

Programme Structure

This Programme is delivered by blended delivery, over one academic year, part-time equivalent. It consists of three compulsory modules.

The following table portrays how the modules are delivered, and progression through the Programme.

Module 1	Module 2	Module 3
Core understanding of SLD and SPELD NZ assessment	The “WHAT” and the “HOW” of Structured Literacy and Math instruction	SPELD NZ Intervention and Planning
Content: • Who are the learners with SLD • Foundational skills for formal learning • Indicators in students with SLD • Practicum component - Observation of lesson with a learner with SLD • Co-occurrence of SLD with other areas of difficulty • Neurology • The Science of Learning and cognitive load theory • Impact of research findings and resulting programmes • The Science of Reading • Orthographic mapping • Structured Literacy • Comparison of Structured Literacy and Balanced Literacy • The Science of Maths and Structured Maths • Cognitive and Educational assessment for SLD • The role of a SPELD NZ Assessor	Content: • Essential principles of Structured Literacy instruction • Phonological Awareness: ○ Principles ○ Teaching of Phonological Awareness • Phonics principles • Scope and sequence • Primary and Secondary areas of learning and links to the SPELD WJIV assessment. • Teaching and Learning of Basic Reading • Teaching and Learning of Reading fluency • Teaching and Learning of Spelling • Teaching and Learning of Reading Comprehension • Teaching and Learning of Written Expression • Teaching and Learning of Basic Maths • Handwriting • Oral language and other Cognitive areas • Accommodations for weaknesses in the cognitive areas • Metacognition and Executive Function • Practicum component – teach one activity to a learner with SLD • Workshop attendance	Content: • Evidence informed phonics programmes • Support for families of learners with SLD • From SPELD NZ assessment to SPELD NZ teaching – the SPELD NZ planning process • The SPELD NZ Assessment report • Writing the Individual Learner’s Profile (ILP) • Specific Skills Assessment and Progress Monitoring • Writing a Term Plan • Writing a Lesson Plan • The Referral Process • Becoming a Probationary SPELD NZ teacher • Practicum component: Team-teach two consecutive lessons with Associate teacher and evaluate the effectiveness of the lessons