Course Application for NESA Accredited PD

This sample application is for a fictitious course, created for the purpose of demonstrating how to complete the application form. The application has been annotated with yellow call out boxes to highlight where the principles of effective professional learning are demonstrated.

Sections 1 and 5 are not addressed in this sample application.

Section 2

Course overview		
Course name	Why Use Phonics?	
Has this course been previously accredited under the current Policy?	☐ Yes	If yes, you may be eligible to apply using the course renewal form.
	☒ No	
List 5 search terms for the course (separate with commas)	Reading, comprehension, decodable readers, sequential instruction, scope and sequence	
Course fee	Fee payable	
Total course duration Only include time spent on learning. Meal break, networking, external reading or activities cannot be included.	2 hours	**Principle 3 – all parts of the course add up to the total duration.**
Mode of delivery If you wish to change the mode of delivery, you will need to submit a new course application.	In person or live virtual only	

Section 3

> **The information provided in Section 3 is important in assessing Principles 1, 2, and 4.**

Course requirements	
Career Stage	Proficient Teacher
Priority Area	Delivery and assessment of NSW Curriculum or Early Years Learning Framework

A course must address at least one aspect of the NESA content criteria for the nominated priority area and career stage. A course may address more than one aspect from the priority area. NESA recommends selecting 1-2 of the most relevant aspects only.

For each nominated aspect, the course content must:

- meet all mandatory features aligned to the focus of the nominated aspect(s). The mandatory featur[...]
- enable teachers to meet, in their practice either during or after the course, at least one of the Stand[...] Descriptors for that aspect.

> **The aspect is the main focus in the course and is a key part of Principle 1. It should be clear in the course description that participants in this course are learning about 'developing coherent and well-sequenced evidence-based teaching programs (scope & sequences and/or units of work).'**

Nominated aspect(s)	C-PT-2b
Mandatory Feature(s) Select all Mandatory Feature(s) for your nominated aspect(s). Leave any additional rows blank	Course content must address content and skills of one or more identified syllabuses or the EYLF Principles, Practices and Learning Outcomes **Briefly describe how the course meets the mandatory feature** The course develops early reading skills through explicit phonics skill development as identified in the English K-10 Syllabus. Focus areas addressed include vocabulary, phonological awareness, phonic knowledge, reading fluency, reading comprehension.
Related Standard Descriptor(s)	3.2.2
Does the course relate to NSW Syllabus(es)/EYLF?	Content is specific to one or more identified syllabuses or the EYLF
List the NSW Syllabus(es) related to the course if applicable	The NESA website lists all current NSW Syllabuses. If the course does not relate to a NSW Syllabus, enter N/A or enter EYLF if your course relates to this framework. English K-10

> **Evidence of addressing the aspect, mandatory feature and Standard Descriptor in the course description is required to meet Principles 1, 2 and 4.**

> **All courses in this priority area must be related to teaching content and/or skills of a NSW syllabus/EYLF.**

Target Stages Course content and examples must be relevant to the target Stage(s) selected	☐ Early Childhood ☒ Early Stage 1 (K)	☒ Stage 1 (1-2) ☐ Stage 2 (3-4) ☐ Stage 3 (5-6)	☐ Stage 4 (7-8) ☐ Stage 5 (9-10) ☐ Stage 6 (11-12)

> **Course content, examples, and activities should be tailored for the audience selected here to meet Principle 4.**

Evidence base

The evidence base describes the research that underpins the key concepts and design of the course. The evidence base must support improved student outcomes in a school or early childhood learning context.

List the pedagogical practices or models that appear in the course and provide an overview the references that inform these pedagogical practices or models.

- Cognitive load theory and working memory
- Sequential instruction and decodable readers
- Word recognition and automaticity
- Explicit instruction

> The practices/models listed here should be supported by evidence below and be unpacked or demonstrated in the course to meet Principle 6.

List the main references that provide the evidence base for the course, including recent references (eg within the last 5 years).

Reference Author, year, title, weblink, DOI, publication as applicable	Briefly summarise the reference, outlining its connection to the pedagogical practices or models in the course content.
Hudson, R., Lane, H., & Pullen, P. (2005). Reading Fluency Assessment and Instruction: What, Why, and How?. Reading Teacher - READ TEACH. 58. 702-714. 10.1598/RT.58.8.1.	Explicit instruction is essential in developing the the first step in reading fluency – accurate word identification. Being able to decode texts with automaticity enables a reader to consistently interpret and comprehend a text. Autmoaticity frees up working memory, therefore, it is essential that teachers are able to consider cognitive load theory and their individual student capacity when planning their phonics instruction. Teachers can do this by finding the balance between challenge and decoadability when selecting texts.
Castles, A., Rastle, K., & Nation, K. (2018). Ending the Reading Wars: Reading Acquisition From Novice to Expert. Psychological Science in the Public Interest, 19(1), 5–51. https://doi.org/10.1177/1529100618772271	There is strong scientific consensus that systematic phonics instruction can form the foundation of learning to read. Segmenting phonemes and corresponding phonemes does not generally come naturally to children and must be explicitly taught. "Once this initial insight is acquired, children acquire increasingly sophisticated skills in alphabetic decoding, moving in broad phases from partial to full decoding ability." Phonics supports the cognitive load of students as the development of reading ability allows them to focus on the meaning of a text. Decodable texts provide students with an opportunity to practice what they have been taught explicitly in the classroom and allow them to experience success in reading independently early in reading instruction. Teachers are able to effectively structure and sequence student's exposure to grapheme-phoneme correspondence in texts. Evidence suggests that "phonics teaching is more effective when children are given immediate opportunities to apply what they have learned to their reading."
Kuhn, M., Schwanenflugel, P. & Meisinger, E. (2010). Aligning theory and assessment of reading fluency: Automaticity, prosody, and definitions of fluency. Reading Research Quarterly. 45. 232-253.	Automatic word recognition develops through consistent explicit instruction and repeated practice. The aim is for students to develop almost instantaneous identification of words. The more exposure learners have to the task, the more impact there is on their ability to automate their recognition, thus repetition is important in decoding.

Evidence base

Pikulski, J. & Chard D. (2005). Fluency: Bridge Between Decoding and Reading Comprehension. Reading Teacher - READ TEACH. 58. 510-519. 10.1598/RT.58.6.2.	Ehri's stages of reading development and fluency explains that readers systematically progress in stages to achieve reading fluency. This is made up of 4 stages – pre-alphabetic stage, partial alphabetic stage, fully alphabetic stage, and finally consolidated alphabetic stage. Research suggests students need explicit instruction and teacher guidance to progress efficiently through the stages of reading development.
Mesmer H (2005) 'Text decodability and the first-grade reader', In Reading and Writing Quarterly, 21:61–86, doi:10.1080/10573560590523667.	It is important for teachers to remember that decodable readers are not a long-term solution, and the goal is to facilitate independence through repeated practice. Learning to read fluently involves students moving through a number of phases through explicit instruction and utilising the cognitive load. Decodable texts can be especially helpful as readers move from the partial alphabetic stage to full alphabetic reading as they understand the letter-sound correspondence to generalise their knowledge.

Course learning goals

Outline the learning goals of the course. Learning goals are statements outlining what participants will achieve through completing the course (maximum 100 words in dot points).

Learning goals should align to the evidence base and course content. This means the content, pedagogical practices or models outlined in the learning goals will be reflected in the evidence base and course content. Learning goals must start with 'participants will' as shown below.

Participants will:

- recognise how decodable readers support evidence-based reading instruction

- gain strategies to plan for implementing decodable readers in alignment with an explicit phonics learning scope and sequence

- identify the connection between phonemes, graphemes and semantic knowledge and effective sequencing of learning

- examine suitable evidence-based literacy strategies to plan learning sequences and experiences targeted at student skill development in reading

- apply cognitive load theory and the importance of retrieval practice for young readers.

The learning goals are used to assess Principle 2. They should be constructively aligned with the evidence base and the content of the course as described in the course description. It is recommended to follow the provided stem with a measurable verb. Avoid tentative verbs such as learn, know, understand, engage, consider.

Section 4

Course description			
Describe your course in chronological order. The description needs to be sufficiently detailed to enable assessors to make professional judgements as to whether the nominated aspect, mandatory features and Standard Descriptors of the priority area are addressed (see NESA content criteria requirements); all 8 principles of effective professional learning are met; and the specified duration is appropriate for the learning activities. Support materials are available on the NESA website.			
Part name and duration Nominate the duration of the part.	**Mode of delivery** If your course is delivered in the blended mode of delivery, you will need to identify the mode of delivery for each part of your course.	**Delivery and Engagement** Select how participants are engaging with the content. If 'other' describe it in the text box provided. Copy and paste the provided dropdown as many times as you need.	**Course content** Describe: • content that is delivered by the presenter • teaching strategies and/or practices demonstrated or explained by the presenter • tasks or activities that participants complete • video details including duration, ownership and overview.
Part: A. **Duration:** 20	**Mode of Delivery:** In person or live virtual	Participants take in a presentation and/or slideshow delivered by course designer/presenter Principle 1 – mandatory feature Principle 2 – aligns to learning goals An example of active collaboration to meet Principle 7. Participants complete an activity/learning experience as a whole group	**The theory of reading – why the books we choose matter** The presenter introduces themselves and outlines the key elements and learning outcomes of the course. The core principles of effective reading instruction are introduced, with a focus on the importance of resource selection. The core principles are phonemic awareness, phonics, fluency, vocabulary, comprehension. The principles are reflected specifically in the K-2 focus areas in the English Syllabus. In phonics instruction, how the new content is introduced to students is the key to learning. That is, how the connections between graphemes and phonemes knowledge is built sequentially through modelling, guidance and practice. The presenter explains that text selection reflects the individual needs of students. Texts should be selected to either support or extend students' reading. A well-chosen text enables students to practise knowledge and skills they already have and apply this learning to new contexts. The presenter highlights the following: texts should be readily available to students and updated regularly, for example in a class library. The presenter prompts participants to think about the texts they currently use and make note of the last time they were updated. After the presentation, participants will use the annotation tool (live virtual) or turn to a partner and verbalise (in person) a short summary of why decodables support effective early reading skills.

Course description

Part: B. Duration: 20	Mode of Delivery: In person or live virtual	Participants watch a video developed by course designer or applying organisation	Video case study (5 minutes, developed by NESA): Working Memory – Managing Cognitive Load. The video covers an overview of cognitive load theory and the difference between short-term, working memory and long-term memory. A kindergarten teacher explains how they use repetition through explicit instruction to transfer phonic knowledge from the short-term memory to long-term memory and how they manage the cognitive load of early readers.
		Principle 2 – aligns to learning goals and Standard Descriptor; Principle 4 – a relevant example for K-2 teachers; Principle 5 – a case study showing how course content can be used in teaching practice	
		Participants complete an activity/learning experience as a whole group	Presenter leads a discussion about video themes with a focus on Retrieval Practice. Participants respond to the following questions via chat or raising their hand: • How did the teacher manage the cognitive load? • What did the teacher do to improve the likelihood of automation? • Can you see how your current practice is supporting or hindering the cognitive load of your students? • Do you have any ideas of changes you could make to your instruction?
		Participants take in a presentation and/or slideshow delivered by course designer/presenter	**The Importance of systematic Scope and Sequence** When selecting a scope and sequence it is important to consider: 1. The value of explicit instruction 2. The principles of starting with the most predictable Grapheme Phone Correspondence (GPC) and move toward more complex and less frequently used spellings.
		Principle 1 – aspect	
Part: C. Duration: 40	Mode of Delivery: In person or live virtual	Participants take in a presentation and/or slideshow delivered by course designer/presenter	**A model for planning** The presenter explains a planning model for teaching systematic phonics with the support of decodable readers. Content includes: • Working with a systematic phonics scope and sequence • Identifying the GPCs that are taught at a point in the sequence • Regular and irregular words • Connected texts that can be used for practice. The presenter models how to teach segmenting and blending and how to move from word to phrase, and sentence reading in preparation for reading a decodable. The key message is how to scaffold students from GPC level automaticity to reading words, then phrases and sentences.
		Principle 1 – aspect; Principle 2 – Standard Descriptor; Principle 4 – target teacher K-2; Principle 5 – transference of learning; Principle 7 - collaboration	**Principle 6 – a model of teaching practice supported by the evidence base**
		Participants complete an activity/learning experience in small groups or 'breakout' rooms	Participants are asked to work in small groups or breakout rooms to apply the planning model to the scope and sequence. Participants are given a scope and sequence and sample decodable text extracts to complete the planning template. Participants use the model presented to plan for their own instruction relevant to their teaching and learning context. Each group is provided with a different point in the scope and sequence/parameters and is asked to:

Course description			
			1. Identify the new GPCs being taught 2. Write examples of regular words for instruction 3. Identify irregular and partially irregular words that are appropriate at that point in the scope and sequence 4. Write decodable sentences 5. Identify which of the given sample decodable texts could be read for decoding practice.
Part: **D.** **Duration:** 30	**Mode of Delivery:** In person or live virtual	Participants take in a presentation and/or slideshow delivered by course designer/presenter **Principle 2 – aligns to learning goals** Participants complete an activity/learning experience as individuals	**Decodable Readers and Cognitive Load** The presenter will highlight the importance of explicit instruction in the classroom and the role decodable readers play in supporting decoding and fluency skills such as: • Reviewing previous learning and activating background knowledge • Building phonic knowledge gradually • Controlling and as necessary, limiting new information. Decodable readers are used to support the development of decoding skills through providing repeated practice of a taught skill and used to support fluency development. Students progress through more complex texts as they apply their phonic knowledge across contexts. Presenter directs participants to further readings on word automaticity and fluency. Time is not allocated to these readings and participants are encouraged to read these outside of the course to learn more. **Theory of decodable readers** Presenter identifies how teachers can: • Inform their instruction, based on formal and formative assessments • Support students developing their decoding and fluency skills • Support students through teacher-led small group and independent practice • Consider text selection based on student needs. Participants record three to five ideas for how they could use small-group and independent skills-based groups for reading practice in their school.
Part: **E.** **Duration:** 10	**Mode of Delivery:** In person or live virtual	Participants complete an activity/learning experience in small groups or 'breakout' rooms **Principle 8 – reflecting on teaching and learning practice**	**Reflection on Classroom Practice** Working in small groups or breakout rooms, participants reflect on how the model presented aligns with their current reading instruction. They discuss the following questions: • How has your understanding of reading changed through this course? • How can you manage the cognitive load in your program? • How can you improve the way your use decodables in your classroom? • Is there something you think you could change about how you currently teach reading? • Can you incorporate decodables into other areas to reinforce learning? The presenter moves between groups/breakout rooms guiding the discussion.