

Programme Details

Programme Overview

Programme number 124372

Title New Zealand Certificate in Teaching Individuals with Specific Learning Disabilities (Level 5)

Type Certificate

Owner SPELD NZ (7670)

Level 05

Total credits 60

Total learning hours 608

Aim The aim of this programme is to equip educational professionals with the skills and knowledge to meet the learning needs of people with Specific Learning Disabilities (SLD), including dyslexia, so that SLD Learners can better achieve their goals and engage in learning. The programme will enable graduates to independently work with individuals with SLD and provide guidance to other SLD-related professionals and educators.

Content

- * Definitions and examples of definitions of SLD
- * Sub-groups of SLD and overlap between sub-groups
- * Introduction to research, theories, facts and information about SLD to explain definitions
- * Differences between SLD, general learning disabilities, and other neurodevelopmental disorders
- * Co-occurrence of disabilities (overlap between sub groups)
- * Examples of SLD including Auditory Processing Disorder, Visual Processing Disorder, dyslexia, dyspraxia, dysgraphia, dyscalculia, dysphasia, semantic-pragmatic disorder
- * Observable behavioural characteristics of each SLD, including genetic pre-disposition; effect of individual learner characteristics; societal impact on learner and society's response to Learners with SLD; impacts of the structure of language on presentation of disabilities; how the indicators change in different age groups
- * What is a theory, epistemology
- * Major theories of SLD
- * Referral of individuals with SLD
- * Developing effective professional relationships with colleagues and Learners
- * The needs (emotional, financial etc.) of those who work with individuals with SLD: parents; teachers; support people; learning specialists
- * Recognising a wide range of appropriate interventions for the individual and the setting
- * Recognising difficulties individual Learners could encounter in their setting
- * Advocating for the Learner
- * The pathways to accessing relevant support agencies
- * Ways to encourage and contribute to professional development of those working with individuals with SLD
- * Familiarisation with local service providers and support services for individuals with SLD and other disabilities

Outcome

Graduates of this programme will be able to:

- * Recognise a wide range of SLD signs and indicators in individuals
- * Develop individualised intervention plans/teaching programmes for individuals with SLD using related diagnostic and assessment data
- * Support those who work with individuals with SLD
- * Refer individuals with SLD to other service providers when appropriate
- * Apply appropriate educational programmes and strategies to meet the needs of individuals with SLD
- * Evaluate the effectiveness of interventions, make improvements, and adapt into practice

Entry requirement

Applicants must have:

1. Background Qualification* (see Exceptions below)
 - a) New Zealand recognised secondary, primary, or early childhood teaching qualification AND have experience as a teacher in a School setting for at least one year full-time.
OR
 - b) An appropriate tertiary undergraduate qualification (in areas such as: education, psychology, speech language therapy or human relations/development) AND provide evidence of experience in working with SLD learners.
2. New Zealand Citizenship or permanent residence
3. English Language Competency
Applicants must have sufficient competence in the English language to undertake this programme, which is taught and assessed in English. Any applicant whose first language is not English may be required to provide evidence of their English language competency.
4. Legal, privacy, and other requirements:
 - a) New Zealand Police Check
 - b) Sign a statement agreeing to the release of pertinent information relevant to the Vulnerable Children Act 2014 that a School/Provider may request
 - c) All applicants are required to attend an interview to determine their suitability for the programme and that they meet the requirements to work with at risk and vulnerable children as required by the Vulnerable Children Act (2014)
 - d) Access to a computer, the internet and broadband

*Exceptions to Background Qualification

Applicants with non-teaching backgrounds may apply and may be accepted by the SPELD Executive Officer only where a reasonable likelihood of success can be demonstrated. Teacher-aides without the required qualifications may apply if backed by their principal or SENCO.

Standards

There are no standards associated with this programme

Qualifications

Qualification(s) completed as part of this programme:

| Number | Title | Level | Credits |
|--------|--|-------|---------|
| 2760 | New Zealand Certificate in Teaching Individuals with Specific Learning Disabilities - New Zealand Qualifications Authority | 5 | 60 |

Delivery and Assessment

Provider SPELD NZ (7670/1)

Delivery mode type Blended

Delivery method

- Director and Associate SPELD NZ Teacher guidance
- * Guided online learning experiences
- * Reading of module materials, written materials, DVDs, required readings
- * Participation in online Forums
- * Watching and critiquing videos/online media
- * Applied research and evaluation within the context of educational programmes for

Learners with SLD

- * Attendance at SPELD NZ Meetings
- * Observation
- * Tutorials with exercises and activities
- * Individual sessions and group forums for critical and reflective thinking
- * Independent self-study - utilising research skills, networking
- * Workshops
- * Guided individual and group discussions and interpretation
- * Applied research and evaluation
- * Practicum experience of applying programmes/interventions/lessons with

Learners with SLD

- * Team teaching
- * Evaluation and adaptation of programmes/interventions/lessons of Learner with SLD

Assessment Method Overall assessment for this programme is achievement based with competency based assessment for appropriate assessments for practical based learning outcomes.

Types of assessments include:

- * Reflective and Interactive Journals
- * Quizzes
- * Graphic Organisers
- * Multi Choice Questionnaires
- * Presentations
- * Case Studies
- * Exercises
- * Mix and Match activities
- * Illustrations
- * Proposal writing
- * Scenarios
- * Role playing
- * Observations
- * Supervised practical placement evaluation
- * Research
- * Web forums and workshopping
- * Individual/Group Discussions
- * Resource development
- * Projects
- * Programme/intervention design
- * Lesson planning
- * Lesson debriefs
- * Evaluative reports
- * Evaluative discussions

Programme length

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|-----------------------------|--------|-------------------------|
| Total length | 38 | Including holiday weeks |
| Delivery weeks | 38 | Excluding holiday weeks |
| Total learning hours | 608.00 | |