

# DISTRICT, NETWORK AND SCHOOL-BASED PROFESSIONAL LEARNING

The following (see pages 8-11) professional learning sessions may be run at a **district level** in the **North East Metro** and/or **Wheatbelt** districts during 2020 depending on demand.

REGISTER AT:

[HTTPS://PLIS.DET.WA.EDU.AU/?ORG=20](https://plis.det.wa.edu.au/?org=20)

These topics may also be requested by **schools or networks** for **school development days, staff meetings** or **network conference** days. Professional learning can be accessed **face to face** or **remotely** via online delivery (WebEx – new in 2020).

Principals wanting to access professional learning session/s for their school or network can contact the NEMLDC Outreach service and complete a [request for professional learning form](#).

## COSTS

<b>District full day</b>	\$ 75 per person including lunch, paperwork and resources
<b>District half day</b>	\$35 per person including morning/afternoon tea, paperwork and resources
<b>School based sessions</b>	A small per person fee (\$5-15 depending on session) to cover printing may be applicable if the school is not already engaged in school based services
<b>Network sessions</b>	A small per person fee (\$5-15 depending on session) to cover printing

### Do you want to...

*If you answered YES, you need to find out more about the following PLs:*

- Know how to **assess and track** your students from **K-2**?
- Learn how to ensure you are **targeting students' oral language** and early literacy needs?
- Know more about **selecting appropriate assessments** (including the on entry, DIBELs, NLM, DDM, MOTIF, KAT and various screeners)?

**Assessment and Analysis of Oral Language** (updated)  
+  
**OLA Toolkit**

See page 9

- Know how to **select and evaluate apps** that target the 6 areas of oral language?
- Feel **confident** using apps to support oral language?

**Oral Language Apps**

See page 9

- Walk away with a **book based oral language planning resource to use straight away?**
- Feel confident** using a book to teach text structure, vocabulary and grammar in the classroom?

**Book Packs**

See page 11

# PROFESSIONAL LEARNING OPTIONS OVERVIEW (FOR ALL STAFF)

✓ = option available; ◆ = most commonly offered; \* only selected content is covered

## IDENTIFYING DIFFICULTIES

Topic	Description (full session)	Session Length Options				Delivery options	
		Full day	Half day	After school series	1-2-hour session (typical focus...)	Face to face	WebEx (online)
<b>Assessment and Analysis of Oral Language</b>	Aims to build participant's understanding of collecting and analysing oral language data to inform teaching and differentiation for K-2 students. The professional learning will expose participants to a range of assessments, helping them to select the assessments that best suit their needs. Participants will also practise analysing and planning from data. Assessment tools addressed include the OLA, on entry assessment, DIBELs, NLM, DDM, KAT, MOTIF and various screeners.	✓	✓*	◆ (typically 3x 2 hour sessions)	✓* (individual language areas / tools)	◆	◆
<b>OLA Toolkit (K-2 Oral Language Assessment Toolkit)</b>	Participants will unpack the OLA (oral language assessment) toolkit to identify students with difficulties and track students' progress across K-2. Participants will explore the KOLA (Kindy), POLA (PP) and YOLA (Year 1 & 2) components of this toolkit to inform year level relevant planning and progress monitoring.	✓	✓*	◆ (typically 3x 2 hour sessions)	✓* (individual language areas / tools)	◆	◆
<b>Speech Sound Difficulties</b>	Aims to build participants' knowledge of speech sound milestones and 'red flags' indicating specific speech sound difficulties. Participants will be able to identify when a referral is necessary and gain an overview of strategies to assist these students in the classroom.			✓	◆	◆	◆
<b>Language Impairment – Understanding and Supporting students K-2</b>	Aims to support participants in understanding and identifying speech and language difficulties in school-age children, including prevalence, causes, signs and symptoms. General support strategies for K-2 classroom use and referral pathways for extra support in WA will be explored.	◆	✓*	✓ (typically 3x 2 hour sessions)	✓* (identification + brief overview of supports)	◆	✓
<b>Language Impairment – Understanding and Supporting students Year 3+</b>	Aims to support participants in understanding and identifying speech and language difficulties in school-age children, including prevalence, causes, signs and symptoms. General support strategies for Year 3+ classroom use and referral pathways for extra support in WA will be explored.	◆	✓*	✓ (typically 3x 2 hour sessions)	✓* (identification + brief overview of supports)	◆	✓
<b>Identifying Communication Difficulties and Making Referrals</b>	Aims to increase educator's knowledge about 'red flags' to look for that may indicate a speech/language impairment and how referral to a speech pathologist or Language Development Centre (LDC) works.			✓	◆	◆	◆

## DEVELOPING SPECIFIC ORAL LANGUAGE AREAS

Topic	Description (full session)	Session Length Options				Delivery options	
		Full day	Half day	After school series	1-2-hour session (typical focus...)	Face to face	WebEx (online)
<b>Social Skills and Emotional Regulation</b>	Aims to build participants understanding of the relationship between oral language development and social skills, and how to support students with emotional regulation. It will provide participants with a range of practical activities, resources and strategies.	◆	✓*	✓ (typically 3x 2 hour sessions)	✓* (emotional regulation and/or assertiveness)	◆	✓
<b>Oral Text Development</b>	Aim to support participants in planning for and implementing effective oral to written text instruction with an emphasis on supporting the development of macrostructure for a variety of genres. It will provide participants with a range of practical activities, resources and strategies for supporting K-2 students. This professional learning is suitable for participants whose schools use various commercial programs, including Talk for Writing, Seven Steps and Story Champs, or who do not have a particular program in place to support the oral foundations of writing a text.	◆	✓*	✓ (typically 3x 2 hour sessions)	✓* (teaching text structure)	◆	✓
<b>Functional Grammar Instruction</b>	Aims to support participants in planning for and implementing effective grammar instruction for K-2 students with an emphasis on developing grammar meta-awareness and teaching oral grammar functionally through texts.	◆	✓*	✓ (typically 3x 2 hour sessions)	✓* (teaching the roles of sentence parts)	◆	✓
<b>Semantics and Vocabulary Learning</b>	Aims to build participants' understanding of the importance of developing vocabulary and the system of meaning underlying language. It will provide participants with a range of practical activities, resources and strategies for supporting K-2 students.	✓	✓*	◆ (typically 2x 2 hour sessions)	✓* (vocabulary or word study or semantic organisation)	◆	✓
<b>Phonological Awareness (PA) and Phonics</b>	Aims to build participants' knowledge of phonological awareness and phonics (with a focus on synthetic phonics). It will provide participants with a range of practical activities, resources and strategies for the foundations of literacy in the early years.	✓ <b>Now a 2 day series</b>	✓*	◆ (typically 2x 2 hour sessions)	✓* (phonemic awareness or overview of synthetic phonics instruction)	◆	✓
<b>Oral Morphology and Word Study</b>	Aims to build participants' understanding of oral morphology and its link to vocabulary and early literacy skills through effective word study instruction. It will provide participants with a range of practical activities, resources and strategies to support students with language difficulties.	✓	✓*	◆ (typically 2x 2 hour sessions)	✓* (morphology or word study)	◆	✓

## INTEGRATED ORAL LANGUAGE AREAS

Topic	Description (full session)	Session Length Options				Delivery options	
		Full day	Half day	After school series	1-2 hour session	Face to face	WebEx (online)
<b>Oral Language Games Make &amp; Take</b>	Aims to build participants' knowledge of the importance and development of oral language in the early years. Participants will receive a range of practical activities made during the session to support small group work.	✓	◆	✓	◆	◆	
<b>Apps for Oral Language</b>	Aims to support participants to identify, critique and implement strategies to effectively use apps in their classroom to support oral language. Teachers will walk away with a list of apps that they can use in their classroom to target oral language (K-2).	◆	✓*	✓	✓*	◆	
<b>Book Packs</b>	<p>Aims to provide participants with a framework on how to use books to teach narrative macrostructure and microstructure (vocabulary and grammar) elements in the classroom. Teachers will walk away with book-based narrative planning resources that they can confidently use straight away in the classroom.</p> <p><i>NOTE: It is recommended that educators have previously attended NEMLDC oral text and/or grammar and semantics professional learning sessions (p.10).</i></p>	◆		◆		◆	✓

# EDUCATION ASSISTANT SPECIFIC PROFESSIONAL LEARNING

Are you looking for high quality, practical professional learning for your Education Assistants?  
Do you want to support your school wide oral language program by enabling your EAs to better support students with language difficulties?

*Contact us to find out more about our face to face EA specific professional learning:*

Topic	Description	Session Length Options	
		Half day	1-2 hour session
<b>EA's Oral Language Games Make and Take</b>	Aims to build participants' knowledge of the importance and development of oral language in the early years. Participants will receive a range of practical activities made during the session (to take away) to support small group work.  <i>NOTE: This session can additionally be tailored to school/networks' specific needs.</i>	◆	✓*
<b>EA's Phonological Awareness (PA) &amp; Phonics</b>	Aims to build participants' knowledge of phonological awareness, phonics and how to support it. The session will provide participants with a range of practical activities, resources and strategies for the foundations of literacy in the early years.	◆	✓*
<b>EA's Semantics and Vocabulary Learning</b>	Aims to build participants' understanding of the importance of developing vocabulary and the system of meaning underlying language. The session will provide participants with a range of practical activities, resources and strategies.	◆	✓*

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# CLASSROOM BASED SERVICES

Note, these services are available to any educator, however are best provided in the context of other school services and professional learning.

Service	Overview	How to Access
<b>Ex LDC Student Consultations</b>	This service is available for teachers of students who have exited the NEMLDC (within two years) to gain strategies to support these students in receptive language, expressive language, literacy or social skills.	By appointment on completion of <a href="#">consultation on student request form</a>
<b>Teacher Consultations &amp; Planning Support</b>	This service is for teachers who want: <ul style="list-style-type: none"> <li>- to refine their classroom application of oral language assessment or teaching strategies</li> <li>- support planning assessment or instruction in relation to oral language (linked to writing) or the foundations of literacy.</li> </ul> <p><i>Note: This service is recommended after attending relevant professional learning sessions.</i></p>	By appointment on completion of a <a href="#">teacher consultation request form</a>
<b>Student Consultations</b>	This service is available for teachers of students who have communication difficulties to gain initial strategies and referral advice to support students in language, pre-literacy or social skills.	By appointment on completion of a <a href="#">consultation on student request form</a>
<b>NEMLDC Classroom Observations</b>	This service is available for teachers or EAs to observe evidence-based practice to assist with teaching students with communication difficulties in K-2. The observer will be able to see strategies and resources in practice that can be transferred to their own teaching, with possible opportunity for discussion with the teacher and guided reflection with a support officer.	By appointment on completion of an <a href="#">NEMLDC classroom observation request form</a>
<b>Classroom Observations and Feedback</b>	This service is available for teachers or EAs to receive balanced feedback or be supported in reflection around their implementation of oral language intervention in the class.	By appointment on completion of a <a href="#">classroom observation request form</a>

