



# SPELD NZ Theory Certificate Course in Specific Learning Disabilities

Online & Block 2016

## Pre-Course Information

### **Disclaimer**

The information contained in this handbook replaces all information contained in any previous handbook and is intended as a guide only. SPELD NZ Incorporated is committed to innovation and continuous improvement, and reserves the right to change any aspect(s) of the Course, which may affect the currency of the information contained in this handbook.

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### SPELD NZ Contacts

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## Welcome

Thank you for enquiring about the SPELD NZ Theory Certificate Course in Specific Learning Disabilities.

Whether you use the course as a way of enhancing your qualifications, or as a first step to becoming a SPELD NZ teacher, we hope you enjoy the challenge and gain a deeper interest in the field of Specific Learning Disabilities (SLD).

SPELD NZ is a not-for-profit organisation, set up in 1971 to help children who were not realising their educational potential because of SLD. SPELD NZ provides diagnostic assessment, tuition and support for people of all ages with SLD, which includes dyslexia.

It is thought that as many as ten per cent of the population may have learning problems, even though they may be intelligent and achieve very well outside the classroom. School is often a difficult place for those with SLD.

One of SPELD NZ's greatest concerns is that children with SLD often develop behavioural problems as a result of frustration and anger. The behaviour then becomes a "symptom", which attracts attention from the school authorities and others who may be unable to relate the anger to its real cause. SPELD NZ seeks to advocate for such children and offers assessments and remedial tuition.

Qualified SPELD NZ assessors first identify the student's individual intellectual and educational strengths and weaknesses to determine the presence, or otherwise, of SLD, including dyslexia. Comprehensive tests cover general intellectual ability, specific cognitive abilities, oral language and academic achievement. Recommendations in the written report help the family and professionals working with the student, and include general guidelines for an effective teaching programme (both classroom and one on one) and referral to other specialists, if required.

Registered SPELD NZ teachers use the comprehensive assessment to plan specialised one-on-one programmes, focussing on the individual learning needs of each student. SPELD NZ requires an increasing number of qualified teachers who have empathy for students who struggle to learn, and who wish to expand their careers by specialising in SLD tuition.

## SPELD NZ Training

SPELD NZ is currently registered as a training provider with NZQA and offers two NZQA approved courses:

- Level 5 Theory Certificate Course in Specific Learning Disabilities ('CCSLD'); and
- Level 3 Introduction to Specific Learning Disabilities Course.

SPELD NZ also provides other workshops on SLD in schools and the community, and an Assessor training course, although these workshops and training do not have NZQA approval. To enrol on the Assessor training course you must have a C grade from NZ Council for Educational Research. Please go to the Training page of our website for more information about Assessor Training.

Details of current courses are available on SPELD NZ's website [www.speld.org.nz](http://www.speld.org.nz)

## **Certificate Course in Specific Learning Disabilities**

### **Eligibility to enrol**

The CCSLD is designed for qualified teachers (those who hold a NZ recognised teaching qualification), and other professionals with relevant tertiary qualifications.

Applicants with non-teaching backgrounds may apply and may be accepted only where a reasonable likelihood of success is demonstrated. If invited to enrol, these applicants must also acknowledge that as they do not have a teaching qualification, experience and assumed knowledge, aspects of the course work may present a greater challenge. The challenge may be in their understanding of the course material, and in wider researching and reading required to compensate, but that they enrol accepting that challenge.

### **Course delivery**

The CCLSD is delivered either Block or Online. The syllabus is the same but the mode of delivery and timing of the course differs.

**Block Course:** This involves 80 hours face-to-face lecture time and approximately 320 hours of independent study, tasks and assignment completion. The lecture time is split into two workshop weeks: the first week in one school holiday, followed by the second workshop week in the subsequent school holiday. As it has an intensive fast-paced delivery with assumed background teaching knowledge, it is recommended as suitable for those with NZ recognised teaching qualifications.

**Online Course:** This delivery involves approximately 380 hours of online contact, course reading, assignment and task completion and 20 hours attendance at a compulsory workshop in Auckland. The date of the workshop will be advised by the Director after enrolment, but is usually held in Auckland in the July school holidays. As the study load requirements are less intense, the online course is recommended as suitable for those without NZ recognised teaching qualifications. There is more time for participants to complete the necessary background reading.

### **Course Objectives:**

- Provide ways of identifying students with SLD within various age ranges
- Provide practical classroom strategies to better meet the needs of students with SLD
- Equip teachers to design and implement a classroom teaching programme that will meet the needs of the student with SLD and the needs of the whole class
- Equip teachers to support the student with SLD
- Equip teachers to interpret Woodcock-Johnson assessment reports

### **Areas covered in the CCSLD include:**

- Signs of SLD in the 5-7, 7-13, 13-18 and adult age groups.
- Overview of theory development
- Child development and exceptional children
- An introduction to neurology
- A Neuro-Psychological introduction to SLD
- Values, materials and uses of different play media related to age development and interest of children
- SLD in adolescence
- Self-help strategies for students
- Effects on families/whanau
- Behaviour and emotions
- Auditory and visual processes
- Assessment and lesson planning

- Reading, spelling, writing and maths with SLD
- Remedial theories
- Sensory integration and motor development
- Teaching learners with SLD- children to adults
- Technology and SLD
- Assessment and interpretation
- Lesson planning from an assessment report

## **Course Requirements**

### **The Online Course involves:**

- Participants mainly working from home
- Full attendance at a 3-day workshop (approximately 7 hours per day) in Auckland in the July school holidays. (Proposed dates of 11, 12 & 13 July 2016 will be confirmed)
- Approximately 380 hours of online contact, independent study, reading, completing formative tasks and three assignments.

### **The Block Course involves:**

- Full attendance at 80 hours of lectures delivered in 2 week-long blocks
- Approximately 320 hours of independent study, reading, completing formative tasks and three assignments.

Study time for both forms of delivery averages a minimum of 15 hours per week over the course. This is a manageable workload for those in full time employment, but calls for self-discipline in allocating study time and in keeping to course deadlines. Before enrolling on the course, please consider your current weekly timetable and assess how your 15 hours study time will fit into your normal routine.

Course notes will be provided. The course notes are a valuable reference for assignment preparation and, later, teaching. Assignments can be completed using course materials and other relevant resources, including consultation with other course participants, though any finished work submitted must be your own.

A recommended reading list will be supplied upon enrolment. You are not required to purchase texts unless you choose to. Most of the texts can be sourced through the public library system or through SPELD NZ libraries.

## **Course Costs**

The cost of the 2016 courses is \$1850 including GST.

The fees include all standard course notes and marking of assignments as well as packaging and postage (within New Zealand) of Online Course notes.

### **Fees do not include:**

- Any travel and accommodation costs involved in completing the course (such as the requirement to attend the workshops)
- Any postage associated with borrowed SPELD NZ library resources.

Our course fees are not eligible for StudyLink funding. To explore scholarships that may be available to you, please go to:

- <http://generosity.org.nz/giv-me/> at your public library;
- Your iwi, if you have iwi affiliations;
- The Training page of our website for further information about any scholarships available through SPELD NZ's fundraising.

### **Support During the Course**

You will have interaction with your Course Director and with other students studying with the same Director. Directors can be contacted by phone or email throughout the course.

Permission will be sought from all participants to compile a contact list of all members on the course. Contact can also be made via email, or forums (for Online Course). Course participants (Block and Online) are encouraged to "buddy" with other course members with whom they can share ideas and discussions.

### **Completion of the Course**

Once you have successfully completed the course, you will receive a CCSLD Certificate of Completion.

**Completion of the SPELD NZ Theory CCSLD does not guarantee eligibility to become a SPELD NZ teacher.**

Whether you use the course as a way of increasing your knowledge of SLD, or as the means to becoming a SPELD NZ registered teacher, we hope your previous ideas and beliefs will have been challenged and your enthusiasm and empathy for students with SLD will have been stimulated. Insights gained on the course will make you a more understanding, confident and effective professional.

Even if you are not eligible to become a SPELD NZ teacher we hope that you will become a Friend of SPELD NZ member, stay in touch with us and attend our conferences for ongoing professional development in SLD.

### **Becoming a SPELD NZ teacher**

To become a registered SPELD NZ teacher, an applicant must:

1. Hold a NZ recognised teaching qualification and have a minimum of one year's classroom teaching experience (or equivalent of one year's classroom teaching experience)
2. Successfully complete either the Online or Block CCSLD course
3. Within two years of successful course completion, apply to SPELD NZ to become a probationary SPELD NZ teacher and enter the probationary programme
4. Successfully complete:
  - an interview with the relevant SPELD NZ Local Liaison Group (LLG)
  - reference check
  - Police Vetting
5. Be a financial member of SPELD NZ
6. Complete the probationary teaching programme within two years

Probationary SPELD NZ teachers must:

- Teach SPELD NZ referred student(s) for minimum 30 hours each (approx 1 year)

- Teach no more than five SPELD NZ students at any one time, until fully registered
- Complete the SPELD NZ professional development criteria for teachers

SPELD NZ Probationary Teachers are referred SPELD NZ members as students for tuition. During the probationary period the Teacher is mentored, usually by an experienced SPELD NZ teacher in the LLG.

SPELD NZ LLG throughout the country hold regular meetings for collegial support, exchange of ideas and professional development. Most LLGs also maintain a library of resources suitable for use when planning and implementing SPELD NZ lessons.

At the end of the probationary teaching period, the SPELD NZ Probationary Teacher may apply to the SPELD NZ Professional Standards Committee for full SPELD NZ Teacher registration.

### **Ongoing Professional Development**

SPELD NZ practising certificates must be renewed every three years. To achieve this, credits are awarded for activities such as teacher appraisals, attendance at teacher meetings and LLG meetings, workshops, SPELD NZ conferences, and other relevant SLD, literacy or numeracy workshops from other sources.

### **The use of the SPELD NZ name**

'SPELD NZ' is a registered trade mark. The name 'SPELD' may not be used in personal email addresses, Facebook or personal advertising etc without the consent of SPELD NZ. Teachers and their students must be financial members of SPELD NZ if they are to give or receive tuition under the SPELD NZ name.

Course participants who have gained the SPELD NZ Theory Certificate in Specific Learning Disabilities but do not register as a SPELD NZ teacher may not use the SPELD NZ name or call themselves a SPELD NZ Teacher or SPELD NZ 'trained'. (Our training also involves successfully completing the Probationary practicum requirements). However, they may say that they hold the SPELD NZ Theory Certificate in SLD

### **CCSLD Application Procedures**

Enrolment is a two-step process.

- Please complete the attached Application and Enrolment form or download it from our website. Please post us the completed form with certified copies of the documents required.
- If you are eligible to enrol, we will then forward you the Public Trust Fee Protection contract. The completed contract must be returned to us and payment made to Public Trust, to secure your place on a course.

Enrolment on the course is not confirmed until all paperwork has been completed and payment received.

## **NZQA Declaration**

SPELD NZ Inc is a Category 1 NZQA provider. In its latest External Evaluation Review by NZQA, SPELD NZ received Highly Confident evaluations in both educational performance and capability in self-assessment. You can view this report on <http://www.nzqa.govt.nz/nqfdocs/provider-reports/7670>

As part of our statutory obligations to NZQA we make the following declaration:

The governing members of SPELD NZ Inc declare the following interests in education or immigration organisations supplying goods and services to tertiary students:

- As Board member of Auckland Kindergarten Association which takes trainee early childhood education students on placement (for no remuneration)
- Student Advisor Policy and Advocacy for Service IQ
- Subsidised proofreading services to Masters Students at Massey University
- Tutor and support person for student with disability at University of Otago; and
- Committee member English Language Partners, Southland .