



The SPELD NSW Teachers Certificate Course in Specific Learning Difficulties: Literacy Intervention

The SPELD NSW Teacher Certificate Course in Literacy Intervention (TCC) is a 6 modules course that trains teacher in evidence-informed approaches to reading and spelling intervention. This professional development course provides an in-depth look at how to use assessment data to inform practise and how to target intervention to best meet the needs of students with difficulties in literacy. There is an emphasis on building teacher content knowledge, developing effective teaching strategies and planning explicit and systematic learning experiences for students.

The course is run in a blended model, using our online learning management system to deliver video lessons, readings and quizzes. There is a high level of engagement with course facilitators through online discussions, feedback on tasks and through a series of webinar workshops that provide opportunities for collaboration around intervention planning and role-play explicit instruction.

The course is centred around a case-study focus. Each participant will develop a case study related to their own teaching context. Through each module we will explore guiding questions to help apply the learning from each part of the course to support improve teaching practice and student outcomes.

Course Structure

The Teachers' Certificate Course is divided in to six modules.

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

Study Commitment

Each week has 1 ½- 2 hours of online learning and reading. In addition, students participate in scheduled live webinars. Each module of the six modules runs for 3-4 weeks. The course runs over 2 school terms.

How will I be supported during this course?

The team at SPELD NSW want you to succeed, so we are here with you for the learning journey! We will be available on the learning platform to answer questions and support online discussions. If you are experiencing difficulties in achieving the outcomes and assessments of the course, we are available to provide support with those too.

2022 Course Dates

Fully Online: Terms 1 and 2

Introductory week: 31 January to 6 February. Introductory webinar Wednesday, 3 February, 6.30pm-7.30pm.

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
7 February – 27 February	28 February – 20 March	21 March – 10 April	18 April – 15 May	16 May – 12 June	13 June – 3 July
Live Webinar: 26 February , 9am-12.30pm	Live Webinar: 17 March , 6.30pm-8.30pm	Live Webinar: 7 April , 6.30pm-8.30pm	Live Webinar: 5 May , 6.30pm-8.30pm	Live Webinar: 9 June , 6.30pm-8.30pm	Live Webinar: 23 June , 6.30pm-8.30pm

Fully Online: Term 3 and 4

Dates to be confirmed.

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6

Course Modules

Module 1: Mind Matter: How We Learn, Learning Difficulties and Assessment

Understanding how we learn and why some students struggle to meet some academic milestones is key to developing inclusive classroom practices. In this module you will understand the science of how we learn, why some children and adults have difficulties in learning and how to identify the needs of your students using a range of diagnostic assessment tools. You will have the opportunity to gather real-world data and learn how to understand the implications of the assessment outcomes for your practice. This module provides the foundation for the subsequent modules as you will be given insights into how best meet the needs of ALL students based on the data you have collected.

At the end of this module participants will be able to:

- Understand key principles of effective literacy instruction
- Understand the specific learning difficulties and ADHD and how they impact on the learning process
- How to use assessment to effectively identify and support the learning needs of students

Webinar 1: Assessments- Special guest speaker: Dr Saskia Kohnen

Module 2: Sound It Out: Language Development, Phonology and Phonemic Awareness

The Language module focuses on developing expertise in phonology, phonemic awareness and oral vocabulary. Understanding the fundamentals of oral language development provides a foundation for effective literacy instruction in the early primary years and beyond. In this module you will learn to identify the 44 phonemes of Australian English, understand and apply advanced phonemic awareness skills and identify how a student's literacy errors can be addressed by targeting their oral language skills.

At the end of this module participants will be able to:

- Understand the importance of oral vocabulary and phonemic awareness in literacy development
- Describe the articulation of English consonants and Australian English vowels

- Identify and explain links between phonology and literacy development
- Reflect on how to improve literacy instruction by applying an understanding of oral language

Webinar 2: Planning intervention: Phonemic Awareness

Module 3: To the Letter: Explicit Phonics Intervention

In this module you will learn how to apply the learning from modules 1 and 2 to implement targeted and effective word reading instruction. We learn about the phonic code and how to critically analyse phonic scope and sequences. We consider strategies that support needs of our learners and how to plan explicit and systematic intervention sessions for reading.

At the end of this module participants will be able to:

- Explain the importance of a systematic synthetic phonics approach to reading instruction
- Develop strategies for to teach synthetic phonics explicitly
- Use effective strategies to teach irregular and high frequency words
- Understand the importance of decodable texts in early reading instruction

Webinar 3: Planning intervention: Basic Code and Blending

Module 4: In a Word: Fluency, Vocabulary and Comprehension

This is the final reading module in the course. We build on the previous 3 modules to develop rich, highly informed and responsive approaches to students who struggle to learn to read. We consider intervention strategies for fluency and how to teach vocabulary most effectively. This module culminates in a live webinar where participants engage in a case study workshop and in goal setting for how to implement their learning to support struggling readers.

At the end of this module participants will be able to:

- Understand the reading comprehension as an outcome
- Apply fluency intervention strategies
- Plan for explicit vocabulary instruction
- Develop reading intervention plans for a range of student needs

Webinar 4: Planning intervention: Extended Code and Spelling

Module 5: Spell Bound: Spelling, Handwriting and Morphology

In this module we target the all-important transcription skills that students need to be successful writers. We examine the idea of the simple view of writing and understand why explicit teaching of spelling and handwriting skills an essential part of a systematic approach to teaching literacy. We will examine the structure of English words to understand it morphophonemic structure and how we can support students to understand orthographic conventions and how to develop word specific

knowledge. We look at morphology and its important role in understanding the structure of English spelling and how morphology can support students to spell complex words effectively.

At the end of this module participants will be able to:

- Implement strategies to support spelling instruction for all students
- Understand the role of morphology in English spelling
- Understanding the importance of handwriting instruction

Webinar 5: Planning intervention: Morphology

Module 6: The Write Way: Scaffolding Writing, Adjustments and Creating Intervention Action Plans

This module focuses on writing skills beyond the word-level. We explore how reading comprehension and syntax can integrate effectively to support learners and we consider some strategies to scaffold the writing process. We then will look at the importance of providing adjustments for students with learning difficulties and finally how to advocate, plan for and monitor our students.

At the end of this module participants will be able to:

- Understand how to scaffold sentence structure development
- Advocate for adjustments for students with difficulties in reading and writing
- Develop an intervention plan for a student(s)

Webinar 6: Planning intervention: Session planning and goal setting

Cost

The cost of the Teachers' Certificate course is \$2,250 (incl. GST). The course cost includes Individual SPELD NSW membership worth \$70.

Application, Payment and Refund Policy

Places to the Teachers' Certificate Course are allocated based on applications received from interested teachers and tutors.

Once your application has been accepted, you will be sent a confirmation and be asked to pay a \$500 deposit within 4 weeks to confirm your position in the Teachers' Certificate Course.

Full payment of the course fees must be received 4 weeks before the commencement of the course. (Payment plans are available on request.)

The deposit is fully refundable until 4 weeks before the commencement of the course. After that date, 50% of the deposit is refundable. From two weeks before the commencement of the Course, no refunds are available unless another student is identified to take your place.

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"This was by far the best course I have ever done and would highly recommend it. All six modules were practical and informative. The online format made it easier for me to complete it, as I could work around teaching and family commitments. I have made many adjustments to my own teaching practice based on what I have learnt and have seen the positive impact of this on the students I teach. I now feel much more confident in my role as Learning Support teacher as I have a wealth of knowledge I can draw from." Michelle

"I learnt so much, with many "Ah Hah!" moments. This course brought together so many elements of lived experience and best practice theory, seamlessly connecting them. I feel I have developed a strongly integrated skill set, with awareness of big picture connections, as well as the specific knowledge and skills needed to confidently and effectively ensure a highly inclusive, adaptable approach that supports learners to succeed." Thank you! Emma.

"The SPELD Teacher Certificate Course provided valuable knowledge, skills and strategies to support students in developing literacy and numeracy skills. This course taught me things that should be essential for every teacher in every school. I feel empowered to make a difference to my students."

"The SPELD Teachers' Certificate Course was highly informative, reinforcing my understanding of Literacy and Numeracy teaching, while also presenting new ideas and teaching innovations. It was tailored to the work context of the participants, whether teaching in Early Childhood, Primary, Secondary or TAFE, which enabled discussions with peers working in similar contexts as well as ideas for resources and teaching activities suitable for different age groups. The online format made this course more accessible for participants due to lockdown/travel restrictions and the learning platform was easy to use and navigate."