

Working as a speech pathologist in the DOE's North Metro Speech Pathologists in Schools (SPiS) Pilot Program

The need

- ⇒ **25% of students** are estimated to have communication needs when they start school
 - ⇒ **7%** of students have life long language difficulties (DLD), impacting **more than 38,000 WA young people**
- ⇒ The 2021 AEDC found that **17% of WA children** are at risk or vulnerable in the domain of language and cognitive skills .
- ⇒ **Access to speech pathology services is limited for many families,** particularly vulnerable populations. This is due to economic limitations, difficulty getting children to and from appointments, and range of other factors.

Be a part of the solution! Join our SPiS team!



Benefits of being a SPiS team member

- ✓ **Work/life balance** and flexibility
- ✓ Ongoing collegiate and senior SP **support & mentoring**
- ✓ Regular high quality **professional learning**
- ✓ Access to a range of **resources** to support services
- ✓ **Collaboration** with educators
- ✓ Working in an **integrated, holistic manner** with students and the important people in their worlds (educators and families)
- ✓ **No unrealistic KPIs**
- ✓ **Stable salary:** average of \$79k pa — \$100k pa after 5 years of experience, including paid leave (annual, personal/sick, parental etc.)

About the Pilot

Department schools are supported to directly employ to their school a Department Speech Pathologist to support staff and/or students with a range of speech and language learning difficulties, including (but not limited to) DLD, speech sound and literacy difficulties.

Speech pathologists work onsite as one of the school's staff members.

The LDC provides schools with a fully inducted speech pathologist, ongoing support and training for the speech pathologist, and oversees the delivery of a negotiated service.

The Pilot is currently available to all government schools (primary, high and education support centers) in the north metropolitan region. Selected schools in the south metropolitan region may be able to access the program through a different LDC.



How is this different from what a private practice might offer a school?

Generally speaking (exceptions do exist), private speech pathology practices provide school based services which are tier 3 (individual child) focused, with a reduced capacity to operate holistically and as part of the school staff.

In the LDC SPiS program, SPs are DOE employees and **part of the school staff**. Services are generally prioritised at a **tier 1 level** (whole class / capacity building), with tier 2 (small group) and sometimes tier 3 (individual) services provided as needed. There is a focus on SPiS team members **working alongside educators in the classroom** to implement effective instruction and intervention strategies, often also **supporting educators to implement external SP recommendations**.

Services Provided by SPiS Team Members

Specific services are negotiated based on school needs, and may include:

- **In-class support:** running small groups rotations, sometimes modelling whole class lessons
- Working **alongside teachers and EAs** in the class
- Setting up and overseeing **intervention programs**
- **Upskilling and training EAs/educators** to run intervention programs
- **Identification** of students with difficulties
- **Upskilling** and building **staff capacity** (in conjunction with the Outreach Service)
- Supporting / training **parents**
- **Referrals** to external agencies, including NDIS and LDC
- Providing direct **tier 2** (small group) and/or **tier 3** (individual) **intervention**
- **Program and assessment support** (in conjunction with the Outreach Service)
- Support setting up and implementing a **Response to Intervention Model (RTI)**

Workload:

*SPiS team members are expected to provide **6x blocks** of 45m services per day. This support can be direct or indirect services and includes report writing and liaison time. The rest of the day can be spent as admin/prep/ as the SP sees fit, with additional follow-up time provided as needed.*

Work/life balance is important to us!

Typical SPiS day:

- **3x 45m in class sessions**, running a small group alongside an EA/teacher
- **2x 45m teacher consultations** / student observations
- **1x 45m intervention group** - setting up program/training EA to provide support
- **Rest of the day:** emails, prep & follow-up with educators



School based SP services in WA:

- ◆ **LDCS:** Within the Department of Education, students with a primary language impairment can access **Language Development Centers** which are specialist schools with in-house speech pathologists ('Speech and Language Specialists'). These schools cater for a **small number of students** with specific needs (average of 1,000-1,500 students in total).
- ◆ **Outreach Services:** Mainstream schools can access **capacity building** support from the **LDC Outreach Services**, which provide support to schools and educators (not direct services to students).
- ◆ **CDS:** Some students can access **direct SP services** through the **Child Development Services** which provide support outside of the school, with a limited number of students and schools having access to Parent and Child Centers on selected school sites.
- ◆ Schools can use their **one-line budgets** to employ speech pathology services — either privately or through the **LDC SPiS Pilot Program**. Speech pathologists working for the DOE doing specialist work are called 'Speech and Language Specialists'.



Apply for our open
recruitment pool [here](#)
(CV only, no separate
selection criteria needed)



Please contact Cindy Stirling (Senior Speech Pathologist) for more information regarding the program and employment opportunities.

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To hear schools' first hand experiences and for more information on the Speech Pathologists in Schools Pilot Program, please visit

<https://wp.me/PbdnOU-1dE>.