

The first part is a letter I received last week (June 2013) from Christopher Pyne regarding dyslexia. This is followed by the script from Parliament June 17th 2013

Dear Karen,

Thank you very much for your email regarding dyslexia recognition and funding.

I note the fantastic work that the Dyslexia Support Services does and I would always appreciate receiving any information you can provide regarding this important issue.

You may be aware that I recently tabled a petition to the Parliament 9,288 signatures calling on the Parliament to formally recognise dyslexia as a disability and to provide funding to ensure that students with dyslexia receive high-quality intervention as soon as diagnosis has been confirmed.

Funding to meet the particular needs of students with dyslexia should be regarded as a basic entitlement for that child and should therefore be portable. I have also been calling for the use of modified curricula and instruction, appropriate assistive technology and extra time for learning as students with dyslexia progress through school.

Recognition of dyslexia as a genuine disability and the provision of appropriate support will ensure that students with dyslexia are no longer discriminated against by our education systems.

I have attached the speech I gave to Parliament on this email and attach a link to the YouTube video of it as well: http://www.youtube.com/watch?v=Hb6XK_7jacl.

Thank you again for taking the time to write to me to write about this important issue. Please do not hesitate to contact me again with any future issue.

Yours sincerely,

Christopher Pyne MP



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Parliament Canberra- June 17th The following was presented to Parliament

12 DYSLEXIA

Mr Christensen, pursuant to notice, moved—That this House:

(1) recognises:

(a) dyslexia as a learning disability which, according to the World Federation of Neurology, is 'manifested by difficulty in learning to read despite conventional instruction, adequate intelligence and socio-cultural opportunity';

(b) the Irlen Syndrome, also known as, Scotopic Sensitivity Syndrome as a specific type of visual perceptual dyslexia; and

(c) that school students with dyslexia learn differently to their fellow students;

(2) supports the concept of compulsory teacher training to ensure educators have:

(a) an awareness of dyslexia and the impact dyslexia has on students;

(b) the ability to recognise the symptoms of dyslexia; and

(c) the ability to utilise a range of multi-sensory learning methods to engage with students with dyslexia;

(3) supports the:

(a) concept of compulsory training of pre-service teachers in dyslexia and Irlen Syndrome as well as training in multi-sensory teaching methods for children who learn differently; and

(b) ability of teachers to be able to inform parents directly about concerns they have of their children exhibiting symptoms of dyslexia or Irlen Syndrome;

(4) requests the Government make changes to National Assessment Program—Literacy and Numeracy (NAPLAN) to allow school students with dyslexia or Irlen Syndrome to have their NAPLAN test read to them;

(5) supports the concept of modified homework for school students with dyslexia to reflect their particular learning difficulties; and

(6) recognises that dyslexia would be a significant barrier to learning a second language and supports the ability of school students to opt out of Languages other than English classes.

Document

Mr Christensen, by leave, presented the following document:

Extract of a letter.

Debate ensued.

Debate adjourned, and the resumption of the debate made an order of the day for a later hour this day.