



Dyslexia - SPELD Foundation  
LITERACY SERVICES

# Tutor Guidelines

*For DSF Tutors and Members*

## Welcome Note

*The Dyslexia-SPELD Foundation (otherwise known as DSF Literacy and Clinical Services) is an independent, not-for-profit organisation that has provided vital support to Western Australian children and adults with learning difficulties and disabilities for over 40 years. It remains committed to improving the level of support provided to children and adults with learning disabilities, and the community's understanding of specific learning disabilities – in particular, dyslexia. DSF is recognised as a “centre of excellence” in the field of literacy development and in the understanding and response to literacy failure.*

*DSF continues to focus on ensuring that children and adults with learning difficulties are supported adequately and appropriately and that all students are provided with the opportunity to achieve their potential. One of the key services that DSF provides to individuals with learning difficulties and disabilities is access to evidence-based remediation provided by registered DSF Tutors and Specialist Teachers. DSF also provides advice and support to families and educators on successful literacy and numeracy acquisition, evidence-based practice, and the strategies most likely to improve literacy and numeracy outcomes for all students. DSF supports and advises students, adults, and families directly, as well as indirectly, through the support and advice provided at a school or employment level.*

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## THE DSF TUTOR REGISTER

DSF maintains a register of qualified *Tutors* and *Specialist Teachers* (both groups will be referred to as *Tutors\** or *DSF Tutors\** throughout this document) who provide individual tutoring for children, adolescents and adults. DSF Tutors are appropriately trained in evidence-based teaching approaches designed to improve students' literacy and numeracy skills. Student progress is monitored by the DSF Tutor Management Team as DSF Tutors are required to submit regular progress reviews. Tutors registered with DSF are covered by both Professional Indemnity and Public Liability Insurance.

The children and adults who seek tutoring through DSF experience difficulties with literacy and/or numeracy and some have a diagnosed Specific Learning Disorder (such as Dyslexia). However, individuals do not need to have an identified learning disability to access tutoring through DSF.

The demand for tutoring by Tutors registered with DSF is ever-increasing, particularly with the changes in the criteria for a Specific Learning Disorder diagnosis (i.e. students are required to receive at least six months of targeted intervention to determine whether their difficulties are responsive to intervention or persist despite support, before a formal diagnosis can be considered). DSF Tutors work across the Perth metropolitan area and throughout Western Australia. Some DSF Tutors also provide online tutoring using a virtual classroom. This is of particular value to families living in remote and regional areas.

## WHY DO WE HAVE TUTOR GUIDELINES?

We are continually working towards ensuring that our DSF Tutors provide instruction of the highest quality and standard. This is achieved through the application process, training, ongoing support, and monitoring. The Tutor Guidelines provide clear and consistent procedures so that all DSF Tutors can provide an effective, high-quality service to our member families, and ensure that DSF maintains a duty of care to the families it supports and the Tutors on the DSF Tutor Register.

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*\* DSF has two levels of tutors on the Tutor Register: Specialist Teachers and Tutors. Specialist Teachers must have an appropriate teaching qualification. Tutors must have a relevant qualification (e.g. Education Assistant, Speech Pathologist, Psychologist). For ease of reference, both Specialist Teachers and Tutors will be referred to as Tutors or DSF Tutors throughout this document (unless otherwise specified).*

## **THE BENEFITS OF BEING A DSF TUTOR**

There are a range of benefits for Tutors registered with DSF. These include:

- Direct referral of students;
- Collegial support from other registered Tutors;
- Advice and support from the Tutor Management Team and other DSF staff, including Speech Pathologists and Psychologists;
- Discounts on DSF resources, professional learning, and photocopying;
- Access to 'Tutor-only' test materials and other resources in the Resource Library;
- Flexibility in working hours and place of work;
- Professional Indemnity insurance at a significantly reduced rate;
- Free Public Liability insurance; and,
- Making a significant difference in the lives of children and adults.

## **THE DSF TUTOR REGISTER**

### ***The Role of DSF Tutors***

The role of DSF Tutors not only includes providing a high-quality tutoring service to DSF members but also includes listening to students (and their families) to help inform tutoring goals and any emotional support that may be needed to enhance their engagement in learning; liaising with parents, schools, and teachers to ensure the best possible learning outcomes; and ultimately making a difference in the lives of students with learning difficulties or disabilities (no matter how small).

### ***Who are our students?***

DSF Tutors work with school-aged children, from junior primary through to secondary school (including upper secondary students completing their Year 12 examinations), as well as adults (e.g., professionals, university students and parents) who wish to further develop their literacy and/or numeracy skills.

### ***Where do DSF Tutors work?***

There are a range of options for the working environment of DSF Tutors. Tutors can choose to work from their own home, at the student's home, or there may be an opportunity to work at the student's school (with permission from the school). We also have DSF Tutors that work in our Literacy Clinics. It is essential for any Tutors that there is a designated, distraction-free space available for you and the student.

## ***Selection of Programs***

There has been a wealth of research, as well as national and international reviews, that have identified the components of successful literacy instruction/intervention. This has been supported by evidence collected from classrooms, individual students, and whole-school literacy programs. Essentially, students make significantly more progress, and achieve consistently better results, when they participate in structured, synthetic phonics programs that utilise a sequential multi-sensory approach. Such programs ensure that students understand and master essential skills in English and provide them with the opportunity to develop competencies in reading accuracy, fluency, and comprehension. They also provide students with the opportunity to significantly improve their spelling and writing.

DSF Tutors receive training in appropriate methods in literacy and numeracy instruction, all of which incorporate evidence-based approaches. It is expected that DSF Tutors will use programs and approaches that have been specifically identified as appropriate because they fit within a research-based approach to literacy/numeracy remediation. Furthermore, it provides assurance to families that their child receives intervention that is high-quality, evidence-based, structured, and systematic. The DSF *'Understanding Learning Difficulties – A Guide for Parents'* manual has a section devoted to providing the evidence base for a range of intervention programs in order to assist families and other professionals in identifying the most appropriate approaches and programs for literacy learning. The 'Selecting a successful intervention' section from the Guide can be found in Appendix A, with the full guide accessible via the link <http://uldforparents.com>.

It is unacceptable for Tutors to use programs that have limited (to no) research evidence to support their use in improving outcomes for individuals with learning difficulties and disabilities. For example, the Arrowsmith program is purported to improve academic skills, memory, motor skills, speech and language, and reasoning abilities, yet there is no independent research evidence available to support the claims that the exercises – designed to improve neuroplasticity – improve academic skills or remediate learning difficulties. Further information regarding evidence for the effectiveness of a range of programs and products is provided in Appendix A.

***In the event that a DSF Tutor runs an independent business providing a service or product designed to improve outcomes for individuals with learning difficulties/disorders that is not viewed as evidence-based (in line with DSF guidelines), consideration will need to be given to their ongoing registration with DSF.***

Examples of programs that are recommended by DSF are ‘*Sounds-Write*’, ‘*Letters and Sounds*’, and ‘*MultiLit*’. These programs may be supplemented by resources such as the ‘*Phonics Books UK’s Dandelion Launchers, Readers, and Catch-Up Readers*’ or ‘*TRUGS*’ games. Further information regarding structured synthetic phonics and recommended phonics programs and resources can be found in Appendix B and C.

### ***Planning and Reporting***

An important function of the Tutor Register is to provide parents and individuals with access to Tutors who are competent, professional and work closely with DSF staff to ensure the consistently high quality of the tutoring services provided.

In order to maintain a high-quality service and ensure regular monitoring of progress, DSF Tutors are expected to:

- Develop an Individual Tutoring Plan (ITP) for each student detailing anticipated goals, strategies/programs used, and a summary of any assessments undertaken.
- Conduct an initial assessment to gauge the student’s level of skill and knowledge. If the student has been recently assessed by DSF, it is hoped that the comprehensive DSF assessment report will provide invaluable information and only a simple ‘placement’ assessment may be needed. If the student has not been previously assessed, or the report is older, a brief assessment of the student’s literacy or numeracy skills may be necessary to provide a clear picture of their strengths and weaknesses.
- Regularly monitor student progress and provide feedback to families/individuals. This may take the form of a 5-minute chat at the end of each tutoring session to discuss the progress that has been made, and home practice for the week.



- Submit student progress reviews each semester to the student's parents (or directly to the client if the student is an adult) and to the DSF Tutor Management Team. It is hoped that the DSF 'Semester Review' template will be used for reporting, or a similar format that details the tutoring goals, strategies and resources used, progress made, and any specific comments on areas of strength and weakness.

### **Online Tutoring**

One of the tutoring options available to families living in remote, regional and metropolitan areas is online tutoring. All DSF Tutors who tutor online are experienced in working with students who have learning difficulties and other learning disabilities. Tutoring is via a web-based program, such as Zoom, Skype, iVocalise, Electa-live, FaceTime and WizIQ. Tutors deliver an evidence-based, highly structured literacy intervention program such as Letters and Sounds or Sounds~Write via this platform in an enjoyable and engaging manner that provides opportunities for students to participate in a hands-on way.

Students wanting to access online tutoring will need a broadband internet connection and a desk top computer with an external microphone and speakers, or a lap top with an internal microphone and speakers. Families are able to access an online tutor list through the online tutor search. In order to do so, families will need to be logged in as DSF members and have completed a *Tutor Request Form*.

### **DSF Literacy Clinics**

The DSF Literacy Clinics are an exciting initiative designed to provide students struggling to develop appropriate reading, spelling and writing skills with effective, high-quality support. There are currently three Literacy Clinics operating in Western Australia. These clinics are located in Albany, East Victoria Park, and Mount Hawthorn. The Literacy Clinics offer high-quality tutoring at a reduced hourly cost because it is provided in small groups.

All staff at the DSF Literacy Clinics are experienced, successful tutors who are highly trained in the Sounds~Write program and have particular skills in working with students who are failing to make progress in literacy and who are losing confidence in their own ability to succeed. The DSF Literacy Clinic Tutors are supported by the Literacy Clinic Coordinator and professional team at DSF.



All resources used in the DSF Literacy Clinics are evidence-based and of exceptional quality. Some of the resources used at the DSF Literacy Clinics include the Sounds-Write program, Phonics Books readers, and Phonics and Morpheme Activity Packs. All assessment tools are professionally developed and meet rigorous standards. Students engage in a range of enjoyable activities designed by the tutors as part of their individual programs.

For newly-registered tutors who are keen to learn more about how to implement the Sounds~Write program in a tutoring session, there are opportunities to observe tutors in action at the DSF Literacy Clinics. Further information about the clinics can be found on our website [www.dsfliteracyclinic.com.au](http://www.dsfliteracyclinic.com.au).

### ***What is the Fee Structure for Tutoring?***

The current recommended hourly rate for tutoring is between **\$55 and \$85** an hour (including or excluding GST; Tutors' choice). This is the range provided to parents when they contact DSF and therefore it is important that Tutors charge accordingly.

DSF facilitates contact between Tutors and families/individuals seeking tutoring. Once a student is matched with a DSF Tutor, it is the Tutor's responsibility to manage the financial transactions between themselves and the student's family including the refundable tutor administration fee paid by the family at the time of application (see the following section for details). While there is a close working relationship between DSF staff and Tutors, it is important to be aware that DSF does not employ Tutors, except for those that work within the DSF Literacy Clinics. It is each Tutor's responsibility to maintain good accounting practice in relation to their tutoring income. The DSF Tutor Management Team can provide advice regarding some of the financial tasks that Tutors need to complete including:

- Keeping appropriate records (including copies of receipts);
- Raising invoices; and,
- Cancellation policies.

Please be aware that any assessments undertaken throughout the tutoring relationship are to be included as part of the hourly tutoring rate. DSF does not recommend that tutors charge any additional fees for the assessment of DSF students. This is particularly so in situations where families have only recently completed a

comprehensive DSF assessment. It is hoped that the results and recommendations from the assessment report will greatly assist tutors in their planning and reduce the initial assessments they need to complete.

### ***What is the \$50 Tutor Administration Fee?***

At the time of application, the parent/individual pays a one-off \$50 tutor administration fee for each child for whom they are seeking a Tutor (i.e. separate requests and payment are completed for siblings). This fee allows them access to the online tutor finder, provides DSF with valuable information about the student, and covers the ongoing costs associated with monitoring each student's progress. Once DSF is advised that a Tutor has been secured, the \$50 fee is refunded to the family by the tutor by way of reduced tutoring fees for the first two sessions attended. For example, if a tutor is to charge \$65 per session, they would charge \$40 for the first and second sessions (\$25 discount per session = \$50) and \$65 thereafter. In order to confirm with Tutors that DSF has in fact been notified of the student – tutor link, DSF will send out an email to advise of the link and confirm the \$50 refund is to occur. This process also applies to those families who have made contact with the Tutor via an alternative pathway, yet still pursued the appropriate avenues to register as DSF family members.

The '\$50 Tutor Administration fee' was introduced in 2014. It was implemented due to the increasing number of registered tutors, volume of students accessing tutoring services, and the significant time and effort involved in administration to ensure the DSF Tutoring service continues to fulfil the requirements of our insurance policy (e.g., communication, training, student-tutor matching, and ongoing monitoring of the student's progress). It is therefore incumbent on the Tutor to refund the fee to the family/individual.

Should there be a situation in which Tutors are tutoring siblings, and as a result of the family's financial circumstances their tutoring rates have been reduced, please contact the DSF Tutor Management Team to discuss your options surrounding repayment of the tutor administration fee.

In situations where Tutors are working with a student who receives financial assistance through DSF and who DSF has referred, DSF does not ask these families to pay the \$50 administration fee. Additionally, DSF does not ask organisations, such as Centrecare and the department for Child Protection and Family Support, to pay the

\$50 administration fee. This means DSF Tutors do not refund the \$50 tutor administration fee to families receiving financial assistance or organisations accessing a Tutor.

### **Registration Fees**

Tutors registration fees and insurance are due before July 1<sup>st</sup> every year. The annual fee includes both a Professional Membership fee and Specialist Teacher/Tutor Registration fee. A pro rata professional membership fee and pro-rata tutor registration fee applies after January 1<sup>st</sup>.

The annual Professional Membership fee entitles Tutors to regular DSF Bulletins each year, use of the DSF library, discounted workshop fees, and discounts when purchasing resources from the DSF bookshop. The annual Specialist Teacher/Tutor Registration fee entitles Tutors to ongoing access to the DSF Tutor Manager/s and opportunities for collegiate support, recognition as a Specialist Teacher/Tutor in the field of specific learning disorders through registration with DSF, students being referred to you for tutoring (contingent on those who access the online register and their proximity to you geographically), and additional (significant) discounting on workshop fees.

### **DSF Tutor Insurance**

Built into DSF Tutor Membership rates is coverage for \$20,000,000 Public Liability and \$5,000,000 Professional Indemnity insurance for DSF tutors. It is important to note that if DSF tutors provide services on government school premises, they may be required to present documentation indicating they have this level of coverage (the DSF Tutor Management team can provide a formal letter for schools requesting this documentation).

For Tutors to be covered under the DSF Tutor Insurance policy, for Public Liability and Professional Indemnity insurance, they must have a current fully-paid DSF Tutor Membership and disclose to DSF any current claims or circumstances which may give rise to a future claim. Please be aware that Tutors are fully insured once they have paid their registration, but only with respect to students from families who are current members of DSF. **It is important to note that if a family's membership lapses, Tutors are no longer covered by either Professional Indemnity or Public Liability insurance when tutoring that student.**

### ***Do I Need an ABN?***

All Tutors should apply for an ABN if they are operating a business and they should register for GST if their turnover is over \$75,000 per annum. Further information regarding this can be found via the following links:

- <https://www.ato.gov.au/Business/Starting-your-own-business/Before-you-get-started/Choosing-your-business-structure/Sole-trader/>
- <https://www.ato.gov.au/business/registration/work-out-which-registrations-you-need/business-or-company-registrations/#Australianbusinessnumber>
- <https://www.ato.gov.au/Non-profit/Your-organisation/GST/>

### ***Tutor Catch-Ups***

DSF runs a Tutor Catch-Up each school holidays to provide Tutors with an opportunity to discuss current issues, share information about strategies and programs, be informed of new programs and issues concerning DSF Tutors, share success stories, and/or brainstorm solutions to problems encountered. As a part of these Tutor Catch-Ups, a mini workshop or presentation is run that counts towards Tutor's continuing professional development and PD hours. DSF Tutors are encouraged to attend quarterly Tutor Catch-Ups, and it is hoped that all Tutors will be able to attend at least one Tutor Catch-up per year. In order to ensure DSF caters to the needs of Tutors, suggestions for professional learning topics and the timing of workshops are welcomed.

### ***Ongoing Support***

The DSF Tutor service has a list of mentor tutors that are able to be contacted by new and current tutors for support. This may include discussions around program use and tutoring students, general support in setting up as a new tutor, and opportunities to observe an experienced tutor 'in action'. DSF Tutors are also encouraged to contact the Tutor Management Team should they have queries relating to any aspect of their role, or wish to discuss DSF referred students.

There is also a private DSF Tutoring Facebook page that has been set up to provide tutors with a forum in which questions can be posed and answered, valuable discussions can be generated, and experiences can be shared. The Tutor Team will provide the Facebook page address to each new tutor once registered.

### ***Associated Business Interests***

Frequently, tutoring is only one aspect of a Tutor's busy professional life. Some DSF Tutors teach in schools, work in other businesses and sell products (sometimes associated with literacy acquisition). Whilst Tutors are obviously free to participate in other professional activities, it is important to keep these separate from the Tutor's role with DSF. Essentially any independent business owners should not imply in any way that the business they run or products they produce are endorsed by DSF. As such, the DSF logo and specified affiliation to DSF should not be linked to product sales or activity promotion of any kind (e.g. promotion and presentation of professional learning, opinions expressed as part of website testimonials, and resource development) as it has the potential to suggest DSF endorsement of the product or activity. Furthermore, the DSF logo and specified affiliation to DSF should not be used on any documentation other than that directly related to the tutoring of DSF referred students or potential DSF students. Specifically, this should be limited to:

- Student progress reviews and letters to DSF member families
- Forms completed by DSF member families (e.g. student biography, contract)
- Invoices and receipts

DSF understands that Tutors may wish to mention training attended and qualifications gained through DSF, their years of DSF membership, and/or include an email signature containing a line that they are a DSF Tutor. This is acceptable, assuming it is not linked to product sales or activity promotion that is not endorsed by DSF. If in doubt, please contact DSF for further clarification about the use of the DSF name and logo.

In instances where a DSF Tutor operates a business that employs or sub-contracts other tutors and/or teachers, it is absolutely essential that any families contacting the DSF Tutor who cannot be accommodated by the Tutor are referred back to the DSF website or Tutor Management Team. Under no circumstances should they be referred on to another tutor employed or sub-contracted by the DSF Tutor.

## HOW DO PARENTS / INDIVIDUALS ACCESS DSF TUTORS?

In order to access the details of DSF Tutors, parents/individuals join the Foundation as a *Family Member* by completing a membership form and paying the annual fee plus a tutor administration fee (families / individuals are advised that the administration fee will be refunded to them by way of reduced tutoring costs across the first two sessions). At the same time as completing their membership, they are required to complete an online *Tutor Request Form*. If the family is already a member of DSF, they only need to complete the online *Tutor Request Form*. For those parents / individuals that complete this process online, they are given instant access (via their membership login) to the online DSF Tutor Register. For those families / individuals that complete a paper-based membership form, they are added to the website and emailed a password and login that allows them access to the online DSF Tutor Register. Access to the online DSF Tutor Register is for a period of approximately four weeks, although access can be extended or reinstated by notifying DSF. Families/individuals can search for a Tutor by location and view their online profiles, which provides a biography about the tutor, their availability and contact details.

Parents / individuals contact the selected Tutors (using the contact details provided on the tutor's profile) to arrange the time and day of lessons and discuss tutoring needs / focus, the location of tutoring, and rate of pay. **In the event that a DSF Tutor is contacted by a family, but cannot find an appropriate time to provide tutoring, please encourage the family to continue contacting possible tutors through the DSF website. If they indicate that they have tried numerous options and are not able to find anyone, please encourage them to phone the office and discuss their specific needs with the DSF Tutor Management Team.**

Once a tutoring arrangement has been confirmed, the parent / individual and Tutor inform DSF of the relationship. At this time, access to the online Tutor Register is removed.

### ***DSF Family Membership and Insurance***

All members of DSF are required to renew their membership on a financial year basis. It is essential that Tutors request a copy of each family's DSF membership card when they commence tutoring, and when renewed each financial year thereafter. A new card is issued to all members each financial year with their membership number and updated expiry date. It is important to note that if a student/family's membership lapses, Tutors are no longer covered by either Professional Indemnity or Public Liability insurance when tutoring that student. DSF Tutor Management staff are able to check from time to time, when absolutely necessary, however, it is incumbent on the Tutor to ensure the membership of their tutoring families is current.

### ***Low-cost tutoring for families***

In situations where a family is in a state of financial hardship, they may be able to apply for financial assistance through DSF. DSF has a finite pool of funding to support families in financial hardship to access low-fee tutoring. Families in such circumstances are able to apply for a block of ten, fee-reduced tutoring sessions, and re-apply for additional blocks of fee-reduced tutoring thereafter, should it be necessary.

In order to apply for financial assistance, families are required to complete an application form and nominate the fee that they are able to contribute to tutoring each week. They are also required to provide copies of health care cards/pension cards (if families have one) and any other supporting documentation, such as Centrelink statements.

If the application is approved, the families are supported by the DSF Tutor Management Team to find a suitable tutor. Once a tutor-student relationship has been established, the family pays the tutor their nominated fee and the tutor invoices DSF for the remainder of their session rate. For example, if the Tutor charges \$70 per session and the family has indicated they are able to pay \$20 per session, the Tutor then invoices DSF for the difference (\$50) per tutoring session that the student has attended.

## WHAT IS THE PROCESS TO BECOME A DSF TUTOR?

### 1. Submit an application

Potential Tutors are required to complete and submit an application form to the Tutor Management Administrator, via [tutormanagement@dsf.net.au](mailto:tutormanagement@dsf.net.au) and attach all supporting documentation (i.e. resume, WWCC Card, copies of degrees and certificates).

#### ***Qualifications and Experience***

All Tutors registered with DSF are required to:

- Have an appropriate qualification from a recognised tertiary institution
  - DSF Specialist Teachers must have a teaching qualification
  - DSF Tutors must have a recognised qualification from another relevant discipline (e.g. Education Assistant, Speech Pathology, Occupational Therapy etc.)
  - Secondary Teachers need to have taught English and/or Maths
- Have a current Working with Children Check (WWCC) and commit to renewing the WWCC as required by the government
- Have a minimum of two years practical experience or equivalent (e.g. in a classroom, as a therapist, individual tutoring) <sup>†</sup>
- Have provided the names and contact details of two professional referees who can attest to the applicant's credentials, professionalism and aptitude
- Have a current Tax File Number (TFN) from the ATO

### 2. Reference Check

On receipt of your completed application, the professional referees of each applicant will be contacted and the references reviewed.

### 3. Initial Interview with the DSF Tutor Manager

If the application and reference checks are acceptable, applicants will then be required to attend an initial interview with the DSF Tutor Manager and demonstrate aptitude and suitability against a range of criteria.

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<sup>†</sup> Teachers with less than two years experience may be considered. Their teaching experience will be evaluated on a case-by-case basis by the DSF Tutor Manager.

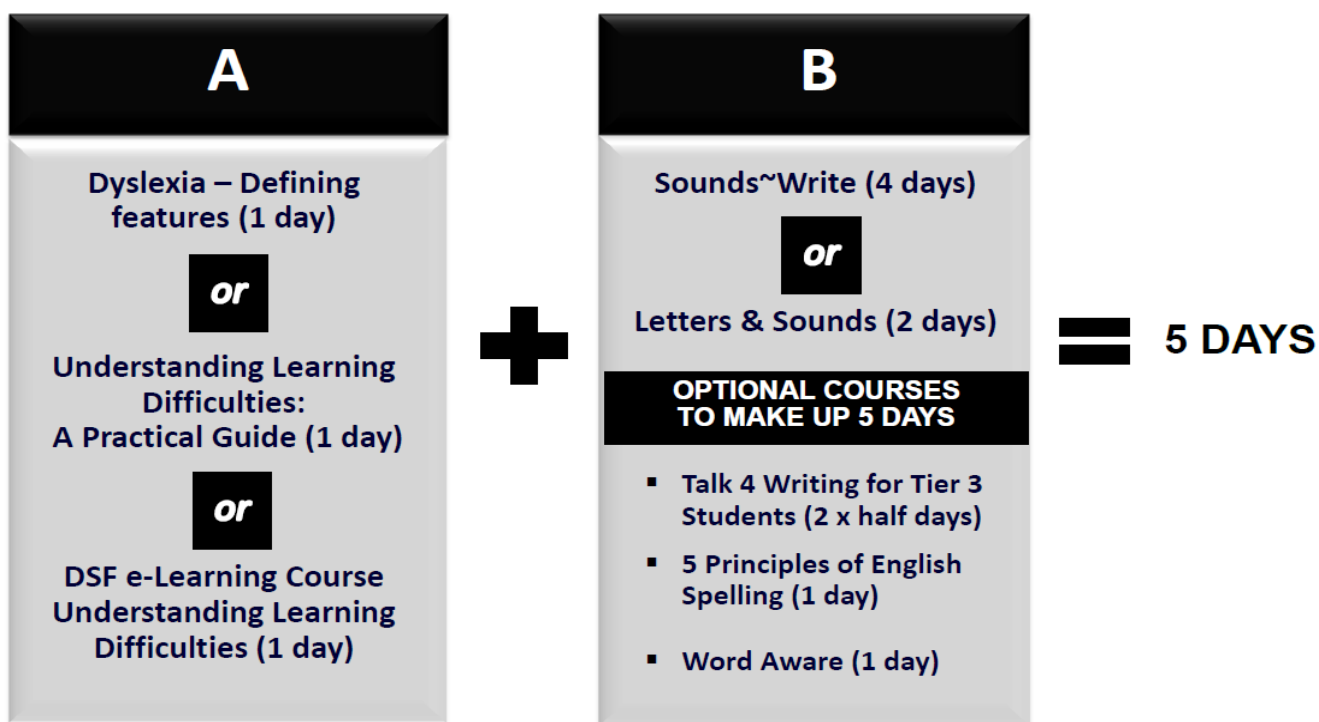


#### 4. Professional Learning (if approved)

If applicants are deemed to be suitable for a position as a DSF Tutor, they are then required to complete a **minimum of five days** of training in current research and high quality, evidence-based programs and strategies recognised as effective for individuals with learning difficulties and disabilities. Prospective Tutors can choose the course options from the lists below; ensuring that for Literacy they include one course from column A and at least one course from Column B; for Numeracy they include two courses from column A and the remainder from Column B; to a minimum of five days.

*\* Please note: Completion of training does not guarantee registration with DSF.*

#### Literacy Pathway

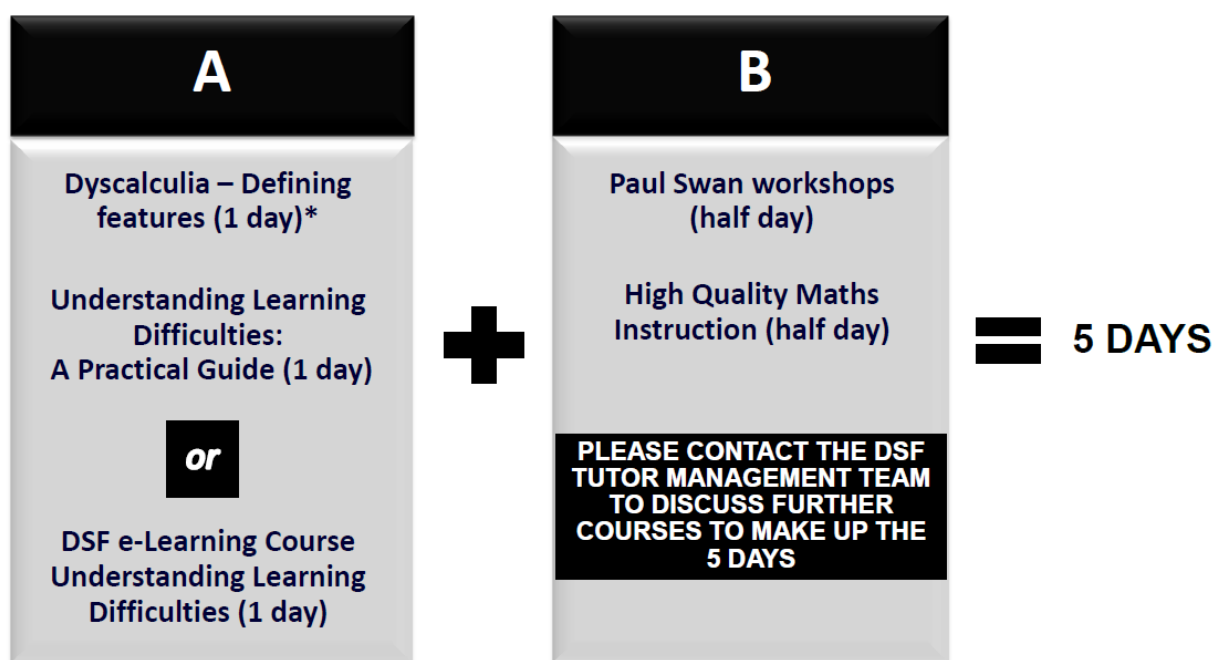


#### **For example:**

- *Dyslexia - Defining Features + Sounds~Write = 5 days*
- *Understanding Learning Difficulties: A Practical Guide + Sounds~Write = 5 days*
- *DSF e-Learning Course Understanding Learning Difficulties + Sounds~Write = 5 days*
- *Dyslexia - Defining Features + Letters & Sounds + 5 Principles of English Spelling + Word Aware = 5 days*
- *Understanding Learning Difficulties: A Practical Guide + Letters & Sounds + Talk 4 Writing for Tier 3 Students + Word Aware = 5 days*

***You are welcome to contact the DSF Tutor Management Team to discuss your Literacy pathway choice.***

**Numeracy Pathway** (for those tutors that will only provide numeracy tuition)



*\*This workshop is compulsory for all prospective tutors interested in numeracy.*

***For example:***

- Dyscalculia - Defining Features + Understanding Learning Difficulties + Paul Swan workshops + High Quality Maths Instruction = 3 days (+ 2 further days required)
- Dyscalculia - Defining Features + DSF e-Learning Course Understanding Learning Difficulties + Paul Swan workshops + High Quality Maths Instruction = 3 days (+ 2 further days required)

***Please contact the DSF Tutor Management Team to discuss further courses to make up 5 days for the Numeracy pathway.***

If prospective tutors have completed training in one of our currently recommended programs within the last three years, we will consider the provision of credit towards their five days of training.

Please be aware that the cost of professional learning for the five days of training is charged at a non-member or Professional member rate. DSF Tutors can only access the Tutor Membership rate once they have completed the process to become a DSF Tutor and been formally registered.

## **5. Reflection Sheets**

Reflection sheets based on the Professional Learning courses attended are completed and will be reviewed by the DSF Tutor Management Team.

## **6. Follow-up Session Post Training**

Based on the initial interview and reflection sheet findings, applicants may be required to attend a follow-up session post training with the DSF Tutor Manager to demonstrate aptitude and suitability against a range of criteria, before a final sign off is agreed upon.

## **7. Final Tutor Meeting (if approved)**

Once all of the above requirements are completed to a satisfactory level, prospective tutors will be expected to attend a 1.5 to 2.5 hour 'Final Tutor Meeting' with the DSF Tutor Manager, where programming, reporting, assessing, and invoicing and receipting will be discussed.

The Final Tutor Meeting is typically the final step before being listed on the Register and is a great opportunity for new Tutors to ask any questions they have. As part of this meeting, Tutors are provided with a range of forms and templates, as well as a 'Tutor Profile' form that forms the basis of their online tutor profile.

Following payment of membership and receipt of the Tutor's signed insurance form and tutor profile, the Tutor's name, along with their professional profile, is entered on the online Tutor Register.

## ONGOING REQUIREMENTS TO MAINTAIN REGISTRATION WITH DSF

### *Professional Standards*

A DSF Tutor is expected to act in a professional, courteous, positive and respectful manner at all times, as well as maintain a clean, distraction-free environment for tutoring. It is also expected that students and students' families act in a courteous and respectful manner. Additionally, it is anticipated that DSF Tutors will use teaching programs and approaches that adhere to the research and evidence surrounding high-quality literacy and numeracy instruction. As the primary means of communication between DSF and Tutors is via email, it is desirable if Tutors have an up-to-date and working email address.

### *Working with Children Check (WWCC)*

A WWCC is essential for working as a DSF Tutor. A WWCC expires every three years and, as part of the re-application process, a new card is issued (with a new notice number and expiry date). Due to this, DSF requires a copy of the new card for record-keeping purposes and to ensure all Tutors are cleared to engage in child-related work. It is the Tutor's responsibility to ensure they have an up-to-date WWCC card. Further information regarding the WWCC can be found via the links:

- Factsheet 13 'Information for Self-Employed People'  
<https://workingwithchildren.wa.gov.au/docs/default-source/default-document-library/factsheet-13-information-for-self-employed-people-2015.pdf>
- Factsheet 14 'Offences and Penalties for Self-Employed People'  
<https://workingwithchildren.wa.gov.au/docs/default-source/default-document-library/factsheet-14-offences-and-penalties-for-self-employed-people-2015.pdf>

***Please be aware that it is illegal to undertake child-related work if you do not have a valid WWCC.***

### *Ongoing Professional Learning*

Ongoing professional learning is an essential part of developing good practice. As such, all registered Tutors are required to regularly engage in DSF-approved professional learning opportunities in order to consolidate and improve their expert knowledge of literacy acquisition and remedial approaches to teaching. New tutors are required to complete a **minimum of 5 days of professional learning in their first year**. Tutors are thereafter required to complete a **minimum of 6 hours of relevant professional learning per year** (financial year) to remain on the register.

Tutors are able to access professional learning workshops onsite at DSF at a significantly reduced rate. Professional learning through DSF could be comprised of two full-day workshops such as *Letters and Sounds*, or several shorter workshops such as *Working Memory*, *Word Shark*, *Reading Comprehension*, *Voracious Vocabulary* or an *Essay Writing* workshop. The DSF staff members who present professional learning workshops are knowledgeable and have practical experience using the programs and materials presented. Please see our website and Professional Learning calendar for a full list of available courses <https://dsf.net.au/events>. Consideration may also be given to the recognition of Professional Learning attended outside of DSF in place of DSF courses, if considered relevant by the DSF Tutor Manager.

### **Reporting**

In order to monitor student progress and ensure the quality of tutoring services provided is at a high level, Tutors are required to submit a copy of their student progress reviews each semester, for any student that has completed five or more tutoring sessions, to each student's parents (or directly to the client if the student is an adult) and to the DSF Tutor Management Team (i.e. Tutor Management Administrator, [tutormanagement@dsf.net.au](mailto:tutormanagement@dsf.net.au)).

### **Student Details**

To ensure the maintenance of clear and accurate records, Tutors are required to provide the Tutor Management Team with the names of any new, discontinued or transferred students on a regular basis. This will often be done through a request for a current student list each semester. While we realise some Tutors may have continued with the same students, or not been tutoring any DSF students for an extended period of time, it is still useful for DSF to have this regularly noted in writing to avoid any assumptions being made and, subsequently, inaccurate records.

***Please be aware that if these requirements are not met, the DSF Tutor Management Team may be unable to renew your registration. Should you have any concerns regarding these requirements, all Tutors are encouraged to contact the DSF Tutor Manager to discuss it further.***

### **A final note...**

*Being a DSF Tutor gives teachers and other professionals the chance to work closely with students who need support. There are many rewards from being a Tutor, the most important of which is the chance to make a difference in the lives of students who struggle with literacy and learning.*



## DSF CONTACT DETAILS

Phone: (08) 9217 2500  
Fax: (08) 9217 2599  
Email: [support@dsf.net.au](mailto:support@dsf.net.au)  
Website: [www.dsf.net.au](http://www.dsf.net.au)



## DSF Staff Member Details

*\* Please address queries regarding tutoring issues to these staff members.*

<b>Role</b>	<b>Name</b>	<b>Email</b>
<i>Tutor Manager:</i>	Lisa Watts*	<a href="mailto:lisawatts@dsf.net.au">lisawatts@dsf.net.au</a>
<i>Tutor Management Administrator:</i>	Nik Carey*	<a href="mailto:tutormanagement@dsf.net.au">tutormanagement@dsf.net.au</a>
<i>Tutor Matching Administrator:</i>	Nik Carey*	<a href="mailto:tutoring@dsf.net.au">tutoring@dsf.net.au</a>
<i>Tutor Matching Administrator:</i>	Cath Harris*	<a href="mailto:tutoring@dsf.net.au">tutoring@dsf.net.au</a>
<i>Office Manager &amp; Membership Coordinator:</i>	Priscilla Kelly	<a href="mailto:priscillakelly@dsf.net.au">priscillakelly@dsf.net.au</a>
<i>Professional Learning Coordinator:</i>	Charlie Grey	<a href="mailto:pl@dsf.net.au">pl@dsf.net.au</a>
<i>Professional Learning Coordinator:</i>	Libby Payne	<a href="mailto:pl@dsf.net.au">pl@dsf.net.au</a>
<i>Library Coordinator:</i>	Beth Burton	<a href="mailto:library@dsf.net.au">library@dsf.net.au</a>

## USEFUL INFORMATION

### Department of Education

151 Royal Street, East Perth, WA 6004

(08) 9264 4111

[www.education.wa.edu.au](http://www.education.wa.edu.au)

### School of Special Educational Needs: Disability

(08) 9402 6185

<http://det.wa.edu.au/oneclassroom/detcms/portal/>

<https://www.education.wa.edu.au/organisation/contact>

## Website Links

### Information

AUSPELD

Understanding Learning Difficulties

– A Guide for Parents

British Dyslexia Association

International Dyslexia Association

Dyslexia Action

Dyslexia Foundation of New Zealand

WA Occupational Therapy Association

Private Speech Pathologists Association of WA

NAPLAN

NAPLAN Disability Adjustments

Online Literacy and Numeracy Assessment (OLNA)

OLNA Disability Adjustments

Job Access

Australian Disability Clearinghouse

Independent Living Centre

### Websites

[www.auspeld.org.au](http://www.auspeld.org.au)

<http://uldforparents.com/>

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

[www.interdys.org](http://www.interdys.org)

<http://dyslexiaaction.org.uk>

[www.dyslexiafoundation.org.nz](http://www.dyslexiafoundation.org.nz)

<https://www.waota.com.au/>

[www.pspawa.com.au](http://www.pspawa.com.au)

<https://www.nap.edu.au/naplan>

<https://www.nap.edu.au/naplan/school-support/adjustments-for-students-with-disability>

<http://wace1516.scsa.wa.edu.au/assessment/olna>

<http://wace1516.scsa.wa.edu.au/assessment/olna/disability-adjustments>

<https://www.jobaccess.gov.au/people-with-disability>

<https://www.adcet.edu.au/learning-disability/>

<https://ilc.com.au/>



## Selecting a successful intervention program

For students with learning disabilities, extra support and remediation targeting their specific areas of need are often required to ensure they have the best chance of developing appropriate skills. This may occur through in-school support or in the form of individual tutoring by a specialised teacher or a trained parent outside of school time or through in-school support. There are many intervention programs available for teachers and tutors to use, some of which are produced commercially and others that are freely available on the internet. It is important to note that the cost of the program does not necessarily determine the effectiveness. The following criteria are associated with programs most likely to achieve successful outcomes.

<b>Evidence-based</b>	It is important that the program is based on current research evidence and that its effectiveness is supported by independent reviews (i.e. not evaluated solely by the program manufacturer). Structured synthetic phonics (SSP) programs are considered to be evidence-based because very strong independent research collected worldwide shows that SSP programs provide the best opportunity to produce significant literacy improvement.
<b>Explicit and direct instructional methods</b>	Content is taught clearly and directly, not in an embedded or implicit manner. Explicit instruction directs student attention towards specific learning in a highly structured environment.
<b>Incorporates dual coding</b>	Programs that involve concurrent visual and verbal encoding, referred to as <i>dual coding</i> , aid retention and recall of information, as the learner creates multiple retrieval routes to the same information.
<b>Cumulative sequence</b>	Builds on what has already been learned and previous learning receives further practice.
<b>Sequential</b>	A prescribed sequence of learning targets presented in small steps.
<b>Repetitive</b>	Regular systematic review of concepts and over-learning to ensure learning is retained in long term memory.
<b>Systematic</b>	Concepts and skills are taught in a step-be-step manner. For example, in a structured synthetic phonics program, a complete set of phoneme-grapheme relationships are taught sequentially, cumulatively and systematically.
<b>Appropriate pace</b>	It is important to introduce concepts and skills in small steps but at a reasonable pace. Each component is taught on its own with ample opportunity for practice. In subsequent sessions (preferably daily) – previous learning is reviewed, new concepts and skills are taught, and – again – ample opportunity for practice is provided.
<b>Cover all areas of instruction needed</b>	For example, possible areas for literacy remediation include: instruction targeting phonemic awareness, phonics, decoding, fluency, comprehension, spelling, grammar, sentence structure, and vocabulary.
<b>Assessment</b>	Regular ongoing assessments of concepts taught to ensure the student is provided with instruction, resources and activities at the right level.

Further explanation and examples of structured synthetic phonics programs can be found in **Appendix 3**.

## Beware of snake oil salesmen and spin doctors

Unfortunately, there are many individuals and organisations that make misleading statements regarding the nature of learning disabilities and/or appropriate interventions to remediate these disabilities. It is important to be wary of claims that a learning disability can be remediated following a brief, 10-week treatment, or that reading-based learning disabilities are a visual problem. With appropriate intervention, most individuals with learning disabilities will make gains in their academic skills. However, this will almost always require a considerable period of intensive remediation targeting their particular area/s of weakness.

## Can intervention 'cure' a learning disability?

Essentially, a specific learning disability is, by definition, a persistent and enduring difficulty in a particular academic domain that will remain with a person throughout their life. There are no magic cures or simple solutions that have been identified or that can be purchased. However it is certainly the case that the impact of the learning disability can be reduced significantly through the provision of effective intervention (ideally introduced at an early age) and appropriate accommodations. With effective support, individuals with learning disabilities can achieve at extremely high levels in their chosen field. They may have to work harder and persist longer than their peers but they should not view their learning disability as a barrier to success.

Over time, effective compensatory strategies are often developed and, as a result, the visible signs of a learning disability can become less obvious. These frequently reappear when the individual is performing more complex tasks; becomes tired or anxious; or, is working under difficult conditions (eg. timed examinations).

Unfortunately, there are times when organisations, or individuals, promote a particular program, aid or service and claim that it has the potential to cure or prevent learning disabilities and other developmental disorders. The reality is that if a product 'cures' a learning disability, then the person almost certainly didn't have the learning disability to start with.

The promotion of these products is often accompanied by clever marketing, making them appear very attractive to parents and teachers. It is important to be very wary of any product, aid or service that is promoted through:

- **Testimonials** (individual 'stories') about the remarkable outcomes achieved. These are selected to encourage sales and the unsuccessful outcomes are rarely publicised. For every one success story there may be nine failures. It is also difficult to tell exactly what is being measured and how an individual may have performed if the same amount of time was spent on an alternative program.
- **Claims relating to Neuroscience** or the capacity of the product to 'change an individual's brain'. All learning essentially changes the brain, whether it's learning how to ride a bicycle or use the remote control. Producing colourful pictures of developing neurological pathways is not evidence that the product 'works'. There is no available evidence for any product or program currently on the market to suggest that the so-called 'neurological benefits' of the program will increase an individual's academic capacity.
- **Research conducted 'in-house'** suggesting significant academic improvement but not backed up by independent research evidence. It is important that there is independent evidence that either supports the claims relating to academic achievement directly or that supports the underlying approach (e.g. structured, systematic phonics). If claims are being made that a particular product will significantly improve specific academic outcomes there should be some available independent evidence to support these claims.
- **Claims of a flow-on effect.** This relates to products (e.g. exercise regimes, nutritional supplements, repetitive computer-based activities) that do not specifically target the area of weakness but claim that by participating in the advertised regime, academic results will improve. There is no available evidence to conclusively support these claims.

## What does the research tell us about different interventions?

There are a vast number of programs, products and resources available for both teachers and parents to select from for intervention purposes. Some of the more popular approaches and products have been reviewed by university-based research teams\* to determine their value for individuals with learning difficulties and disabilities. Their findings and recommendations are summarised in the following table.

**The decision to recommend or not recommend particular programs has been based on the current evidence available linking particular programs and instructional approaches to improved results in specific academic areas.** Research strongly suggests that interventions for learning disorders should target the component skills of reading, spelling, mathematics and writing – not other areas of functioning. They should also be cost effective. It is possible that some of the findings may change as additional research is completed and published.

The idea that individuals have unique learning styles has been a popular theory for many decades. However, there is little evidence to indicate that individuals have an innate preference for receiving new information via a particular sense (e.g., visual, auditory, or kinaesthetic). Another instructional approach that has maintained popularity is that of “multi-sensory” learning. Whilst providing information to children in various formats is likely to be beneficial, “multi-sensory” teaching approaches are not well validated in current research.

The first two sections of the table relate to **Direct Instruction** programs and **Structured Synthetic Phonics** programs. There are a great many programs and resources that can be viewed as falling under these two headings and only a small number of examples have been included in the table.

**Direct Instruction (DI)** refers to a rigorously developed, fast-paced approach that is designed to teach individuals new skills in a step-by-step manner by instructors using a carefully designed script. Participants receive immediate feedback and are expected to achieve mastery of each skill before progressing to the next level. The research evidence available suggests that DI programs are frequently found to be amongst the most successful intervention approaches available.

**Structured Synthetic Phonics (SSP)** programs are designed to teach children the predictable relationships between the sounds of speech (phonemes) and the alphabet letters (graphemes) we use in written language. Essentially, when a child learns to read using synthetic phonics they learn to link letters to speech sounds and then blend (synthesise) these sounds together to read words. Analytic phonics programs typically introduce whole words and initial sounds only - anticipating that children will induce the other letter-sound relationships. In synthetic phonics programs the sound-letter relationships are taught in a predetermined sequence using a systematic and explicit approach. Children are taught to read and spell accurately and fluently beginning with simple words like at, in and pin before progressing to words comprising more complex spelling patterns such as light, strange and production. There is a wealth of research evidence available documenting the success of SSP programs as both a whole class approach to literacy instruction and as an intervention (delivered individually or in small groups). For more information on structured synthetic phonics programs see **Appendices 3 and 4**.

Program/Aid	Designed to Target	Research Evidence	Cost/Student	R
<b>Direct Instruction</b> (Some examples: Spelling Mastery, Reading Mastery, Elementary Maths Mastery, DISTAR programs, Teach Your Child to Read in 100 Easy Lessons)	<ul style="list-style-type: none"> <li>■ Reading</li> <li>■ Spelling</li> <li>■ Maths</li> <li>■ Language</li> <li>■ Writing</li> </ul>	Strong research evidence from independent studies indicating positive outcomes achieved across most academic areas when delivered with fidelity (i.e. the directions given to the instructor must be followed exactly as prescribed).	Low/Moderate (Depends on the program -e.g. Teach Your Child to Read in 100 Easy Lessons is low / others are Mod)	✓

Program/Aid	Designed to Target	Research Evidence	Cost/Student	R
<b>Structured Synthetic Phonics</b> <u>Some examples:</u> <b>Intervention:</b> Sounds-Write, MultiLit, MiniLit, MacqLit, Phonic Books UK. <b>Whole Class:</b> Sounds-Write, Letters and Sounds, PreLit, PLD Literacy and Learning, Little Learners Love Literacy, Phonics Books UK, No Nonsense Phonics Skills, Jolly Phonics, Read Write Inc.	<ul style="list-style-type: none"> <li>■ Reading</li> <li>■ Spelling</li> </ul>	Very strong independent research evidence worldwide that shows programs based upon Structured Synthetic Phonics provides the best opportunity to produce significant improvements in childrens' literacy skills that are maintained long-term. Needs to be delivered by a skilled practitioner with fidelity.	Low/Moderate (depends on program and intensity of delivery)	✓
<b>Reading Recovery</b>	<ul style="list-style-type: none"> <li>■ Reading</li> </ul>	Independent research has produced inconsistent results and while some students make gains, it is typically those with mild reading difficulties. These children may have made more progress using a more cost-effective alternative program. Overall, little evidence to support its effectiveness in remediating significant reading difficulties, particularly when there is evidence of phonological processing weaknesses.	High	✗
<b>Levelled Literacy Intervention (Fountas and Pinnell)</b>	<ul style="list-style-type: none"> <li>■ Reading</li> </ul>	Limited independent research to support the program's effectiveness in remediating reading difficulties.	High	✗
<b>Behavioural Optometry</b>	<ul style="list-style-type: none"> <li>■ Reading</li> <li>• Writing</li> <li>• Motor skills</li> <li>• Attention</li> </ul>	There is no scientific evidence to support the use of eye exercises or vision therapy to directly or indirectly treat learning disabilities.	Moderate/High	✗
<b>Arrowsmith</b>	<ul style="list-style-type: none"> <li>■ Academics</li> <li>■ Memory</li> <li>■ Motor Skills</li> <li>■ Speech and Language</li> <li>■ Reasoning</li> </ul>	No independent research evidence available to support claims that the Arrowsmith exercises – designed to improve neuroplasticity - improve academic skills or remediate learning difficulties.	High	✗

**R** Recommended    **S** Some Support

Program/Aid	Designed to Target	Research Evidence	Cost/Student	R
<b>Brain Gym</b>	<ul style="list-style-type: none"> <li>■ Concentration and focus</li> <li>■ Memory</li> <li>■ Academics</li> <li>■ Physical co-ordination</li> <li>■ Relationships</li> <li>■ Self-responsibility</li> <li>■ Organisation skills</li> </ul>	Supporting studies are methodologically flawed and provide no explanation of how the exercises bring about improvements. Overall, there is no good-quality, peer reviewed research evidence to support the claims made for the effectiveness of BrainGym in improving academic performance.	Low/Moderate (depends on intensity of delivery)	X
<b>Cellfield</b>	<ul style="list-style-type: none"> <li>■ Literacy skills</li> <li>■ Language</li> <li>■ Attention</li> <li>■ Cognition</li> <li>■ Working Memory</li> <li>■ Executive Function</li> <li>■ Processing</li> </ul>	There is some debate about the theoretical underpinnings of the program and only one independent study has investigated its effectiveness. Therefore, due to a lack of research evidence, its potential to remediate deficits associated with learning disabilities cannot be commented on.	Moderate/ High (depends on intensity of delivery)	X
<b>Cogmed</b>	<ul style="list-style-type: none"> <li>■ Working Memory</li> <li>■ Attention</li> <li>■ Reading Comprehension</li> <li>■ Mathematics</li> </ul>	Although the program has been found in some studies to show improvements on tasks similar to those taught, there has been limited evidence that the benefits generalise to academic learning (e.g. reading, writing, maths) or are maintained over long periods. Positive results appear to be inconsistent within and across studies. Ongoing research is occurring but the current cost (very high) attached to delivery makes it difficult to recommend.	High	X
<b>Fast ForWord</b>	<ul style="list-style-type: none"> <li>■ Language</li> <li>■ Reading</li> <li>■ Memory</li> <li>■ Attention</li> <li>■ Processing</li> <li>■ Sequencing</li> </ul>	Although some studies show benefits from the FFW program, these are no greater than those of other comparative, less expensive, intervention programs and do not appear to be maintained in the long-term.	High	X

**R** Recommended    **S** Some Support

Program/Aid	Designed to Target	Research Evidence	Cost/Student	R
<b>Coloured Glasses and Overlays</b>	<ul style="list-style-type: none"> <li>■ Reading</li> </ul>	Limited evidence for the effectiveness of coloured glasses and overlays as an intervention for reading difficulties. Independent research shows no conclusive pattern of results and methodological issues. There is also no objective scientific evidence to support the existence of Scotopic Sensitivity Syndrome, also known as Irlen Syndrome.	Moderate/High (for glasses)	X
<b>Davis Dyslexia</b>	<ul style="list-style-type: none"> <li>■ Reading</li> <li>■ Writing</li> <li>■ Maths</li> <li>■ Attention</li> </ul>	Limited independent research evidence evaluating the program and its claims. Overall, there is a lack of theoretical and high quality research evidence to support the program's effectiveness.	Cost unknown	X
<b>Exercise-based Programs</b> (Example: DORE/DDAT program)	<ul style="list-style-type: none"> <li>■ Academic skills</li> <li>■ Motor skills</li> <li>■ Social skills</li> </ul>	No scientific research that exercise programs will result in improvement in reading or other academic or social skills. There is also no evidence that such programs are effective treatments for ADHD or Asperger's syndrome.	Moderate/High	X
<b>Lexia Reading</b>	<ul style="list-style-type: none"> <li>■ Pre-reading skills</li> <li>■ Reading</li> <li>■ Spelling</li> <li>■ Language (vocabulary, comprehension)</li> </ul>	Several studies supporting the effectiveness of the older version of Lexia Reading. However, no studies have been conducted to date on the newer version (Lexia Core5), the Lexia for Older Students and Lexia Strategies' programs. Overall, the program seems promising, but further independent research is needed.	Moderate/High	S
<b>Lumosity</b>	<ul style="list-style-type: none"> <li>■ Memory</li> <li>■ Attention</li> <li>■ Speed</li> <li>■ Flexibility</li> <li>■ Problem solving</li> </ul>	Inconsistent research evidence to support the program's effectiveness in improving targeted outcomes. To date there are no studies investigating its effectiveness in improving outcomes for those with learning disabilities.	Moderate	X

**R** Recommended    **S** Some Support

Program/Aid	Designed to Target	Research Evidence	Cost/Student	R
<b>Tomatis Method for Auditory Retraining</b>	<ul style="list-style-type: none"> <li>■ Attention</li> <li>■ Emotional difficulties</li> <li>■ Communication</li> <li>■ Psychomotor skills</li> <li>■ Foreign language learning</li> </ul>	Like other sound-based therapies and listening programs, there is no convincing independent evidence to show that it is more effective than the control groups.	Moderate/High	X
<b>Orton-Gillingham</b>	<ul style="list-style-type: none"> <li>■ Reading</li> <li>■ Spelling</li> </ul>	The program incorporates several evidence-based principles, including a focus on language-literacy links and the teaching of systematic synthetic phonics. However, there is inconsistent evidence regarding the efficacy of the program. There are also few intervention studies to validate the use of multisensory instruction.	Moderate/High	S
<b>Language, Learning and Literacy (L3)</b>	<ul style="list-style-type: none"> <li>■ Reading</li> <li>■ Spelling</li> </ul>	At the date of publication, there were no research studies evaluating the effectiveness of L3. Critiques of L3 have found that the program does not teach the five components of early literacy explicitly and systematically.	Low	X
<b>Dyslexie Font</b>	<ul style="list-style-type: none"> <li>■ Reading</li> </ul>	Research indicates that any benefits seen when using the font were related to the spacing between letters rather than their shape. Wider spacing between letters may be helpful for struggling readers, but children still need to be able to read a variety of different fonts.	Low	S

**R** Recommended    **S** Some Support

(Note: X indicates that currently there is not sufficient evidence in relation to improved academic outcomes to recommend this program or approach)

\*Dawson, G., & D'Souza, S. Behavioural Interventions to Remediate Learning Disorders: A technical report (2015), Centre for Brain Research and School of Psychology, The University of Auckland / Macquarie University Special Education Centre briefings - located at [http://figshare.com/articles/MUSEC\\_Briefings\\_Archive/5096455](http://figshare.com/articles/MUSEC_Briefings_Archive/5096455)

Bowen, C., & Snow, P. Making sense of interventions for children with developmental disorders: A guide for parents and professionals (2017)

Nelson R., & Howell, S. A critique of the L3 early years literacy program (2015). LDA Bulletin, 47(2), 8-12

# Examples of High Quality, Evidence-Based Phonics Programs and Resources

Reading and spelling are reversible processes and need to be explicitly taught together through the use of a structured and systematic phonics program. There are a number of programs available for use by tutors, teachers and parents that cater for the literacy needs of individuals from pre-school through to adulthood.

**Some examples of structured and systematic evidence-based programs for use by trained teachers, tutors, or parents who have undergone training courses appear below:**

*(DSF provides training in many of these programs)*

- **Sounds-Write** – an evidence-based linguistic phonics program utilising a highly successful approach to the teaching of reading, spelling, and writing. It is aimed primarily at children in Pre-primary to Year 3, as a whole-school approach to teaching literacy and as an intervention program for middle to upper primary students and secondary students. It is also an excellent phonics program for adults.
- **Phonics Books UK** (including the Dandelion, Totem, Magic Belt, Alba, Rescue, Talisman and Moon Dog series and Talisman Readers) – decodable readers which follow the Sounds-Write teaching sequence and are accompanied by a range of carefully developed student workbooks. Highly recommended for use with any structured synthetic phonics program or as a stand-alone program (available at both the DSF Library and in the DSF bookstore).
- **MultiLit Reading Tutor Program, MacqLit, Word Attack Skills Extension Program, MiniLit Early Intervention Program, PreLit Early Literacy Preparation and InitialLit-Foundation** – very structured and explicit remedial programs developed by Macquarie University, which aim to address the needs of children with reading difficulties. The programs range in use from pre-school children prior to school entry (InitialLit and PreLit), Foundation to struggling Year 2 students (MiniLit) and from Year 2 students to adults (MultiLit RTP, MacqLit and Word Attack).
- **Letters and Sounds** – designed as a whole-school approach to teaching literacy for students from Foundation to Year 3, but can be used effectively with any age group as a program for small group or one-to-one remediation. This program is supported by a range of free online resources and commercially available games.
- **PLD Literacy and Learning** - designed as a whole-school approach from Kindergarten or Foundation to Year 3, but can be implemented within individual classrooms and for small group intervention.
- **No Nonsense Phonics Skills** – this program provides a logical step-by-step approach to teaching reading, spelling, handwriting and language comprehension. It guides the student and the teacher through a series of carefully designed systematic phonics routines to assist students with the development of strong literacy skills.
- **Little Learners Love Literacy** – a systematic early literacy program which focuses on explicitly teaching phonemic awareness and phoneme-grapheme relationships. A range of supporting resources is available, based around the character of Milo, including decodable readers, games, activities and iPad apps.
- **Jolly Phonics and Jolly Grammar** – a multi-sensory synthetic phonics program, which includes activities and games for reading and spelling in addition to the main teaching content. It is aimed at children from Kindergarten to Year 3, and covers 42 letter sounds, common and alternative spelling patterns and grammatical concepts.



- **Alpha to Omega** – a structured phonics-based course, with detailed lesson plans and printable worksheets and resources for each stage. Alpha to Omega are the basis of the WordShark computer program, and both can be used as part of a comprehensive remedial approach.
- **WordShark** – focuses on the development of both reading and spelling skills using games involving phonics, onset and rime, homophones, spelling rules, common letter patterns, visual and auditory patterns and other aspects of literacy. It includes a course suitable for secondary school students, a sequence that follows *Letters and Sounds*, high frequency words, an alphabet and dictionary skills course, and a range of everyday vocabulary lists (useful for EAL). It is suitable for home and school use.
- **Reading Freedom** – a systematic phonics-based approach to the teaching of reading and spelling, which aims to equip students with effective literacy skills. It is especially useful for students with reading difficulties, and is intended for use in the middle primary through to lower secondary years.
- **Read, Write Inc. Fresh Start** – a synthetic phonics 'catch-up' program aimed at students in Years 5, 6 and 7. As well as modules specifically targeting phonics knowledge, the program includes applied reading activities, comprehension questions, grammar and writing activities.
- **Reading Mastery** – a complete basal reading program that uses the Direct Instruction method to help children (or older students) master essential decoding and comprehension skills. Each 30-45 minute lesson includes seven to nine short activities focusing on a range of skills including phonemic awareness, letter-sound correspondence, word recognition, vocabulary, fluency and comprehension.
- **Spelling Mastery** – is a six-level Direct Instructions program that teaches students dependable spelling skills utilising phonemic awareness, word recognition and morphemic awareness.
- **Corrective Reading** – a direct instruction remedial reading series that provides explicit, step-by-step lessons focused on teaching decoding and comprehension skills.
- **The Writing Road to Reading** – a comprehensive language program which covers phonemic awareness, systematic phonics, high-frequency vocabulary, word meanings and usage, word parts, grammar, composition, literacy appreciation, text structure, fluency, listening and reading comprehension.

## Resources to support the teaching of phonics

- **Reading Doctor - Apps for teaching kids to read and spell** – this series of interactive and effective Android, Mac and Windows-based apps teach children the essential skills of blending and segmenting, single letter sounds, letter-sound patterns and sight word recognition.
- **Phonics Handbook (Tom Nicholson)** – this book takes a phonological approach and is set out in the form of lesson plans designed to be used instantly, requiring no preparation. The lesson plans include every phonics skill from basic alphabet sounds to blends, digraphs, and syllable division, as well as diagnostic assessments of phonemic awareness, decoding skills, invented spelling, and writing.
- **The Complete Phonic Handbook (Diana Hope)** – this book contains colour-coded phonic word lists organised according to level of complexity and also includes activity suggestions. It is a useful guide for tutors to work through systematically with students.
- **Sound Check 1 and Sound Check 2** – these resource books contain activities to practise the blending of sounds to form words. There are phonemic awareness warm-ups and worksheets which encourage the application of letter-sound knowledge.

- **Nessy Learning Program** – this multi-sensory computer program begins with the earliest alphabet sounds and goes to an advanced level (16+). Each lesson follows a structured, phonic approach supported by hundreds of printable card games, activity sheets, mnemonics, reading and spelling assessments, storybooks and animated computer games to reinforce the rules and strategies for each teaching point.
- **Spelfabet materials (Alison Clarke)** – the Spelfabet website ([www.spelfabet.com.au](http://www.spelfabet.com.au)) contains a range of downloadable spelling resources which are consistent with explicit, systematic synthetic phonics teaching.
- **Phonics Activity Pack (DSF)** – this is an ideal resource for phonics-based intervention at any level. It includes a small magnetic whiteboard with a full set of 78 magnetic alphabet letters, digraphs, trigraphs, and vowel teams. Use the letter tiles to assist with a phonemic approach to spelling and to encourage the blending of sounds and segmenting of words. It also encourages reluctant writers to have a go at spelling.
- **trugs (Teach Reading Using Games)** – these phonic reading card games provide enjoyable opportunities to practise reading accurately and fluently.
- **SPELD SA Phonic Books** – these decodable readers are free to download from the SPELD SA website ([www.speld-sa.org.au/phonic-books.html](http://www.speld-sa.org.au/phonic-books.html)). The books are grouped in order of complexity and are based on the sequence of sounds introduced in the Jolly Phonics program. There are currently 201 books and 151 worksheets to accompany these books.

### Parent-friendly resources that do not require specialist training

These resources can be useful as a supplement to a well-delivered phonics program; however, it should be noted that they are not all stand-alone programs that will teach children how to read and spell - particularly if they are having difficulty acquiring these skills.

- **Beat Dyslexia** – a step-by-step multi-sensory literacy program for children with dyslexia, beginning with single letter-sound links and continuing through to blends, digraphs, short and long vowels, and complex spelling patterns. Each Beat Dyslexia book contains photocopiable activities, reading and spelling cards, teacher's notes and an audio CD.
- **Toe by Toe: A Highly Structured Reading Manual for Teachers & Parents** – a highly scripted, easy to follow program that teaches students phoneme-grapheme relationships in a sequential structured manner. The program teaches students to read polysyllabic words, uses repetition and nonsense words decoding throughout the program through syllable division.
- **Teach Your Child to Read in 100 Easy Lessons** – in 20 minutes a day, this step-by-step program introduces children to the reading process. Allows parents to work on a one-on-one basis with children in need of structured assistance.
- **ABC Reading Eggs** – this visually appealing computer program supports literacy development through phonics-based games. There are 120 lessons suitable for children aged 4 to 7.

*Please note that this list is not exhaustive. Page 27 of the Understanding Learning Difficulties booklet provides criteria for evaluating whether a program is likely to be successful and this information can be used to assist in choosing a high quality, evidence-based phonics program.*

# Structured Synthetic Phonics: A Guide for Teachers and Parents

Learning to read is essentially learning a code. The letters we use are simply symbols or written code for the speech sounds of English. Learning about the relationship between the letters of the alphabet and the speech sounds they represent allows us to “crack the code” and learn to both read (decode) and spell (encode).

Synthetic Phonics is a way of teaching children to read. It has been identified both here and overseas as the most successful approach to the teaching of reading and spelling. The ‘synthetic’ component reflects the practice of ‘synthesising’, or blending together. The ‘phonic’ part reflects the process of linking individual speech sounds (phonemes) to written symbols (graphemes). Essentially, when a child learns to read using Synthetic Phonics they learn to link letters to speech sounds and then blend these sounds together to read words. They also learn to separate (segment) words into their constituent sounds and link these sounds to letters in order to spell them.

The term ‘Synthetic Phonics’ began to be widely used after the publication of a study carried out in Clackmannanshire, in Scotland. Researchers from St Andrew’s University found that one method of learning to read produced much better results than the other methods they looked at. This method was called Synthetic Phonics. This success has since been replicated in numerous studies world-wide.

### Why is it important to focus on the sounds?

It is important to know both the sounds and the letter names when learning to read. Those children who know most of the letter names and their corresponding sounds by the end of pre-primary are far more likely to do well in literacy-based tasks (reading, spelling, written expression) throughout their schooling than those students who know very few.

When we say the alphabet we tend to use letter names – Ay, Bee, Cee etc. When we read or spell a word (decode or encode) it is important to know the speech sound that the letters are representing, for example the speech sounds /k/, /a/, /t/ blend together to make the word “cat” – not /Cee/, /Ay/, /Tee/.


### Which sounds should children learn?

It is generally agreed that there are about 44 sounds that make up words in the English language. Given that there are only 26 letters in the alphabet we need to combine some letters to represent the remaining speech sounds.

In a number of cases, two letters (or sometimes three) are put together to represent a specific sound, such as ‘s’ and a ‘h’ representing the /sh/ sound (as in **ship**) or ‘c’ and ‘h’ representing the /ch/ sound (as in **match**). When two letters are used to represent a specific sound it is called a ‘digraph’. Vowel sounds are particularly important as there is a vowel sound in every syllable of spoken English. Of the 44 speech sounds in English, 19 are vowel sounds.

### What does Synthetic Phonics actually mean?

In a programme using a synthetic phonics approach, children start by learning about the sounds within spoken words. They need to be able to: hear that sentences are made up of words; that some words rhyme; that some words start (or finish) with the same sound; and, that words are made of speech sounds that are blended (synthesised) together. As part of learning about the different sounds we use to make words, children should be taught about the letter (or letters) we use to write the sound down. For example, if children are learning about the /s/ sound through matching games, rhyming, alliteration (the slimy, slithery snake slid slowly somewhere special) and other oral language activities, it is important to explicitly link the sound with the letter we use to write the sound down.



When introducing the letter we use to write the /s/ sound down a teacher might write or display the letter 's' and say "we use this letter to write down the /s/ sound. The name of this letter is 'ess'. Children learn letter representations for each of the 44 sounds of English. When they see a letter or digraph they should be able to say its sound. They then learn to blend (put together) these sounds to make words. Once they can do this they are reading words.

There are numerous 'Synthetic Phonic' programmes available and they all have more or less the same set of sounds. There are a few small differences. Each programme has its own order for introducing the sounds, but evidence suggests that as long as all the sounds are covered, the order doesn't seem to matter. Generally programmes introduce commonly used consonants and short vowel sounds first, followed by long vowels, digraphs, adjacent consonants and r-controlled vowel sounds (such as /er/ and /or/). Children learn one way of writing down each of the sounds and are then gradually introduced to spelling alternatives for each of the sounds. Sometimes they are still learning about the more complex spelling alternatives in upper primary or even secondary school. For example, we first learn that the /s/ sound is written down using the letter 's' (as in sun). Later we learn that we can write the /s/ sound using the letter 'c' (as in city) or 'sc' (as in science), and later still we learn that we can write down the /s/ sound using the letters 'ps' (as in psychic) or 'st' (as in listen).

### What material should children learning to read be given?

One of the most important principles of Synthetic Phonics is that a child should never be asked to read something that is too difficult for them, or that they do not have the skills to read. Within the first few sessions of synthetic phonics children should be able to read words made up of the sound / letter relationships they have learnt. For example, if the first six letters of a structured synthetic programme are 's', 'i', 't', 'm', 'a' and 'p', children can read it, at, mat, sat, sit, pit, tip, tap, pat etc. Start with small regular words. Regular words are words where the sound / letter relationships are the ones the child has been taught. These small regular words are often referred to as 'cvc' words. The term 'cvc' means consonant, vowel, consonant - words like cat, dog, leg, pin, bus. Once children can read these they then move on to reading longer words, like cobweb, and words with digraphs, like ship.

### Why is there a problem with more advanced reading material?

If a child is asked to read something containing words that are too difficult for them they start to simply guess the words. They use the pictures on the page or the first one or two letters and this becomes their reading strategy. It might work for the first year or two but it is not an effective reading strategy in the long term. It can become very frustrating, and the child begins to believe that reading is too difficult for them. Strong fluent readers become very proficient at decoding words very quickly. They do not rely on pictures, context or guessing as their primary strategy.

### What books are suitable?

It is important to read books based on Synthetic Phonics. That is, the books should be linked to the same sequence of sound / letter relationships that the teacher is using in the classroom. Initially the books may only include 6 letters (for example 's', 'i', 't', 'm', 'a' and 'p') plus one or two high frequency words (for example, 'I', 'was'). As the child develops a greater knowledge of the sound / letter relationships the books he or she reads will include these new letters and digraphs. Once they know their sounds, your child can have a go at reading any small regular words in books when they are practising their reading.

There are many synthetic phonics reading series. Two examples of recommended series include: The Phonic Book Series (including Dandelion, Magic Belt, Totem, Rescue, Alba, Talisman and Moon Dog) and the Little Learners Love Literacy series. Both of these series follow a very structured, systematic introduction of new sounds and letters, in reading books that are both appealing and entertaining.

## How quickly should children progress through a synthetic phonics programme?

Children should be introduced to new concepts gradually and their knowledge built up a step at a time. However the whole point of learning the sounds is to use them to read and write, so they need to be covered quite quickly. Most children are able to learn the sounds at the rate of three or even four a week. It is anticipated that students will be introduced to a structured synthetic phonics program in pre-primary and be able to read and write simple sentences by the end of the year.

## What should I do if a child cannot learn the sounds that quickly?

Some children do take longer than others. It is no use trying to teach new sounds if they are unable to master the ones they have already been introduced to. Revisit the sound / letter (phoneme / grapheme) relationships the child does know and then add new sounds gradually, at a pace that he or she can cope with.

It is important to remember that English is not a completely regular language. There are well over 600,000 words in the Oxford English Dictionary and the majority of these have been taken directly from other languages: Latin, French, Greek, to name a few. Although they have been absorbed into English, the words have retained much of their original spelling. This is why English takes so much longer to learn than many other alphabetic languages and explains why there are so many spelling alternatives for some of the speech sounds. It is important to remember that it is not, however, a completely irregular language, and it is far easier to learn and recognise the patterns that are there, than it is to try and remember every word individually.

## Is it just for reading?

A Synthetic Phonics approach should also benefit spelling and writing. As well as putting together the sounds to read words, the children should be taught to listen for the sounds in words so that they can spell them. If they can hear the sounds in a word and know the letter/s that we use to write down the sounds, then they can have a go at writing the word.

## Does this mean children taught using a synthetic phonics approach will spell phonetically?


As with reading, children need to build up their knowledge of spelling gradually. To begin with, they will have learnt one way of writing a sound, so for example the sound /ee/ is learnt as two 'e' letters. Children just starting out will write the 'ee' spelling whenever they hear the /ee/ sound, for example they might write 'eet' instead of 'eat'.

As the other alternatives are introduced to the children, and they develop a knowledge of word families, their spelling will improve. Also as children read more, and see the words in their reading, they begin to learn and recognise which way words are spelt.

## Why is this approach more successful?

Children taught by Synthetic Phonics are being taught the code by which reading and writing work. This means they are being given the tools they will need to become independent readers and writers. If they do not understand how words are put together, and how to go about breaking the code so they can read a word, any unknown word is a mystery.

They might be able to think it looks like another word they know (although this is quite a complicated thought process that small children find very difficult, and of course they might be totally wrong). They might be able to guess the meaning of the word from the context of the other words about it, but they have no way of decoding the word if they do not have this phonic knowledge. Good readers rarely guess using context clues, poor readers try to guess from the context (or pictures) frequently. Good readers don't need to rely as much on context clues because their decoding skills are so strong.



Guessing from context is frequently unsuccessful, time consuming and reduces fluency. It has been estimated that only one out of every four words within a passage can be predicted using context cues and that only about 10% of content words can be predicted using this strategy – generally students need to be able to decode these words in order to make sense of what they are reading.

Poor readers also tend to rely on initial consonant cues, guessing the word on the basis of the first one or two letters.

## Will synthetic phonics help children who have a specific learning disorder or are having trouble learning to read?

Children find it difficult to learn to read for a number of reasons. For the majority of children a structured programme that includes systematic synthetic phonics and the concurrent use of visual and verbal strategies to teach new concepts and skills will prove successful. Some children do, however, have an inherent processing difficulty (often phonological in nature) that results in them finding learning to read and spell extremely difficult. They may have poor memory skills, making it difficult for them to remember what they are taught. They may have great difficulty segmenting words into individual speech sounds, making it difficult to link phonemes (speech sounds) to graphemes (letters). These children will find it difficult whatever method is used. Synthetic Phonics, taught in a systematic and way, is the approach most likely to result in successful outcomes.

Children with a specific learning disorder with impairment in reading stand out as their reading ability does not match with their abilities in other ways. Reading can be a slow and frustrating journey but because the system is logical and goes forward step by step they are usually successful using a Synthetic Phonics approach.

## Good Readers and Synthetic Phonics.

Synthetic phonics instruction is particularly beneficial for children at risk of learning difficulties or who are suspected of having a learning disability.

However, research also demonstrates that all children benefit from phonics instruction, learning to read and write at a faster rate than they would without phonics. It is also the case that some children, who have been taught to read using other methods, seem at first to be making good progress but then seem to stumble. Frequently, these children have relied on visual-memory strategies and to begin with they learn the words quickly by memorising them as whole words. As they progress though, the number of words they need to know increases, and eventually they slow down (usually around Year 2 or 3). They then find it difficult to move forward. These children have to be taught the code if they are to continue to make good progress with their reading, and cope with more difficult words.

Those children relying on visual memory strategies to read can be identified using a nonsense word test. Nonsense words are "made up" words, for example 'zam'. Because these words are invented, the child will not have seen them before and in order to read them he/she will have to decode them. There are two nonsense word tests available to download from The Reading Reform Website ([www.rrf.org.uk](http://www.rrf.org.uk)). If children struggle to complete a nonsense word test, then teaching them the principles of Synthetic Phonics will assist them to continue to be good readers and make good progress. Using nonsense words is a good way to help these children break the visual memorising strategy.

## Is it ever too late to teach Synthetic Phonics?

Whether it is a child or adult who wants to learn to read the information they need to know and the process they need to go through is exactly the same. Obviously, the approach taken with younger and older learners is different. Many children make dramatic gains in reading ability and confidence when taught by Synthetic Phonics, having struggled for years with other methods.










## Recommended Reading:

The Effects of Synthetic Phonics Teaching On Reading and Spelling Attainment: A Longitudinal Study by Joyce Watson and Rhona Jonston – Department of Psychology University of Hull, School of Psychology, St. Andrew's University. Published by the Scottish Executive, February 2005. (Available as a free download at: [www.scotland.gov.uk/Publications/2005/02/20688/52449](http://www.scotland.gov.uk/Publications/2005/02/20688/52449))

The Reading Reform Website - [www.rrf.org.uk](http://www.rrf.org.uk)

## The 44 Sounds of English with one spelling pattern for each sound

Consonant Sounds								
/b/	b ball		/d/	d dog		/f/	f fan	
/g/	g gate		/h/	h hat		/j/	j jam	
/k/	k kite		/l/	l lips		/m/	m mug	
/n/	n nut		/p/	p pig		/r/	r rat	
/s/	s sun		/t/	t tap		/v/	v van	
/w/	w web		/y/	y yo-yo		/z/	z zebra	
/zh/	s treasure							
Consonant digraphs (two letters represent one sound)								
/sh/	sh shark		/ch/	ch cheese		/ng/	ng ring	
/th/	th thumb		/th/	th feather				

Short vowel sounds								
/a/	a ant		/e/	e egg		/i/	i igloo	
/o/	o orange		/u/	u up		/oo/	oo book	
Long vowel sounds								
/ā/	ai snail		/ē/	ee bee		/ī/	i spider	
/ō/	oa boat		/y/ōō/ (2 sounds)	u uniform		/ōō/	oo moon	
/ōi/	oi coin		/ow/	ou cloud		/ə/ (Schwa sound)	er ladder	
r controlled vowels								
/ā/	air chair		/ā/	ar car		/ū/	ir bird	
/ō/	or fork		/ē/ə/	ear ear		/ū/ə/	ure cure	
/i/ə/	ire fire		/ōō/ə/	our tour		/ow/ə/	our sour	

## Tricky Graphemes

There are some letters that are used to write down sounds already represented by other graphemes. For example we use the letter c to represent the /k/ sound (already represented by the grapheme 'k') and the /s/ sound (already represented by the grapheme 's').

Letter	Sound	
c	/k/ as in cat, cot, cup	/s/ as in city, cycle, cents
x	/k/ /s/ as in box, fox, fix	/g/ /z/ as in example, exam   /z/ as in xylophone
q(u)*	/k/ /w/ as in queen	/k/ as in bouquet, marquis, cheque

\* the q is almost always paired with the letter u.



## APPENDIX D – Revision History

Revision Number	Revision Date	Summary of Changes / Purpose
2019-1	10 April 2019	<ul style="list-style-type: none"> <li>• <b>DSF Tutor Insurance (p.10)</b> Updated information regarding coverage amounts and DoE school requirements.</li> <li>• <b>Appendices A, B, and C (p. 24 – 37)</b> Following the release of new parent and clinician ULD guide changed to updated information sheets.</li> </ul>
2018-2	13 December 2018	<ul style="list-style-type: none"> <li>• <b>What is the Fee Structure for Tutoring? (p.8)</b> Amendment of recommended tutoring fee range - \$55 to \$85 (previously \$65 to \$80) with added note on GST.</li> <li>• <b>What is the Process to Become a DSF Tutor? (p.15, 16, 17, 18)</b> Update of application process and Professional Learning requirements.</li> </ul>
2018-1	30 May 2018	<ul style="list-style-type: none"> <li>• <b>Do I Need an ABN? (p.11)</b> Update to Australian Taxation Office webpage links</li> <li>• <b>Ongoing Support (p.11)</b> Addition of DSF Tutoring Facebook page link</li> <li>• <b>What is the Process to Become a DSF Tutor? (p.15)</b> Amendment of title from Tutor Administration Assistant to Tutor Management Administrator</li> <li>• <b>Reporting (p.19)</b> Amendment of DSF Tutor Management Team reporting contact to: Tutor Management Administrator, <a href="mailto:tutormanagement@dsf.net.au">tutormanagement@dsf.net.au</a></li> <li>• <b>DSF Staff Member Details (p.21)</b> Update of position titles and email addresses; addition of Nik Carey as Tutor Management Administrator; amendment of tutor contact email address to <a href="mailto:tutormanagement@dsf.net.au">tutormanagement@dsf.net.au</a></li> <li>• <b>Website Links (p.22)</b> Update to website links for external businesses</li> </ul>