

# 'Being dyslexic doesn't make me less of a teacher'. School placement experiences of student teachers with dyslexia: Strengths, challenges and a model for support

Griffiths S.

School of Education, The University of Northampton

**Abstract:** This research investigated the school practice placement experiences of six student teachers with dyslexia representing each year of a 3-year initial teacher training course at a UK university. Placement performance and outcome has enormous implications for student teachers in demonstrating their professional competence and ability to meet the Training and Development Agency for Schools Professional Standards for Teachers and obtain qualified teacher status. The research focused thematically on student strengths, challenges and management strategies using a case research approach. Findings indicate student teachers with dyslexia bring unacknowledged strengths to placements but face a number of challenges despite proactive adoption of management strategies. A model of placement support to enhance student effectiveness has been developed. Conclusions indicate the importance of listening to the student's voice to understand individual placement requirements and co-ordinate and implement specific reasonable adjustments as required by UK legislation. © 2011 The Author. Journal of Research in Special Educational Needs © 2011 NASEN.

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**Authors with affiliations:**

1. Griffiths, S., School of Education, The University of Northampton