Adviser on Reading

I am an Inspector in Charge of Reading

1. I.T.Rs. revealed a wide range of perceptions about their functions as I.T.R. Some see the role as essentially advisory whilst at the other extreme some prefer to work intensively with individual children.

How do you feel the role of I.T.R. could be most effectively implemented?

[illegible]

2. What specialised training do you consider an I.T.R. should have?

[illegible]

3. Is there a need for in-service training courses for I.T.Rs?

Yes	..	..	..	..	..	..	..	..	..	..	..
No	..	..	..	..	..	..	..	..	..	..	..

4. How often should such courses be held?

Every term	..	..	..	..	..	..	..	..	..	..
Every year	..	..	..	..	..	..	..	..	..	..
Two Years	..	..	..	..	..	..	..	..	..	..
Other (Specify below)	..	..	..	..	..	..	..	..	..	..

5. Of what duration should such courses be?

1 day	..	..	..	..	..	..	..	..	..	..
2 days	..	..	..	..	..	..	..	..	..	..
1 week	..	..	..	..	..	..	..	..	..	..
Other (Specify below)	..	..	..	..	..	..	..	..	..	..

6. Which level of the school do you see as a priority area for help by I.T.Rs.?

J1	..	..	..	..	..	..	..	..	..	..	..
J2	..	..	..	..	..	..	..	..	..	..	..
S1	..	..	..	..	..	..	..	..	..	..	..
S2	..	..	..	..	..	..	..	..	..	..	..
S3	..	..	..	..	..	..	..	..	..	..	..
S4	..	..	..	..	..	..	..	..	..	..	..
F1	..	..	..	..	..	..	..	..	..	..	..
F2	..	..	..	..	..	..	..	..	..	..	..

7. Why?

8. How many schools do you consider an I.T.R. can serve effectively?

1	..	..	..	..	..	..	..	..	..	..	..
2	..	..	..	..	..	..	..	..	..	..	..
3	..	..	..	..	..	..	..	..	..	..	..
4	..	..	..	..	..	..	..	..	..	..	..
5	..	..	..	..	..	..	..	..	..	..	..
6 - 10	..	..	..	..	..	..	..	..	..	..	..
10 - 20	..	..	..	..	..	..	..	..	..	..	..
21 +	..	..	..	..	..	..	..	..	..	..	..

9. Should I.T.Rs. demonstrate teaching techniques and methods to teachers?

Yes	..	..	..	..	..	..	..	..	..	..	..
No	..	..	..	..	..	..	..	..	..	..	..

10. Should I.T.Rs. direct in-school-in-service courses?

Yes	..	..	..	..	..	..	..	..	..	..	..
No	..	..	..	..	..	..	..	..	..	..	..

11. Should I.T.Rs. direct Education Board in-service courses?

Yes

No

12. Should I.T.Rs. act as resource personnel for in-school-in-service courses?

Yes

No

13. Should I.T.Rs. act as resource personnel for Education Board in-service courses?

Yes

No

14. What part should be played by the parents of pupils being helped by an I.T.R.?

15. What teaching methods or techniques do you consider the most effective in helping retarded children to become independent readers?

This image shows a single sheet of white paper with ten horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

16. The amount and types of audio-visual equipment allotted to I.T.Rs. varies greatly. What A.V. equipment do you consider an I.T.R. should have?

17. There is a wide variation in the amount and type of equipment (e.g. art/craft materials for resource preparation; office equipment) issued to I.T.Rs. How does your Board allocate equipment to its I.T.Rs. and in what quantities?

18. In what ways do you consider the present role/function of your I.T.Rs. should be altered to provide a more effective service?

19. There is a continuing debate about the most effective ways of utilising the Education Vote. Within the Reading field proposals include -

An extension of the Advisory Services; an increased number of I.T.Rs; an increased number of Reading Clinics; more depth in-service training for Classroom teachers.

How do you consider the Reading Proportion of the Budget could be most effectively spent?

This image shows a full page of a handwriting practice worksheet. It consists of ten sets of horizontal dashed lines spaced evenly down the page, providing a guide for letter height and placement. The background is plain white, and there are no other markings or text present.

APPENDIX C

(i) DEPARTMENT OF EDUCATION, CIRCULAR 1976/76
ITINERANT READING TEACHER SERVICE

1. Approval was given in 1975 for the establishment of eight positions for itinerant reading teachers. This approval followed an assessment of the service provided by the two itinerant teachers already in Auckland and Christchurch.

Functions

2. Each itinerant reading teacher assists a group of schools selected by the district senior inspector. The itinerant teacher works with the class teachers (and the school's reading resource teacher, if appropriate) in providing a teaching programme for pupils who have serious difficulty with reading. The itinerant teacher will work personally with a child only until the class teacher can continue the programme, when the itinerant teacher will commence assisting another child in co-operation with the class teacher concerned.
3. Itinerant reading teachers work under the direction of district senior inspectors, who may, if they wish, delegate responsibility for planning and supervising aspects of the work of the itinerant teachers to district reading advisers. This is the policy already followed for the administration of reading clinics.

Location and Equipment

4. Where an itinerant reading teacher serves the same or part of the area served by a reading clinic there will be substantial advantages in basing the itinerant teacher at the clinic. When this procedure cannot be followed

the itinerant teacher may be based with the Psychological Service, or at a conveniently located primary school.

5. District senior inspectors may approve a setting-up grant of \$150 to provide key teaching materials for each newly-established position for an itinerant reading teacher, and an annual grant of up to \$75 for the same purpose. These grants will be a charge against regional allocations for equipment for primary schools. District reading advisers will prepare proposals for the use of these grants after consultation with the itinerant teachers and an assessment of the materials already held in their own offices and local reading clinics.
6. Each itinerant reading teacher will require an annual mileage allowance sufficient to allow frequent visits to the schools which the teacher serves. This allowance will be a charge to the Education Boards annual mileage allocation for teacher travel.

Training

7. Itinerant teachers of reading are eligible for the period of up to one month of direct observation and study available to appointees to special education positions. This specialist in-service training can be divided into convenient sections. It should be completed within eighteen months after taking up the position, and preferably within the first year after appointment.
8. District senior inspectors will delegate to district reading advisers or other suitable officers, responsibility for preparation of observation and study programmes suited to the experience and background of individual appointees. Those programmes should include:
 - a) Reading and discussion of selected books and articles.
 - b) Observation of the work of selected teachers including reading clinic teachers.

- c) Discussion with the inspectors holding the delegation for reading.
 - d) Liaison with the specialist services which assist children who have reading difficulties, and their teachers. These should include the Psychological Service, reading clinics (if available in the area which an itinerant teacher will serve), advisers on reading and advisers to junior classes. These contacts should acquaint the itinerant teachers with the responsibilities of each service, the way it operates, and the teaching methods it advises or uses to assist children making poor progress in reading.
9. District senior inspectors should approve these programmes before they are implemented. District senior inspectors may approve reimbursement of actual and reasonable expenses incurred by itinerant teachers during their observation and study programme. These expenses will be claimed by the Education Boards from the Regional Office using the sigma code 0672-3514-230XXX.
10. Whenever possible these programmes should be based on local facilities and personnel. Requests for approval for inter district travel considered necessary to provide an adequate programme for a particular appointee should be sent to the Office for Special Education at Head Office.
11. As itinerant reading teachers have previously been appointed only in Auckland and Christchurch, district senior inspectors in other districts may, without further consultation with Head Office, arrange for itinerant teachers appointed during 1976 to spend one full teaching week with the itinerant teacher working in one of these two cities. District senior inspectors should arrange these observation visits directly with the district senior inspector of primary schools in Auckland and Christchurch.

APPENDIX C(ii) CIRCULAR 1980/98

Inquiries in the first instance should be addressed to the District Senior Inspectors of Primary Schools, Head Office inquiries to Director Special and Advisory Services.

The Administration of Reading Support Services1. Purpose

Following consultations with the New Zealand Education Institute the Director-General of Education has approved:

- a) upgrading the positions for reading clinic teachers and itinerant teachers of reading to salary scale B2;
- b) incorporating these positions in one group of resource teachers of reading with the general duty of working with parents and assisting teachers to assist pupils who have significant reading difficulties.

This circular sets out the agreed policies for the work of these teachers and the administration of their service.

2. Background

The establishment of the first official reading clinic in Christchurch in the early 1940's was followed by the provision of similar clinics in most larger cities by the early 1960's. Each clinic enrolled pupils selected as having serious reading difficulties and thought likely to benefit from a period of individual or small group teaching by a teacher who concentrated on this work. Children usually attended for one or two sessions a week, and the clinic teachers were expected to maintain liaison with the class teachers concerned.

3. Over the decade from the early 1960's to the early 1970's the Department of Education concentrated on developing the resources available to help pupils with reading difficulties

within their own school. The important new policies related to this purpose included:

- the introduction of three year training for primary teachers.
- the introduction of Diploma in Teaching courses in teaching reading.
- the establishment of the national corps of reading advisers
- strengthening the staffing of primary schools
- increasing the supply of books in primary schools
- increasing local in-service training courses for teachers
- developing the Psychological Service.

4. By 1974 sufficient progress had been made to enable some additional resources to be devoted to helping the small group of children with more serious reading difficulties whose needs could not be met, even given the augmented resources available in primary schools generally, and who were not helped by the 13 reading clinic teachers.
5. A review of the available options made at that time favoured employing suitably qualified teachers to serve designated groups of schools on an itinerant basis. The teacher for each area would work in its schools, helping pupils identified as having serious reading difficulties. The itinerant teacher would work initially with each child's own teacher, and would pass responsibility for helping that pupil over to the classroom teacher as soon as possible. This strategy would provide opportunities to upgrade the teaching skills of each class teacher associated with an itinerant teacher.
6. The work of the itinerant teachers, appointed in 1974, was assessed as successful. Fifteen positions of this kind are now established along with the 13 positions for reading clinic teachers.

7. A 1978 review of the work of both groups of teachers pointed up the considerable overlap in their work and the potential advantages of bringing them together in one specialist service. The recent decision to upgrade the salaries of both groups to Scale B2 provides a convenient opportunity to take this action.

8. Organisation of Reading Resources Service

All positions for reading clinic teachers and itinerant teachers of reading are renamed as resource teachers of reading. All new appointees to these positions will work in a resource room and in schools on an itinerant basis, as decided in each case by the district senior inspector of schools.

9. Each resource teacher of reading will work under the direction of the district senior inspector of schools, who may delegate supervision of aspects of their work to the district adviser on reading.

10. Selection of Pupils

The resource teachers will work with pupils selected by a professional advisory committee after considering a report provided by the Psychological Service. The committee will suggest whether a child should be assisted on a clinic or an itinerant basis. The district senior inspector will establish as many committees as are necessary to service all the resource teachers working in his district.

11. Composition of Advisory Committee

The committee will comprise the district senior inspector as chairman, represented usually by the inspector with the delegation for reading or by the liaison inspector for the area, a reading adviser, a psychologist, and the principal of a school to which one or more resource teachers are attached, and the resource teacher(s) concerned. Each committee should meet at least once a term to

- select pupils for enrolment with the resource teachers
- review the progress on enrolled pupils and future action concerning them
- review the general effectiveness of the service and consider how it can be improved.

The committee may co-opt other members able to contribute to its work from their own expertise.

12. Training of Resource Teachers

On first appointment each resource teacher is eligible for up to one month of directed observation and study as an appointee to a special education position. The district reading adviser is responsible for preparing an appropriate programme for each appointee for approval by the district senior inspector. The programme should show any necessary travel. Actual and reasonable expenses incurred in training, or approved travel can be refunded by Education Boards on the recommendation of the district senior inspector. This expenditure is a charge against regional allocations for observation and study.

13. Accommodation and Equipment

Resource teachers serving in an area where a reading clinic is already established should normally be located at the school where the clinic is located. Resource teachers working in areas where there is no reading clinic at present need a base at some convenient school. This should provide secure storage for books and other teaching equipment clerical assistance, and accommodation at which the resource teacher can provide tuition when there are advantages in a pupil attending the base school for specialist teaching.

14. Equipment

A setting up grant of up to \$500 can be made by regional offices to provide teaching equipment recommended by the district senior inspector when a position for a resource teacher

in reading is set up. The grant is a charge against the allocation for Special Education: equipment. The sigma code for 1980/81 only is: 0672/4101/770/XX030. The pupils enrolled with resource teachers will be recognised as pupils receiving special education and will attract the additional grant of these pupils incorporated in the general grant to education boards. This will assist boards in maintaining the teaching equipment for resource teachers at levels recommended by the district senior inspector.

15. Travel

Resource teachers who must travel in the course of their duties will be eligible for reimbursement for approved travel under the approved policies. Pupils who travel to sessions at a reading resource room will be eligible for any transport assistance provided for pupils attending part-time special education clinics.

APPENDIX DTWO SAMPLES OF PRESCRIPTIONS FOR
ITINERANT TEACHERS OF READING

- A. The Itinerant Teacher of Reading (I.T.R.) provides assistance to a group of schools selected by the District Senior Inspector.

He/She works with the principal and particular members of staff of each school to improve the quality of instruction given to selected children with serious difficulties in reading.

This involves assisting with the assessment, diagnosis, and the planning, implementation and evaluation of remedial programmes.

The I.T.R. provides assistance with children whose attainment in reading is considerably below what is to be expected of them. This assistance is aimed at giving the teacher(s) greater insight into remedial measures and greater skill and confidence in providing them.

The I.T.R. provides support and guidances in such a manner that the pupil's programme remains the responsibility of the school. While the I.T.R. may initially accept a major role in assisting with a programme he/she does this with the aim of reducing the involvement as soon as reasonably possible.

The I.T.R. works closely with an Adviser in Reading who is available for consultation and advice, and who exercises general oversight of his/her work.

- B. Each itinerant reading teacher assists a group of schools selected by the District Senior Inspector. The itinerant teacher works with the class teachers (and the school's reading resource teacher, if appropriate) in providing a teaching programme for pupils who have serious difficulty with reading. The itinerant teachers will work personally with a child only until the class teacher can continue the programme, when the itinerant teacher will commence assisting another child in co-operation with the class teacher concerned.

In general their work consists of helping teachers to carefully monitor children's progress in reading and evaluate the programmes that are developed from such monitoring. This includes:

1. Guiding classroom teachers in the planning and implementation of a reading programme suited to the needs of certain children identified as slow progress children or children at risk.
2. Assisting reading resource teacher in the school and supporting them in planning and implementing programmes.
3. Assisting classroom teachers to establish and maintain liaison with resource teachers so that classroom teaching and programmes of special assistance are consistent.
4. This may include helping establish within schools the sensitive observation of reading behaviour.
 - a) children at risk at all levels in the school.
 - b) running records of reading.
 - c) sixth birthday reading survey.
5. Involvement in in-service courses for teachers of children making slow progress in reading.

6. Conducting staff and syndicate meetings on selected aspects of reading.
7. Working closely with other groups such as psychologists, reading advisers, visiting teachers, reading clinic teachers and visiting teachers.
8. Testing children on a limited basis when requested and suggesting appropriate programmes for them.

APPENDIX E

GLOSSARY OF COMMON TERMS FOR TEACHING TECHNIQUES AND METHODS MENTIONED BY QUESTIONNAIRE RESPONDENTS

The following glossary of terms is intended to clarify some of the methods mentioned in this thesis. As each term has been described in detail by a number of writers, a reference for further reading is given for each.

Assisted Reading - Using this method the teacher listens to the child reading aloud and tells him/her any unknown words as soon as the child hesitates.

- Hoskisson, K., Language Arts, N.C.T.E., 1979.

Cloze Procedure - This is a graded series of activities in which pupils are requested to supply words omitted from a text, either orally or in written form. Cloze Procedures are designed to encourage pupils to utilise contextual cues when decoding unknown words in a text. Gradually phonic cues are utilised as well.

- Jongsma, Eugene, The Cloze Procedure as a Teaching Technique, IRA, 1971.

Co-operative Reading - Also known as Shared Book Experience, co-operative reading is an attempt to adapt the principles of pre-school book experience to the classroom and to refine the procedures to an even more powerful system of learning strategies. Each session should include the enjoyment of verse and song, re-reading favourite stories, introducing a new story, learning about print and language as well as participating in expressive activities arising from literature.

- Holdaway, Don, The Foundations of Literacy, Ashton Scholastic, 1979.

Directed Silent Reading or Guided Silent Reading - This is a major teaching of reading method utilised in most New Zealand schools.

- Department of Education, Reading: Suggestions for Teaching Reading in Primary and Secondary Schools, 1972.

(Neurological) Impress Reading Method - This is a reading process in which the child and the teacher read aloud simultaneously whilst the child follows the text with a finger, thus involving his/her visual, aural, oral and tactile senses in the reading process.

- Hollingsworth, Paul M. - The Reading Teacher, Vol 31, No. 6, March 1978, 624 - 627.

Language Experience Approach - Language Experience is an approach for developing children's language skills out of their first hand experiences. After discussion the teacher writes the child's utterances for him/her and then the child reads it back.

- Wilson, Lorraine, Write Me a Sign About Language Experience, Nelson, 1979.

Patterning - Oral language patterning, visual patterning and written patterning are idiosyncratic terms used by one I.T.R.

Reading Recovery Procedures - A programme initiated by, and based on research by Marie Clay: an early intervention programme with four main aims - acceleration, intensive teaching, attention to minutiae, and sequence in an individualised programme.

- Clay, M., The Early Detection of Reading Difficulties: A Diagnostic Survey with Recovery Procedures, 2nd Edition, 1979.

Ruth Trevor's Techniques - Reading: Suggestions for Teaching Children with Reading Difficulties in Primary and Secondary Schools, Department of Education, 1978.

Sustained Silent Reading - Each day there is a set time when every pupil and the teacher read silently for a substantial period of time without interruption. The key to the success of S.S.R. is in the modelling effect.

- McCracken, R.A., and Marlene J. McCracken, 'Modelling is the Key to Sustained Silent Reading', in The Reading Teacher, Vol. 31, No. 4, 1978, 406 - 409.

Taped Stories - this approach is designed to capture the attention of children who have failed to progress in reading and to make large amounts of textual material available. Therefore textual inputs in large quantity are provided in an interesting and accessible form so that the mind is engaged in interacting with the print. Through repeated listenings to a taped storybook while following the text, pupils are able to become familiar enough with a book to read it independently.

- Chomsky, Carol, 'After Decoding: What?' in Language Arts, Vol. 53, 1976, 288 - 296.

APPENDIX F

SERIES, BOOKS AND AUTHORS
RECOMMENDED BY ITINERANT TEACHERS
OF READING

The questionnaire divisions of three class levels were found to be impracticable as there were so many series and books overlapping the levels. Therefore this list has been arranged alphabetically.

i) SERIES

A Book for Me to Read
 Action Words
 Ashton's Paperbacks, e.g. Lucky Book Club books
 Beginner Books
 Bill Martin Instant Readers
 Breakthrough to Literacy
 Bridge Books
 Childersets
 Cowboy Sam Series
 Dan Frontier Series
 Daniel Books
 Data Series
 Deep Sea Adventure Series
 Dick Bruna Books
 Dinosaur Books
 Dusty and Smudge Books
 Easy Readers
 First Time Stories
 Follet Just Beginning to Read Books
 Garraud - Famous Animal Stories
 Gay Colour Series
 Gay Way Series
 Griffin Readers
 Holt Rinehart Basic Readers
 Holt Rinehart Satellites
 I Can Read Books
 Inner Ring Series
 Is it Childersets?

Macdonald Starters
 Meg Books
 Mr Men Books
 Monsters
 Morgan Bay Mysteries
 One, Two, Three and Away
 Pedro Series
 Picture Lions) selected titles
 Picture Puffins)
 P.M. Listening Skill Builders
 Reading Rigby
 Reading Systems (Reading Unlimited)
 Reading with Rhythm
 Ready to Read
 Rewards
 Robin Hamlyn Books 1 - 6
 Sea Hawke
 Seagulls
 School Journals - Now for a Story
 - Stories for You
 Scott Foresman Basic Readers
 Series r and Solo Books (Macmillan)
 Seven Silly Stories
 Sheila McCullagh Books
 Sounds Series
 Sprint Libraries
 Stepping Stories
 Tales of Adventure Series
 Talk-a-Rounders
 The Sound Box
 This is my Colour
 This is my Shape
 This is my Sound
 Thunder Series
 Timbuctoo Books
 To Market, To Market
 Trog
 Trug
 We Can Read

Webster Books - Help

- Rescue Reading
- Shorty
- Young Beauties
- Young Shorty

Whizz Bang Series

Young Australia Readers (selected titles)

ii) BOOKS

De Roo, A.	<u>Boy and the Sea Beast</u>
Foreman, M.	<u>Dinosaurs and all that Rubbish</u>
Hughes, T.	<u>The Iron Man</u>
Myrick, M.	<u>The Secret Three</u>
Van der Loeff,	<u>Children of the Oregon Trail</u>
West, J.	<u>Sea Islanders</u>

iii) AUTHORS

Berenstains

Dick Bruna

Roger Hargreaves

Sheila McCullagh

Bill Martin

Bill Peet

Dr. Seuss

James Webster

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