Literacy Centre
Frequently Asked Questions

MultiLit

What do students do in a MultiLit tutoring session?

Students work individually with a fully trained tutor on the MultiLit program which best suits their needs. This may be MiniLit, Reading Tutor Program (RTP) or Word Attack Extension (WAS Ex). Each program addresses phonemic awareness (orally identifying sounds in words), phonics (letter, sound relationships), fluency (reading with speed and accuracy), vocabulary (the meaning of words) and comprehension. There is also a spelling component.

Instruction is explicit and based on extensive and on-going reading instruction research. Tutors follow scripts and a structured sequence of activities. Students are placed at their first level of difficulty to address literacy needs. Students are required to meet criteria to progress through the program. This allows instruction at a pace that matches student needs.

What is the difference between the MultiLit Holiday Program and MultiLit Term Program?

The MultiLit Term Program is a 10-week program undertaken during the school term. Students complete a full individual assessment which includes standardised tests in reading and related skills. Based on the results of the assessment, a recommendation is made regarding the most appropriate program for each student. Instruction is delivered between 2 to 4 times a week for 10 weeks, giving students instruction on a weekly basis. A minimum of two terms instruction is recommended. Students' progress at their own pace. Please see the following link for further information on our results.

www.literacycentres.multilit.com/programs/results/

The MultiLit Holiday Program provides students the opportunity to receive explicit, individualised instruction for a minimum of two weeks each day during the school holidays. Students and parents get a 'snapshot' of what the instruction involves. Students complete a placement only test so instruction can be targeted to specific needs.

While all instruction in the MultiLit Holiday Program will have a beneficial effect on student reading skills, most students with reading difficulties require further and more regular instruction to make significant progress. This can either be achieved in a school setting or through the Literacy Centre Term Program.

What qualifications do MultiLit Tutors have?

Tutors who work in the Literacy Centre have gone through a thorough interview and training process. We require tutors to have or be in the process of obtaining university qualifications in either education, psychology or language related training. Tutors are required to have letter sound knowledge and experience working successfully with children and families. All tutors are also required to have clearance for Working with Children Check at the time of employment.

All tutors complete initial training including induction into Literacy Centre procedures and extensive training in our MultiLit programs before they start. New tutors also complete observations and team teaching sessions with qualified tutors where they gain expert feedback before they tutor students. Tutor observations are completed by Literacy Centre managers or senior staff each term to ensure lessons are completed at the high standard required, following a detailed structure and criteria.

All student programs and testing is monitored and checked by Senior staff. Any issues with student progress are examined through our student concern process in which the Literacy Centre manager liaises with our Literacy Centre Director with pedagogical support from the MultiLit Research Unit.

How are tutors allocated to students?

Tutors need to complete extensive training in MultiLit programs before they can deliver them to students. Allocation of a tutor to a particular student often depends on matching the tutor's availability with that of the student.

In addition, students are allocated to tutors according to their program needs.

Find out more
1300 55 99 19
literacy.centre@multilit.com
www.multilit.com/literacycentres

Will my child have the same tutor for the duration of their program?

Because our programs are tightly scripted and monitored, a change in tutor does not change or disrupt a student's program in any way. Changing tutors also gives the advantage of having tutors working collaboratively to meet your child's literacy needs – two heads are better than one in many circumstances. It is often helpful for a different tutor to review a student's progress during the previous term and can discuss progress with a colleague during the handover process.

In the Term Program students are allocated one or two tutors to work with them on a weekly basis. Apart from tutor illness or other personal circumstances, these tutors remain with students for the duration of the school term. It is common for students to change tutors as a new school term starts. This means that students who begin in Week 3, Week 5 or Week 7 may have a change as they move into the new school term. Our student monitoring and data collection procedures ensures a seamless transition.

While it is common for students to develop very positive and supportive relationships with their initial tutors, we encourage parents to reassure their children that the program will continue effectively with the change and to focus on the program and their progress rather than the tutor.

How will I get feedback on my child's progress?

In the Term and Holiday programs tutors are allocated time to briefly explain the content covered within the session and give parents advice on how to instruct their child through home reading. It is advisable that parents discuss re-enrolment with tutors in the second half of the term (Week 6 onwards) to allow for places to be secured.

Toward the end of the Term Program, students complete end of term testing with tutors. These results are compiled in a summary and tutors put aside some time during student lessons to discuss progress with parents.

At the end of the Holiday Program, a summary will be emailed to parents to communicate the MultiLit program level your child started and finished on. The summary makes recommendations regarding the next step for student literacy instruction. This could be a full assessment, further MultiLit instruction or to monitor. These emails also include some examples of books at each level to allow you to continue reading and provide information for teachers. If you require further information, please contact the Literacy Centre manager.

As a parent/carer, what can I do to assist my child in the MultiLit Program?

Feedback sessions are an important time of communication between parent and tutor so please make sure you are available after each lesson. Recognise and positively reinforce any small steps of progress your child makes in reading.

Students bring home levelled readers each day to be read using specific methods each night. Specific methods include MLT (Model, Lead, Test) or PPP (Pause, Prompt, Praise). These methods reinforce the skills taught in each session, assisting students to retain and generalise what they have learned. Make time to read with your child each night and record their readings in the Reading diary.

What happens if my child is sick or absent?

Due to the complex timetabling requirements for individual instruction in specialised programs we do not offer make up lessons due to student absence.

If for any reason we are unable to deliver your child's lesson (e.g. tutor absence) a make-up lesson will be provided.

For online lessons, please ensure you have checked connection and followed MultiLit staff member advice as make-up lessons will not be provided for technical issues at the student end.

Who should I contact if I have questions?

Literacy Centre administration staff will be able to answer questions regarding booking, payment and program basics. Your child's tutor will be able to give you information regarding your child's placement and progress within our MultiLit programs. Any further enquiries can be addressed to the Literacy Centre Manager.

What extra information is required at the first lesson?

At the first lesson, administration staff ask for a couple of further details. This includes emergency contact information and credit card information to cover lost or damaged library books.