

NEMLDC Outreach Service



Service Delivery Options 2025

The NEMLDC Outreach Service provides support to schools within the ***North East Metropolitan*** and ***Wheatbelt Education Districts*** in the areas of ***oral language and literacy*** for primary school aged children, including those with ***speech and language difficulties***.

Our office is located at the North East Metropolitan Language Development Centre, 18 View St, Dianella WA.



The NEMLDC Outreach Service

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The North East Metropolitan Language Development Centre (NEMLDC) Outreach Service is a multidisciplinary team, led by a Associate Principal and consisting of 'Support Officers, Speech and Language' (SOSL). A Support Officer is a speech pathologist or teacher with specialist knowledge and experience in language and literacy intervention and instruction for primary school age children. The Outreach Service works collaboratively with the LDC staff (Principal, Associate Principals, Teachers, Speech Pathologists, Education Assistants, Occupational Therapists and Psychologists).

Our office is located at the NEMLDC, a K-2 specialist school providing intensive oral language and literacy intervention for children with language difficulties.

What the Outreach Team do

On average, approximately 7% of children have language impairment.

That's two students in every classroom.

There are specialist schools, Language Development Centres, which specifically cater for students with a language disorder, however positions are limited.

The NEMLDC Outreach Service offers a range of services to schools to support them in implementing best practice instruction in oral language and the foundations of literacy. The team work within the Response to Intervention Model supporting all students including those at educational risk due to speech, literacy and language difficulties.

The NEMLDC Outreach Service can be accessed by all government primary schools within our supported region as an opt in service. The Outreach Service prides itself in developing and disseminating evidence-based intervention programs to schools in a way that results in sustainable advances in the teaching of oral language and literacy. A core component of services offered is the training of education staff to be Language Leaders within their school's specific context.

The Outreach Service can provide the school with support in developing capacity to deliver:

- Oral language instruction in Kindergarten to Year 2
- Intervention for students with language difficulties across the primary school years
- Targeted support for schools with identified 'at risk' students

The services provided by the NEMLDC Outreach Service are outlined in more detail in this brochure.

2025 NEMLDC Service Summary

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School Based Services

The Outreach Service support schools and networks in planning and delivering professional learning for staff in a range of oral language areas in line with identified school priorities/assessment data (inc. on entry). Professional learning is customised to suit the needs of the school/network and can be delivered at times negotiated with the school's allocated SOSL, including Staff Development Days and staff meetings.

These services are available to any educator, however are best provided in the context of other school services. Services provided include:

Service	Overview
School based professional learning workshops	<p>This service is available to schools within the north east metro and Wheatbelt regions. Professional learning can be provided across the areas of assessment and instruction/intervention in oral language and the foundations of literacy (e.g. PA and phonics). The content of professional learning can be tailored to the needs of the school and the session(s) length and format can be negotiated based on school needs.</p> <p>A small per person fee may be applicable if the school is not already engaged in school based services (p.5). Schools enrolled in the LLSS receive professional learning for FREE (Hanan courses incur a cost)</p> <p>Please see pages 5-9 for further costs and topic overviews.</p>
Teacher Consultations & Planning Support	<p>This service is for teachers who want support in relation to oral language and/or the foundations of literacy:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning assessment, instruction or intervention; and/or <input type="checkbox"/> Refining their classroom application of assessment or teaching strategies <p><i>Note: This service is recommended after attending relevant professional learning sessions.</i></p>
Ex LDC Student Consultations	<p>This service is available for teachers of students who have exited the NEMLDC to gain strategies to support these students in receptive language, expressive language, literacy or social skills.</p>
Student Consultations	<p>This service is available for teachers of students who have communication difficulties to gain initial strategies and referral advice to support students in speech, language and literacy.</p>
NEMLDC Classroom Observations	<p>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.</p>
Classroom Observations and Feedback	<p>This service is available for teachers or EAs to receive feedback or be supported in reflection around their implementation of oral language intervention in the class.</p>

How to access services:

Please submit a request form using the following link:
An Outreach team member will then be in touch with you to arrange the service in more detail.

Request school support here:
<https://forms.office.com/r/DtMuJ8YRqN>



Where there are limitations to time availability, priority will be given to schools enrolled in the Language Leaderships Schools Series.

Language Leadership Schools Series

Participants

The Language Leadership Schools Series (LLSS) is designed specifically for educators working from Kindergarten to Year 2: classroom teachers, Principals, Deputy Principals, Literacy Coaches, Literacy Leaders, SAER Coordinators and Curriculum Leaders. The series will focus on participants' knowledge of oral language and the foundations of literacy as well as assessment, analysis and intervention strategies. Participants attending the LLSS must work within either the North East Metro or Wheatbelt Education Districts.

Course Aims and Structure

This series consists of 6 full days of professional learning spread across the year. Throughout the year participants take part in action research supported by the Outreach Team. This will include developing a SMART goal in relation to school priorities, collecting and analysing data, creating and implementing an action plan, and reporting on outcomes. A school service agreement is developed collaboratively with the Outreach Service and the school and aims to support the specific needs of the Language Leader/s and their respective school. This may include intervention support, professional learning sessions delivered at their school, as well as support with in class observations and feedback.

Content

The LLSS is structured to include a balance between practice, theory, networking, action research, and collaboration. NEMLDC classroom observations are also included in the series.

The 6 sessions will enhance and extend participants' knowledge of best practice assessment, instructional and intervention approaches with a focus on Kindergarten to Year 2. Sessions will cover the following:

- Introduction to Language Difficulties
- Oral foundations of Reading and Writing
 - Phonological Awareness & Phonics
 - Language Comprehension
 - Text Structure
 - Grammar
 - Vocabulary & Semantics
- Sharing action research

All content is aligned with the WA Curriculum, Kindergarten Curriculum Guidelines and recent advances in research and explicit instruction.

Participants' leadership skills will be developed throughout the duration of the course, building their capacity to support speech and language development within their schools and ensure effective implementation of intervention.

Cost and Registrations



\$500 More information and registrations here: <https://plis.education.wa.edu.au/?EventID=63843> Participants will receive a professional learning file with professional readings and program handouts. In addition, participants will also be given access to a comprehensive range of electronic resources.



Hanen® - Learning Language and Loving It™

Participants

This professional learning series is for early childhood educators, particularly Kindergarten and Pre-primary teachers and education assistants. Schools are encouraged to send groups of 3-5 early childhood staff members to the training.

Face to face option:

- Available to educators in the North East Metropolitan Education District.

Online option:

- Available to educators in the North East Metropolitan Education District and Wheatbelt.

Content

Hanen® Learning Language and Loving It™ (LLLI) is an internationally accredited, evidence-based program delivered by certified Hanen® trainers. The LLLI™ training focuses on educator and student interactions to facilitate language development through everyday interactions and play. In sessions participants are given practical strategies to encourage the development of children's language. Participants engage in reflective learning by videoing short interactions with children in which they practise implementing target strategies in play settings, followed by reflective discussions with the facilitator.

Structure

This series is run as 1 full day followed by 5 after school sessions (typically 3.30 – 5.30pm) spread over two terms. Each participant will have an additional 4 video reflection sessions over the course of the series (usually conducted during teacher DOTT). Sessions are either presented at the NEMLDC Conference Room and video feedback sessions will occur at the participant's school, or take place online with WebEx.

Cost and Registrations

Est. \$200 (*cost to be confirmed start of 2025*) to pay for the purchase of the LLLI™ Guidebook and a professional learning file. Schools are encouraged to contact us to express interest in this professional learning series (an expression of interest Form will be released early in the year).

PLIS registrations will be offered on an invite-only basis as places are limited.

Additional Information

For further information about Learning Language and Loving It™ as a course, please see Hanen's website: <http://www.hanen.org/Programs/For-Educators/Learning-Language-Loving-It.aspx>



Final Year Student Speech Pathology Placements

The NEMLDC Outreach Service offers final year student speech pathology placements to schools who are training or have recently trained a Language Leader through the Language Leadership Schools Series within the North East Metropolitan Education District. The student placement is supervised by experienced speech pathologists working in the Outreach Team. Clinical services provided may include in-class language and literacy intervention for K-2 students, and assessment and intervention of K-6 students referred for individual or small group support. Intervention may be in the areas of speech/articulation, oral language, literacy and social skills. The supervising speech pathologist and final year speech pathology students will work collaboratively with staff in planning and delivering effective services in the school as part of the school support plan. Schools may host between 2-3 speech pathology students for 1 or 2 days a week.

Costs & Registrations

Cost: Nil, except for provision of facilities to support the operation of the placement (e.g. photocopying, computer access, intervention room etc.)

Application for this service is by invitation only. An invitation to apply through is extended to schools who have demonstrated need and have actively engaged with the Outreach Service.

*Note, schools wishing to access regular, direct speech pathology services in their school can do so at a cost through the **North Metropolitan Speech Pathologists in Schools (SPiS) Pilot Program** . Through this initiative schools can have a DOE speech pathologist working in their school by means of a salary transfer to the NEMLDC.*

For more information and to apply, please go to: <https://northeastldc.wa.edu.au/about-the-pilot/>



District, Network and School-Based Professional Learning

The following (see pages 6-9) professional learning sessions may be run at a **district level** in the **North East Metro** and/or **Wheatbelt** districts depending on demand.

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).

Register at:



Principals wanting to access professional learning session/s for their school or network can contact the NEMLDC Outreach service and complete a request for PL here: <https://forms.office.com/r/DtMuJ8YRqN>

Costs

District full day	\$50 per person including lunch, paperwork and resources
District half day	\$25 per person including morning/afternoon tea, paperwork and resources
School and Network sessions	A small per person fee may be applicable if the school is not already engaged in school-based services \$7 per person 1-3 hours up to 50 people (max cost of \$350) \$12 per person 4-6 hours up to 50 people (max cost of \$600)

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
+
OLA Toolkit

- Know what **research based instruction and intervention** is and receive **practical resources and strategies** for supporting any of the following areas?
 - Oral to written text ▪ Morphology
 - Grammar ▪ Oral reading fluency
 - Vocabulary, semantics, word study
 - Phonological awareness ▪ Phonics

Language & Literacy PL

- Do you want to know more about Developmental Language Disorder and how to identify students with DLD?
- Feel confident** to support students with DLD in the classroom, with a range of strategies.

Developmental Language Disorder

- Know how to support students' language through **play and conversation**?
- Be **accredited** in an effective, **internationally recognised** early language intervention program?

Hanen

Professional Learning Options Overview (for all staff)

Most PL options can be provided in a full day, part day, live or online – please contact the NEMLDC Outreach to discuss your school’s specific needs.

Identifying Difficulties

Topic	Description (full session)
Assessment and Analysis of Oral Language	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.
OLA Toolkit (K-2 Oral Language Assessment Toolkit)	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.
Response to Intervention (RTI)	Aims to build participants understanding of the Response to Intervention model and how it can be implemented to support all student outcomes and address potential learning gaps in language and literacy.
Language Difficulties – Understanding and Supporting students K-6	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 classroom use and referral pathways for extra support in WA will be explored.
Identifying speech and language difficulties	Aims to support participants in understanding and identifying speech and language difficulties in school-age children, including prevalence, causes, signs and symptoms. Referral pathways for extra support in WA will be explored.
LDC and Speech Pathology Referrals	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.
Speech Sound Difficulties- On Demand	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.

Developing Specific Oral Language Areas

Topic	Description (full session)
<p>Oral to Written Text Instruction</p>	<p>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.</p> <p>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.</p>
<p>Grammar Instruction</p>	<p>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.</p>
<p>Semantics and Vocabulary Learning</p>	<p>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.</p>
<p>Unpacking Language Comprehension</p>	<p>Aims to provide participants with a deeper understanding of the skills required for building students' language comprehension. This session will briefly unpack each strand under language comprehension of Scarborough's Reading Rope. It will provide participants with a range of practical activities, resources and strategies for supporting K-2 students language comprehension.</p>
<p>Oral Morphology and Word Study</p>	<p>Aims to build participants' understanding of oral morphology and its link to vocabulary and early literacy skills through effective word study. It will provide participants with a range of practical activities, resources and strategies to support students with language difficulties.</p>
<p>Oral Language Games Make & Take</p>	<p>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.</p>
<p>Book Packs/Integrated Text Based Language Instruction</p>	<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>

Developing the Foundations of Literacy

Topic	Description (full session)
Phonological Awareness (PA) and Phonics	<p>Aims to build participants' knowledge of phonological awareness and phonics (with a focus on synthetic phonics). This session will unpack the decoding strand of Scarborough's reading rope. It will provide participants with a range of practical activities, resources and strategies for the foundations of literacy in the early years.</p>
Oral Reading Fluency	<p>Aims to build participants knowledge and understanding of the importance of Oral Reading fluency and how to implement this strategy in the classroom.</p>
Foundations of Literacy Make & Take	<p>Aims to build participants' knowledge of the importance and development of the oral foundations of literacy in the early years. Participants will receive a range of practical activities made during the session to support small group work.</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
EA's Oral Language Games Make and Take	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>	◆	*
EA's Phonological Awareness (PA) & Phonics	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.	◆	*
EA's Semantics and Vocabulary Learning	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.	◆	*

◆ =most commonly offered; * only selected content is covered

Additional topic areas for EAs such as grammar, text structure and supporting students with difficulties can also be arranged.