We can't all, and some of us don't. That's all there is to it. (Eeyore)

Students who are limited by dyslexia are not a homogenous group; they have specific, different learning needs. Classrooms are usually frustrating for students limited by dyslexia.

A verbally intelligent boy who loved school, and who was seen by his year one, two and three teachers as capable began not wanting to go to school in year four. Because he was struggling his teacher tested him and placed him in the bottom groups for reading, spelling and maths.

He went from experiencing himself as bright to feeling dumb and he began to hate school. His learning abilities hadn't changed but the learning expectations had.

A year five girl with unidentified dyslexia spent a 20 minute silent reading time, dying the classroom library. She had perfected the art of avoidance.

A secondary school student limited by dyslexia reported he was 'invisible'. He did nothing to draw attention to himself. With effort he managed to usually get average grades. None of his teachers knew his name.

Some students with dyslexia describe school as boring; school is too easy, too hard and/or not emotionally engaging. These students often feel angry or sad and they can learn to practice behaviours that will disadvantage them.

Students limited by dyslexia form a vulnerable group. They often focus on what they feel they can't do and not on what they can do.

They regularly don't complete assigned tasks; rush and make mistakes, leave things out or over simplify their work just to get it completed.

Many students limited by dyslexia can clearly describe a time where they could not find any reason for continuing trying; their learning, emotional, socially and behaviourally at risk. Low self esteem is far more disabling than the specific learning disability dyslexia.

Dyslexia needs early accurate identification. Studies indicate you cannot teach dyslexics the way you teach non dyslexics and you can't teach all dyslexics the same way. All dyslexic children benefit from skilled one to one assistance. These children need to be able to access a variety of intervention programmes.

— Lynn Berresford
Registered Psychologist

Dore's doors are open in New Zealand

The Dore Centre has embarked on a series of public meetings in regional centres around NZ to talk to parents and educators about the Dore Programme, an individualised exercise based programme which treats the specific learning difficulties such as dyslexia, dyspraxia, ADD and ADHD.

The Dore Programme was developed in England in 1999 and now has clinics right around the world. Recently the Dore Centres in Australia and the UK went into voluntary administration.

"The Australian Administrator has been very helpful for us, and has done to great lengths to reassure Kiwi clients that Dore NZ is an independent and profit-free company that continues to trade successfully," says David Conroy, Dore NZ's general manager.

Other independent centres in South Africa, Taiwan, Hong Kong and the Caribbean also continue to operate.

Giles Woodgate of Woodgate & Co. says in his report, "Dore NZ is not subject to any form of insolvency (cont’d p6)

This is the theme for this year's Dyslexia Awareness Week, running 16th to 22nd June.

With a focus of promoting greater understanding and acceptance of dyslexia as an alternative way of thinking and one that can offer wonderful creative gifts as well as bring learning challenges for the teaching fraternity.

This theme refers to the gifts of creativity as well as the difficulties and coping strategies which are the disguise.

Last year, the Dyslexia is Real campaign was a great success, with the government formally recognising dyslexia and the MoE engaging in a work programme to address dyslexia in schools.

Dyslexia is often found in the creative professions, from artists to musicians, actors and chefs.

Without dyslexia the world would be a much less colourful and creative place.

Those with dyslexia must be supported in education and the workplace and this often requires specific interventions, as well as awareness and understanding.

With this in mind EDUVAC/The Education Weekly has dedicated this week's issue to looking at and unwrapping Dyslexia and hopes that you will find it helpful and maybe give a little bit of insight.
There are children, who despite good teaching, cannot produce nice neat handwriting. Dysgraphia is a difficulty writing correctly, if at all, regardless of ability to read. People with dysgraphia often can write, and may have a higher than average IQ, but lack co-ordination, and may find other fine motor tasks such as tying shoes difficult. An unusual pencil grip, poor spelling and poor sequencing; poor drawing and poor fine motor co-ordination; poor visual processing and visual perception are often clues to dysgraphia. Having dysgraphia has nothing to do with how clever the person is. Very often these children are bright with good reading skills. This makes it hard for teachers to understand why they don’t seem to be able to produce the required standard of written work. They are often labelled as lazy or not trying although in reality they are doing their best. Over time this causes emotional distress to the student.

Types of Dysgraphia: With dysgraphia, spontaneously written work is illegible; copied work is fairly good and spelling is bad.

Motor dysgraphia is due to deficient fine motor skills, poor dexterity, poor muscle tone, and/or unspecified motor clumsiness. Generally, written work is poor to illegible, even if copied by sight from another document. Further formalisation may be acceptable in very short tasks, but this requires extreme effort and an unreasonable amount of time to accomplish, and cannot be tolerated for a significant length of time. The learning of keyboarding skills is often a solution for these students.

Treatment for dysgraphia varies and may include treatment for motor disorders to help control writing movement. Occupational therapy should be considered to correct an inefficient pencil grasp, strengthen muscle tone, improve dexterity, and evaluate eye-hand coordination.

Dysgraphic children should also be evaluated for ambidexterity, which can delay fine motor skills in early childhood.

About the author: Hayley Wicks is the director of Read Auckland and the past president of SPELD Auckland. Jeni has a severe dyslexic son, with dysgraphia, dyspraxia and behaviours found on the Asperger/Autistic spectrum. Pens & pencils designed for dysgraphic students can be purchased directly from her at Read Auckland info@readauckland.co.nz, or Telephone 09-529 1381.
How to tell the difference between dyslexia and other reading problems

Many researchers think there is a difference between dyslexia and other reading problems. One way to spot the difference is to use the Simple View. Simple View of Reading

<table>
<thead>
<tr>
<th>LISTENING COMPREHENSION</th>
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<tr>
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1. Specific language problems. High decoding, low language comprehension. Teach them vocabulary learning and grammatical awareness, and general knowledge through reading or listening to stories and articles to deepen language knowledge.

2. Dyslexia. High listening comprehension, low decoding. Strength is language - this is their creative side. Good vocabulary and general knowledge but can't access this area because they can't decode. Teach them phonics and give lots of reading practice at the right difficulty level.

3. Garden Variety. Low decoding, low language comprehension. They need the kind of help you would give to both of the other two kinds of struggling reader.

There is evidence that dyslexic children may also be poor on what is called lexicalised phonological recoding, which depends on letter-sound patterns that the child's brain automatically induces from stored information on the letters and sounds of words, obtained from the experience of reading words.

Symptoms of dyslexia often overlap with other developmental disabilities, such as language impairment, attention deficit hyperactivity disorder (ADHD), and dyscalculia. This is why dyslexia can only be properly identified by a professional psycho-educational assessment.

Unlike other children with reading problems, children with dyslexia will not just catch up with a small amount of extra help, but need ongoing remediation. For most children this should focus on aspects of phonological recoding.

Parents should be cautioned against methods which do not do this, and which are often expensive. It is common for companies to claim that their methods are 'research based' whereas, in fact, the research evidence is inadequate. It is important for parents to be aware of the difficulties that some dyslexic children may be experiencing, and to support their learning with daily reading practice consisting of books that contain a large amount of familiar words and a small amount of new words.

This will help maintain their existing reading vocabulary and help consolidate new vocabulary.

It may also be useful to include instruction on letter-sound relationships by having them listen carefully to sounds within spoken words that match printed words. By pronouncing the words slowly while looking at the printed word, the child can learn how these sounds are blended together.

In this way, an attempt can be made to improve both types of phonological recoding.

Dyslexia

Dyslexia is a severe difficulty in reading which cannot be explained by general cognitive difficulties or lack of educational experiences. Dyslexia occurs in at least five per cent of the population and often runs in families.

Many teachers do not realise that there is now strong agreement among researchers that in most cases dyslexia is related to difficulties in phonological recoding, which is the linking of letters in print words to pre-existing phonological (sound) representations of words in the brain. Compared to their peers, dyslexic children are usually poor on phonemic awareness tasks, vowel sound knowledge, and blending. Such knowledge is used for explicit phonological recoding (decoding). As with dyslexia, professional assessment is necessary.

2. High spelling, low ideas. These pupils need the kind of help that you would give to both of the other two kinds of struggling writer.

Summary: The Simple View can help the classroom teacher to decide which pupils are likely to be "dyslexic" readers and writers.

Dyscalculia

Dyscalculia is a severe difficulty in mathematics which, like dyslexia, cannot be explained by general cognitive difficulties or lack of educational experiences.

It is estimated that about six per cent of children have dyscalculia, and it also tends to run in families, and overlap with other developmental disabilities (although it may occur alone).

Dyscalculic children may have little understanding of the meaning of numbers or mathematical procedures. They may be inaccurate or slow at counting, and have difficulty with the following: simple addition or subtraction, memorising arithmetical facts, following procedures, and using strategies (e.g. "bridging" for subtraction).

They often exhibit a dislike for or anxiety toward maths, and display avoidance behaviour. Dyscalculics often do not appear to continue to affect the rest of mathematics into secondary school and adulthood.

Research on the cause of dyscalculia is only recent.

One theory is that the main difficulty is in 'number sense': our ability to represent quantities non-verbally, associated with a particular area of the brain, present before schooling.

During childhood our brain has to establish a fast automatic link between number sense and representations of the symbols we use for number (words and digits). In dyscalculia this link appears to be less efficient.

As with dyslexia, professional assessment and remediation is important; a child with dyscalculia will not catch up on their own, or with a small amount of help.

Teachers can help within the general class by trying to give children work at their own level, allowing extra time, focusing on understanding (especially of quantity), using concrete materials to help link mathematical symbols to quantity, providing a lot of practice, and reducing the need for memorisation where possible.

For further information on Efalex research and studies Freephone 0508 600 400 or visit www.healthandherbs.co.nz

Is study or restlessness a problem? Get Back on Track with Nutrition for the Brain.

Efalex contains fatty acids, essential for normal brain function. Research has shown that Efalex supports normal focus, clarity and concentration.
DYSLEXIA FEATURE

Vision and its Role in Learning

by Richard Shanks, Optometrist

Recognising that vision may be a leading factor to a child’s difficulty with learning, depends on the Model of Vision that the individual optometrist and parent has.

If the parent thinks that eye-sight is the only important aspect of vision and reports to the optometrist that they have not had any complaints about vision by the child, the optometrist may perform a routine eye examination, evaluate how clearly the child sees in the distance, check that they are not too long-sighted, short-sighted or have astigmatism and then check the health of the eyes.

But if the parent understands that Vision is the sensor-motor system that guides movement and orchestrates the senses in our exploration and then conceptual understanding of the world, then so much more needs to be evaluated.

At its most fundamental level, aspects of vision are normally broken down into the following groups:

- Eye Fixation
- Eye focussing
- Eye teaming (binocular vision)
- Visual perceptual skills

Fixation is the ability to direct and maintain steady, central visual attention on a target. This basic skill is developed in infancy and refined through the early years. Ocular motor skills are the neuro-muscular control skills developed to point the visual system on target and move it to either follow a moving target (pursuit eye movements), or jump from one object to another (saccadic eye movement).

The infant moves from an initial reflexive movement using most of the body towards using the head to guide the visual system.

During the next few years the individual refines this movement system by learning to use eye muscles to replace head movement – an achievement important in visual readiness for school.

Without these skills, you can’t move your eyes smoothly across a line of text on a page. Scanning from letter to letter, word to word, looking ahead and predicting text, and moving from one line to the next are all complex eye movements involved in the task of reading.

If an individual has difficulty controlling eye movements they could often lose their place when reading, frequently guess words rather than recognise them, need to use their fingers to maintain their place, or exhibit other even more subtle difficulties in visual information processing. Most commonly, these difficulties interfere with “learning to read.”

Eye Teaming (Binocular Fusion and Stereo Depth Perception) is the ability to coordinate and align the eyes precisely so that the brain can fuse the images from each eye as we look from place to place along a plane (such as when we are reading) or look from distance to near.

This skill has both a sensory and motor aspect. The sensory aspect is the brain’s ability to put what each eye sees together. Even a slight misalignment causes difficulty with reduced attention and stamina for visual tasks, particularly reading.

Misalignment causes double vision or suppression of part of the vision of one eye, making precise tasks more tiring and often follows with avoidance of the task.

Focusing Skills is the ability to accurately focus and maintain clarity at a particular point (a word on a page) and the ability to rapidly change focus from one point to another (copying from the board to the book).

This combined lens neuro-muscular system is a network integrating the eyes and the brain.

Most children are capable of a large amount of change in focus, but fine, accurate control breaks down more easily under stress.

[Richard Shanks on p.6]

I’ve heard about Brain Gym®, would it help for a Specific Learning Disability?

Brain Gym® was developed by Dr Paul Dennison, (US) in the 1970s in the context of assisting children with learning difficulties.

Brain Gym® movements are part of the Educational Kinesiology (Edu-K) System and can be used by children in groups in class situations or tailored to individual needs to improve learning readiness.

Edu-K is a comprehensive mind-body integration program that uses specific movement to enhance abilities and confidence in learning, sport, performance and communication.

It incorporates movements known as BRAIN GYM® and can be used with both children and adults. The Edu-K process enables us to improve our neurological organisation and flexibility making it possible to release inhibiting beliefs, eg ‘I can’t…’ plus compensatory patterns of movement and behaviour.

When the mind and body work together in harmony, the result is whole-ness, easier self expression, creativity, choice making and a moving forward into new challenges. Edu-K and Brain Gym® give us the tools to become our best.

There are Brain Gym® Instructors and Educational Kinesiologists working with children in clinics around NZ.

NZ contact: Glenys Leadbeater, E-mail: goglen.leadbeater@xtra.co.nz

International website – www.braingym.org

KBB Music supports children who learn differently.

Learning music is encouraged because it assists both hemispheres of the brain to work more effectively.

www.kbbmusic.co.nz

A Brighter Future

When you start with Kip McGrath Education Centres.

We offer professional tutoring programs for pre-school through to high school students. We help build the foundations for academic success.

Reading ✔ English ✔
Spelling ✔ Maths ✔
Comprehension ✔ Senior Maths ✔
The gift that children with dyslexia have is their ability to think in pictures and this deceptively simple book gives the opportunity to do just that with its uncluttered pages and limited text. I Love Myself clearly communicates the message that it’s okay to let your imagination fly and most importantly to be you. Child psychologist Bernadette Tynan confirms, “Once children know the magic of their own mind not even the sky is the limit… seeing is believing.” It’s a very safe way of encouraging children to explore different feelings… Children seem to understand and respond, they think in ways of dealing with the situations through the messages in this book,” says Zahra of Montesori preschool in Ponsonby. “A book encouraging children to contribute and explore, calling to their innate wisdom and adding a freshness to ideas – A book even more special to those who are ‘different’ because they are aware of their differences and need to know this can be a real blessing,” says Marilyn McClauchlan, author and editor of www.mumsandtops.co.nz.

Place your order now and discover for yourself the delights in I Love Myself.

Some children with dyslexia have auditory processing disorder to phoneme mapping, and hence a phonological deficit is thought to be one of several possible causes of dyslexia. Although it is hard to prove a causal link between auditory processing difficulties and reading problems, these difficulties clearly occur in many children.

Research at the University of Auckland has shown an overlap between APD and reading problems. In one study, 42 per cent of children who presented with suspected auditory deficits had APD as well as reading and language difficulties. A randomised controlled trial of different treatments for APD conducted with these children by Dr Mridula Sharma and Drs Purdy and Kelly showed that auditory discrimination training and language therapy produced significant improvements in phonological awareness and nonword reading.

Pumpkin Patch is Australasia’s largest kidswear fashion retailer. Kids Patch, our onsite childcare facility, licensed for 22 children aged 0-5 years, has a rare opportunity for an experienced Centre Manager. Having been open now for 9 years the centre is well established with a fabulous group of teachers and children! Based in East Tamaki the Centre Manager will:

• Oversee a group of teachers and ensure rotas are met at all times
• Plan together with the teaching team to ensure that all areas of the Curriculum are met
• Manage the Government Funding and Staffing hour counts
• Prepare and meet with ERG with our Centre Licence
• Plan for future development of the Centre

You will be fully qualified and experienced in Early Childhood education and staff management. You will have a good understanding of Early Childhood regulations and Te Whariki along with the ability to create an inspiring, educational and fun environment for our children.

This is a fantastic opportunity for someone to take responsibility and work within a great team with the additional benefit of being part of the Pumpkin Patch Group.

To apply online for this job, please visit http://careers.pumpkinpatch.biz and enter the job code 37981EW or post your application to Lynne Tynan, Pumpkin Patch, Private Bag 94310, Pakuranga, Auckland.

Want a career full of love, laughter & learning?

If you’re self-motivated, energetic and have a true passion for the ECE profession, why not join the dedicated teams at ABC Learning Centres?

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There are many great opportunities throughout New Zealand for Qualified Teachers and Teachers in training to join ABC Learning Centres!

So, if you’re serious about your early childhood career, join ABC today. Before you know it, you’ll be enjoying a rewarding career full of love, laughter and learning!

Qualified Teachers must hold a Diploma of Teaching (ECE) or alternative approved qualification. Full or provisional Teacher registration is also required.

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123 Careers (NZ) Ltd is an independent company specialising in childcare personnel recruitment.
Vision and its Role in Learning

About the author: With a particular interest in the impact that visual difficulties have on learning in school, Richard Shanks, Optometrist, has consistently shown a drive to keep up-to-date on the clinical advancements and understanding that optical and vision difficulties are having on children struggling to learn.

In 1990 he joined the College of Optometric Vision Development (CODV), which is an organisation that has an interest in the visual performance and how it interacts with the development and sporting potential of individuals, together with their quality of life.

In 1991 he became a Member of the Optometric Vision Development Program which is a non-profit organisation promoting the understanding of the development of vision throughout childhood and adulthood. In 1992 he was invited to work under Prof. Harry Wachs in the Reading Centre of the George Washington University in Washington DC, who he worked with and studied under several times over the next few years.

Since returning to Barry and Sargent Optometrists in New Zealand, he has completed a postgraduate qualification in ocular pharmacology at Auckland University in 1997 and the Behavioural Optometry Masters Paper at University of Western Australia in South Wales in 1999.

He has continued his study with the Australian College of Behavioural Optometry and has finished his Fellowship for the College, by publishing a standardised test of visual spatial thinking for children between six and 10 years of age. He has recently retired from the Regional Director’s role for the NZ Division of the Australian College of Behavioural Optometry and adulthood.

For more information please contact Olivia or Noelene, Phone 04-478 4015. E-mail: contact Olivia or Noelene, Phone 04-478 4015. E-mail: contact@redbeach.school.nz

Closing date: 30th June, 2008.

Scale A Teachers We are looking for Two new Teachers to join our amazing teaching team Year 5/6 classes. If you are an enthusiastic, committed teacher who would like to work in a positive professional environment on the beautiful Hibiscus Coast, 30 minutes North of Auckland the Harbour Bridge, then we have the job for you.

Both positions available from the beginning of Term Three. Please apply in writing including a CV, 2 recent names of two referees to: The Principal, 20 Eel Beach Road, Red Beach, Whangaparaoa or E-mail: team@redbeach.school.nz Applications close Monday, 23rd June, 2008.

Silverdale Normal

Hamilton • Principal • U5 DECILE 7 • ROLL 320

An opportunity has arisen for an innovative and dynamic leader seeking an appointee with a strong vision for primary education and preservice teacher education coupled with exceptional interpersonal skills and highly effective team leader qualities.

An excellent working knowledge of the NZ Curriculum and required and normal school experience would be an advantage.

Capacity to inspire and develop both students and staff to their fullest potential.

We have two Montessori classrooms and a 6S satellite on site.

The successful applicant is expected to take up the position at the start of Term 4 which may be negotiable.

Applications close Friday 4th July, 2008

Silverdale Normal School

The School Office: Ph: 07-836 7700

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We offer an exciting opportunity to teach a Year 4 Class to a New Zealand Registered Teacher. You must be enthusiastic, motivated and prepared to work hard.

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Please forward C.V. and the names of two referees to: principal@waterlea.school.nz

Phone 09 636 4233.

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Please send C.V. and names of two referees to: The Principal, Huntyl Primary School, PO Box 261, Huntyl. E-mail: office@huntylprimary.school.nz

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We are seeking an enthusiastic and motivated Teacher to apply for the above position and join our dedicated team of staff in our innovative inquiry based learning community.

This is a new position and applicants will need to display:

- A willingness to teach and support the religious instruction appropriate to the Special Catholic Character of our school
- Have an up to date curriculum knowledge
- Show strengths in Literacy, Numeracy, and Formative assessment
- Be New Zealand Registered. Please forward your C.V. with a covering letter to: Stella Maris Catholic Primary School, PO Box 103, Kerikeri, Northland, NZ. Mrs Smith – Principal . Applications close on Friday 27th June, 2008.

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WESTBROOK SCHOOL

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We require Three Teachers to take up Fixed Terms in our Junior School from the beginning of Term Three.

Please send your letter of interest and a current C.V. to: The Principal, Westbrook School, 382 Malloft Road, Rototuna. Applications close 3.00 p.m. Friday 20th June, 2008.

CENTRAL WEST

AHITI PRIMARY SCHOOL

Scale A Position

Country teaching at its best. U1, Decile 2. We seek an aspirant Teacher to teach in our Y5-6 Class and lead our senior team. Successful candidate will be highly motivated and committed, with a passion for learning and teaching.

Applications close 4.30 p.m. Friday 20th June, 2008.

Please make an appointment with Heather or Brett, Phone 09 828 7277.

Please send a letter of application outlining relevant strengths and experience, current C.V. and the names of three referees to: The Principal, 19 Oakley Avenue, Auckland. E-mail: principal@waterleaschool.school.nz

MAYOVALE

KHANDALLAH SCHOOL

Fixed Term Position

Applications are invited from enthusiastic, effective, motivated NZ Registered Teachers passionate about making our delightful children get the best possible start on their learning journey.

Please make an appointment with Mary Anne, Phone 04 479 6685. Application pack available from: office@khandallah.school.nz or khandallah.school.nz

Central South

ASHBURYTON INTERMEDIATE SCHOOL

Scale A Teacher


Please apply in writing stating curriculum strengths, experience and enclosing a current C.V. to:

The Principal, Gavin Cooper, PO Box 294, Ashburton. Phone 03 308 9563 or 021 496 912.

Canterbury

JUBILEE

Vacancy Form

Order No: School

Educational Daily

Fax to: 09-849 7103 or email eduvac@millspublish.co.nz

Name of Person Authorising:

Geographical Region

Heading:

Copy:

Insertion Dates:

23rd June

30th June

21st July

28th July

Published each Monday of the School Year. 41 issues in 2007 © Published by Kaha Media Ltd · Managing Editor: Jason Mills · Sub Editor: Shona Cox · Sales Consultant: Peter Jackson. Judith Brown · Classified Consultant: Shona Cox · Graphic Design: Mark Mills, Jennifer Anderson · Classified Design: Dave Cremer · Print: Friday 2008.

Kaha Media Press Ltd

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The causes of reading disabilities involve auditory, visual, and motor functions. CELLFIELD is a world first intervention that targets these pathways simultaneously with proven, powerful results.

Average reading comprehension gains of a year, and decoding gains of almost two years, have been achieved in less than a month with the CELLFIELD Intervention*

There are now 13 CELLFIELD Centres throughout NZ with more about to open. Visit www.cellfield.com for details, or phone David Wardell, national director on 09-576 5390.


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