

## Certificate Course for Educators: Learning Difficulties and English as an Additional Language and Dialect (CCE)

International assessment programs have indicated a decline in the literacy skills of Australian students between 2009 and 2015, with 18% of students classified as low performers in the reading literacy section of PISA 2015 (Thomson, De Bortoli, & Underwood, 2015). Those students who struggle to learn, or who are learning English as a second language, often require extra support. It is important that the teachers who provide this extra support are provided with quality, evidence-based professional development opportunities. The *Certificate Course for Educators: Learning Difficulties and English as an Additional Language and Dialect* has been designed to provide teachers with the skills and knowledge necessary to provide instruction that meets the specific needs of a) low-performing students, and b) second-language students of all ability levels.

### Course dates and times

This course provides **33 hours** of NESA accredited professional development over three weekends

March 28<sup>th</sup>-29<sup>th</sup>, 2020; May 30<sup>th</sup>-31<sup>st</sup>, 2020; August 8<sup>th</sup>-9<sup>th</sup>, 2020.  
Saturdays: 9am – 4pm ; Sundays: 9am – 3pm

**Course venue** St. Gregory's College Junior School,  
Kieran Geaney Drive, Gregory Hills, NSW 2557

**Cost** \$1 500.00 per person incl. GST

**Presenters** Lin Meeks, PhD (Special Education)  
Sally Robinson-Kooi, PhD (TESOL)



Completing the *Certificate Course for Educators: Learning Difficulties and English as an Additional Language and Dialect* (CCE) will contribute 33 hours of NSW Education Standards Authority (NESA) Registered PD addressing 1.1.2, 1.3.2, 1.5.2, 2.1.2, 2.3.2, 2.5.2, 3.2.2, 3.4.2, 4.2.2, 5.1.2, 5.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

## Our Presenters

### Lin Meeks, PhD

Lin has been involved in the field of special education for over 25 years. During this time, she established and taught in two special education units (an early intervention unit and a class for primary-aged students with mild intellectual disability) and spent a total of 17 years, part-time, teaching special education subjects in two universities. She has served as a management committee member on two not-for-profit organisations (SPELD NSW and Bridges for Learning) and, over two years, provided a range of special education teacher professional development programs for the Education and Manpower Bureau in Hong Kong.

Since 1993, Lin has been a director of Ants in the Apple Pty Ltd. Through this company she has authored and published numerous spelling, reading, comprehension and numeracy texts, and developed a range of literacy and numeracy teaching resources. In addition, she has written and presented a range of professional development courses in spelling, reading, comprehension, written expression and numeracy.

Lin's research interests focus on three aspects of beginning literacy instruction: the role of phonemic awareness, phonics and explicit instruction in early reading and spelling; newly-graduated teachers' subject-specific content knowledge of early reading and spelling; and the extent to which the content of literacy units offered to preservice teachers in Australian undergraduate and graduate early childhood and primary degrees reflects current scientific research.

### Sally Robinson-Kooi, PhD

Sally currently works as an independent literacy and TESOL consultant, providing NESA accredited professional development to teachers. She has worked with diverse socio-economic groups and non-English background cultures in Australia and overseas. Sally completed a Diploma of Teaching, Primary at Phillip Institute of Technology, Melbourne, and was awarded the Dux Linton Medal. She taught in both the Department of Education and TAFE sectors before returning to Sydney.

On her return to Sydney, Sally promoted a new position of Community Liaison Officer (NESB) in the Multicultural Education Unit (MEC) in the Department of Education, Metropolitan North, Sydney. She did this by providing consultation services, conducting Professional Development seminars, and supporting school communities K-12. In addition, Sally delivered cross cultural awareness programs for school staff, students, parents and community workers, as well as information sessions designed to facilitate cooperation between home and school. Subsequently, Sally co-ordinated the EALD program in a Sydney primary school where she also supervised undergraduate student teachers. She then went on to teach in the undergraduate Primary Teacher Program at Macquarie University.

Sally's current interests are providing teachers with professional development on evidence-based instructional methods to optimise literacy outcomes, an area which was a focus of her PhD research.

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### This course is designed for

Teacher Specialists and mainstream primary-school teachers wishing to specialise in Learning Difficulties and/or English as an Additional Language and Dialect

### Course participants will develop abilities relating to:

1. the use of diagnostic assessment to inform program design (5.4.2) and to monitor student learning (5.1.2),
2. the design and implementation of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds, specifically targeting the ESL Scales, Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (1.3.2),
3. the provision of programs that meet the specific learning needs of students across the full range of abilities, and how to manage the differentiation of teaching and learning activities within the classroom environment (1.5.2)

### In addition, course participants will increase their knowledge of:

1. the content, and how to teach, the full range of sub skills necessary for the exemplary teaching of spelling, reading, comprehension and written expression (2.5.2);
2. how to design teaching programs (3.2.2) and practice/teaching activities (2.1.2) that specifically promote student engagement and learning (3.2.2)
3. the NSW English K-6 syllabus objectives and assessment requirements (2.3.2); and,
4. a variety of appropriate activities, resources and materials that engage students and support their learning (3.4.2)



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Ants in the Apple

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T (02) 4883 4266

P. O. Box 3005, EXETER, NSW 2579

## Certificate Course for Educators: Learning Difficulties and English as an Additional Language and Dialect (CCE)

### Weekend 1

#### Saturday

Factors that may interfere with learning to spell, read and write  
Teaching strategies that contribute to student achievement  
Special education teaching practices  
English as an Additional Language and Dialect teaching practices  
The role of explicit instruction

#### Sunday

Spelling

#### Content overview

The first day of this weekend is designed to provide an overview of the range of factors that may have an impact on student learning, and an introduction to various teaching techniques that support student learning. The practical use of these teaching techniques will be incorporated throughout the rest of the course and will include the provision of teaching activities, resources and programming suggestions.

The second day of weekend 1 focuses on the teaching of spelling. Two essential components of spelling, phonemic awareness and phonics, will be covered in detail. Phonemic awareness concerns the ability of the brain to process the separate units of sounds (phonemes) contained in any given word. Phonics is the process by which the individual phonemes are coded in writing (graphemes). A sample lesson in PowerPoint format will demonstrate how explicit instruction may be organised to facilitate the acquisition of spelling skills.

#### Learning objectives

1. List the factors that may adversely affect student learning.
2. Identify teaching practices that facilitate student learning.
3. Explain the components of explicit instruction.
4. Nominate best practices that reflect current research-based evidence regarding systematic and explicit spelling instruction.

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### Weekend 2

#### Saturday

- Learning Difficulties: Diagnostic assessment
- Reading: Evaluating student decoding skills; Explicit Instruction in systematic synthetic phonics and phonemic awareness skills; assessment, diagnosis and remediation; vocabulary; dual coding; summarisation; general knowledge
- Programming for reading K-2

#### Sunday

- Reading Comprehension: Evaluating student comprehension skills; teaching comprehension sub-skills; questioning strategies
- Programming

#### Content overview

The focus of the morning session on the first day of this weekend is diagnostic assessment. This session is followed by the reading component of the course, using the Cascade Model for instruction. The reading session will organise reading sub-skills into a scope and sequence, which will provide the basis for the development of coherent, well-sequenced learning and teaching programs. The concept of phonemic awareness and its role in reading will be outlined and participants will be given the opportunity to test their own phonemic awareness skills. An introduction to phonics and the alphabetic principle will follow.

The second day of weekend 2 focuses on teaching comprehension. The process of reading comprehension is not simply that of reading words. The causes of reading comprehension failure are complex, and the instructional solutions to this failure are equally complex. A scope and sequence of the sub-skills necessary for good comprehension will be demonstrated using explicit instruction techniques.

#### Learning objectives

1. Explain the benefits of using diagnostic rather than normative assessments.
2. Explain the importance of phonemic awareness in teaching reading.
3. Identify the components of systematic synthetic phonics.
4. List the research-based sub-skills required for reading comprehension.

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### Weekend 3

#### Saturday

- English as an Additional Language and Dialect (EAL/D): Diagnostic assessment
- Exploring interference and additional language problems for English language learners from various backgrounds; select, develop and use a variety of appropriate resources and materials that engage students and support their learning
- Teaching and learning: Experience a lesson from a new arrival student's point of view
- Programming for EAL/D students: BICS and CALP; *The ESL Scales*

#### Sunday

- Grammar: Exploring structure and organisation in different texts; moving from the spoken to the written mode; integrating traditional and functional grammar
- Growing student knowledge about grammar and how it influences language usage
- Written Expression

#### Content overview

The first day of this weekend is designed to provide teachers with an understanding of the issues EAL/D students face when in a mainstream classroom. The first session explores the various techniques used to assess student oral and written language skills. Teachers are then given examples of instances that require explicit instruction or context-based instruction. Programming that draws on BICS and CALP and the *ESL Scales* content as stated in the *NSW Syllabus English* will be provided.

The second day of the weekend covers grammar and written expression, commencing with an overview of the role of grammar in writing. The written expression session follows, using the Cascade Model, and outlines the fundamental sub-skills required for developing good written expression. This session will also include a specific teaching and learning sequence for scaffolding the construction of literary and expository texts.

#### Learning objectives

1. Explain the purpose of *The ESL Scales* in the *NSW Syllabus English*.
2. List the factors that interfere with students' acquisition of the English language.
3. Identify the differences between BICS and CALP.
4. Describe the differences between spoken and written grammar.
5. List techniques that optimise the acquisition of specific grammatical structures.
6. Describe the Cascade Model for the teaching of written expression.
7. Outline a teaching sequence for scaffolding literary and expository texts.

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### Application Information

If you would like to attend this course, **please complete the application form overleaf** and submit it by email to [info@antsintheapple.com.au](mailto:info@antsintheapple.com.au), or by post to the address below. The number of course participants is limited to 20.

At the time of application please pay a deposit of \$500 by EFT (See EFT details below) to secure your place. Payment in full is due two weeks before the first weekend, i.e. by 13th March, 2020. The \$500 deposit is refundable until full payment is received, after which the refund will consist of the full amount less the deposit (\$1,000)

#### EFT Details:

Account Name: Ants in the Apple Pty Ltd  
BSB Number: 802101  
Account Number: 105036  
Reference: Please use your name as the reference

#### PLEASE NOTE

1. To qualify for your 33 NESA points and the Course Certificate, you are required to attend all three weekends and to complete two assignments.
2. Morning and afternoon tea will be provided. Please bring your own lunch.



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## Certificate Course for Educators: Learning Difficulties and English as an Additional Language and Dialect (CCE)

I wish to apply for admission to the *Certificate Course for Educators: Learning Difficulties and English as an Additional Language and Dialect (CCE)* to be conducted by Ants in the Apple Pty Ltd over three weekends: March 28-29, May 30-31, August 8-9, 2020.

Name	
Address	
Telephone: mobile	
Telephone: home	
Telephone: work	
School	
Teaching position	
Dietary requirements	
Signature	
Date	

Please forward the deposit/balance amounts in accordance with the information on the preceding page. We will issue the relevant tax invoice.

Please return this application form by email, or post to: Ants in the Apple Pty Ltd, P.O. Box 3005, EXETER NSW 2579.



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