



SPELD NSW Professional Learning 2023



SPELD NSW Professional Learning focuses on evidence-informed literacy and numeracy instruction. We advocate for best-practice approaches to teaching which supports all students including those with specific learning difficulties like dyslexia.

speldnsw.org.au



Welcome to SPELD NSW Professional Learning - Join us!

SPELD NSW Professional Learning

- publicly scheduled professional learning courses
- in-school professional learning courses
- school leaders and executive projects and workshops
- consulting – SPELD NSW members
- coaching services - SPELD NSW members



Workshops are suitable for:

- classroom teachers
- learning support teachers
- teachers' aides
- school leaders and executives
- tutors, speech pathologists and other allied health professionals



Become a SPELD NSW Member!

- discounts on professional learning
- bookstore discounts
- access to member-only resources
- special member-only workshops and webinars
- access SPELD NSW consulting and coaching services.



Decodable Book Demonstrations

SPELD NSW offers decodable book and resource demonstrations to schools. We can provide an overview of the range of phonics and decodable book resources we offer. This provides an opportunity to gain expert insights into various scope and sequences and understand how the decodable book and phonics resources can be used best to support your learners. Please contact us to arrange a demonstration.

What the English K-2 Syllabus Looks Like in the Classroom

Understanding Key Concepts and Outcomes



Face to Face Workshop



Learn about the core terminology and concepts of the new NSW English K-2 Syllabus and how to interpret stage outcomes in K-2.

What is this course about?

In this 1-day professional learning workshop you will learn about the core terminology and concepts of the new NSW English K-2 Syllabus. Through a range of practical and hands-on activities, teachers build their confidence and professional knowledge of the content in reading and spelling. We will also understand how to interpret stage outcomes in K-2 and what strategies can be implemented in the classroom to support students in achieving those outcomes. The course focuses on the phonological awareness, phonic knowledge, fluency, spelling and vocabulary outcomes.

Why should I do this course?

If you are a teacher of students in K-2 and you are looking for strategies to help you teach core skills of reading and spelling in the new NSW English K-2 syllabus, then this is the course for you!

Who should do this course?

- K-2 classroom teachers
- Early career teachers who are keen to build their understanding of terminology and concepts of the new syllabus
- Leaders seeking to understand how to best support the implementation of the new syllabus
- Learning support teachers and interventionists looking to support students in those early reading skills

What will I get from this course?

- A bank of activities to take away and try in your classroom!
- A guide to terminology and concepts
- Take-away resources for you to keep building your own knowledge

Completing What the English K-2 Syllabus Looks like in the Classroom will contribute 5 hours and 30 minutes of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Delivery and Assessment of NSW Curriculum/EYLF addressing Standard Descriptor(s) 2.1.2, 2.5.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.



Face to Face
Workshop



1-Day

	Non-Members	SPELD NSW Members	Professional Members
Individual Tickets	\$270	\$230	\$210
In-School Professional Learning	\$2,700	\$2,460	



Teaching Reading in the Early Years



Face to Face Workshop



This practical 3-day course equips teachers with skills and resources to use evidence-based practices to teach students to read.

What is this course about?

Teaching Reading in the Early Years is a 3-day course that takes teachers through the journey of understanding how we learn to read, planning for systematic instruction, implementing explicit lessons and daily reviews, and how to read decodable readers (and when!) with early readers. Learning how to assess target skills and plan instruction based on comprehensive data analysis is also a key feature of this course!

Day 1:

- How students learn to read
- How to structure your literacy block
- How to understand an explicit phonics scope and sequence and key terminology

Day 2:

- How to plan instruction using explicit models for various points in the phonic code
- How to implement Daily Reviews (and Why!)
- How to get students practising word reading using a range of engaging and purpose-driven activities

Day 3:

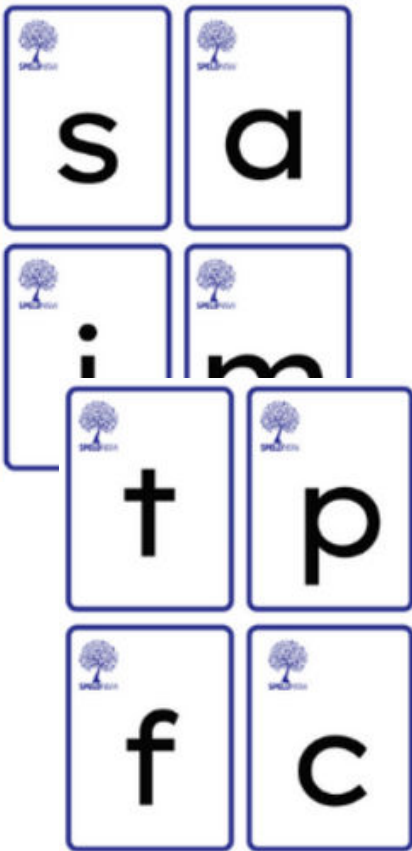
- How to run an explicit phonics lesson
- What to assess, how and when?
- How to identify student learning needs, grouping and planning for extra support
- How to read decodables with students – for what purpose and when!

Continued....

Teaching Reading in the Early Years



Face to Face Workshop



Why should I do this course?

If you are looking for explicit models of planning, instruction and assessment as well as lots of practical tips for engaging ways to get students practising core reading skills in the early years, this course is for you!

Who should do this course?

- Early career teachers looking for a systematic and explicit approach to teaching reading.
- Classroom teachers looking for ideas on how to refine reading instruction, introduce evidence-based practices, and differentiate effectively.
- Leaders looking for models and resources that they can implement across their school consistent with the new NSW English K-2 Syllabus.

What will I get from this course?

- Completed phonics planning models
- Phonics Planning templates
- Instructional models for teaching phonics explicitly in K-1
- A treasure trove of practise activities and games to support developing phonic decoding and reading skills
- Routines to support reading decodables with students
- Sample word reading assessments



Face to Face Workshop



3-Day

Completing Teaching Reading in the Early Years will contribute 16 hours and 30 minutes of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Delivery and Assessment of NSW Curriculum/EYLF addressing Standard Descriptor(s) 1.5.2, 2.1.2, 2.2.2, 2.5.2, 3.2.2, 5.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

	Non-Members	SPELD NSW Members	Professional Members
Individual Tickets	\$750	\$680	\$610
In-School Professional Learning	\$5,400	\$4,500	



Evidence-Based Reading in Action



Face to Face Workshop



A practical workshop with activities and resources to support evidence-based reading instruction in the classroom.

What is this course about?

This 1-day course gives teachers a range of hands-on activities to help them understand some of the key elements that need to be included in an evidence-based approach to reading instruction.

We will explore how to support decoding skills, word reading automaticity, fluency and ultimately comprehension through a range of engaging and hands-on activities and resources.

Why should I do this course?

If you want to learn practical strategies for applying evidence-based reading in your classroom – this is the course for you!

Who should do this course?

- Early career teachers looking to get a kick start to effective reading instruction
- Experienced teachers seeking to understand how to target student needs more effectively and implement the new NSW English K-2 Syllabus
- Leaders and learning support teachers seeking to gain a foundation in evidence-based reading instruction!

What will I get from this course?

- Practical routines to start implementing in the classroom
- Models of instruction to apply in your teaching
- Sample resources and templates to start using with students

Completing Evidence-based Reading in Action will contribute 5 hours and 30 minutes of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Delivery and Assessment of NSW Curriculum/EYLF addressing Standard Descriptor(s) 1.2.2, 1.5.2, 2.1.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.



Face to Face
Workshop



1-Day

	Non-Members	SPELD NSW Members	Professional Members
Individual Tickets	\$270	\$230	\$210
In-School Professional Learning	\$2,700	\$2,460	



Words to Wonder

Building Vocabulary to Support Reading Comprehension



Face to Face Workshop



Build comprehension in your students as they explore the vibrant world of vocabulary.

What is this course about?

In this 2-day highly practical professional learning workshop we explore the vibrant world of vocabulary and comprehension instruction.

On Day 1 we look at what research tells us about vocabulary and comprehension, and we take a deep dive into word selection for instruction. Through lots of practical activities teachers learn to think critically about vocabulary planning and text selection as well as vocabulary assessment.

On Day 2 we look closely at planning and instructional models for vocabulary and how we can foster deep engagement with texts through interesting and challenging learning experiences.

Why should I do this course?

If you are a teacher of students in K-6 you are looking to build students' vocabularies and reading comprehension outcomes, then this is the course for you!

Who should do this course?

- K-1 teachers looking to implement whole class vocabulary instruction through rich literature
- Teachers of years 2-6 who are looking for ways to develop vocabulary and engage students in quality literature
- Learning support teachers and interventionists looking to support students' vocabulary development
- Leaders looking to develop a collaborative and comprehensive approach to vocabulary instruction in their schools

What will I get from this course?

- A bank of activities and templates to take away and try in your classroom!
- Model and routines for instruction



Face to Face Workshop



2-Day

	Non-Members	SPELD NSW Members	Professional Members
Individual Tickets	\$445	\$390	\$350
In-School Professional Learning	\$4,860	\$4,430	



The Fluency Puzzle

The next steps in reading
from Stage 1 to upper primary



Face to Face Workshop



Support the development of fluent reading using a range of resources and lesson ideas.

What is this course about?

In this 1-day professional learning workshop you will learn about the importance of fluency instruction, how to assess the development of fluency skills and practical strategies for developing strong and fluent readers in your classroom.

We will consider assessment tools and interpreting normed data and we will model a range of resources and lesson ideas that you can use as part of your 'fluency toolkit'.

Why should I do this course?

If you are a teacher of students in year 2 and beyond and you are looking to develop strong, expressive and confident readers, then this course is for you!

Who should do this course?

- Classroom teachers of year 2 to high school, looking for targeted and engaging routines and activities to develop strong and confident readers
- Leaders seeking to understand how to best support the implementation of fluency instruction in their schools
- Learning support teachers and interventionists looking to support students beyond phonics

What will I get from this course?

A bank of activities to take away and try in your classroom!

Completing The Fluency Puzzle will contribute 5 hours and 30 minutes of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Delivery and Assessment of NSW Curriculum/EYLF addressing Standard Descriptor(s) 2.1.2, 2.5.2, 5.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.



Face to Face
Workshop



1-Day

	Non-Members	SPELD NSW Members	Professional Members
Individual Tickets	\$270	\$230	\$210
In-School Professional Learning	\$2,700	\$2,460	



Mastering Morphology

Understanding How English Words Work



Face to Face Workshop



Explore English spelling and develop your understanding of English morphology.

What is this course about?

In this 1-day course we demystify English spelling through the exploration of the layers of its orthography and in the process gain clarity around how to scaffold this learning for students.

This workshop is about building teacher confidence and capacity to teach spelling explicitly and provide targeted feedback to students. We will focus on basic and advanced morphology and the role that etymology can play in both teacher knowledge and instruction.

Why should I do this course?

If you are a classroom teacher, in learning support or a tutor, this course is a great first step in building your own expertise in English spelling.

Who should do this course?

- Classroom teachers of early stage 1 to high school, looking to make sense of English spellings
- Teachers and tutors wanting some clarity around how words work!
- Leaders supporting their teachers in spelling instruction

What will I get from this course?

- SPELD NSW spelling conventions guide
- Example scripts to use for classroom instruction
- Morpheme cards you can print and use in the classroom



Face to Face Workshop



1-Day

	Non-Members	SPELD NSW Members	Professional Members
Individual Tickets	\$245	\$210	\$190
In-School Professional Learning	\$2,700	\$2,460	



Making Spelling Stick

Explicit Planning and Instruction



Face to Face Workshop



Build your knowledge to plan and deliver explicit spelling instruction

What is this course about?

In this 2-day course we take participants through the journey of planning for explicit spelling instruction. Working closely with a SPELD NSW scope and sequence we model how to program for spelling instruction, giving participants lots of hands-on opportunities to plan and receive feedback. We consider spelling instruction based phonic patterns, orthographic conventions and morphology.

We then look at explicit instruction using model scripts that teachers can use and adapt in their own practice. We also consider assessment and how to implement spaced retrieval practice to support committing those words to Long Term Memory.

Why should I do this course?

If you are a Year 1-6 teacher seeking to understand how to plan, implement and assess explicit spelling instruction this is the course for you.

Who should do this course?

- Classroom teachers of students from years 1-6
- Teachers and tutors wanting to better understand how English spelling works
- Leaders supporting their teachers in spelling instruction

What will I get from this course?

- Complete planning models for phonic patterns, orthographic conventions and morphology
- Model scripts
- Follow-up 'I do' activities
- Scaffolds to use in teaching spelling
- An example of an explicit scope and sequence for spelling
- A wealth of knowledge about how words work!



Face to Face Workshop



2-Day

	Non-Members	SPELD NSW Members	Professional Members
Individual Tickets	\$445	\$390	\$350
In-School Professional Learning	\$4,860	\$4,430	



From Words to Texts

Strategies to Support Reading Difficulties



Face to Face Workshop


cap


fit


tip

Which strategies can I use to best target the needs of struggling readers?

What is this course about?

In this 1-day practical workshop we introduce a range of strategies to support struggling readers.

What strategies do we use for students who are reading words inaccurately as compared to those with words reading automaticity difficulties? And what about those students with reading fluency difficulties? This course will give you some specific strategies to help you provide targeted support to your students.

Why should I do this course?

If you are looking for practical and evidence-based strategies to support your struggling readers – this is the course for you!

Who should do this course?

- Classroom teachers looking for strategies to use in small group instruction
- Learning support teachers and interventionists looking for strategies to support specific student needs in reading
- SLSOs and teachers' aides who working closely with struggling readers

What will I get from this course?

- A range of resources and activities to use with your students
- Models and routines to support your planning and instruction



Face to Face
Workshop



1-Day

	Non-Members	SPELD NSW Members	Professional Members
Individual Tickets	\$245	\$210	\$190
In-School Professional Learning	\$2,700	\$2,460	



Understanding and Responding to Reading Difficulties, including Dyslexia



speldnsw.org.au

Dyslexia Infosheet

Dyslexia is difficulty learning to read

Children and adults with dyslexia often have difficulties with accurate and fluent word recognition and may also have difficulties with spelling, writing, reading comprehension.

Dyslexia is the most common learning difficulty affecting between 5-10 percent of people. Dyslexia does not impact on a person's intelligence and is not caused by vision difficulties.

Dyslexia is also known as a specific learning disorder in reading. Dyslexia is a brain-based (neurological) disorder or disability. People with dyslexia have difficulty working with the sounds in language (phonology) and the written form of language (orthography).

Children and adults with dyslexia often have a family history of dyslexia or other reading and/or spelling difficulties.

What are the indicators of dyslexia?

Young children with dyslexia may have difficulties with:

- delayed speech or difficulty pronouncing words
- rhyming (in nursery rhyme or songs) or identifying the initial sounds in words
- learning the alphabet
- writing their name
- early literacy activities at pre-school

Primary school aged children may often:

- have difficulties learning letter-sound relationships and how to blend sounds
- attempt to guess words rather than decode words
- have frequent errors when reading or read slowly without expression
- avoid reading, especially reading out loud, and show stress when asked to read
- have poor reading comprehension (they may also have stronger oral comprehension)
- be slow to complete literacy tasks
- show anxiety about school or signs of low self-esteem
- have difficulties with working memory

High school aged students:

High school students will have many of the same difficulties as primary school aged children and they may generally avoid reading, they may also have a reduced vocabulary or oral language skills and increased school-based anxiety or low self-concept or self-esteem.

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Why do some people struggle with reading and what can we do to support those students in our classrooms?

What is this course about?

In this workshop, you will gain an understanding of why reading is a challenge for some students. You will learn about how to identify students who are struggling with reading and the different reasons that students struggle with reading.

We will explore resources you can access to support students, families, and teachers, and what structures can be put in place to ensure that no child is left behind.

Why should I do this course?

If you want to understand the different subtypes of reading difficulties and support you can provide to students with different learning needs, then this course is for you!

Who should do this course?

- Learning Support teachers who are looking to build their expertise in identifying and supporting struggling readers.
- Classroom teachers who want to better understand why some students struggle with reading.

What will I get from this course?

A Reading profiles checklist that helps you understand your learners and consider how to best support them.



Webinar



Face to Face Workshop



2 Hours

	Non-Members	SPELD NSW Members	Professional Members
Individual Tickets	\$70	\$50	\$40
In-School Professional Learning	\$770	\$650	



An Introduction to Interventions and Adjustments for Struggling Readers



speldnsw.org.au



2 hour webinar or face to face workshop

What evidence-based interventions can be used to support struggling readers and what adjustments do educators need to put in place to support learners?

What is this course about?

Building on the course, Understanding and Responding To Reading Difficulties, this workshop targets the important question – how do I help struggling readers in my classroom? We consider evidence-based approaches to reading instruction and how to target intervention to support students with reading difficulties. We also consider the adjustments we need to provide these students to ensure they have equitable access to all areas of the curriculum.

Why should I do this course?

If you want to understand what interventions are available for different readers and how to provide adjustments to ensure students have fair and equitable access to the curriculum, this webinar is for you!

Who should do this course?

- Classroom teachers looking to understand how to best support struggling readers in your classrooms and how to provide effective adjustments.
- Leaders and learning support teachers seeking to understand how to choose interventions and adjustments for students in your schools.

What will I get from this course?

A reading difficulties flowchart to support your decision-making process and SPELD NSW Adjustments information sheets



Webinar



Face to Face Workshop



2 Hours

	Non-Members	SPELD NSW Members	Professional Members
Individual Tickets	\$70	\$50	\$40
In-School Professional Learning	\$770	\$650	



Understanding and Responding to Writing Difficulties, including Dysgraphia



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Dysgraphia Infosheet

Dysgraphia is difficulty with spelling and written expression

Children and adults with dysgraphia often have difficulties with handwriting, spelling, grammar, punctuation and organisation of written tasks.

Dysgraphia is also known as a specific learning disorder in written expression.

Dysgraphia is a brain-based (neurological) disorder or disability. People with dysgraphia often have to work much harder and longer to produce written work to the same standard as another individual. Children and adults with dysgraphia often have a family history of dysgraphia or other reading and/or spelling difficulties.

What are the indicators of dysgraphia



- Poor pencil grip
- Slow, laborious and/or illegible handwriting
- Inaccurate spelling
- Difficulties with the use of grammar and punctuation
- Difficulties with organisation of sentences and paragraphs
- Avoids writing
- Slow to complete literacy tasks
- Shows anxiety about school or signs of low self-esteem
- Difficulties with working memory
- High school students self-rate many of the same difficulties as primary school aged children but difficulties with writing become more apparent as expectations about the production of written work increase
- Students may generally avoid writing and have increased school-based anxiety or low self-concept or self-esteem

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Why do some people struggle with writing and what can we do to support those students in our classrooms?

What is this course about?

In this workshop we look at the complexities involved in writing through the framework of the Simple View of Writing.

We consider the many skills and processes involved in getting ideas onto paper (or screen) and explore the various points at which difficulties can occur and what support might be needed for students.

We will discuss the relationship between handwriting, spelling and written expression to gain a deeper understanding of the complex nature of writing difficulties, including dysgraphia.

Why should I do this course?

If you want to understand the different subtypes of writing difficulties and understand what support is appropriate for different learning needs, then this course is for you!

Who should do this course?

- Learning Support teachers who are looking to build their expertise in identifying and supporting struggling writers.
- Classroom teachers who want to better understand why some students struggle with writing.

What will I get from this course?

- A writing profiles checklist that helps you understand your learners and consider how to best support them.



Webinar



Face to Face Workshop



2 Hours

	Non-Members	SPELD NSW Members	Professional Members
Individual Tickets	\$70	\$50	\$40
In-School Professional Learning	\$770	\$650	



SPELD NSW Teachers' Certificate Course



Online Course



The SPELD NSW Teachers' Certificate Course is a highly regarded Professional Learning program aimed at developing teacher understanding of Specific Learning Difficulties and effective, evidence-based instruction in literacy and literacy intervention.

The course is focused on language and literacy development, with individual modules on Learning, Oral Language, Phonemic Awareness and Phonology, Explicit Phonic Intervention, Fluency, Vocabulary & Comprehension, Spelling, Handwriting & Morphology, and Adjustments and Intervention Planning.

The Teachers' Certificate Course is run online in a combination of online activities and live webinars. The course includes pre-recorded lecture, videos, readings, quizzes and live online/face to face workshops, practical application and reflection tasks. An online learning platform with discussion forums provides opportunities to collaborate.

- Module One – Mind Matter: How We Learn, Learning Difficulties and Assessment
- Module Two – Sound It Out: Language Development, Phonology and Phonemic Awareness
- Module Three – To the Letter: Explicit Phonics Intervention
- Module Four – In a Word: Fluency, Vocabulary and Comprehension
- Module Five – Spell Bound: Spelling, Handwriting and Morphology
- Module Six – Well-Adjusted: Adjustments and Creating Intervention Action Plans



Blended Learning



2-Terms

	All participants
Course Fee, includes free SPELD NSW Individual Membership	\$2,500





*Thank you for supporting students with
difficulties with literacy and numeracy*

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#UntilEveryoneCanRead

