

SPELDNSW

Professional Development Program

2019 Certificate Course for Teachers of Students with Specific Learning Difficulties

*The SPELD NSW Certificate course is not an
Australian Qualification Framework qualification*

This *pecially tailored* SPELD NSW course has been designed for teachers of students who have learning difficulties, mainstream classroom teachers who wish to update their teaching skills and anyone wishing to become a SPELD NSW tutor, and have their teaching degrees. It will provide up-to-date, research-based information concerning the acquisition of literacy and numeracy skills. The course will be run on 6 weekends beginning the 4 May to 22 September, 2019.

Course Outcomes

The purpose of this course is to provide the skills and knowledge to:

1. Assess, diagnose and create specific programs to meet the needs of students with learning difficulties.
2. Evaluate the research on spelling, early reading, comprehension, EAL/D, grammar, written expression and numeracy acquisition.
3. Construct specific programs for learners with special needs, based on the findings of empirical research.

Course Structure

Methods will include lectures, small group multi-sensory activities, quizzes and class discussions.

Plus Assignments and Prescribed Readings to be completed outside the course hours

- A case study based on a spelling program – assessment of a child's spelling, three lesson plans and evaluations.
- A 1,000-word research paper on reading.
- Prescribed Readings for each weekend which relate to that weekend's teachings.

Participants will receive:

- Course Materials for each session
- Research papers for prescribed readings
- A wide range of teaching materials/samples
- Morning tea and lunch each day

Target Audience

- K-6 primary school teachers
- Support teachers
- Secondary School literacy and support teachers
- Literacy tutors

SPELDNSW

Suite 2, Level 1, 52 O'Connell Street, Parramatta NSW 2150

T. (02) 9739 6277

F. (02) 8765 1487

E. enquiries@speldnsw.org.au

W. www.speldnsw.org.au

PATRON: Mrs Linda Hurley
ABN: 27 508 871 CFN: 11013



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Accreditation:



Completing **Certificate Course for Teachers of Students with Specific Learning Difficulties** will contribute **66 hours** and 0 minutes of QTC Registered PD addressing **1.1.2, 1.2.2, 1.3.2, 1.5.2, 2.1.2, 2.5.2, 3.2.2, 4.1.2, 5.4.2** from the Australian Professional Standards for Teachers towards maintaining *Proficient Teacher Accreditation* in NSW.

Weekend Course Dates

4 & 5 May, 2019	Introduction, Spelling Day 1	27 & 28 July, 2019	EAL/D, Grammar
18 & 19 May, 2019	Spelling Day 2, YARC & Speech Pathologist	24 & 25 August, 2019	Written Expression
15 & 16 June, 2019	Reading	21 & 22 September, 2019	Numeracy
			Comprehension, Behavioural Management & Graduation

Times 9.00 am – 4.00 pm Saturdays
9.00 am – 3.00 pm Sundays

Venue SPELD NSW offices – Level 1, 52 O'Connell Street, Parramatta

Cost \$2,900 (*incl. GST*) Individual membership worth \$70 is included.
For schools sending their staff the membership fee is \$188.

(Costs have been kept as low as possible in line with SPELD NSW's commitment to support teachers in their professional development)

Application, Payment and Refund Policy

Once participants have completed the application form, and received an acceptance notification, a deposit of \$500 is required. Full payment must be received by the SPELD NSW Office by **22 April, 2019**.

There is a **no refund policy** unless another student is found to take your place.

There will be a \$50 administration fee for any cancellations.

Course Educators

Lin Meeks, PhD. M.A. (Spec. Ed), B.A., Grad. Dip. Ed.

Lin is the convenor of the Certificate Course for Teachers of Students with Specific Learning Difficulties. Lin has a PhD from Macquarie University on researching the preparation of primary and early childhood pre-service teachers to teach evidence-based early literacy skills. *Lin will introduce the course with spelling assessment and present the spelling weekend.*

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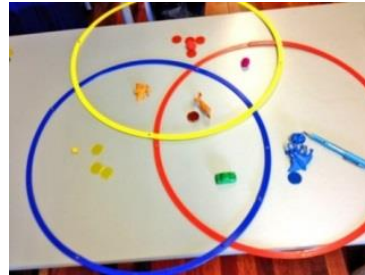
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Professional Development Program



Sally Howell, PhD

Sally has been involved in the education of children with special needs both as a teacher and special education consultant for over 30 years. This has involved working in public, independent and Catholic schools as well as at a senior level in the NSW Department of Education. Sally has worked in a community-based disability organisation and as a special education lecturer at Macquarie University Special Education Centre. Recently she has provided advice to the Australian Curriculum, Assessment and Reporting Authority (ACARA) on the Literacy and Numeracy Learning Progressions and to the NSW Education Standards Authority (NESA) regarding curriculum and assessment. She has expertise in assessment and programming for children with difficulties in learning, particularly in the areas of reading and numeracy and extensive experience working collaboratively with parents and is currently the Principal of Macquarie University Special Education Centre School (MUSEC). *Sally will co-present the Reading Weekend with Robyn Armstrong.*

Robyn Armstrong, M Spec. Ed

Robyn has worked in the area of learning difficulties for over thirty years. This work has involved roles at a school, regional and state level. She has been a school counsellor with an interest in learning difficulties, a primary level support teacher and an Assistant Principal Learning Assistance. Robyn has been involved in initiatives that have provided support for students with significant reading difficulties, including Co-ordinator of the Special Education Support Centre in the Metropolitan West Region. She has been involved in the development and implementation of professional learning courses in the area of learning difficulties for teachers and support teachers. Robyn has always been committed to using research based programs and strategies to support students with difficulties in learning to read. *Co-presenting with Sally Howell (Reading)*

Sally Robinson-Kooi B.Ed. (TESOL), Diploma of Teaching (Primary)

Sally is currently a Doctoral candidate at Edith Cowan University where she is conducting research on explicit instruction in components of literacy. She is an independent literacy and TESOL consultant providing NESA accredited professional development to teachers in primary schools. She has worked with diverse socio-economic groups and NESB cultures in Australia and overseas and is trained in working with indigenous communities. In Victoria and NSW she taught both mainstream and EAL/D students in primary schools. At Macquarie University, she taught units on professional development, early literacy and ESL on the program for undergraduate primary teachers. Sally has published in *Practically Primary* on Grammar and Text Types. Sally will be presenting a half day on *EAL/D, LDS or both* and a half day on *Grammar in Texts*.

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Toni Hopper, PhD MACE, Dip Ed MEd

Toni has over 30 years teaching experience. Toni has taught in Undergraduate courses in Education at both UTS and Wollongong University in Special education courses. For the last 9 years she has been a part time lecturer at

Macquarie University where she has taught across a number of Units offered in postgraduate special education courses. She has been a reviewer for submissions to several peer reviewed journals and has written several of the MUSEC Briefings. Toni is an independent educational advisor with a busy practice working with a wide range of students their parents and schools concerning students with special educational needs. Toni is a member of Australian College of Education and The Australian Association of Special Education and a Life member of SPELD NSW. Toni has a special interest in numeracy and literacy and education for those working with children with special education needs. *Toni will be presenting Day 1 of the Maths weekend.*

Samantha Hornery PhD

Samantha is a primary and special education teacher who has worked in school and community settings teaching, developing, and managing educational programs for students with learning difficulties for over 20 years. She has extensive experience in the development and implementation of professional learning opportunities for teachers and health professionals. Samantha completed her PhD evaluating Learning Links' Reading for Life Program and won the NSW Institute for Educational Research Outstanding Thesis in 2012. She appeared as an educational advisor in the ABC documentary, Kids on Speed? Supporting children with ADHD and their families. Recent professional learning presentations include "Maths and Learning Difficulties" (June 2016, Learning Difficulties Coalition NSW Inc), "Working as part of a team to meet the needs of students with learning difficulties" (October 2016, The Professional Association for Learning Support Inc), in addition to ongoing teaching professional learning at Learning Links. *Samantha will be presenting Written Expression and Day 2 of the Numeracy weekend.*

Allison Greenland Masters in Education – Completing her PhD

Allison Greenland is the founder and teacher at Leap into Literacy: Reading, Writing, & Creativity! She is currently completing her final submissions for a PhD in Curriculum and Teaching and holds a Masters' degree in Education. Her research has focused specifically on reading comprehension strategies for children and successful learning techniques for students of all abilities. Allison has twelve years' experience as a Primary teacher and most recently as a Gifted and Talented teacher for both primary and secondary students, and also spent several years teaching creative writing classes to adults. She has many years of experience working with students who have learning difficulties in both the mainstream classroom and through private tutoring. She loves sharing her passion for literacy not only with teachers but with children, including her own two with a third on the way!

Guest Speakers

Wendy Coggins - B. App. SC (Sp. Path), MSPA, CPSP

Wendy is a Certified Practising Speech Language Pathologist with over 35 years' experience specialising in the communication and literacy problems of primary school students. Wendy has worked in over 30 schools providing student, group and class interventions as well as presenting a range of in-service programmes to state and independent schools.

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Walter Howe, Disclaimer – Director of Psychological Assessments Australia (PAA)

Walter is a Sydney based Educational and Developmental Psychologist. He worked as a secondary teacher and school counsellor in NSW before becoming involved in test publishing in 1988. He has managed Australian standardisation studies for the WISC III, the Woodcock Johnson III; the new Woodcock Johnson IV Tests of Cognitive Abilities; Tests of Achievement and Tests of Oral Language (WJIV) and the York Assessment of Reading for Comprehension (YARC). PAA distributes a wide variety of assessment products, including the WJ IV and the YARC. He is a member of the Australian Psychological Society, the American Psychological Association and the National Association of School Psychologists (USA). He is a regular presenter at professional conferences on topics ranging from dyslexia to emotional intelligence.

Ian Luscombe

Experience and an acute sensitivity to the needs of students with emotional and behavioural issues and of the needs of the adults who work with them. Ian has been in Special Education for over 28 years and for the last 14 years was Principal of Redbank School, Westmead, NSW. Redbank is the only joint Department of Health and Department of Education facility in NSW for the treatment of children (preschool to Yr. 6) and adolescents (Yrs. 7 to 12) with emotional, psychiatric and / or behavioural disorders. Ian co-established at the beginning of 2009 a class for emotionally disturbed pre-schoolers. This initiative, the second of its type in Australia, received media attention across Australia and overseas and is seen as an exemplar of a preventative mental health program.

TESTIMONIALS

“Over many years I’ve completed many hours of Professional Development and I can without hesitation say that the recent SPELD NSW course I completed was by the far the best I’ve ever attended. I looked forward to each weekend and always came away with new ideas, resources, contacts and an excitement to implement change. The speakers were all highly experienced and credentialed, always providing practical and essential training to further successful intervention.

It was great to form friendships with other teachers from various sectors all whom shared a passion to assist the struggling student. The assignments tasks were relevant and enabled clarification of learning needs and additionally, in depth evaluation of teaching methodologies and process. It is my pleasure to highly recommend this course.” **Lyn Maxwell, 2014 Graduate,** Trinity Anglican College, Albury/Wodonga

“Certificate Course for Teachers of Children with Specific Learning Difficulties was without doubt the most practical and inspiring professional development program I have undertaken. Experts in their various fields shared the latest research and best practice models to enhance the learning outcomes of our students. Meeting each weekend with a group of highly motivated people was also a plus. Everyone benefited from each other's skills and experiences. I would highly recommend this course for new and 'old' teachers alike”. **Nadine Cooke, 2015 Graduate,** Learning Support Teacher from Danebank Anglican School for Girls

“Over the years I have learnt many techniques, from Professional Development and wonderful mentoring Learning Support Teachers and Classroom teachers, but now from doing this course the DIFFERENCE IS NOW I UNDERSTAND WHY AND HOW.” **Pip Cloros, Teachers’ Aide, 2015 Graduate** from Knox Grammar.

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"I recently completed the SPELD NSW Certificate course for teachers of students with specific learning difficulties. The course was wonderful it included hands on activities, resources, recommended readings and research, highly skilled and passionate teachers/instructors.

*I added many ideas and strategies to my classroom in 2016 and noticed a dramatic improvement in all my students not just those with specific learning needs. If you are passionate about helping every student in your class I highly recommend this course." **Deborah Peters, 2016 Graduate** from NSW Department of Education*

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"I strongly recommend this course to all teachers at all levels of experience. Provided me with the skills to confidently make changes to my teaching methods in order to better meet the needs of my students."

Clare Karlis, 2017 Graduate, Special Needs Teacher – St Therese Primary School

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*"SPELD NSW's Certificate Course for teachers with specific learning difficulties is beneficial for all teachers. So many elements of the course are not covered in pre-service teacher training and are vital to ensure teachers can equip our future learners with the skills to function successfully in the complex world." **Janine Timillero, 2018 Graduate** – High School Teacher*

Application Form on NEXT page

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2019 Application Form

I wish to apply for admission to the *Certificate Course for Teachers of Students with Specific Learning Difficulties* to be conducted by SPELD NSW, commencing, 4 May, 2019. I am aware that there will also be two assignments to complete, as set out above, which will be in addition to attending the six weekends.

Name _____

School (if paying) _____

Address _____

Suburb/Town _____ Postcode _____

Telephone: Home _____ Work _____ Mobile _____

Email _____

Occupation _____

Place of Work _____

Dietary Requirements _____

Signature _____ Date _____

Please attach an outline of your professional training and teaching experience and a brief statement explaining why you are interested in attending this course.

Do not send any fees with this application form.

Return this application form either by email or post to:
SPELD NSW Inc. Suite 2, Level 1, 52 O'Connell Street, Parramatta NSW 2150
Attention: Georgina Perry, Executive Officer – enquiries@speldnsw.org.au

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