

The Teacher Voice
in
**Literacy
Instruction**

Survey Results

2021

www.jocelynseamereducation.com





"Hello and welcome"

Literacy is fundamental to participation in modern society and each child has the right to learn to read and write proficiently while at school. This is only possible when teachers are equipped with the required knowledge, skills, and resources to teach well.

The Teacher Voice in Literacy

Instruction Survey was completed by 983 people from five continents, including Australia. This informal survey was designed to provide teachers, leaders, and support staff with the opportunity to share their experiences of teaching literacy in primary schools.

We seek to give voice to teachers and classroom assistants. In compiling this report, it has not been our intention to draw conclusions on behalf of teachers or the teaching profession, but to share the views, experiences and feelings of the respondents.

Table of Contents

SECTION ONE **01**
Demographics

SECTION TWO **02**
Classroom Practices

SECTION THREE **04**
Workplace Experiences

SECTION FOUR **07**
Professional Learning and Development

SECTION FIVE **09**
Teacher's inspiration

SECTION SIX **10**
I wish my leadership knew...



© Jocelyn Seamer Education 2022

DEMOGRAPHICS

I work in...
Which continent?



Australia
If Australia, which state do you work in?

Continent	%	No.
Africa	0.2%	2
Asia	0.92%	9
Australia	88.8%	873
Europe	0.67%	6
North America	9.5%	93

State	%	No.
ACT	2.18%	19
NSW	24.9%	218
NT	2.1%	18
QLD	16.84%	147
SA	5.3%	46
TAS	7.6%	66
VIC	30%	262
WA	11.1%	97

I am...



**CLASSROOM
TEACHER**

580



**LEARNING SUPPORT
TEACHER**

120



**PRINCIPAL OR
ASSISTANT PRINCIPAL**

89



OTHER TEACHER

30



**TEACHING ASSISTANT
PARAPROFESSIONAL**

25



**OTHER
SCHOOL LEADER**

9



SPECIALIST

24



CONSULTANT

9



TUTOR

10



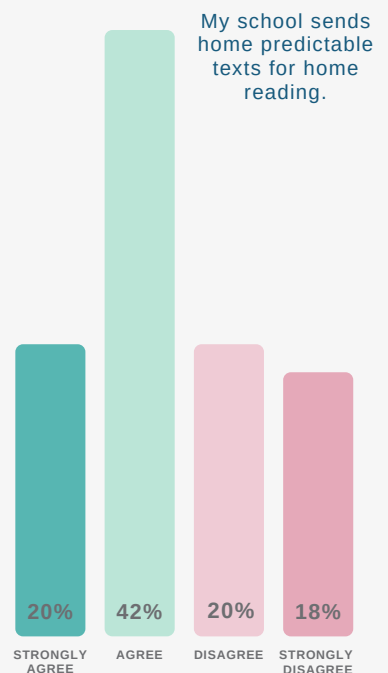
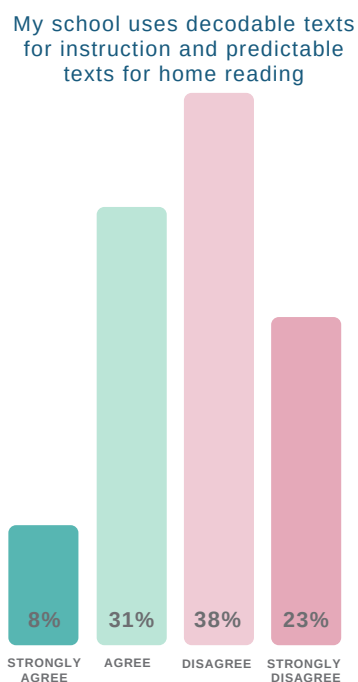
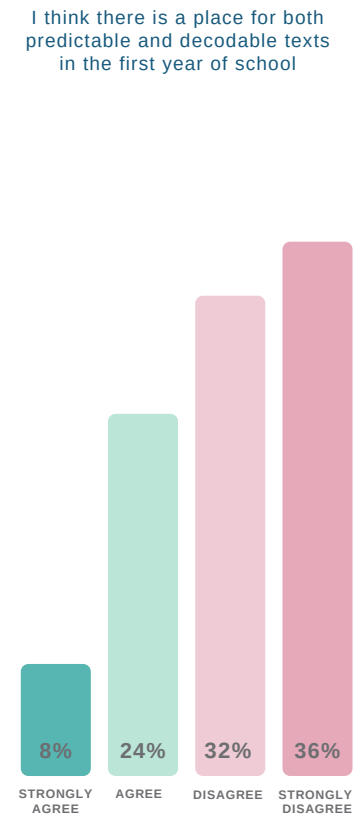
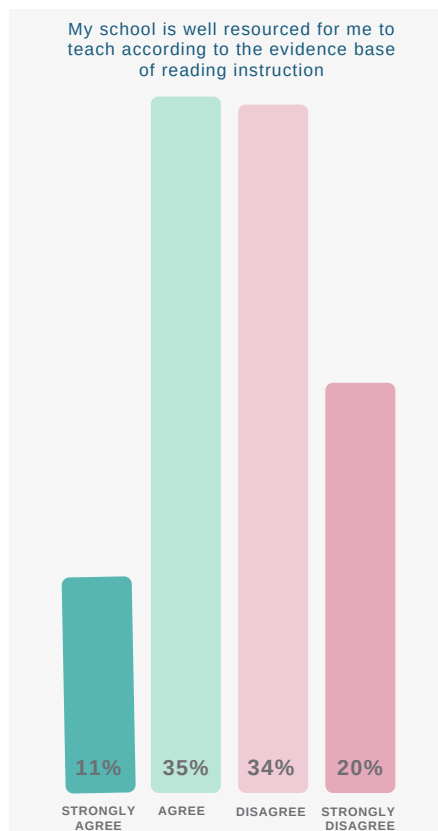
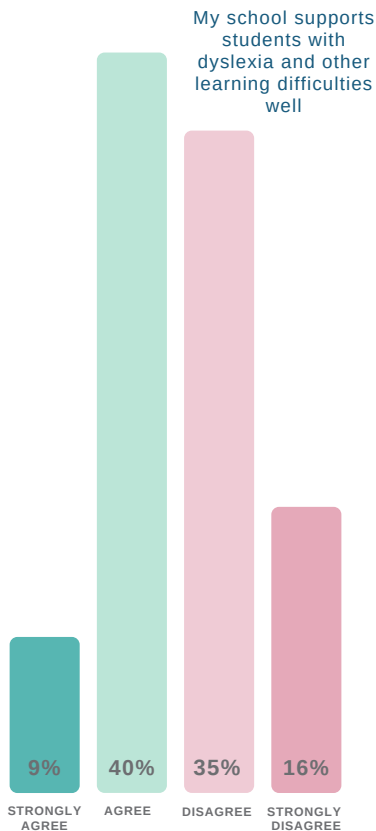
OTHER

4

CLASSROOM PRACTICES

Registered Teachers

IF YOU ARE A REGISTERED TEACHER - To what degree do you agree or disagree with the following statements:

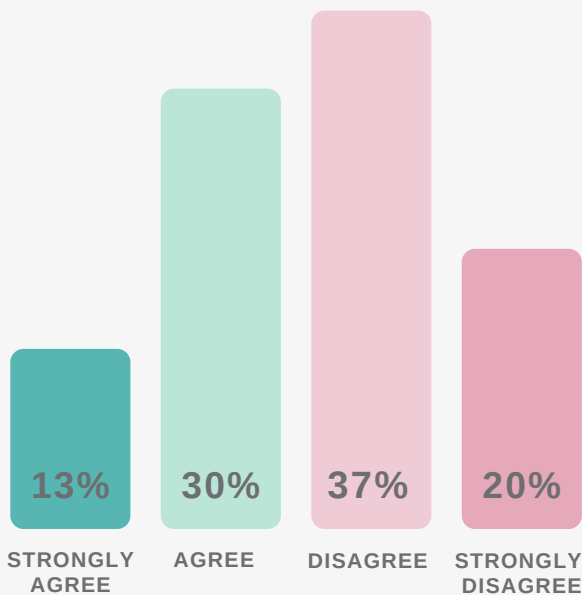


CLASSROOM PRACTICES

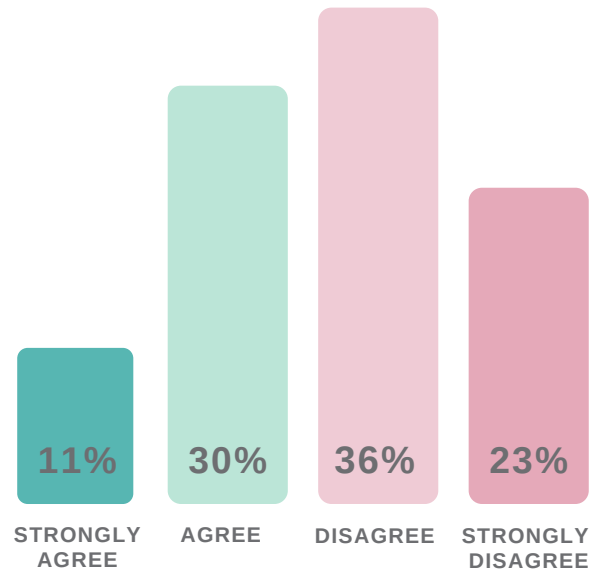
Classroom Assistants

IF YOU ARE AN ASSISTANT To what degree do you agree or disagree with the following statements:

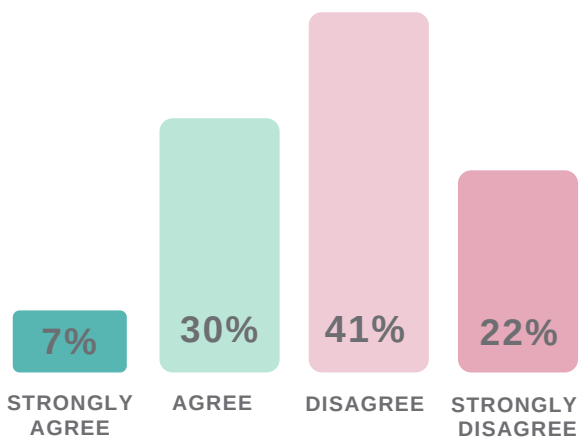
My school supports students with dyslexia and other learning difficulties well



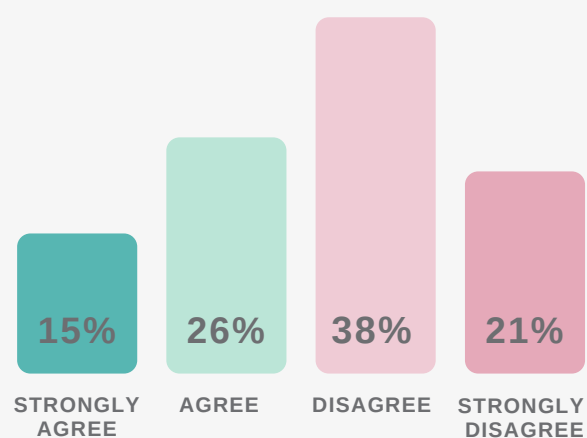
My school is well resourced for me to support students according to the evidence base of reading instruction



I think there is a place for both predictable and decodable texts in the first year of school



I am instructed to deliver a 'sight word program' to students

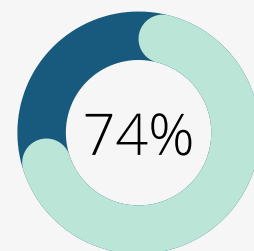
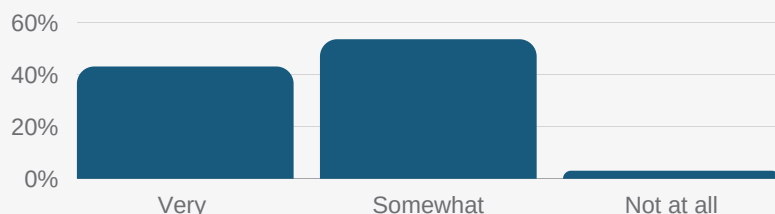


Please note, some respondents answered in the section for assistants, even though they had not previously identified as holding that role. We have included that data here to ensure that classroom assistants' voices were heard, but acknowledge the difficulty in interpreting the responses.

WORKPLACE EXPERIENCE

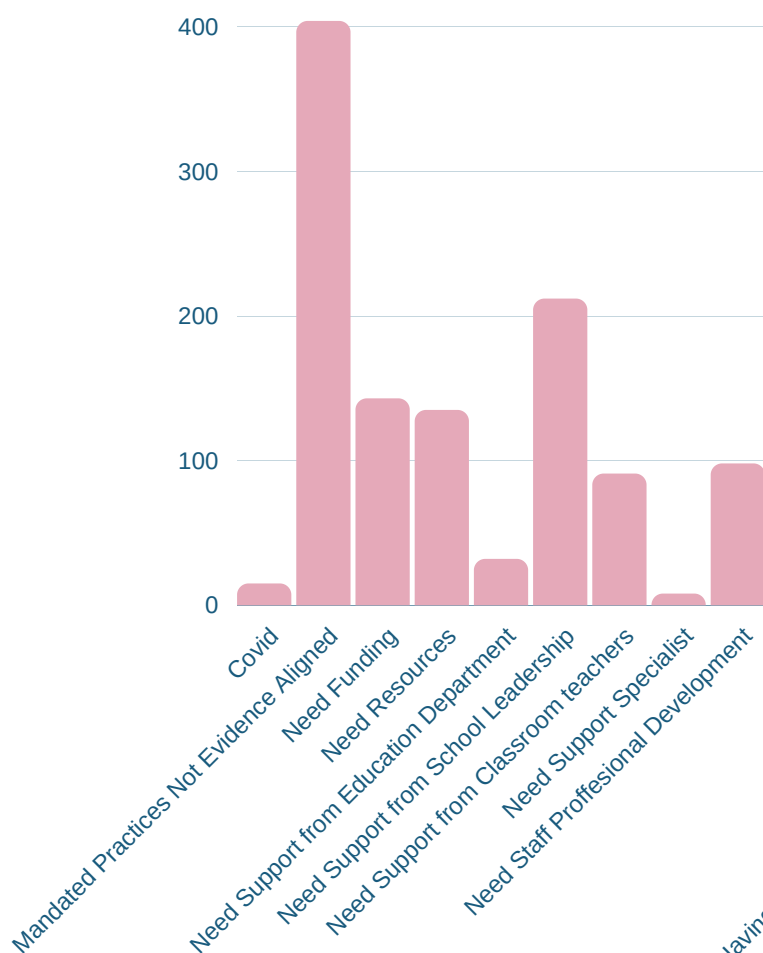
All Roles

How confident do you feel in your current role to support children's reading development and implement evidence informed instruction?

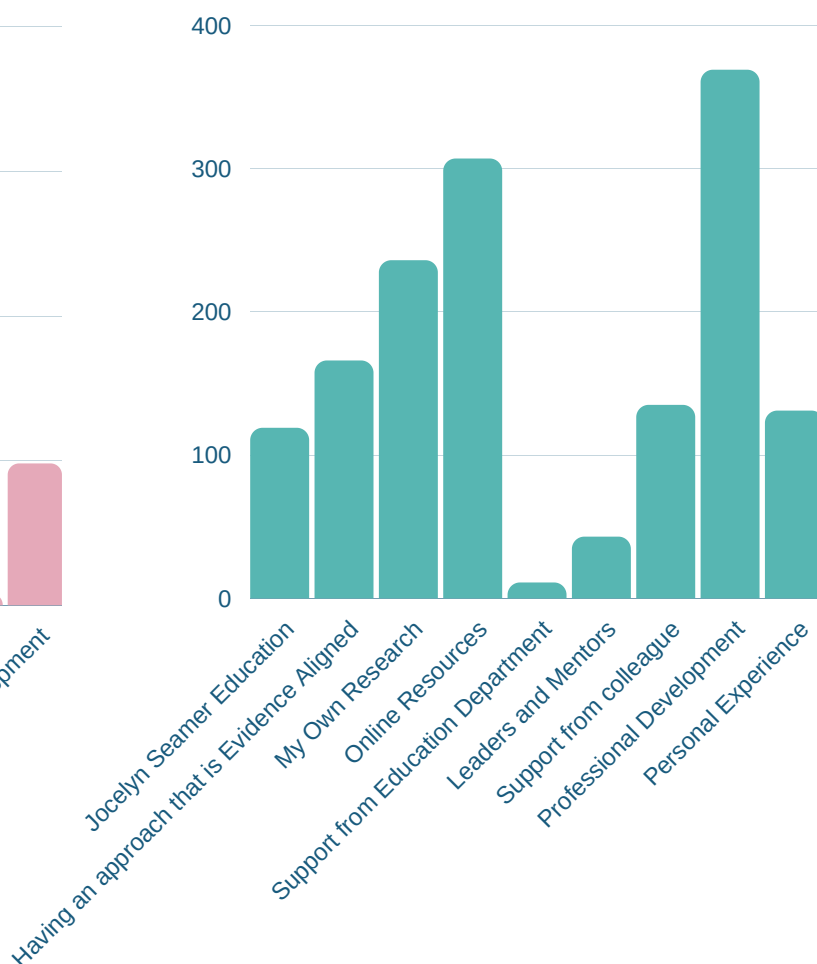


My school uses benchmark reading assessment

The thing that is preventing my school from moving forward in evidence informed literacy instruction is...



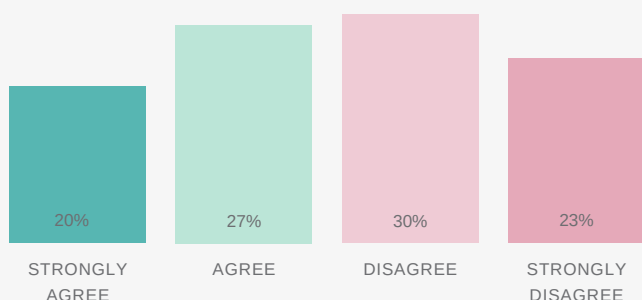
The thing that has been the most helpful to me in developing my teaching in evidence informed literacy instruction is...



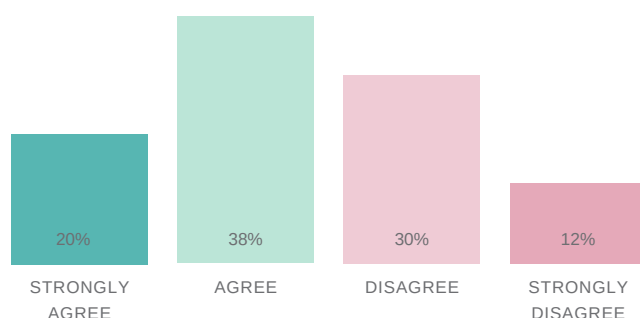
WORKPLACE EXPERIENCES

Registered Teachers

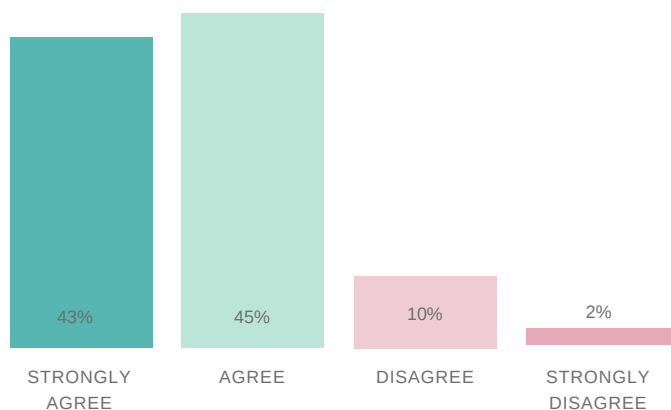
I purchase decodable texts with my own money to make up for the lack of resources in my school



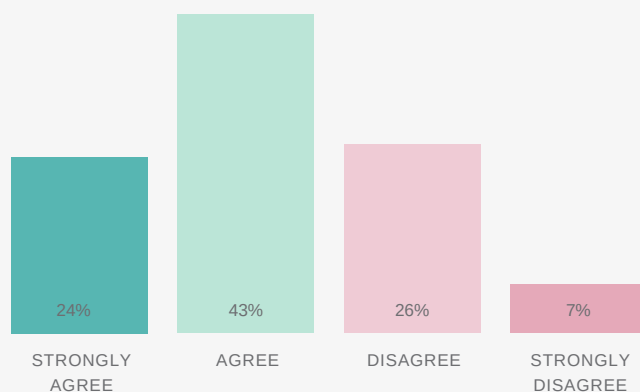
I feel that my values are in alignment with my school when it comes to reading instruction



I want a program that lays out how to teach reading step by step



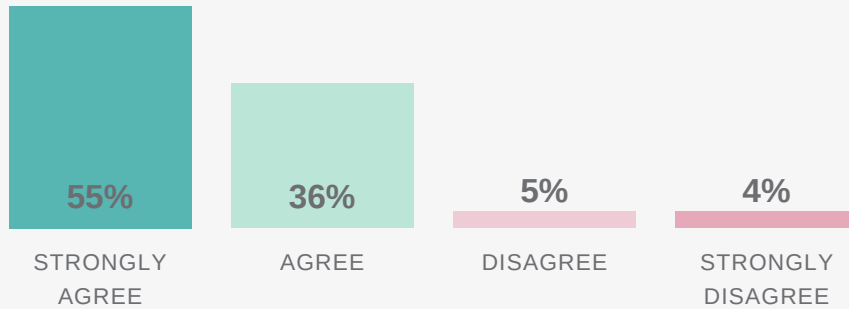
I feel overwhelmed when I think about how best to meet the needs of all my students



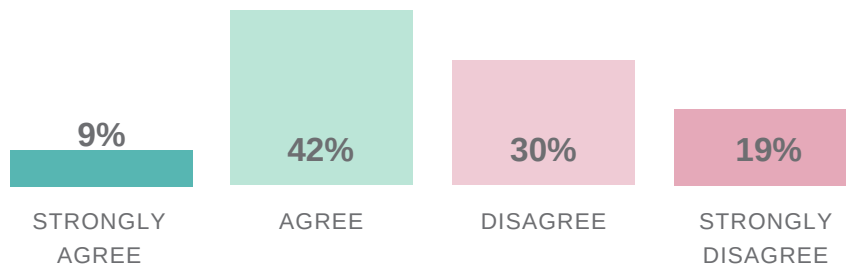
WORKPLACE EXPERIENCES

Classroom Assistants

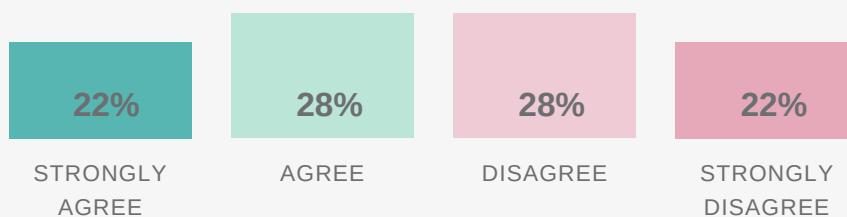
I want a program that lays out, step by step, how to work with students in reading



I feel overwhelmed when I think about how best to support the students in my care

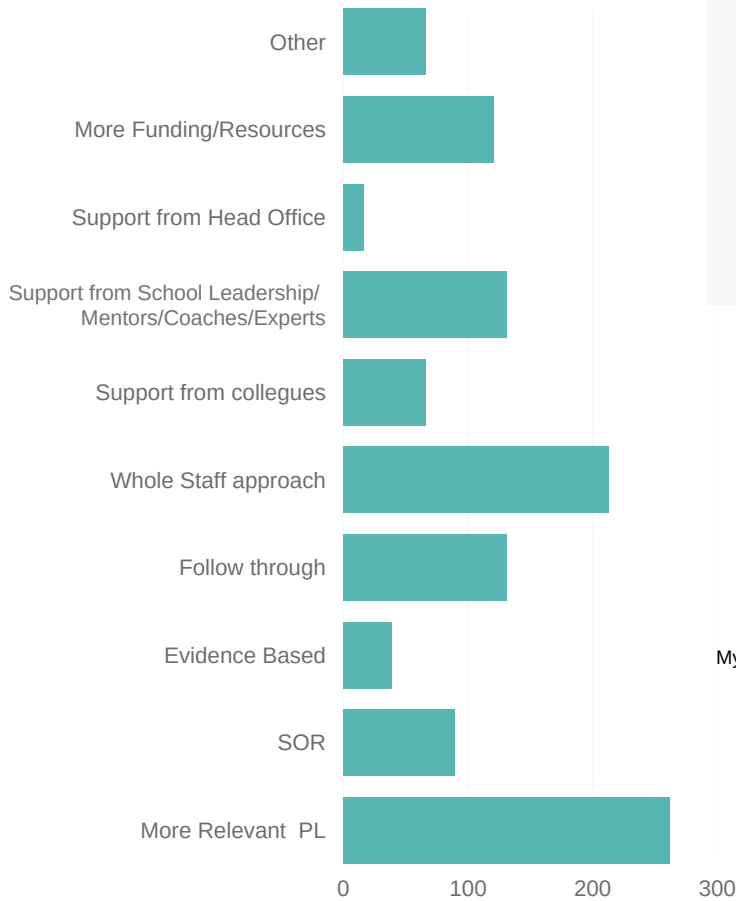


I feel that my values are in alignment with my school when it comes to reading instruction

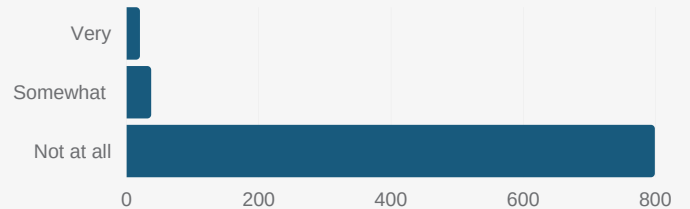


PROFESSIONAL LEARNING AND DEVELOPMENT

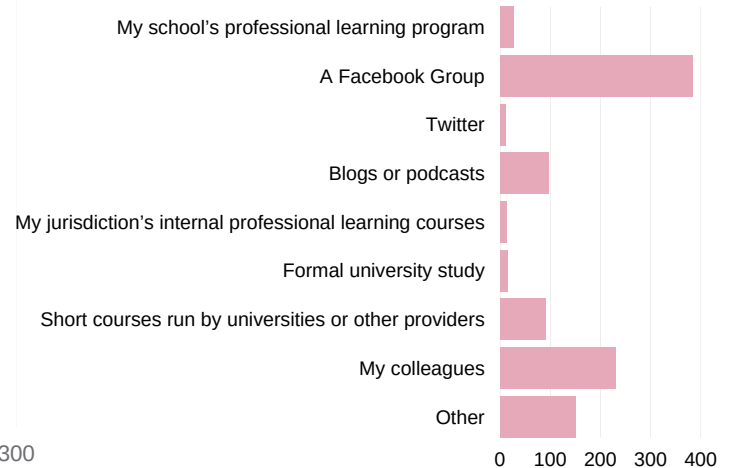
Professional learning in my school would be more effective if...



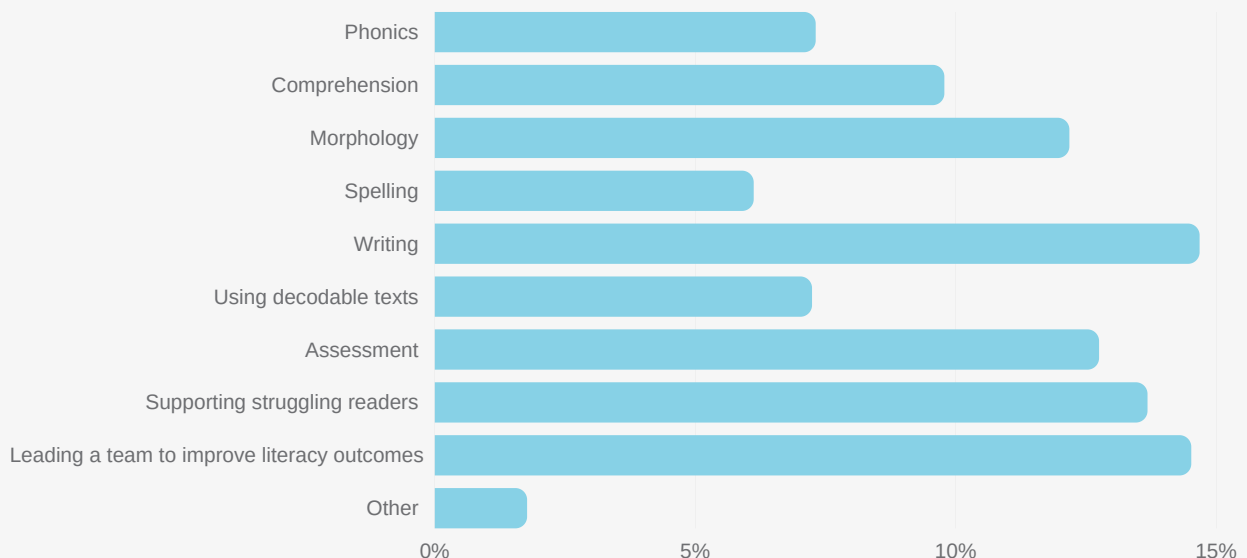
If you are a registered teacher, how well were you prepared by your university education to teach according to the Science of Reading?



When I have a question about reading instruction my number one go-to place is:



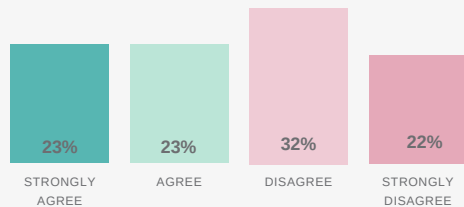
The Top 3 Areas I Would Like to Develop in my Practice in 2022 is:



PROFESSIONAL LEARNING AND DEVELOPMENT

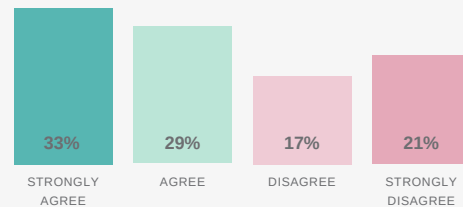
IF YOU ARE A REGISTERED TEACHER - To what degree do you agree or disagree with the following statement:

I pay for my own professional learning about evidence informed reading instruction because my school leadership does not agree with it.



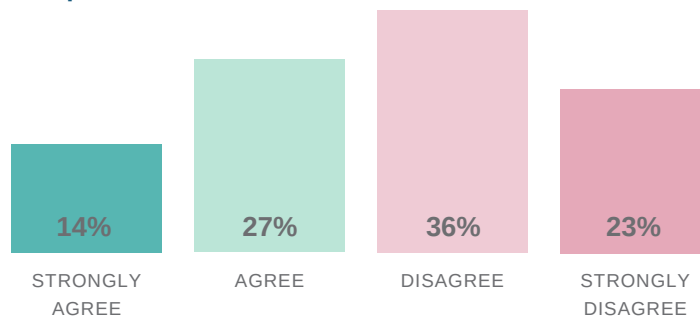
IF YOU ARE AN ASSISTANT - To what degree do you agree or disagree with the following statement:

I pay for my own professional learning about evidence informed reading instruction because my school leadership does not agree with it.



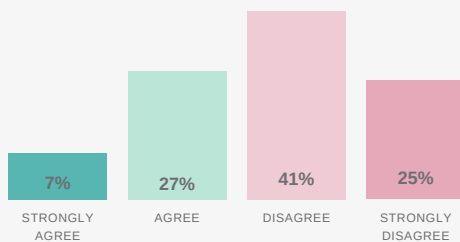
IF YOU ARE A REGISTERED TEACHER - To what degree do you agree or disagree with the following statement:

My school leadership is well-versed in the current evidence around reading instruction



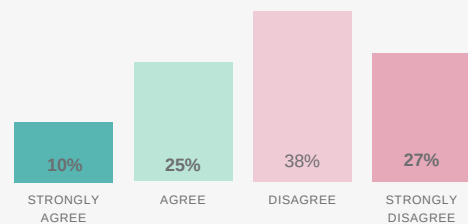
IF YOU ARE A REGISTERED TEACHER - To what degree do you agree or disagree with the following statement:

My school provides suitable training for our paraprofessional colleagues (TAs, EAs)



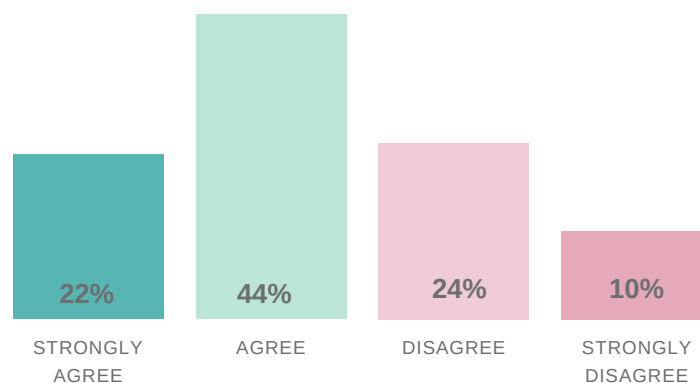
IF YOU ARE AN ASSISTANT - To what degree do you agree or disagree with the following statement:

My school provides suitable training for our paraprofessional colleagues (TAs, EAs)



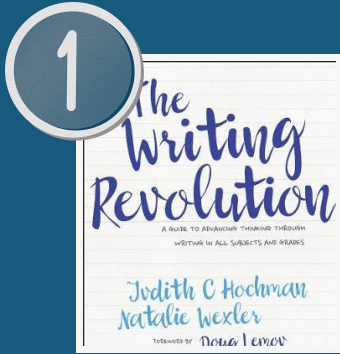
IF YOU ARE A REGISTERED TEACHER - To what degree do you agree or disagree with the following statement:

I feel that my school supports my professional development in evidence informed instruction

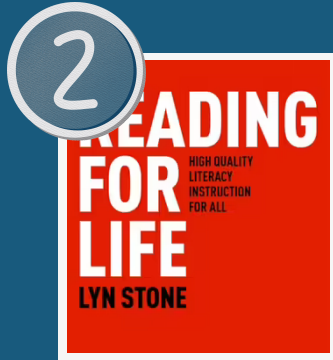


THE TOP BOOKS

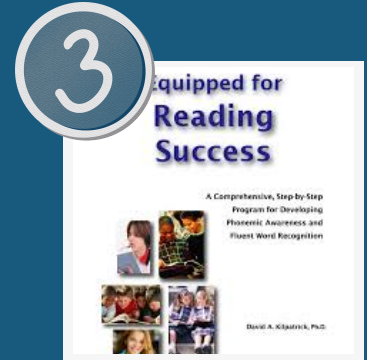
that respondents indicated most influenced teaching practice in 2021



Judith Hochman
**THE WRITING
REVOLUTION**



Lyn Stone
**READING FOR
LIFE**



David A. Kilpatrick
**EQUIPPED FOR
READING SUCCESS**

4

**SPEECH
TO PRINT**

Louisa Moats

5

**HOW WE
LEARN**

Stanislas Dehaen

6

**THE
KNOWLEDGE
GAP**

Natalie Wexler

7

**BRINGING
WORDS
TO LIFE**

Isabel L. Beck,
Margaret G. McKeown,
Linda Kucan

8

**THE ART
AND SCIENCE
OF PRIMARY
READING**

Christopher Such

9

**SPELLING
FOR LIFE**

Lyn Stone

The number one thing my leadership doesn't understand about reading instruction (and I really wish they did) is...

"Dollars spent now save dollars spent in intervention down the track."

"Intervention (especially the wrong kind) cannot fix a Tier 1 problem."

"That in the first year of school it is more important to build skills like segmenting and blending rather than benchmarking using whole-language material."

"Our system literacy leaders are in favour of balanced literacy while we take our direction from privately employed speech pathologists. The system needs to provide support for schools and get on board with the research."

"Evidence-based instruction does not kill a love of reading!!!"

"The importance of consistent quality training for all staff in an evidence informed approach instead of a variety of programs across the schools, including non-evidenced based programs."

"Benchmark reading assessments don't accurately reflect students' reading abilities or lack of, and don't inform instruction."

"Students need to be taught 'the code' in order to be able to read and write."

"The Science of Reading is not just about the teaching of phonics."

"There is research readily available that explains how we learn to read and that it is our responsibility as teachers to keep abreast of this research and change our practice to align with current research. 'When we know better, we do better'."

"That there is a science behind it (structured literacy) with years of research and evidence to support. It is not another 'fad'."

"We need examples not just theory."

"That it is OK to take little steps and not change everything at once! It's OK for it not to be perfect at first."

"We need to train teachers in all year levels about how our language works, and the best way to teach it, not just F-2."

Guessing is not reading!



**SIMPLE, ACTIONABLE STRATEGIES & SUPPORT
TO GET EVERY CHILD READING AND WRITING**

www.jocelynseamereducation.com