

Program

2024 DSF Language, Literacy
and Learning Conference



Hosted by DSF Literacy and Clinical Services, in partnership with



21-23 March 2024

Perth Convention and Exhibition Centre
Perth, Western Australia



Conference
2024
Making a difference
in every classroom.



Conference
19

Build a reader.
Inspire a writer.

Registrat

REGISTRATION
OPEN



Earn CPD points

Teachers, psychologists, speech pathologists and other professionals attending the DSF Language, Literacy and Learning Conference in 2024 will be able to earn CPD Points. The keynote addresses, workshops, presentation and symposia will meet the requirements both for Teaching Standards and Professional Learning Requirements of most regulatory bodies (including AHPRA).

This Conference relates to several focus areas within the Professional Standards for Teachers:

Standard 1

Know students and how they learn (1.1, 1.2, 1.3, 1.4, 1.5 and 1.6).

Standard 2

Know the content and how to teach it (2.1, 2.2, 2.3, 2.5 and 2.6).

Standard 3

Plan for and implement effective teaching and learning (3.1, 3.2, 3.3, 3.4, 3.5 and 3.6).

Standard 4

Create and maintain supportive and safe learning environments (4.1, 4.2 and 4.3).

Standard 5

Assess, provide feedback and report on student learning (5.1, 5.2 and 5.4).

Standard 6

Engage in professional learning (6.2, 6.3 and 6.4).

Standard 7

Engage professionally with colleagues, parents/carers and the community (7.4).

The focus of our selected keynote and concurrent sessions has been identified as targeted towards proficient and highly accomplished level of professional capability development. The degree to which participants will meet these standards is dependent on individual session selections and attendance. See www.aitsl.edu.au/standards for more information.

General information

Consent to Use of Photographic and Video Images

Registration and attendance or participation at the 2024 DSF Language, Literacy and Learning Conference and its affiliated events constitutes an agreement by the registrant for DSF and its affiliates to use and distribute (both now and in the future) the registrant or attendee's image and/or voice in photographs, videotapes, electronic reproductions and audiotapes of such events and activities.

Conference Passes/Lanyards

Conference passes and lanyards must be worn and visible to security staff and conference personnel for admission to all conference sessions and to enter the exhibition area.

Persons with Disabilities

We make every effort to accommodate those with disabilities. Please indicate specific needs during the registration process. A conference representative will follow up with you.

Lost and Found

If you lose an item during the conference, please visit the DSF booth in the exhibition area.

Session Handouts

Attendees are strongly encouraged to download and print handouts prior to arriving at the session. Printed handouts will not be provided onsite. Handouts made available by

presenters prior to the conference will be accessible for review, download and printing through the conference app (information about the conference app will be shared with registered delegates prior to the conference).

Certificates of Attendance

Certificates of Attendance will be provided to each attendee when they pick up their registration materials. A copy will also be emailed to all attendees after the conference and may enable participants to register their credit with the appropriate regulatory bodies.

Endorsement Disclaimer

The Dyslexia-SPELD Foundation, in partnership with AUSPELD, is pleased to present a forum for sharing evidence-based information with teachers, school leaders, and allied professionals. The information, products and programs presented at the 2024 DSF Language, Literacy and Learning Conference do not necessarily reflect the opinions or carry the endorsement of the Dyslexia-SPELD Foundation and AUSPELD.

Please Note: Every attempt has been made to ensure complete and accurate information. Given the volume of detailed information, omissions or errors are possible. Thank you for your understanding.

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About the conference

In recognition that strong language, literacy and numeracy skills are crucial to the success of all students in education, DSF is bringing together experts in the fields of language development, literacy, and numeracy to further develop our understanding of how to best support the future educational development of all school-aged children.

Our goal is to work closely with educators, allied health professionals, and families to leverage expertise for improved outcomes and to promote evidence-based teaching and supportive practices. Following the success of previous DSF Language, Literacy and Learning Conferences, the 2024 conference will be an exciting event designed to facilitate a greater level of understanding and knowledge in the important areas of child development and learning.

The 2024 DSF Language, Literacy and Learning Conference will provide a wealth of information on the factors influencing the successful acquisition of skills in language, literacy, and numeracy. It will be particularly relevant to classroom teachers, school principals and administrators, school psychologists, speech pathologists, occupational therapists, allied health professionals, tutors, parents, and other key stakeholders concerned with the effective education and support of all school-aged children – including those with learning difficulties.

Key messages

- Identifying current key research evidence.
- Transforming evidence into practical and achievable classroom strategies designed to improve literacy and numeracy outcomes for all students, including those that struggle.
- Considering the whole child's social, emotional, and academic needs.
- Reviewing what has been achieved and looking forward to what can be achieved in the future.



The conference venue

The 2024 DSF Language, Literacy and Learning Conference will be held at the Perth Convention and Exhibition Centre located at 21 Mounts Bay Road. The venue is located next to Elizabeth Quay.

Situated on the banks of the Swan River, the Perth Convention and Exhibition Centre is a short walk from Perth city centre and a 20-minute drive from the airport (depending on traffic).

For more information about Perth, see page 32.

Perth Convention and Exhibition Centre

21 Mounts Bay Road
Perth, WA 6000
T +61 8 9338 0300
www.pcec.com.au

Welcome from the CEO of DSF

It is with great pleasure that I introduce the program for the 2024 DSF Language, Literacy and Learning Conference, an event that promises three days of exceptional learning opportunities, exposure to current research and a chance to connect with educators and practitioners from around the world.

The success of previous DSF Conferences (both in person and online) has contributed to the enthusiasm of teachers, principals, allied professionals, and academics (both here and overseas) to attend the upcoming conference. To date, the response to the conference has been overwhelmingly positive. We could not have hoped to attract a more impressive range of keynote speakers, session presenters, researchers, and resource developers, all of whom will be contributing to this rich and varied program. The challenge facing attending delegates will, yet again, be choosing which sessions to attend.

The conference themes include: reading and spelling acquisition; language development; improving written expression; learning disorders; mathematics acquisition; inclusive education; evidence-informed instruction; assistive technology; self-esteem and resiliency; and, supporting families. We have worked hard to ensure that selected presenters are offering sessions and workshops that focus on these themes but have also ensured that the foundations upon which their presentations have been developed are evidence-based. Wherever possible, presentations that offer insight into the application of research in practice have been chosen - with the knowledge that well-conducted research can provide classroom teachers with strategies that make a difference.

Over the three days there will be six exceptional keynote presenters, three thought-provoking symposia and more than sixty incredibly interesting concurrent sessions, workshops, and resource presentations.

In addition, there will be opportunities to catch up with colleagues and visit the exhibition area to review the most up-to-date resources, training opportunities, programs, assessment tools, and assistive technology. We have chosen our exhibitors carefully and ensured that the resources available for review are of a very high quality.

I look forward to catching up with as many of the delegates and presenters as possible over the course of the conference and would encourage you to both register for the conference (if you haven't already done so) and book your tickets to the conference sundowner as soon as possible. Our sundowner this year will be held at the WA Museum Boola Bardip and, in addition to being provided with delicious refreshments in this world-class venue, attendees will be provided with access to the special exhibition Meeyakba Shane Pickett: Six Seasons, which features a series of acclaimed works interpreting the Nyoongar seasons and the landscape of the south-west of Western Australia. The conference proceedings will almost certainly exceed expectations, and the food, wine, company, and of course, the uniquely Western Australian exhibition at the sundowner will be spectacular.

Thank you,

Mandy Nayton OAM

*CEO of DSF Literacy & Clinical Services
President of AUSPELD*

Conference Sundowner

Following day 1 of the conference, delegates are invited to a special event at the WA Museum Boola Bardip.

From 6:00pm to 8:00pm on Thursday 21 March, delegates, speakers, and invited guests will be treated to an evening of delicious canapés, superb wines and beers, and a special closed viewing of the exhibition Meeyakba Shane Pickett: Six Seasons. This exhibition features works by one of Western Australia's preeminent landscapes artists and one of the foremost Nyoongar artists of his generation, Meeyakba Shane Pickett. An important theme referenced throughout Shane Pickett's painting career are the Nyoongar six seasons, and the knowledge of their importance to Nyoongar life.

**WA Museum Boola Bardip,
Perth Cultural Centre, Perth**

Date Thursday 21 March 2024

Time 6:00PM – 8:00PM

Cost \$95

To book your place at this exclusive event, visit
booking.DSFconference.com.au



Dyslexia - SPELD Foundation

About DSF

The Dyslexia-SPELD Foundation (DSF) is a not-for-profit registered charity.

DSF is relentlessly committed to sharing the science of learning with a particular emphasis on the development of language, literacy and numeracy. We are strong supporters of evidence-based practice in education and see events such as this conference as an important opportunity to bring knowledge to educators and allied professionals. We are dedicated to improving the understanding of how children learn so that they can be better supported in the classroom.

DSF provides a range of targeted services in all areas of Western Australia as well as in other Australian states and territories. The provision of high-quality professional development is one of the many services offered and is valued particularly highly.

Over half of the schools in WA attended a DSF workshop or presentation in the last year (either at onsite at DSF, offsite at a school, or via an online virtual workshop) and demand for evidence-informed professional learning continues to increase.

In order to present the most up-to-date research in the area of learning, DSF frequently invites international speakers who are at the top of their field to present to educators, allied health professionals and parents. In May 2023, DSF opened the DSF Institute, a new centre of excellence in West Perth dedicated to the delivery of professional learning to educators and allied professionals. The DSF Institute also features our specialist educational bookstore and publishing facilities.

The organisation offers valuable support to students with learning difficulties and provides guidance to school principals and teachers on the components of high-quality literacy and numeracy instruction for all students. DSF also regularly works with research teams from Curtin University and Macquarie University and is currently collaborating on a number of exciting research projects.

Learn more about DSF by visiting www.dsf.net.au



About Auspeld

The Australian Federation of SPELD Associations (Auspeld) represents all state and territory SPELD Associations.

These organisations promote effective literacy and numeracy instruction for all learners through the provision of a range of in-demand services, including professional development for educators, access to support and advice, and more.

Auspeld and the state SPELDs also represent and support children and adults with learning difficulties and Specific Learning Disorders in Australia. Most of these individuals have persistent literacy and/or numeracy difficulties and many face significant barriers accessing education and training. The implications of

this are significant: on long term academic and employment prospects; mental health; community involvement; socio-economic status; and, individual resiliency. It is conservatively estimated that well over 20 percent of Australian children are currently struggling with learning difficulties and 3 to 5 percent of students are known to have a developmental learning disorder.

Learn more about AUSPELD and each state SPELDs by visiting www.auspeld.org.au

Sponsors



Platinum sponsors

Little Learners Love Literacy

Little Learners Love Literacy® is an explicit and sequential literacy approach for teaching children to read, write and spell. Evidence-based literacy research stresses the importance of explicit and sequential literacy teaching. Our goal is to have this happening in every Foundation classroom from the start, giving children the best possible chance of developing into fluent readers, writers and spellers. Little Learners Love Literacy® has focussed explicit lessons, books, games, and more. Decodable books are our 'secret ingredient' for success. They only use the sounds and letters children have been explicitly taught, allowing them to apply their learning and build confidence.



Sounds-Write

Sounds-Write is a systematic synthetic phonics program and instructional method based on the science of reading. It provides practitioners with a structured, cumulative, and code-oriented approach to teaching reading and spelling, and is designed to be delivered whole-class, small-group, or one-to-one. Sounds-Write provides high-quality professional development across Australia, New Zealand, the UK, the USA, Canada, and many European international schools. This comprehensive training takes place over four days, face-to-face or over six weeks for our online course. Our mission is to empower educational professionals to do one of the most important jobs - teach children to read and write.



Gold sponsor

MultiLit

MultiLit is Australasia's leading provider of effective literacy instruction, developing programs, resources and tools that are evidence-based and grounded in the latest research in the Science of Reading. MultiLit works in partnership with schools to implement these effective whole-class and intervention programs. Personalised tuition is also provided through MultiLit Literacy Centres.



Silver sponsors

PLD

PLD provides an Australian, evidence-based approach to Structured Synthetic Phonics (SSP) for primary school educators. Deriving from the disciplines of speech pathology, occupational therapy and education, PLD's phonics program is endorsed by the WA Department of Education.



WA Department of Education

The Department of Education aims to deliver a high quality education to all students in all learning environments. We are committed to all students achieving their best and being lifelong learners who contribute actively to their communities and to society.



Lanyard and Nametag Sponsor

Scanning Pens

Scanning Pens is the global supplier of the C-Pen brand of smart pens. The pens convert text to speech and read words out to those with reading difficulties (eg Dyslexia, Autism, ADHD, processing issues), or those with a low reading or literacy level. Scanning Pens was recently awarded Australia's Best Assistive Technology Product of the Year.



Satchel sponsor

Phonic Books

Phonic Books specialises in decodable books for beginner and catch-up readers. Each series is expertly designed to develop independent reading skills in children ages 4-14 and create lifelong readers, with over one million books sold worldwide.

Exhibitors



The Department of Education is proud to support the Dyslexia - SPELD Foundation Language, Literacy and Learning Conference.

The Department recognises and values the support that DSF continues to provide to public schools, staff and students. This support assists our schools to ensure that students experience year-on-year progress in literacy.

Engagement between DSF and the Department continues to strengthen literacy instruction in Western Australian public schools through initiatives such as the Quality Teaching Strategy, Phonics Initiative, Centre for Excellence in the Explicit Teaching of Literacy, and professional learning support.

The Department encourages conference participants to use their learnings from this event to ensure that students are provided with access to high quality teaching and the right learning supports, in environments where they feel safe and can learn.

Keynote speakers



Professor Nicole Patton Terry

Biography

Nicole is Professor of Education in the School of Teacher Education, Director of the Florida Center for Reading Research (FCRR), and Director of the Regional Education Lab—Southeast at Florida State University (FSU). She is the founding director of two university-based research entities where researchers work collaboratively with diverse school and community stakeholders to promote student success among vulnerable children and youth: The Urban Child Study Center at GSU and The Village at FCRR. Nicole's work helps support young learners who are vulnerable to experiencing poor language and literacy achievement in school, in particular, African American children, children growing up in poverty, and children with disabilities.



Thursday 21st March
9.00am



Dr Carl Hendrick

Biography

Carl is a Professor of Teaching and Learning at Academica University of Applied Sciences in Amsterdam where he explores the application of research on classroom practice. He is the co-author of several books including *What Does This Look Like in the Classroom: Bridging the Gap Between Research and Practice* and *How Teaching Happens – Seminal Works in Teaching and Teacher Effectiveness and What They Mean in Practice* (which he co-authored with Paul Kirschner and Jim Heal) and has previously been an English teacher.



Thursday 21st March
1.30pm



Professor Courtenay Norbury

Biography

Courtenay is Professor of Developmental Disorders of Language and Communication at Psychology and Language Sciences, University College London. She leads the Literacy, Language and Communication (LiLaC) Lab (www.lilac-lab.org) and is a Fellow of the Royal College of Speech and Language Therapists. She obtained her PhD in Experimental Psychology at the University of Oxford, working with Professor Dorothy Bishop on the overlapping language profiles that characterise autism and developmental language disorder. Professor Norbury's current research focuses on language disorders and how language interacts with other aspects of social and cognitive development. She leads SCALES, a population study of language development and disorder from school entry. She is also a founding member of the RADLD campaign (<https://radld.org/>).



Friday 22nd March
9.00am



Associate Professor Sarah Powell

Biography

Sarah is an Associate Professor in the Department of Special Education at The University of Texas at Austin and Associate Director of the Meadows Center for Preventing Educational Risk. Her research, teaching, and service focus on mathematics, particularly for students who experience mathematics differently. Sarah is PI of an Institute of Education Sciences (IES) efficacy grant (RAAMPS), an IES grant (SPIRAL), and Co-PI of STAIR 2.0 (IES) and SCALE (US Department of Education). Powell was awarded the Presidential Early Career Award for Scientists and Engineers (PECASE) in 2019.



Friday 22nd March
1.30pm



Professor Kate Cain

Biography

Kate is Professor of Language and Literacy in the Department of Psychology, Lancaster University, UK. Her research focuses on language and literacy development and breakdown from preschool through to adolescence, with a particular focus on understanding the development and role of the skills that support reading for meaning. Her books include an overview of the field for teachers: *Understanding and teaching reading comprehension: A handbook* (co-authored with Jane Oakhill and Carsten Elbro). She is President of the Society for the Scientific Study of Reading (2022-2023) and was recipient of the International Dyslexia Association Samuel Torrey Orton Award (2014).



Saturday 23rd March
9.00am



Professor Jessie Ricketts

Biography

Jessie is based in the Department of Psychology, Royal Holloway, University of London and directs the Language and Reading Acquisition (LARA) research group. She is particularly interested in how reading benefits learning and language in children, young people and adults. For example, how does learning to read change the way that we process language? How can we support adolescents to read more so they can expand their vocabulary knowledge? Jessie works closely with teachers, educational charities, and policy makers to conduct research and consider its implications for education.



Saturday 23rd March
1.30pm

Program | Thursday 21 March

| | | | | | | | | |
|-------|--|---|---|--|---|--|---|---|
| 7.30 | Registration (<i>Main Foyer</i>) | | | | | | | |
| 8.45 | Conference Opening and Welcome (<i>Riverside Theatre</i>) | | | | | | | |
| 9.00 | T-1 Keynote | Nicole Patton Terry Delivering on the promise of the Science of Reading for all learners | | | | | | |
| 10.30 | Morning Tea and Trade Exhibition | | | | | | | |
| 11.00 | T-2 | T-3 | T-4 | T-5 | T-6 | T-7 | T-8 | T-9 |
| | Language, literacy, and social and emotional wellbeing in young people | Creating cohesion – one sentence at a time | Making a difference through evidence-informed practice, reading acquisition, and children's literature | A model for explicit teaching of morphology for reading and spelling | Integrated teaching of phonemic awareness, decoding, spelling, and writing | Harnessing reading for vocabulary learning | Transforming evidence into practice for reading and spelling instructions | Some comply while others defy |
| 11.55 | | | | | | T-10 | T-11 | T-12 |
| | | | | | | The views and experiences of Australian university academics on domestic higher education students' literacy skills | Can we harness telehealth to improve literacy outcomes for students with reading and spelling difficulties? | Talk 1: A pilot evaluation of a targeted early language and literacy school readiness program Talk 2: The use of a collaborative shared book reading coaching approach |
| 12.40 | Lunch and Trade Exhibition | | | | | | | |
| 13.30 | T-13 Keynote | Carl Hendrick Why there is a science of learning but not a science of teaching (and what to do about it) | | | | | | |
| 15.00 | <i>Transition</i> | | | | | | | |
| 15.10 | T-14 | T-15 | T-16 | T-17 | T-18 | T-19 | T-20 | T-21 |
| | Making sense of reading comprehension | Flying the flags for the Science of Reading (and Writing) and the Science of Learning at the University of Canberra | Talk 1: Guidance to support struggling adolescent learners: an umbrella review of the research Talk 2: Literacy interventions for struggling adolescent learners – Australian educator insights into current practices | Technology supports for secondary learners with dyslexia | Outcomes of a targeted structured literacy coaching program for students and teachers | Talk 1: Effects of home literacy environmental risk factors on reading readiness Talk 2: Never too late: Supporting the development of reading skills for senior primary students | Resource Presentation: Reading Doctor online | Resource Presentation: Sounds-Write |
| 18.00 | Sundowner reception (<i>WA Museum Boola Bardip</i>) - Tickets are limited and can be purchased through the conference website. | | | | | | | |

● Keynote
 ● Session
 ● Symposium
 ● Workshop
 ● Resource Presentation

Sessions Thursday 21 March

T-1 Keynote

9.00 - 10.30



Delivering on the promise of the Science of Reading for all learners

Nicole Patton Terry

If the science of reading is the solution, then why are so many Black and Brown children not reading well in school? Reconciling the science with the lived experiences of children who are vulnerable to poor academic achievement in school and the brilliance they bring to the learning environment may be requisite to unlocking the transformative innovation needed to ensure that every child can read and succeed in school.

T-2 Symposium

11.00 - 12.40

Language and Literacy in Young People: Language, literacy, and social and emotional wellbeing

Mark Boyes, Suze Leitao, Adrienne Wilmot, Emily Jackson, Elizabeth Hill, Nicholas Badcock, Voon Pang, Elizabeth Gibson & Robert Wells

The 'Language and Literacy in Young People' research group (#LALYP) is an active group of researchers and graduate students based at Curtin University. The #LALYP group conduct research to inform understanding of oral language development and disorders, as well as the domains of reading and spelling (literacy), and the impacts of these difficulties on mental health and wellbeing. This symposium will highlight some of #LALYP's work on social and emotional wellbeing in the context of language and literacy difficulties, across childhood, adolescence, and young adulthood. The symposium will conclude with time for questions and discussion with the #LALYP team.

Workshops 11.00 - 12.40

T-3

Creating cohesion – one sentence at a time

Dean Thompson

Exceptional writing relies on both the capacity to produce well-constructed sentences and the skill of connecting written sentences together in a coherent and logical way. The focus of this interactive workshop will be to explore the teaching of grammar in context, through daily short-burst shared writing at a word, sentence and text level. We will look at the importance of attending to the accuracy (punctuation) as well as the

effect (language choice to impact on the audience) through formative assessment and feedback in a creative context.

T-4

Making a difference through evidence informed practice, reading acquisition and children's literature

Emily Holden & Brendon Peisley

This workshop offers teachers a practical model for seamlessly integrating the science of reading with children's books, facilitating evidence-based literacy instruction to make

a difference in every classroom, no matter the postcode. Participants will explore strategies to effectively harness the power of children's literature while incorporating the 'theory to practice' of reading science with a focus on the Simple View of Reading, the Reading Rope and structured literacy. Through interactive discussions and hands-on activities, teachers will gain a deeper understanding of how to leverage children's books to foster key reading skills in their students, to encourage a love of reading.

Thursday Morning Sessions

Workshops 11.00 - 12.40

T-5

A model for explicit teaching of morphology for reading and spelling

Veronica Alexander

In this workshop, Veronica will discuss how to apply principles of explicit instruction when teaching morphology for spelling. She will review the considerations that need to be made for planning for effective systematic spelling instruction, what resources are needed, and how to implement whole-class instruction that is explicit, targeted, and engaging. This session

will also focus on the question of differentiation and how to implement a whole school approach.

T-6

Integrated teaching of phonemic awareness, decoding, spelling and writing

Karen Smith-Lock

Research and practice indicate that strong relationships exist between oral language, reading, spelling and writing skills. Nevertheless, the teaching of these skills is often separate in the classroom. This workshop will address

how to integrate their teaching in order to maximise outcomes in each area. Karen will discuss how to simultaneously teach word reading and spelling with structured, systematic phonics, integrated with oral language skills including phonemic awareness, vocabulary and grammar, as well as sentence reading and writing. Participants will have opportunities for hands-on practice as well as discussion regarding how to practically incorporate such teaching into their workplace environments.

Sessions 11.00 - 11.45

T-7

Harnessing reading for vocabulary learning

Jessie Ricketts

This session will explore two ways in which reading can be harnessed in service of vocabulary learning. First, reading experiences enable children to discover new words and expand their knowledge of words that they already know. Second, children are more likely to learn new words that are taught with their written forms, a phenomenon known as 'orthographic facilitation'. Recent research will be presented, providing a starting point for discussion about practical implications for the classroom.

T-8

Transforming evidence into practice for reading and spelling (literacy) instruction: Perspectives and experiences of educators, allied health professionals, and school leaders

Tanya Serry, Pamela Snow, Lisa Furlong, Nathaniel Swain, Tessa Weadman & Eamon Charles

This study involved a survey of over 300 primary-school staff who recently have adopted a structured literacy pedagogical model. They were asked about their experiences of the transformation and changes to student outcomes. Most reported gains in students' reading, writing and spelling, but mainly in reading. Their descriptions of how reading was taught

prior to the transformation revealed less about instruction and more about teachers' autonomy to choose their own approach. The transformation process appeared to move schools towards an evidence-based approach to literacy instruction, but also created the impetus for a low-variance curriculum and in-turn, improved staff communication and culture.

T-9

Some comply while others defy

Reid Smith

This session will report on the outcomes of a survey of Australian primary teachers. It will discuss how instructional decisions are made in schools, and the ways that teachers adjust their instruction to fit in with schools' instructional plans.



Sessions 11.55 - 12.40

T-10 The views and experiences of Australian university academics on domestic higher education students' literacy skills

Emina McLean

A significant number of secondary students in Australia have literacy skills well below grade-level expectations. It is not unreasonable to assume that many university students will struggle with literacy given the proportion of secondary students who go on to university. Little is known about the reading and writing abilities of domestic higher education students or the views and experiences of their educators. This presentation details the findings from an online survey and optional follow-up interview conducted with academics in Australia. Results indicate academics have a range of concerns about the reading and writing abilities of their students.

T-11 Can we harness telehealth to improve literacy outcomes for students with reading and spelling difficulties?

Erin Banales & Saskia Kohnen

Despite the frequent use of telehealth, there is relatively little evidence on the validity and efficacy of telehealth for literacy assessment and instruction. This presentation will systematically review the current literature in relation

to the use of telehealth for literacy difficulties. Erin and Saskia will explore what the evidence shows in terms of validity, efficacy, and practitioner perspectives on the benefits of, and roadblocks to, its use. Delegates will have the opportunity to watch real-life telehealth sessions in action, and participants will explore how telehealth can be harnessed by schools to assist their delivery of evidence-based literacy intervention and supplement classroom instruction.

T-12 Talk 1 A pilot evaluation of a targeted early language and literacy school readiness program for early childhood educators and preschool children

Simmone Pogorzelski, Tessa Weadman & Kirsten Flint

This study evaluated the impact of a language and literacy school readiness program on preschool children's early language and literacy development. Early childhood educators from five Western Australian pilot centres implemented the school readiness program for 12 months and received coaching and professional learning in shared book reading (SBR). Educators from one control site in Victoria received coaching and training only. The findings compare the outcomes for both children and

educators from the control and pilot centres. A qualitative investigation provides insights into the educators' perspectives of the school readiness program and SBR coaching and their suggestions for further iterations.

Talk 2 The use of a collaborative shared book reading coaching approach to support early childhood educators' oral language and early literacy extratextual talk

Tessa Weadman, Simmone Pogorzelski & Kirsten Flint

The implementation of coaching has previously been found to support early childhood educators' (ECTs') shared book reading strategies. The study aim was to gain insight into the use of a co-teaching coaching model to increase ECTs' oral language and early literacy strategies during shared reading. The coaching was completed using the 'Emergent Literacy and Language Early Childhood Checklist for Teachers' (ELLECCCT), a shared book reading observational tool. The coaching was embedded into a pilot evaluation of a school readiness program in six early childhood centres. This study reports on the findings of the coaching component of the pilot evaluation.

Thursday Afternoon Sessions

T-13
Keynote
13.30 - 15.00



Why there is a science of learning but not a science of teaching (and what to do about it)

Carl Hendrick

This address will examine the disconnect between what works in the laboratory and what has actually been proven to work in the field. As we learn more and more about how learning happens, much of this evidence still has not been implemented with fidelity in the classroom and often we see 'lethal mutations' where teaching techniques become morphed into something at best ineffective, and at worst actually hindering learning. Much of the evidence in this talk draws on two books 'How Learning Happens' and 'How Teaching Happens' co-written by the speaker and aims to offer delegates a range of ways of implementing a evidence in schools in a way that empower teachers to be more adept and agile at making decisions in their own classrooms.

Sessions 15.10 - 16.00

T-14 Making sense of reading comprehension – what should we teach and when?

Kate Cain

Reading comprehension is the ultimate aim of reading, and critical for a range of social, educational and employment opportunities. The skills and processes of comprehension – such as vocabulary, inference making, and comprehension monitoring – are often described separately but depend on each; they are mutually supportive in the construction of meaning from text. Kate will review evidence to support integrated instruction that targets the development of these critical skills and knowledge bases and, critically, how to foster their coordination when processing text, in order to achieve good comprehension.

T-15 Flying the flags for the Science of Reading (and Writing) and the Science of Learning at the University of Canberra

Julia Davies-Duff & Matthew Brown

UC has increased commitment to delivering content aligned with contemporary research on evidence-based teaching and learning to support

all AITSL teaching career stages. Julia will discuss how she prepares students to understand and implement pedagogies associated with the Science of Reading (and writing) and an MTSS framework. Matthew will explore how, since 2022, UC has worked with Catholic Education in Canberra (CECG) to microcredential their Science of Learning professional learning program, codeveloping and codesigning a Professional Certificate in Education (Science of Learning). He will explore development of the microcredentialing process and additional postgraduate learning opportunities for teachers and school leaders.

T-16 Talk 1 Guidance to support struggling adolescent learners: an umbrella review of the research

Melanie Henry

The purpose of this qualitative umbrella review was to describe (a) the literacy interventions to support struggling adolescent learners that have been assessed by systematic review, meta-analysis or synthesis; (b) the quality and (c) the nature of the guidance provided to inform practice.

Talk 2 Literacy interventions for struggling adolescent learners – Australian educator insights into current practices

Melanie Henry

Twenty -three secondary school teachers and leaders participated in semi-structured interviews regarding their school's approach to supporting struggling students. Many educators acknowledged limitations in providing effective support, often seeking professional development at their own expense. School structures were barriers or opportunities, depending on context. Student need often exceeded a school's capacity to respond. Findings and implications are described.

T-17 Technology supports for secondary learners with dyslexia

Samantha Hornery

Our secondary learners still needing to learn to read and spell will learn through a systematic synthetic phonics approach, using age-appropriate resources delivered with higher frequency. But the motivation to keep trying when they have been trying harder than anyone else can feel impossible. Technology, specifically

Speech-to-Text and Text-to-Speech, empowers secondary learners with dyslexia and other learning difficulties with the confidence and capacity to learn and demonstrate learning, unhindered by challenges in reading and spelling. The workshop will demonstrate how to use the Simple View of Reading and the SETT Framework to identify learners' needs and appropriate technology and supports.

T-18

Outcomes of a targeted structured literacy coaching program for students and teachers: The Canberra Goulburn Catalyst program

Tanya Serry, Jennifer Buckingham, Pamela Snow, Lorraine Hammond, Kym Simoncini & Tina Daniel

Little evidence exists about the effectiveness of professional learning for improving teacher knowledge. This session will focus on a system-wide intervention aimed at building teacher knowledge and reading pedagogy. 199 early years' teachers participated in the "Catalyst project". Four types of evidence were collected: a survey of teacher knowledge, students' word

reading data, videos of teachers' classroom practice, and focus group interviews with teachers. Prior to the intervention, teachers had variable knowledge about language and literacy and many lacked confidence. Following intervention, outcomes for teachers and for students were pleasing. In sum, a system-level program seems effective in supporting changes in reading pedagogy.

T-19

Talk 1

Effects of home literacy environmental risk factors on reading readiness in young children at family risk of dyslexia: A 2-year study

*Kevin Kien Hoa Chung & Chun Bun Lam**

This study examined the role of home literacy environmental (HLE) risk and family stress (FS) factors in reading readiness among Chinese children at family risk (FR) of dyslexia. The 146 children (with 74 children at FR) were assessed on language and reading skills. The parents were asked to complete the HLE and FS factors. The FR group experienced more environmental adversities than

the typically developing group. HLE and FS factors also predicted reading readiness for the FR group. Findings suggest the need to support parents in providing home literacy activities and promoting children's learning and well-being in the early years.

Talk 2

Never too late- Supporting the development of reading skills for senior primary students with significant reading difficulties

Nadia Morcom

Despite the provision of high-quality early intervention programs there are still students who may not yet have acquired basic reading skills. It is never too late for these older students and with appropriate support they can learn the crucial skills of reading enabling them to thrive. Practical strategies will be covered including: identification and assessment of these students; teaching of the required phonics, phonemic awareness, word reading and text reading; game-based activities to build engagement and motivation; and, developing confidence and belief in themselves as learners.

Resource Presentations 15.10 - 16.00

T-20

Resource Presentation - ReadingDoctor online: An overview of a new, evidence-based teaching tool for improving phonemic awareness and phonics skills

Bartek Rajkowski

Hundreds of thousands of apps claim to improve literacy skills, yet a minuscule number are evidence-based. One such exception is ReadingDoctor (Carson, 2019; Westerveld, Armstrong & Peach, 2019; Winn, Carson, Collings & van Steenbrugge, 2019; Winn, Miller & van Steenbrugge, 2020; Primary Reading Pledge, 2020). In this

informative overview, creator of ReadingDoctor and speech-language pathologist Dr. Bartek Rajkowski will present ReadingDoctor Online, a new, evidence-based tool designed to improve phonemic awareness and phonics skills in children who are learning to read. The session will provide a thorough examination of the program, from its theoretical foundations to its practical application.

T-21

Resource Presentation - Sounds-Write

John Walker & Lisa Watts

Sounds-Write is an expertly structured synthetic phonics program based on the science of reading. This multisensory, code-oriented, comprehensive approach to literacy has been designed by teachers—for teachers. This session will provide an overview of this exceptionally effective reading and spelling program and the potential value Sounds-Write has for schools, teachers, speech pathologists and students. Information about the program's efficacy and delivery will be provided.

*This co-author will not be presenting

WHAT IS SOUNDS-WRITE?



Sounds-Write is a proven Systematic Synthetic Phonics program based on the science of reading that provides a structured, cumulative, and code-oriented approach to teaching reading and spelling.

Sounds-Write is a linguistic phonics approach with a speech to print orientation. We start with what children learn naturally, the sounds of their own language, and teach them to represent those sounds in writing. Sounds-Write utilises a mediated learning process, where teachers model the learning and children participate with the teacher until they become independent themselves. Sounds-Write offers a complete phonics curriculum that teaches the skills, concepts, and code knowledge necessary for children to read and write.



OUR MISSION

Our mission is to **improve the life chances of children by ensuring that they become proficient readers and writers.** We strongly believe that **teachers' knowledge**, rather than gimmicky resources or costly subscriptions, is at the heart of achieving this mission; and that top-quality, **evidence-informed training for educators is the key to teaching reading and spelling effectively.**

DON'T JUST TAKE OUR WORD FOR IT!

*All students are supported in their learning journey using this program and it's a pedagogy for teachers to **learn and apply**, not just a paid program requiring thousands of dollars spent buying their products to teach the program. If you are after an **evidenced-based program** which has been proven to develop strong literacy skills for ALL students, **you should look to invest in the Sounds-Write program.***

- Elisha Conway, Assistant Principal in Curriculum and Instruction at Lord Howe Central School, Australia



You can visit our website for more information, or email us directly if you have questions or want to book onto a course!



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Program | Friday 22 March

| | | | | | | | | |
|-------|--|--|---|---|---|---|---|---|
| 7.30 | Registration (Main Foyer) | | | | | | | |
| 8.45 | Welcome | | | | | | | |
| 9.00 | F-1 Keynote | Courtenay Norbury Education pathways for children with language difficulties at school entry | | | | | | |
| 10.30 | Morning Tea and Trade Exhibition | | | | | | | |
| 11.00 | F-2 | F-3 | F-4 | F-5 | F-6 | F-7 | F-8 | F-9 |
| | Teaching Tomorrow's Teachers | Leading a horse to water: Implementing evidence-based education through consistent and quality leadership practices. | Successful Tier 2 intervention within the classroom | Cross-curricular oral vocabulary assessment and instruction: Supporting students with developmental language disorder and students at risk for reading challenges | Developing oral language to support literacy | Transformation story: Taking the Science of Reading and the Science of Learning from knowledge to practice with Catalyst | The Phonics Initiative in action | Using decodable books with struggling readers |
| 11.55 | | | | | | F-10 | F-11 | F-12 |
| | | | | | | The paradox of learning: What teachers need to know | A knowledge rich curriculum: A coalition between two Western Australian schools | Talk 1: Competence, confidence, collaboration: 3 cs for supporting users on their augmentative and alternative communication journey Talk 2: Using wearable devices to detect anxiety in reading |
| 12.40 | Lunch and Trade Exhibition | | | | | | | |
| 13.30 | F-13 Keynote | Sarah Powell Word problem problems? Effective word problem-solving in maths | | | | | | |
| 15.00 | Transition | | | | | | | |
| 15.10 | F-14 | F-15 | F-16 | F-17 | F-18 | F-19 | F-20 | F-21 |
| | Seeing beyond the Science of Reading: Important considerations for implementing evidence-based reading practices in schools. | Using a multi-tiered system of support for secondary students who struggle with reading | Talk 1: Transforming classroom practice Talk 2: Parents' experiences and perspectives about reading and spelling | Talk 1: Word-level oral vocabulary knowledge and learning to read new words: A systematic review Talk 2: The oral language, early literacy and psychosocial profiles of Pre-primary children | How cognitive load theory can help design effective maths instruction for struggling learners | Talk 1: The impact of incorrect articulation, pronunciation and spelling on written expression Talk 2: Difficulties encountered by Limpopo Province Foundation Phase teachers in the teaching of reading and writing | Enhancing engagement and literacy skills in dyslexic learners | Resource Presentation: Little Learners Love Literacy |

Sessions Friday 22 March

F-1 Keynote 9.00 - 10.30



Education pathways for children with language difficulties at school entry

Courtenay Norbury

Children with language challenges find it harder to access all areas of the curriculum and are likely to require additional support throughout the school years.

In this presentation, an overview of the relationship between teacher reported language difficulties in over 7,000 students at school entry with the outcomes achieved on measures of phonics, reading, and maths during the primary school years will be discussed. The impact of the provision and consistency of additional support as well as the potential masking of underlying language difficulties by new labels such as 'specific learning disorder' or 'mild-moderate learning difficulties' will also be explored, as will the implications these findings have on future policy and practice.

F-2 Symposium 11.00 - 12.40

Teaching Tomorrow's Teachers

Nathaniel Swain, Leah Myers, Eamon Charles, Sue Hiland, Melanie Henry, Kathryn McDiven, Holly Southwell, Emma Rutherford, Kayelene Jeffery & Olivia Sfetcopoulos

In 2023, La Trobe University began the delivery of two new undergraduate subject core for all Bachelor of Education students. In this presentation, the subjects' coordinator, Nathaniel Swain and members of the team of tutors will provide insights from the inaugural run of both subjects. This symposium will: explore the subject intended learning outcomes of both subjects; discuss the initial challenges faced, feedback received, and refinements made to both content and delivery; and, describe the changing landscape of teacher education, and our work to prepare educators to make a meaningful impact in classrooms nationwide.

Workshops 11.00 - 12.40

F-3 Leading A Horse to Water - Implementing evidence-based education through consistent and quality leadership practices *Carla McNeil*

Strategic change leadership in New Zealand is influencing the development of consistent, evidence based educational pathways. Learn about the successful implementation model impacting the rollout of evidence based structured literacy. This step-by-step approach guides teachers and leaders systematically every step of the way, building knowledge, and

improving practice, all the while building leadership capability. Utilising the iDeal approach to instruction, the goal is to develop a consistent, evidence based educational pathway in structured literacy. Attendees will be equipped (with a checklist) to stocktake their leadership implementation strategy and identify what aspects they may add to gain greater rigour and success.

F-4 Successful Tier 2 intervention within the classroom: Identification, target setting, planning and monitoring *Julie Scall*

For many schools, there are a far higher proportion of students needing additional support than expected, that outweighs the number of support staff available. Providing in class intervention by the class teacher within the classroom is one effective way to close the gap for students struggling in literacy. This session will focus on: universal screeners that can identify literacy risk, how to set targets for Tier 2 intervention, and examples of effective intervention based on relentless high expectations for every student. Julie will also unpack effective progress monitoring and whole school logistics for effective tier 2 intervention.

Workshops 11.00 - 12.40

F-5 Cross-curricular oral vocabulary assessment and instruction: Supporting students with developmental language disorder (DLD) and students at risk for reading challenges

Denyse Hayward

There are profound differences in vocabulary among at-risk children, children with DLD, and children with disabilities where oral language challenges are common. These children often enter school with fewer words in their vocabularies and these differences tend to remain throughout their schooling,

contributing to academic and vocational inequities. Word learning is lifelong making vocabulary assessment and instruction the responsibility of all K-12 educators. This workshop will provide attendees with evidenced-informed tools focussed on (a) choosing vocabulary to teach, (b) classroom-based assessments, and (c) instructional approaches applicable across K-12. Participants will engage with tools that they can incorporate into their practice.

F-6 Developing oral language to support literacy

Anna Notley & Anna Taylor

Good early oral language ability is a critical factor contributing to later literacy achievement. This workshop will address what early year primary teachers can do to stimulate the development of their students' oral language, both at the whole-class level and for those requiring more scaffolded support in a small group. Areas covered will include rich vocabulary instruction, modelling and supporting use of complex sentences, and retelling and generating cohesive and coherent oral narratives. The session will include practical, hands-on activities to allow participants to explore applying these strategies in the classroom

Sessions 11.00 - 11.45

F-7 Transformation story: Taking the Science of Reading and the Science of Learning from knowledge to practice with Catalyst

Jessica Colleu Terradas & Patrick Ellis

Catholic Education Canberra-Goulburn (CECG) has launched the Catalyst initiative and committed to provide professional learning to support teachers to apply evidence-based practice in the classroom. Catalyst is a significant system-led implementation of the Science of Reading and Science of Learning. Focusing on the teacher as the most important learner, it brings together cognitive science and education, theory and practice, to refine our approach to curriculum, pedagogy and assessment across CECG and improve the outcomes of over

22,000 students. This presentation explores the Catalyst journey, bringing in considerations of change from system, school and class level with a focus on literacy.

F-8 The Phonics Initiative in action

Diana Kajma, Shannon Wright & Yvonne Cooper

Explore the Phonics Initiative in collaboration with Statewide Services (SWS) and Greenfields PS (GPS). Discover the initiative's essentials for schools and see its implementation in the high-performing, low-decile Greenfields PS in Mandurah. Gain insights from SWS, GPS Principal, and a dedicated classroom teacher using the Sounds-Write phonics program.

F-9 Using decodable books with struggling readers

Lisa Bellman Ansell & Alexandra Harper

Struggling students often develop negative feelings around reading, especially around grade 2 when it becomes noticeable that they are behind their peers, and this can have a significant and wide-ranging impact on their confidence and mental health. Without explicit phonics instruction using decodable books these children are vulnerable to a range of issues. This session will explore best practice including how to choose decodable readers and how to use them effectively to build students' decoding, reading fluency and comprehension skills. Choosing the right decodable books for struggling students as part of tier 2 and tier 3 interventions means they will never be asked to read a book that is too difficult for them.

Friday Morning Sessions

Sessions 11.55 - 12.40

F-10

The paradox of learning: What teachers need to know

Carl Hendrick

At the heart of learning is a fundamental paradox: human brains can only process a very limited amount of new information at any one time, but can draw upon seemingly limitless amounts of stored knowledge from long term memory. Additionally, short term performance is often a very poor indicator of long term learning and in order to achieve the latter, we often need to do the opposite of what we 'feel' we should do. Decades of evidence from cognitive science suggest that our biases and instincts are highly misleading and that we are very bad at judging the most effective ways of learning. This talk will cover some of these paradoxes about learning and consider some ways to address them in order to design effective instruction.

F-11

A knowledge-rich curriculum: A coalition between two Western Australian schools

Rachel Smoker & Rebekah Winning

"Shared knowledge is the cornerstone of social equity, enabling individuals from diverse backgrounds to engage meaningfully in society," - E.D. Hirsch. In 2022, two Western Australian schools joined forces to implement a knowledge-rich and literature-rich curriculum. This initiative is characterised by its precise articulation of essential student knowledge, dedicated instruction of Tier

2 vocabulary, and linking reading and writing instruction to create an inclusive learning environment. This partnership signifies a significant step towards a more rigorous and equitable education in Western Australia. Participants will receive a copy of the scope and sequences and example knowledge units for every year from 1-6.

F-12

Talk 1

Competence, confidence, collaboration: 3 Cs for supporting users on their augmentative and alternative communication (AAC) journey

Stephanie Bovell

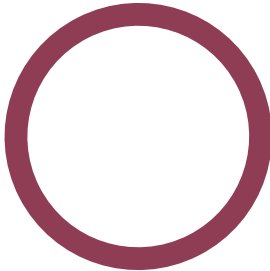
Communication partners are integral for minimising AAC abandonment by modelling to, interacting with, and supporting AAC-users. Yet limited AAC knowledge, adverse attitudes, and insufficient resources hinder their capacity. This study used a mixed-methods approach to measure feasibility and outcomes of a co-designed, free, and online intervention developed to address these limitations. The intervention focusses on communication partner competence, confidence, and collaboration. Results show the intervention was beneficial, with participants reporting improved understanding of AAC and integration of their learning. Furthermore, results show significant increases to competence and confidence for the parent and clinician cohort, respectively. Areas for future research are discussed.

Talk 2

Using wearable devices to detect anxiety in reading

Katherine Ko

The aim of this research is to explore whether objective measures might be valid physiological measures of reading-related anxiety. Using a research-grade wearable device (Equivital), the researchers measured heart rate and galvanic skin response in 55 university students who experience a range of anxiety levels as they engage in reading tasks and non-reading tasks. Pearson's r correlations yielded nonsignificant, weak associations between objective and subjective measures of anxiety. Although wearable devices show promise in objectively capturing anxiety, physiological indices may not provide valid sources of data in measuring anxiety in both reading-related and non-reading contexts.



Friday Afternoon Sessions

F-13
Keynote
 13.30 - 15.00



Word problem problems? Effective word-problem instruction in math

Sarah Powell

Many students experience difficulty setting up and solving math word problems. Word-problem solving involves a combination of math, reading, and vocabulary knowledge. In this session, Sarah will discuss two ineffective strategies for word-problem instruction. Then, she will discuss two effective strategies – the use of an attack strategy combined with a focus on the schema of the word problem. This session should help all educators design and delivery helpful word-problem instruction for all students.

Sessions 15.10 - 16.00

F-14 **Seeing beyond the Science of Reading: Important considerations for implementing evidence-based reading practices in schools**

Nicole Patton Terry

Evidence matters to what gets implemented in classrooms and schools, but it's not all that matters. Join Nicole for a discussion on barriers and facilitators to implementing evidence-based practices, and why it matters to ensuring that all children are reading and succeeding in school.

F-15 **Using a multi-tiered system of support for secondary students who struggle with reading**

Adam Inder & Genevieve McArthur

The Australian Education Research Organisation (AERO) supports the use of explicit, sequential, and cumulative literacy instruction within a multi-tiered system of supports (MTSS). A partnership with DSF in 2023 has culminated in the development of guidance on screening, intervention, and progress monitoring for reading within a secondary school setting.

The publication of this work coincides with the date of this conference. This session will unpack the newly published work, as well as related AERO publications, such as guidance on how students learn.

F-16 **Talk 1** **Transforming classroom practice: Teacher perspectives on science of language and reading online short courses**

*Pamela Snow, Tanya Serry, Eamon Charles & Joanna Barbousas**

This session will briefly outline the content and structure of the three La Trobe University Science of Language and Reading (SOLAR) Lab short course programs (Introduction, Intermediate and Secondary) that have been running since 2000, with over 10K participants in that time. The speakers will present a descriptive and thematic analysis of feedback and reflections from participants, drawing on both quantitative and qualitative data that have been collected anonymously. Implications for ITE providers, sector/ regional policy-makers, school leaders, and classroom practitioners will be highlighted.

Talk 2 **Parents' experiences and perspectives about reading and spelling instruction provided during the COVID-19 remote learning period**

Tanya Serry, Lisa Furlong, Pamela Snow, Tessa Weadman, Caitlin Stephenson & Emina McLean

In this study, parents' perspectives were sought about engaging in remote reading and spelling instruction for beginning students during Covid-19. Parents were grateful for teachers' efforts and care during remote learning, however, for some, there were unexpected insights about their child's reading that were not pleasing. Some parents chose to explore the "science of reading" on their own as they questioned instructional methods being provided. This study highlights disparities in reading and spelling instruction across schools and although preliminary, add to a growing call for all schools to adopt evidence-informed, low-variance instructional practices that align with the science of reading.

*This co-author will not be presenting

Friday Afternoon Sessions

Sessions 15.10 - 16.00

F-17
Talk 1
Word-level oral vocabulary knowledge and learning to read new words: A systematic review
Signy Wegener

Recently, it has been suggested that oral vocabulary knowledge may play a role within the process of learning to read (not just comprehend) new words. A causal relationship between oral vocabulary and learning to read new words would be supported by intervention studies showing that training in spoken word knowledge improves reading accuracy or efficiency for those words relative to untrained

items. As yet, there have been no attempts to systematically review the evidence for this effect. The current review intends to fill this gap. Theoretical and practical implications of this effect will be discussed.

Talk 2
The oral language, early literacy and psychosocial profiles of Pre-primary children
Anna Taylor, Suze Leitão, Sharon Smart, Mark Boyes, Mary Claessen* & Robyn Wheldall*

Current understanding of the language abilities of Australian students entering school is informed by studies that have

used standardised tests to categorise children as having typical or impaired language skills. However, this method is considered inaccurate in identifying children with clinically important features of language difficulties. This study draws upon guidelines published by the CATALISE Consortium in 2017 to profile the oral language, psychosocial and early academic functioning of 127 Pre-primary children. This presentation will report on the range of language abilities observed, and the proportion of children with language difficulties entering school when captured by evidence-based assessment practices.

* These co-authors will not be presenting

Evidence translated into practice

MultiLit transforms the latest knowledge and evidence in the Science of Reading into quality programs, resources and services, to ensure every child learns to read.



MultiLit provides:



Personalised tuition through MultiLit Literacy Centres



Effective and practical literacy programs for schools



Quality decodable readers, hi-lo books and picture books



Informative and accessible academic books from MRU Press

F-18 How cognitive load theory can help design effective maths instruction for struggling learners

Kelly Norris

Cognitive science has much to teach us about how the brain learns, and how to design effective instruction to give all students the greatest chance of success. This session will look at how instruction can be matched to students' level of expertise as they progress through a learning sequence. There will be a particular focus on strategies that work for struggling learners at the early stages of skill acquisition. Participants will leave the session with clear strategies that can be applied to plan instruction across multiple skills and year levels in mathematics.

F-19 Talk 1 The impact of incorrect articulation, pronunciation and spelling on written expression

Janice Belgrave

Theories and research pertaining to the acquisition of writing skills pinpoint a number of different skills that are required before a student can successfully produce written

texts. These skills include (from the Simple View of Writing): executive function, transcription skills, and text generation (Berninger et al., 2002). Transcription skills include handwriting, keyboarding and spelling. This investigation looks at what happens in primary school settings when children's productive oral language, pronunciation, articulation, and dialect impacts on their ability to spell words and therefore adequately express themselves in writing.

Difficulties encountered by Limpopo Province Foundation Phase teachers in the teaching of reading and writing

Tsebe Wilfred Molotja

The purpose of this research is to investigate the difficulties encountered by foundation phase teachers in the teaching of reading and writing in the primary schools of Limpopo province, South Africa. Three primary schools from the Capricorn District formed the population for the study, wherein three educators were interviewed. The study adopted an explorative participatory qualitative method to explore the literacy difficulties faced by teachers through interviews. Teacher opinions were recorded and transcribed to identify themes. The findings under discussion

highlighted the lack of knowledge in phonics teaching, overcrowded classrooms, and lack of parental involvement. An intervention strategy is suggested and solutions to the challenges under investigation are outlined.

F-20 Enhancing engagement and literacy skills in dyslexic learners

Sharyfah Fitriya

This research focuses on the efficacy of two pedagogical approaches, the Orton-Gillingham instructional approach and preference-based teaching strategy, in improving academic performance and engagement among students with dyslexia. A longitudinal study evaluated the effectiveness of the Orton-Gillingham approach in a literacy program, showing significant improvement in student performance despite the challenges of online learning during the Covid pandemic. Another study examined the impact of preference-based teaching on student engagement, with positive results. These findings highlight the importance of individualised, evidence-based approaches in supporting dyslexic students and informing teaching strategies in a post-Covid educational landscape.

Resource Presentations 15.10 - 16.00

F-21 Little Learners Love Literacy Resource Presentation

*Lisa Bellman Ansell
& Alexandra Harper*

Join Lisa and Alex from the Little Learners Love Literacy team to gain an insight into the program and ask questions! Little Learners Love

Literacy® is an explicit and sequential literacy approach for teaching children to read, write and spell. Our seven-stage scope and sequence ensure that children are never asked to read something that is too difficult for them or that they have not yet been taught the skills to read. This session will cover: An introduction to the program and resources; how Little Learners

Love Literacy® combines the explicit teaching of reading, spelling and handwriting; the Little Learners Love Literacy® cumulative teaching sequence; a summary of the Little Learners assessment suite and data; and, the resources available and how they work together.



Helping ALL KIDS
to become
reading
superheroes!



- ★ Decodable chapter books with supporting practice resources
- ★ Aligned with the LLLL teaching sequence
- ★ Support struggling readers – highly illustrated with low word counts to avoid cognitive overload



Little Learners Love Literacy®

Program | Saturday 23 March

| | | | | | | | | |
|-------|--|--|--|---|--|---|--|---|
| 7.30 | Registration (<i>Main Foyer</i>) | | | | | | | |
| 8.45 | Welcome | | | | | | | |
| 9.00 | S-1 Keynote Kate Cain Beyond decoding: The dynamics of reading for meaning | | | | | | | |
| 10.30 | Morning Tea and Trade Exhibition | | | | | | | |
| 11.00 | S-2 | S-3 | S-4 | S-5 | S-6 | S-7 | S-8 | S-9 |
| | Getting evidence-informed practice into and out of schools: Trials and tribulations. Symposium from the MultiLit Research Unit | Formulas for Frames: A whole class explicit narrative writing program that targets language devices within sentences | Disability or Treatment Resister? MTSS & RTI models to optimise educational outcomes. An exploration of case studies from the mainstream K-12 classroom with practical application of current research | Irregular words: Myths, misconceptions and methods of instruction | Essentials of math intervention | Identifying risk for reading difficulties in EAL/D learners | Talk 1: Let's work together! Speech pathologists and teachers collaborating Talk 2: A morphology-focused multilinguistic intervention delivered collaboratively | Dictating instead of writing: Benefits and challenges for students with dyslexia |
| 11.55 | | | | | S-10 | S-11 | S-12 | S-13 |
| | | | | | Talk 1: Do nonword reading tests for children measure what we want them to? An analysis of Year 2 error responses Talk 2: Introducing the Developmental English Lexicon Project (d-ELP) | Executive functioning, study skills and dyslexia | Assessing the effectiveness of a phonics program | Talk 1: More than phonics: Teachers speak out Talk 2: Hearing difficulties, maths ability and emotional health |
| 12.40 | Lunch and Trade Exhibition | | | | | | | |
| 13.30 | S-14 Keynote Jessie Ricketts Reading in late childhood and adolescence: What do we know and what can we do? | | | | | | | |
| 15.00 | <i>Transition</i> | | | | | | | |
| 15.10 | S-15 | S-16 | S-17 | S-18 | S-19 | S-20 | S-21 | S-22 |
| | Social emotional outcomes of developmental language disorder | Talk 1: The right to success in Blackpool secondary schools Talk 2: How effective is NELI (Nuffield Early Language Intervention)? | Talk 1: The Engage with Developmental Language Disorder (E-DLD) project: Cohort profile Talk 2: Reflecting on service design using the Model of Access to Speech Pathology Services (MASPS) | Teaching and memory: Maximising student learning | Tier 3 outcomes for students with severe and persistent reading difficulties: READ3 in action across six regional schools | Books are more than just for reading! Using books to build children's language skills | Talk 1: Paired reading fluency: A journey Talk 2: Forget your gut and respond to the data | Resource Presentation: Smart Kids: Letters and Sounds |

Sessions Saturday 23 March

S-1 Keynote

9.00 - 10.30



Beyond decoding: The dynamics of reading for meaning

Kate Cain

Reading comprehension is a complex cognitive activity, that draws on multiple skills and knowledge bases. This presentation aims to make sense of this complexity by examining the dynamics of reading for meaning from two perspectives. First, Kate will focus on the dynamics of constructing meaning from a text, moment-by-moment in real time. Tasks that tap the process of reading for meaning are reviewed to shed light on the nature and locus of the knowledge and processing difficulties that lead to comprehension breakdown. Second, Kate will look at the dynamics of development. Longitudinal studies are used to highlight influential reciprocal relations during development. This address will outline the converging evidence from these two perspectives that supports a multicomponential view of reading comprehension.

S-2 Symposium

11.00 - 12.40

Getting evidence-informed practice into and out of schools: Trials and tribulations (A symposium from the MultiLit Research Unit)

Robyn Wheldall, Nicola Bell, Jennifer Buckingham, Alison Madelaine, Alison McMurtrie & Kevin Wheldall

This symposium will address the process of getting evidence-based practice into schools, the barriers that are faced, and the challenges of creating the evidence base around specific approaches in education. Following introductory remarks, three linked presentations will illustrate the steps that can be taken to ensure our practices can be truly evidence-based for Australian students. The first presentation focuses on evidence-based Tier 1 spelling instruction, the second on a check norming study of a measure of phonic decoding skills, and the third on MultiLit's Closing the Gap implementation project which is delivering evidence-based instruction to regional and remote mainly Indigenous schools.

Workshops 11.00 - 12.40

S-3

Formulas for Frames: A whole class explicit narrative writing program that targets language devices within sentences

Jenny Baker & James Holmes

This workshop will unpack the "Formulas for Frames (FfF)" program - a year 3 to 6 whole-class approach to the explicit teaching of language (grammar) using a model text within the narrative genre. Peterson and Spencer (2016) advocate that narratives demand high level 'academic' language; it is therefore fitting that written narratives be employed for the development of linguistic complexity at sentence level. Formulas for Frames has been employed across years 3 to 6 at Mosman Park Primary School for two years. Jenny Baker (Speech Pathologist) and James Holmes (Lead Teacher) will unpack the program and showcase the results from a year 5 class.

S-4

Disability or Treatment Resister? MTSS & RTI models to optimise educational outcomes. An exploration of case studies from the mainstream K-12 classroom with practical application of current research

Kathryn Thorburn

Examine how a whole school literacy approach grounded in current research allows all students to succeed and explore the ways in which students with risk factors for learning difficulties, co-occurring conditions or disability can be supported throughout their educational journey to optimise outcomes for post school training and employment. Participants will review case studies and the mainstream educational journey for a range of case study students. Practical intervention tools, classroom adjustments and technology tools will be discussed along with how the mainstream curriculum can meet student needs and support transition to post-school training and employment.

S-5

Irregular words: Myths, misconceptions and methods of instruction

Danielle Colenbrander & Saskia Kohnen

Children learning to read and spell in English need to learn words that vary in spelling-sound regularity. Evidence supports the role of phonics as part of a comprehensive program of initial reading and spelling instruction, but a comparatively small number of studies have explored how to teach "irregular words" (e.g., who, aisle). Even the definition of "irregular word" is disputed, and recommendations about irregular word instruction vary. Therefore, in this workshop, we describe the existing evidence on irregular word reading and spelling instruction, discuss myths and misconceptions, and explain how participants can apply this evidence to their practice.

Sessions 11.00 - 11.45

S-6
Essentials of math intervention*Sarah Powell*

For students who experience difficulty with math, a strong instructional platform is necessary. In this session, Sarah will focus on evidence-based practices for the teaching and learning of math. She will review modelling, practice, and feedback for learning foundational math skills. Sarah will discuss the importance of focusing on the language of math and highlight why it is important to use hands-on tools, virtual manipulatives, and drawings to show math concepts and procedures. There will be a focus on building fluency and word-problem solving will be reviewed. By the end of this session, educators will be able to build effective instructional platforms in math!

S-7
Identifying risk for reading difficulties in EAL/D learners*Valeria Rigabon*

This session will introduce how learners at the intersection of dyslexia and EAL status have been historically underserved in North American and Australian contexts, followed by an overview of variations in how dyslexia manifests in English and other languages. Valeria will explore how evidence-based expectations of EAL students' progress throughout English reading acquisition can inform best practices for a) identifying early risk for word reading difficulties and b) deciding how/when to tailor reading instruction and support for beginning readers who are EAL learners.

S-8*Talk 1***Let's work together! Speech pathologists and teachers collaborating to support children's oral language and literacy development***Lisa Furlong, Clare Coulter & Tanya Lazarevich*

This project explored speech pathologists', speech pathology students', and teachers' perspectives and experiences of a school-based interprofessional clinical placement focussed on co-teaching of oral language and foundational literacy skills at Tier 1 and Tier 2 of the RTI framework over an 8-week period and, the effectiveness of this collaboration in relation to children's oral language and literacy outcomes. This presentation focuses on the perspectives and experiences of these professionals working together at Tier 1 and Tier 2 to support children's oral language and literacy development and, the effectiveness of this collaboration in relation to children's oral language and literacy outcomes.

*Talk 2***A morphology-focused multilinguistic intervention delivered collaboratively by speech-language pathologists and teachers to support adolescents with reading and spelling difficulties***Lisa Furlong, Lauren Sullivan & Clare Coulter*

Speech pathologists are well-positioned to collaborate with

secondary school teachers to support adolescents' reading, spelling and vocabulary development. This project explored speech pathologists', speech pathology students', and teachers' perspectives and experiences of an interprofessional clinical placement focussed on the implementation of a collaborative 7-week morphology-focused intervention to develop reading and spelling skills for 24 at-risk adolescents within three South Australian secondary schools; the growth in speech pathology students' knowledge, skills and confidence in providing morphology-focused intervention; and, the effectiveness of this intervention on adolescents' reading and spelling ability using assessment data collected before and after the 7-week intervention.

S-9**Dictating instead of writing: Benefits and challenges for students with dyslexia***Silvana Fluetsch Keravec*

This study investigates whether dictation tools, also known as speech-to-text (STT), can help students with dyslexia to improve their writing skills. The use of such a tool must be learnt, which is especially challenging for students with dyslexia. Based on results of the study conducted in Switzerland, Silvana will discuss benefits and challenges that students encounter when they dictate their texts. Results suggest that some features in the students and the learning environment boost the use of STT while others rather inhibit it. This session will outline how to introduce, apply, and monitor the use of STT in the classroom.



Saturday Morning Sessions

Sessions 11.55 - 12.40

S-10

Talk 1

Do nonword reading tests for children measure what we want them to? An analysis of Year 2 error responses

Anne Castles

Nonword reading measures are widely used to index children's phonics knowledge. However, critics claim that the use of nonwords disadvantages good readers, as they are influenced by their strong lexical knowledge to make word errors (e.g., reading flarm as "farm"). This research tested this claim by examining the errors of 64 Year 2 children when reading 20 simple nonwords. It was found that stronger word readers were less likely to make word error responses than weaker word readers. The results indicate that nonword reading measures are a valid index of phonics knowledge, and do not disadvantage children who are already reading words well.

Talk 2

Introducing the Developmental English Lexicon Project (d-ELP)

Donald Compton

The quasi-regular nature of English orthography contributes to the difficulty of learning to read words forcing developing readers to grapple with multiple and varied pronunciations of graphemes (e.g., ea in bead, head, and steak). Previous studies examining word difficulty as a function of child attributes and word features have been limited by the lack of large-scale databases that allow these effects to be examined. To alleviate this issue, the developmental English Lexicon Project (d-ELP) is being developed as a publicly available data resource. In this talk, Don will present initial data from the first 500 children assessed in grades 1-5.

S-11

Executive functioning, study skills, and dyslexia - Examining the effectiveness of an online program for upper secondary and post-secondary students

Premadevi d/o Perumal & Charis Chiong

The iStudySmart™ program, developed by the English Language and Literacy Division (ELL) at the Dyslexia Association of Singapore (DAS) adopts an online learning approach for students with learning differences in the areas of time management and prioritisation, planning and organisation, tertiary writing and presentation skills. This paper evaluates iStudySmart™ in terms of relevance, effectiveness, student self-confidence, motivation, and independence. Parents testimonials reported high levels of recognition and satisfaction with the online approach. Responses collected noted that all aspects of the iStudySmart™ intervention were effective with moderate and large effect sizes for planning and organisation, tertiary writing, and presentation.

S-12

Assessing the effectiveness of a phonics program

Anna Comas-Quinn

Phonics programs are not all made equal (Kilpatrick, 2015; The Reading Ape, 2019), but determining the effectiveness of a phonics program is no light undertaking, given the many variables that have a bearing on learning. The challenge of evidencing the success of a phonics program might be overcome by shining a light on the common features that emerge from and connect the experiences of practitioners in multiple individual settings. Using a case study methodology allows us to delve into the particularities of each example, and to contextualise and explain performance data from standardised assessments.

S-13

Talk 1

More than phonics: Teachers speak out about what they need to change their practice

Tina Daniel

Data demonstrates that there are more barriers to transforming reading instruction than have been widely assumed. While some teachers are currently attempting new approaches to their practice, this study reveals we have more to learn to support teachers and schools to make meaningful and sustainable change. Dr. Daniel will discuss data gathered from teachers in Victoria, Australia that expose some of the supports teachers need to make critical practice decisions and examines ways for teachers to use and discriminate between different types of evidence to improve their practice.

Talk 2

Longitudinal relationship between math ability and emotional health in children with and without hearing difficulties

Andrea Salins

Students with hearing difficulties (HD) have challenges in mathematics achievement compared to their hearing peers, with evidence of delays up to 3.5 years (Bull et al., 2005). Further, educators and researchers have been increasingly concerned about the emotional health (EH) of children with hearing loss (Moeller, 2007). The current study examined the relationship between early EH and math, and math and later EH in children with and without HD. In both groups, attention at age 5 significantly predicted math at age 7. Math at age 7 was significantly associated with later peer relations, depression, anxiety, victimisation, internalising and externalising behaviours.

Saturday Afternoon Sessions

S-14 Keynote 13.30 - 15.00

Reading in late childhood an adolescence: What do we know and what can we do?

Jessie Ricketts

Despite a widespread assumption that children can read when they leave primary education, nearly 20% of adolescents are not able to read simple texts accurately and with understanding. Most research on reading has focused on children and adults, neglecting the intervening adolescent period. In this presentation, Jessie will present research on reading development in adolescence, exploring its link to spoken vocabulary knowledge, socio-economic status and the period when students transition from primary to secondary school. She will also present recent collaborative work with teachers exploring how to support reading in secondary school, including approaches for identifying reading needs, and aligning these needs with support and interventions.



Sessions 15.10 - 16.00

S-15 Social emotional outcomes of developmental language disorder *Courtenay Norbury*

In this session, data from a 10-year longitudinal study of language development and disorder in over 500 children from school entry through the transition to secondary school will be presented and discussed. The study sought to better understand how impaired language development affects other aspects of development over time.

A specific focus of the presentation will be the potential mechanisms explaining the well-established link between language disorder and adverse social, emotional, and behavioural outcomes - as well as the profound implications for young people with language disorder on their ability to access appropriate support

S-16 Talk 1 The right to success in Blackpool secondary schools (England) – a case study about improving literacy in disadvantaged students *Jessica Colleu Terradas*

Participants will learn about how a network of eight secondary schools have been addressing the low reading abilities of adolescents aged 11-14 in Blackpool, one of the most deprived areas in England. The Blackpool Literacy project is committed to a collective approach to using a multi-tiered system of support (MTSS) framework in schools, sharing data and best practices grounded in the science of reading, and have already seen strong results. Universal screening, ongoing data collection, the components of MTSS, suggestions of remedial programs and quality Tier 1 instruction will be explored. Suitable for upper primary and secondary teachers and leaders.

Talk 2 How effective is NELI (Nuffield Early Language Intervention)? A longitudinal study of developing oral language skills in Kindergarten (NSW) *Nathan Hill, Natalie Munro, Sharlene Herd & Kathryn Thorburn*

The new NSW K-2 English Syllabus for 2023 introduces outcomes in the areas of Oral Language and Communication and Vocabulary. The project involves a feasibility pilot of the Early Language Intervention [NELI] which includes a Tier 1, whole class program and small group Tier 2 intervention with kindergarten students in 2023 and 2024. This presentation shares preliminary insights, experiences and outcomes from the initial 12 months of the project. The team will share experiences and outcomes from the perspective of the School Leadership Team, Classroom Teacher & Teacher Aide team as well as the expert mentor team.

Sessions 15.10 - 16.00

S-17

Talk 1

The Engage with Developmental Language Disorder (E-DLD) project: Cohort profile

Suze Leitao, Emily Jackson, Michelle St Clair* & Nicola Botting*

Public awareness of Developmental Language Disorder (DLD) is low, despite its 7.6% prevalence, affecting two children per classroom. DLD receives inadequate funding and research attention. Engage with Developmental Language Disorder (E-DLD) is the first international participant database for those impacted by DLD, including parents of children under 16 and individuals over 16. Participants provide demographic details upon sign-up. Annual surveys tailor questions to age, including speech pathology and education support, socialisation, developmental milestones, healthcare, and mental well-being. Initial data from 2023, based on 250 parents and 35 adults with DLD or suspected DLD, confirm language difficulties and heightened psychosocial issues.

Talk 2

Reflecting on service design using the Model of Access to Speech Pathology Services (MASPS)

Robert Wells, Peta Dzidic*, Mary Claessen* & Suze Leitao

This study investigates access to speech pathology services for children with SLCN in Western Australia. It found that factors like resources, chosen services, and broader context affect service commencement and maintenance. The study developed the Model of Access to Speech Pathology Services (MASPS), consisting of seven categories and three contextual properties to understand these factors. Recognising the impact of service design on families, MASPS can help speech pathologists, teachers,

and parents reflect on and improve access to speech pathology services for children with SLCN.

S-18

Teaching and memory: Maximising student learning

Lillian Fawcett

For learning to occur, students need to be able to firstly store information in long-term memory and then be able to quickly and accurately retrieve this information on demand so it can be effectively applied to a particular process. Having a large store of information in long-term memory is particularly important for students with poor working memory, as the more information that can be withdrawn from long-term memory, the less load there is on working-memory. This session highlights strategies from memory research and provides examples applying these strategies to teaching reading and spelling.

S-19

Tier 3 outcomes for students with severe and persistent reading difficulties: READ3 in action across six regional schools

Bernadette Yeo, Robyn Monaghan & Kate Andrew

This Action Research Project, undertaken by Armidale Catholic Schools Office (ACSO), provides a blueprint for the application of Read3 as a Tier 3 intervention. Students selected (Y1-Y4) had severe reading difficulties, additional diagnoses (ASD, ID, ADHD, DLD, CAS/SSD), and had failed to respond to quality Tier 2 intervention. This presentation will: provide an overview of Read3 and the multiple processing difficulties of children who 'fail to respond'; outline the ACSO implementation process, including school onboarding, staff training, and centralised data collection;

review student outcomes obtained using normed assessments; and, outline a screening procedure to identify the most at-risk early.

S-20

Books are more than just for reading! Using books to build children's language skills

Fiona Woo Pui Kuan & Nor Jannah Binte Ahmad*

A good predictor of later ability to read and write well is having satisfactory language development. The use of stories as an environmental stimulus provides countless opportunities for children to learn targeted language. It offers rich vocabulary, repetition of language, rhymes, and language to enrich children's language skills. One way is through book reading. It is one of the most studied formats for increasing language learning in young children. The dialogic reading method has been found to encourage parents to ask less and talk more during the story reading session, and also to increase print awareness skills.

S-21

Talk 1

Paired reading fluency: A journey

Ferne Watson

Join an experienced Deputy Principal and Instructional Coach as she shares an implementation journey around Daily Paired Reading Fluency. Participants will hear about the research base behind this instructional routine, as well as the honest story of its' planning and implementation at a local Perth primary School. Hear about their successes, challenges and see evidence of the routine in action. Attendees will learn the full implementation plan, examine the real-life data, and see videos and outlines of the instructional routine in action.

*These co-authors will not be presenting

Sessions 15.10 - 16.00

Talk 2

Forget your gut and respond to the data... we don't want another Paddy on our watch!

Ruth Hartnett-Carr & Lauren Cook

While the school was implementing a change in literacy instructional practice the inclusive education team

simultaneously designed and ran a screening process in an effort to capture students falling through the cracks. The aim was to screen across the six pillars of literacy; phonics, phonemic awareness, vocabulary, reading fluency, comprehension and oral language so as to better understand the students' entry

skills. The data identified the group of students requiring universal instruction only and those requiring intervention or further assessment. One unintentional discovery was a gap in classroom instruction expressive language that resulted in a change in practice.

Resource Presentations 15.10 - 16.00

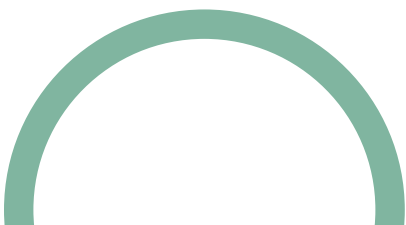
S-22

Smart Kids: Letters and Sounds

Fraser Milne

This resource presentation will provide an overview of the Letters and Sounds systematic synthetic phonics program. It will cover the phonic progression, blending for reading,

segmenting for spelling, applying knowledge and assessment. Fraser will also discuss Smart Kids' new Letters and Sounds web application and free online phonics assessment.



Information about Perth

Arriving in Perth

The international and domestic airport terminals are located approximately 17 kilometres from Perth's Central Business District (CBD).

Taxis are available to pick up arriving passengers and it takes approximately 20 minutes to get to Perth's city centre. Taxi ranks are located at the front of all terminals – simply follow the signs to the nearest taxi ranks. A taxi fare from the airport to the CBD is likely to be approximately \$50.

Perth Airport is also well connected to Perth's CBD and beyond by regular public bus and train services. The Airport Central Train Station on the Airport Line is just 18 minutes from Perth Station in the CBD. You can plan your journey on public transport using the Transperth Journey Planner (<https://www.transperth.wa.gov.au/journey-planner>).

Getting Around Perth

Perth's CBD and surrounds are well connected by Transperth public transport. See their website for information on train, bus, and ferry timetables and routes – www.transperth.wa.gov.au

Central Area Transit (CAT) buses are free. You may get on and off them as often as you like without paying a fare. A colour-coding system is used to identify the different routes each bus takes. For more information about the CAT timetables and maps, visit transperth.wa.gov.au/timetables/cat-timetables

The main taxi service providers in Perth are Uber, Swan Taxis (13 13 30 | www.swantaxis.com.au) and Black & White Cabs (133 222 | www.blackandwhitecabs.com.au/).

Things to do in Perth and surrounds

Visit the botanic gardens at Kings Park - a huge park in the city showcasing native Australian flora and fauna (www.bgpa.wa.gov.au/kings-park). Visit Aspects Gallery for high quality craft and design. Take a long walk through native bushland.

Take the train to historic Fremantle and explore the museums, markets, cafés, pubs, restaurants, galleries, and bookshops. Have a Pale Ale at Little Creatures

Brewery and fish and chips at Fishing Boat Harbour.

Take the ferry from Elizabeth Quay to South Perth to visit the Zoo (www.perthzoo.wa.gov.au).

Enjoy the shopping and dining options available in Fremantle, Subiaco, Leederville, Mount Lawley and Claremont.

Go for a swim at one of Perth's beautiful beaches, such as Leighton, Cottesloe, or City Beach.

Hire a bike and take a ride around the scenic Swan River.

Join a river cruise to the Swan Valley where you can visit more than 70 restaurants, cafés, wineries and breweries.

What's on in Perth in March 2024

Explore the WA Museum Boola Bardip. Each of the Museum's exhibitions explores the themes of Being Western Australian, Discovering Western Australia, and Exploring the World. (There will be an opportunity to join a closed viewing of the special exhibition Meeyakba Shane Pickett: Six Seasons during the conference sundowner on Thursday 21 March.)

One of the world's best outdoor cinemas – UWA Somerville in Crawley – is the place to be for an international feast of Lotterywest Films at Perth Festival 2024. Wander through Somerville's famous pines, nestled by the Swan River, and enjoy one of the films in this season's carefully selected line-up.

Visit the Art Gallery of Western Australia. Exhibitions running in March include State of Abstraction (abstract works by some of Western Australia's most historically important artists alongside newcomers and lesser-known makers) and Death Metal Summer: Deanna Templeton and Ed Templeton which brings together more than 140 photographs by two of our era's most vital artists.



Experience the inspiring life story of Tina Turner, the Queen of Rock 'n' Roll, in Tina: The Tina Turner Musical which is showing at Crown Theatre from 27 February to 6 April 2024.

Enjoy the relaxed beachside atmosphere at the Scarborough Sunset Markets. Thursday nights along Scarborough Beach feature incredible live music, mouth-watering feeds, unique artisan retail gems, dance inspired experiences from around the globe, long table dining settings on the beach and more.

Getaways

The areas surrounding Perth offer plenty of places to go to for a short getaway or day trip.

The Margaret River region, located about 4 hours south of Perth is definitely worth a visit. Spend a couple of nights here to take in some of the many attractions on offer, including beautiful beaches (try Yallingup Beach, Eagle Bay or Meelup beach), natural beauty (including the caves and Boranup Forest) and world-class food and wine – www.margaretriver.com

Take the ferry and hire a bike to explore Rottne Island, a small island west of Fremantle. Rottne is home to beaches, snorkelling, riding/walking trails, and quokkas! – www.rottnestisland.com

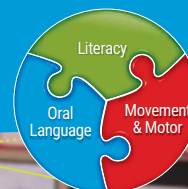
Head to the Perth Hills for gourmet food, quality wine, and beautiful national parks. The easy 40-minute drive makes the Hills a good day-trip option – www.perthhills.com.au

Visit the Dolphin Discovery Centre located in Bunbury (approximately two hours south of Perth) and learn about these magnificent creatures. Take a cruise around Koombana Bay or interact with the dolphins in their own environment – www.dolphindiscovery.com.au

For more information about Perth and Western Australia, visit www.westernaustralia.com



PLD offers evidence-informed programs to improve literacy outcome for students.



PLD provides a whole-school, evidence-based approach to Structured Synthetic Phonics (SSP) for primary school educators.

As an award-winning Australian publisher and professional development provider, PLD advocates that literacy and learning outcomes are maximised for children when their Literacy, Oral Language and Movement & Motor skills are targeted.

Driven to improve literacy outcomes for students, PLD's method is derived from the disciplines of speech pathology, occupational therapy and education, and endorsed by the WA Department of Education.

For more information, visit our website:
www.pld-literacy.org



PRIMARY PUBLISHER OF THE YEAR
2018, 2019, 2020, 2021



Speaker directory

| Speaker name | Speaker biography | Session | Page |
|----------------------------|--|-----------|--------|
| Veronica Alexander | Veronica is the Professional Learning and Development Lead at SPELD NSW. She has worked as a classroom teacher, in learning support, and in tertiary education for over 15 years. Veronica is passionate about supporting all learners to achieve success. | T-5 | 12 |
| Kate Andrew | Kate is a communications specialist, mother of a dyslexic child and a co-creator of the Read3 literacy program. She has combined her communication, tech and design skills with her advanced literacy training to ensure intensive intervention is truly accessible to the people working with our most vulnerable readers everywhere. | S-19 | 30 |
| Nicholas Badcock | Nicholas is a Senior Lecturer at the University of Western Australia. His research investigates learning difficulties and exceptional development, with the aim of contributing to scientific understanding and translation for education and intervention. He has published over 60 scientific articles and held research grants totalling over \$1.8 million. | T-2 | 11 |
| Jenny Baker | Jenny is the founder of Fremantle Speech Pathology Services where she holds a support and development role. Jenny has a wealth of experience and depth of knowledge regarding oral and written language; she works closely with staff at Mosman Park Primary School to deliver the Formula for Frames writing program. | S-3 | 26 |
| Erin Banales | Erin is the Manager of the Macquarie University Reading Clinic, where she leads the operations of a multidisciplinary team of clinicians. Erin's research focuses on the intervention of reading and spelling difficulties in children with poor literacy. This has included building evidence regarding working memory and telehealth intervention. | T-11 | 13 |
| Janice Belgrave | Janice is a trained Primary School teacher with a Doctorate in Education, specialising in early literacy. She currently works as a Resource Teacher of Literacy in Christchurch, New Zealand. She has previously presented her research at many overseas conferences including the Society for the Scientific Studies of Reading. | F-19 | 23 |
| Nicola Bell | Nicola is a Research Fellow in the MultiLit Research Unit (MRU). She has a PhD and a Bachelor of Speech Pathology, both from The University of Queensland. As part of her role within the MRU, Nicola has contributed to the organisation of trials in schools across Australia. | S-2 | 26 |
| Lisa Bellman Ansell | Lisa is a teacher, reading intervention specialist and literacy consultant based in Victoria, Australia. Lisa's educational centre, Kids Ink, focuses on the eradication of instructional casualties, and supports students with reading disabilities. She is a national trainer for Little Learners Love Literacy®. Lisa has over 25 years' teaching experience and is a sessional lecturer at Victoria University. | F-9, F-21 | 19, 23 |
| Stephanie Bovell | Stephanie is Associate Lecturer in Psychology at Murdoch University. She holds a Bachelor's (Honours) degree in Psychology from The University of Western Australia. Communication, engagement, and accessibility drives her research and teaching philosophy. Stephanie is learning AUSLAN and producing a short-video series about augmentative and alternative communication (AAC). | F-12 | 20 |
| Mark Boyes | Mark is an Associate Professor at Curtin University, Co-Lead of the Mental Health Research Domain within the recently established Curtin enAble Institute, and an NHMRC Emerging Leadership Fellow. He has published over 180 scientific articles and held research grants totaling over \$5.2 million. | T-2, F-17 | 11, 22 |

| Speaker name | Speaker biography | Session | Page |
|--------------------------------|--|----------------|------------|
| Matthew Brown | Matthew is an Associate Professor at UC, responsible for implementing the Faculty's microcredentialing program. He is passionate about leadership, teaching and learning. He was classroom teacher for thirty years and has held a range of school and system leadership roles in NSW, including being a representative on English curriculum boards. | T-15 | 14 |
| Jennifer Buckingham | Jennifer is the Director of Strategy and Senior Research Fellow at MultiLit and the founder of the 'FIVE from FIVE' project. She is a board member of AITSL. Jennifer is a co-editor of Effective Instruction in Reading and Spelling (MRU Press, 2023). | T-18, S-2 | 15, 26 |
| Kate Cain | See Keynote Speakers | T-14, S-1 | 14, 26 |
| Anne Castles | Anne is an ARC Australian Laureate Fellow, based at the Australian Centre for the Advancement of Literacy at Australian Catholic University. She studies learning to read and reading difficulties and has a new focus on literacy in secondary school students. | S-10 | 28 |
| Eamon Charles | Eamon joined the Science of Language and Reading (SOLAR) Lab within La Trobe University in 2023 as an Academic Intern. Eamon has a background working as a paediatric speech language pathologist and team leader in the education sector and teaches a variety of subjects related to language and literacy across the School. | T-8, F-2, F-16 | 12, 18, 21 |
| Charis Chiong Zi Qi | Charis is a Senior Educational Therapist at the Dyslexia Association of Singapore. She enjoys her role in helping students take steps to overcome their literacy difficulties by providing intervention. She also partners with parents to help their child boost their self-esteem and provides practical support. | S-11 | 28 |
| Kevin Kien Hoa Chung | Kevin is a chair professor of child development and special education at the Education University of Hong Kong. His research interests include dyslexia and learning disabilities, social-emotional development, literacy assessment and instruction. He directs several large-scale research studies and school support projects funded by government agencies and foundations. | T-19 | 15 |
| Danielle Colenbrander | Danielle is a Lecturer in the Australian Centre for the Advancement of Literacy. Her research investigates word reading, spelling, and reading comprehension assessment and instruction. She has worked closely with educators in Australia and the UK, and she has a keen interest in translating research into practice. | S-5 | 26 |
| Jessica Colleu Terradas | Jessica is the Senior Officer Literacy specialist in Catholic Education Canberra & Goulburn, contributing to the implementation of Catalyst, a system-wide education approach to teaching and learning. Awarded a Churchill Fellowship, she met with international leading experts to investigate effective literacy screening and instructional practices to support adolescent strugglers. | F-7, S-16 | 19, 29 |
| Anna Comas-Quinn | Anna became Sounds-Write's Head of Research and Development after almost three decades in academia. She holds a master's degree in education and a Doctorate in Educational Technology and has researched and published on the topics of education, language learning and teacher professional development. | S-12 | 28 |
| Donald Compton | Don is Professor of Education at Australian Catholic University/Australian Centre for the Advancement of Literacy and a Professor of Psychology and Education at Florida State University/Florida Center for Reading Research. He earned a PhD from Northwestern University's School of Communication Sciences and Disorders, with a specialisation in learning disabilities. | S-10 | 28 |

| Speaker name | Speaker biography | Session | Page |
|---------------------------------|---|----------------|-------------|
| Lauren Cook | Lauren is a Speech Pathologist currently working with Catholic Education Sandhurst Ltd. Lauren has over 18 years of experience working in the education sector and has worked with St Joseph's Primary School for 8 years where she's played a pivotal role in supporting improved literacy instructional practice. | S-21 | 31 |
| Yvonne Cooper | Yvonne is an exceptional educator renowned for consistently achieving results that surpass expected outcomes. Yvonne is a committed advocate for synthetic phonics-based learning, inspiring students to excel in literacy. A masterful presenter, sharing insights on effective pedagogical practices in phonics education that get results. | F-8 | 19 |
| Clare Coulter | Clare is a Certified Practising Speech Pathologist with Speech Pathology Australia. She is an academic at Flinders University in Speech Pathology whose teaching focuses on acquired communication disorders and complex adult conditions impacting communication and swallowing. Clare has over 11 years of clinical experience in a range of settings. | S-8 | 27 |
| Tina Daniel | Tina is a researcher and lecturer in primary literacy at the Australian Centre for the Advancement of Literacy at ACU. Her diverse research interests include the articulation of phonological representations, reading self-concept, reading anxiety, and local and systemic barriers to improved reading instruction. | T-18, S-13 | 15, 28 |
| Julia Davies-Duff | Julia is a Doctoral Lecturer at UC, delivering units on inclusive teaching and evidence-based literacy instruction across the Undergraduate, MTeach and MEd courses. A teacher for 26 years, including leadership positions in Primary and Secondary schools, she is also a dedicated learning difficulties specialist, with specific interests in language-based difficulties. | T-15 | 14 |
| Patrick Ellis | Patrick is the Education Lead at Catholic Education Canberra-Goulburn and has been in Principal and leadership roles across Parramatta, Wilcannia-Forbes and Canberra-Goulburn for over 20 years. Patrick is a certified Lead Teacher and holds a Masters of Adolescent and Child Welfare | F-7 | 19 |
| Lillian Fawcett | Lillian is an experienced specialist literacy teacher who has developed a range of research-based spelling and reading programs, resulting in hundreds of students, including those with diagnosed dyslexia, improve their literacy skills. Schools throughout Australia are currently using Lillian's evidence-based Cracking the ABC Code programs. | S-18 | 30 |
| Sharyfah Fitriya | Sharyfah has been Lead Educational Therapist and Advisor at DAS since 2012. She has a Masters in Special Educational Needs from the University of South Wales. With over a decade of experience in dyslexia, she focuses on training and mentoring at DAS and has presented papers at the BDA and ARWA. | F-20 | 23 |
| Kirsten Flint | Kirsten is Social Impact Lead at the YWA, a community service organization wholly focused on delivering programs that support children and young people to flourish. With a background in science communication, she has a keen interest in bridging research and practice and empowering practitioners to make evidence-informed decisions. | T-12 | 13 |
| Silvana Fluetsch Keravec | Silvana is a PhD candidate at the Zurich University of Teacher Education in Switzerland and a visiting researcher at Macquarie University in Sydney. She is a former speech pathologist and primary school teacher. Her research combines theoretical knowledge with her practical experience of teaching language and treating dyslexia. | S-9 | 27 |
| Lisa Furlong | Lisa is a Senior Lecturer and Research Fellow in speech pathology at Flinders University. She is a paediatric speech pathologist who works with school-aged children with oral language and literacy difficulties. | T-8, F-16, S-8 | 12, 21, 27 |

| Speaker name | Speaker biography | Session | Page |
|---------------------------|--|------------|--------|
| Elizabeth Gibson | Elizabeth is a speech language therapist in Christchurch, Aotearoa/New Zealand. Elizabeth studied linguistics at Massey University and SLT at the University of Canterbury. She has worked in health, education and research settings and currently works in private practice supporting young people with language and literacy challenges. | T-2 | 11 |
| Lorraine Hammond | Lorraine is an Associate Professor at Edith Cowan University. Lorraine publishes research and teaches units on the prevention of literacy-based learning difficulties, high impact instruction and instructional coaching. She is a practical academic who regularly works in diverse Australian classroom settings leading the take-up of structured literacy. | T-18 | 15 |
| Alexandra Harper | Alex is Little Learners Love Literacy's CEO. She is passionate that all children have the opportunity to learn to read, write and spell with confidence. | F-9, F-21 | 19, 23 |
| Ruth Hartnett-Carr | Ruth has over 25 years of experience working in Catholic Education across Victoria, New South Wales and Queensland. Ruth has spent most of her career working as part of executive school leadership teams. She currently leads inclusive education at St Joseph's and mentors middle leaders in the secondary sector. | S-21 | 31 |
| Denyse Hayward | Denyse is a Professor (Special Education) at the University of Alberta. She is a co-author of the Test of Early Language and Literacy, Sound Access Parent Outcomes Instrument, and Edmonton Narrative Norms Instrument. She co-authored an alphabet book for beginning and struggling readers using literacy research evidence, Alphabet Stage. | F-5 | 19 |
| Carl Hendrick | See Keynote Speakers | T-13, F-10 | 14, 20 |
| Melanie Henry | Melanie is a former secondary teacher and current PhD candidate in the La Trobe Science of Language and Reading (SOLAR) lab. Her research focuses on teacher and school level decision-making around support for adolescents who struggle with literacy. She teaches both undergraduate and masters subjects in the School of Education. | T-16, F-2 | 14, 18 |
| Sharlene Herd | Sharlene is an experienced Early Childhood / Primary Teacher at Hunter Christian School who has taught students in both Preschool / Prep as well as Kindergarten within AISNSW schools. Sharlene is trained in both Sounds Write & Heggerty's Phonemic Awareness and has implemented NELI in her Kindergarten classroom. | S-16 | 29 |
| Sue Hiland | Sue is part of La Trobe University's Teaching Reading Team. She is completing her Master of Education - Language and Literacy at La Trobe. As an adult educator and primary classroom teacher with an education consulting background, she leads Teaching Together, offering professional development, instructional coaching, and Tier 3 literacy support. | F-2 | 18 |
| Elizabeth Hill | Lizz is a speech pathologist and academic at Curtin University. Lizz's research investigates the psychological and functional impact of language difficulties - irrespective of their underlying cause. She is passionate about co-design, particularly partnering with community to design accessible mental health support for young people with language/literacy difficulties. | T-2 | 11 |
| Nathan Hill | Nathan is Head of Primary at Hunter Christian School. He is an experienced school leader with a background in oversight of K-12 Curriculum and Head of Primary roles in AISNSW schools. As a supporter of evidence-based literacy instruction, Nathan shares his experiences with the addition of NELI to kindergarten. | S-16 | 29 |
| Emily Holden | Emily is employed at Camberwell Grammar School as Head of Literacy. Emily completed her Master of Education at Melbourne University & the SOLAR course at La Trobe. Since earning a BA in Criminology & Justice studies from Monash University, Emily has been an advocate for the #Literacyisfreedom movement. | T-4 | 11 |

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| James Holmes | James has been working in education for 15 years across private and public sectors. For the last three years, he has worked at Mosman Park Primary School, teaching years 3-5, while also supporting the school with administrative duties. He has a strong interest in explicit and inclusive teaching practices. | S-3 | 26 |
| Samantha Hornery | Samantha is a teacher who has worked in school and community settings teaching, developing, and managing educational programs for students with learning difficulties and disabilities. Samantha designs and implements professional development for teachers and allied health professionals supporting children and young people with learning difficulties and disabilities. | T-17 | 14 |
| Adam Inder | Adam is a Senior Researcher at the Australian Education Research Organisation. He leads research and guidance for schools to support students who enter secondary school without having developed foundational literacy and numeracy skills. Adam is a former secondary school deputy principal in socioeconomically disadvantaged Perth schools. | F-15 | 21 |
| Emily Jackson | Emily is an academic and researcher at the Curtin School of Allied Health who completed her PhD in 2021. Building on her experience as a speech pathology practitioner, Emily's research is focused on working alongside the community to improve educational and mental health outcomes for neurodivergent young people. | T-2, S-16 | 11, 30 |
| Kayelene Jeffrey | Kayelene is a teacher and Literacy and Language Specialist. | F-2 | 18 |
| Diana Kajma | Di has had extensive administration experience in East Kimberly's remote schools. She has served as an instructional coach for the Kimberley School Project, focusing on reading instruction and school improvement. Currently in Service Delivery, she leads the Phonics Initiative, driving education support and school improvement at Statewide Services. | F-8 | 19 |
| Katherine Ko | Katherine is a PhD student at Macquarie University. One goal of her research is to develop an objective and valid measure of anxiety that can be used in a range of real-life situations, and to use this measure to identify the different types of anxiety that are experienced by children with dyslexia. | F-12 | 20 |
| Saskia Kohnen | Saskia is the Director of the Macquarie University Reading Clinic. Saskia's research focuses on acquisition of reading and spelling, and how to assess and effectively treat related difficulties. Saskia translates knowledge into practice at the Reading Clinic and with teachers and clinicians in Australia and overseas. | T-11, S-5 | 13, 26 |
| Tanya Lazarevich | Tanya has over 25 years' experience as a speech pathologist in education. Until recently she worked as a senior speech pathologist leading a large team in Adelaide. She's currently working as an Advisor Inclusive Planning for children with disabilities. Tanya's interests are in the relationship between speech, language and literacy. | S-8 | 27 |
| Suze Leitão | Suze is an Associate Professor at Curtin School University. She has worked for many years as a speech pathology clinician and researcher with children experiencing difficulties with oral language and literacy. She was recognised for her work through a Life Member of Speech Pathology Australia award in 2016. | T-2, F-17, S-17 | 11, 22, 30 |
| Alison Madelaine | Alison is a Senior Research Fellow within the MultiLit Research Unit and Clinical Director of the MultiLit Literacy Centres. She is currently involved in the development of whole class and remedial programs in reading, spelling and writing. Alison has taught in schools in Australia and the United States. | S-2 | 26 |
| Genevieve McArthur | Genevieve holds joint roles as Director of Research Translation at the Dyslexia SPELD Foundation and Professor at the Australian Centre for the Advancement of Literacy. She also heads a research group (the PRAX team) that is investigating the relationship between poor reading (PR) and anxiety (AX). | F-15 | 21 |

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| Kathryn McDiven | Details not available at time of printing. | F-2 | 18 |
| Emina McLean | Emina holds qualifications in speech pathology, adolescent counselling, youth mental health, public health, and education. She is currently completing her PhD. Emina is an English leader, instructional coach, professional learning provider, consultant, and lecturer. Emina's work focuses on ambitious and rigorous assessment, curriculum, and teaching practices in English/literacy. | T-10, F-16 | 13, 21 |
| Alison McMurtrie | Alison is the Product Development Manager at MultiLit. She has played a key role in the development of MultiLit programs, including the newly released SpellEx. Alison was awarded the LDA Bruce Wicking Award in 2021 for her contribution to the field of learning difficulties. | S-2 | 26 |
| Carla McNeil | Carla is Managing Director at Learning MATTERS, which empowers educators with evidence-based knowledge and instruction. Her background includes Classroom Teacher, School Principal, and University of Waikato Advisory roles. Carla is resolute in enhancing literacy achievements across New Zealand, sharing her knowledge and experience in change leadership to benefit all students. | F-3 | 18 |
| Fraser Milne | Fraser is the owner and lead designer at Smart Kids Education. He has over 20 years of experience creating classroom resources and is a passionate exponent of systematic synthetic phonics. | S-22 | 31 |
| Tsebe Wilfred Molotja | TW Molotja is an Associate Professor in the Department of Language Education in the School of Education at the University of Limpopo, South Africa. His research revolves around issues in Academic Reading, Academic Literacy, Multigrade teaching in primary schools, Assessment in Language Teaching, English language teaching methodologies, Developing Reading and Writing Skills in primary schools. | F-19 | 23 |
| Robyn Monaghan | Robyn is a speech pathologist with over 35 years of experience working in schools, hospitals, neurological rehabilitation, child health, and disability employment services. For the past 20 years, Robyn has focused her practice on assisting young people with severe literacy disorders. She is a co-creator of the Read3 literacy intervention program. | S-18 | 30 |
| Nadia Morcom | Nadia Morcom is a highly experienced learning and support teacher from Willoughby Public School in Sydney and tutor for SPELD NSW. She is a past recipient of the NSW Premiers Special Education Scholarship where she investigated fluency, comprehension and evidenced based programs for prevention and intervention. | T-19 | 15 |
| Natalie Munro | Natalie is an Associate Professor in Child Language Development and disorders at the Faculty of Medicine and Health, University of Sydney. She is an expert in improving communication outcomes for children and young people with neurodevelopmental conditions such as Developmental Language Disorder, Autism, and ADHD. | S-16 | 29 |
| Leah Myers | Leah has been in education for 11 years. Leah is currently completing her Master of Education through La Trobe University, specialising in Language and Literacy, and has mentored with the Think Forward Educators program. She is a tutor at the LTU School of Education and is passionate about educational equity. | F-2 | 18 |
| Courtenay Norbury | See Keynote Speakers | F-1, S-15 | 18, 29 |
| Kelly Norris | Kelly has worked as a classroom teacher, educational consultant, product developer and lecturer in the areas of mathematics, reading and inclusive education, with a particular focus on students experiencing learning challenges. She is particularly invested in translating scientific research into actionable strategies and resources for teachers. | F-18 | 23 |

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| Anna Notley (Desjardins) | Anna holds a Research Masters in Linguistics (University of Amsterdam) and a PhD in Cognitive Science, focusing on child language acquisition (Macquarie University). She currently works for MultiLit as a senior product developer and member of the research unit responsible for testing the effectiveness of MultiLit's programs. | F-6 | 19 |
| Voon Pang | Voon is a speech language therapist living in Auckland, Aotearoa/New Zealand. He currently works in private practice specializing in working with people who stutter and students with language and literacy related difficulties. With great assistance from Liz Gibson, Voon adapted DSF's Clever Kids Program into a weekend camp format. | T-2 | 11 |
| Nicole Patton Terry | See Keynote Speakers | T-1, F-14 | 11, 21 |
| Brendon Peisley | Brendon works in rural Victoria as a Mathematics teacher. He has a vested interest in evidence-based pedagogy and is studying psychology. Brendon began his academic career studying medicine at Melbourne University. A change of heart led him to education and he completed his Master of Education at Melbourne University. | T-4 | 11 |
| Premadevi d/o Perumal | Premadevi is an Educational Therapist at the Dyslexia Association of Singapore (DAS), providing remediation in literacy skills for children aged 7 to 16. She is also a facilitator in DAS' tertiary level study skills and writing programme. She is currently pursuing her Masters in Developmental Psychology. | S-11 | 28 |
| Simmone Pogorzelski | Simmone is a lecturer and researcher in the School of Education at Edith Cowan University in Perth, Western Australia. She has extensive experience designing and evaluating literacy programs and supporting teachers to implement effective reading instruction. Simmone's research interests focus on children's language and literacy development, reading difficulties, and intervention. | T-12 | 13 |
| Sarah Powell | See Keynote Speakers | F-13, S-6 | 21, 27 |
| Bartek Rajkowski | Bartek is a speech-language pathologist with extensive experience in literacy. He is the director of Adelaide Speech Pathology Services and the creator of ReadingDoctor software. In 2020, he received LDA's Mona Tobias Award in recognition of his 'outstanding contribution to Australian education of people with learning difficulties'. | T-20 | 15 |
| Jessie Ricketts | See Keynote Speakers | T-7, S-14 | 12, 29 |
| Valeria Rigobon | Valeria is a researcher in the Australian Centre for the Advancement of Literacy and a Lecturer of Literacy at Australian Catholic University. Her research investigates individual differences in literacy development of skilled readers, learners of English as an additional language (EAL), and students who have/may be at risk for dyslexia. | S-7 | 27 |
| Emma Rutherford | Emma is co-founder of the SunLit Project and leads the Diocese of Ballarat's (DOBCEL) Structured Literacy Team that supports over 80% of the diocesan primary schools to embed evidence-based literacy instruction. Emma and her team are proud to collaborate with La Trobe in this exciting research. | F-2 | 18 |
| Andrea Salins | Andrea is a postdoctoral researcher at the Australian Centre for the Advancement of Literacy, ACU. Her research focuses on literacy and math development in children with and without hearing difficulties. She is also interested in how children's reading and math abilities interact with their emotional health. | S-13 | 28 |
| Julie Scali | Julie is the Director of Literacy Impact, specialising in literacy improvement and learning difficulties, supporting schools Australia wide with PL and consultancy in structured literacy. She has 24 years of experience in primary education and leadership settings in Perth and the UK, including 8 years as a Deputy Principal. | F-4 | 18 |

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| Tanya Serry | Tanya works in the School of Education at La Trobe University. She is the co-founder and co-director of the SOLAR Lab (Science of Language and Reading). Tanya's research and teaching is focused on language, literacy and learning and the implementation science behind systemic changes within schools. | T-8, T-18, F-16 | 12, 15, 21 |
| Olivia Sftcopolous | Olivia is an Associate Lecturer in the School of Education at La Trobe University. She is passionate about evidence-based literacy and language instruction, equity and inclusion in education. Olivia is a Subject Tutor at La Trobe's Shepparton campus in a range of Early Childhood and Primary Education subjects. | F-2 | 18 |
| Kym Simoncini | Kym is an Associate Professor of Early Childhood and Primary Education. She worked in primary schools in Australia and England before moving to higher education. Kym has worked for many years on projects in Papua New Guinea that aim to improve literacy teaching and learning in elementary schools. | T-18 | 15 |
| Reid Smith | Reid is a teacher involved in the development of curriculum. He is CoCEO of Ochre Education and a PhD candidate with La Trobe's Science of Language and Learning (SOLAR) Lab. | T-9 | 12 |
| Karen Smith-Lock | Karen is a speech pathologist, linguist and psychologist. She is an Adjunct Research Fellow at Curtin University and Director of KSL Language & Literacy, which provides professional development for teachers and speech pathologists. She has extensive experience working with children with language and literacy needs in schools and private practice. | T-6 | 12 |
| Rachel Smoker | Rachel is a classroom teacher, literacy leader and coach at Greenfields Primary School. Her teaching and leadership have contributed to Greenfields becoming one of only five primary schools in Western Australia recognised as a Centre for Excellence in Literacy. | F-11 | 20 |
| Pamela Snow | Pamela is Co-Director of the Science of Language and Reading (SOLAR) Lab in the School of Education at La Trobe University, Victoria. She is a speech-language pathologist and registered psychologist and her research concerns ways of promoting best practice in reading instruction and support. | T-8, T-18, F-16 | 12, 15, 21 |
| Holly Southwell | Holly is a key member of the Diocese of Ballarat (DOBCEL) Structured Literacy Project management team, one of the founding SunLit Project practitioners and an experienced primary teacher and literacy interventionist | F-2 | 18 |
| Caitlin Stephenson | Caitlin is a speech-language pathologist. She has worked across foundation - year 12 settings including both mainstream and specialist schools. She delivers assessment, intervention, capacity building for teachers, and co-delivery with teachers in the classroom. She is currently a PhD candidate in the SOLAR lab at La Trobe University. | F-16 | 21 |
| Lauren Sullivan | Lauren is the Course Coordinator of the Master of Speech Pathology at Flinders University. She has been a Certified Practising Speech Pathologist for over 25 years and is a passionate educator, with interests in supporting children with language and literacy difficulties. | S-8 | 27 |
| Nathaniel Swain | Nathaniel is a teacher, instructional coach, and writer. He is a Senior Lecturer in Learning Sciences and Learner engagement at the La Trobe University School of Education and SOLAR LAB. He has developed key subjects in the revised LTU courses and is founder of Think Forward Educators. | T-8, F-2 | 12, 18 |
| Anna Taylor | Anna is a speech pathologist who has worked extensively with children with Developmental Language Disorder. She now works as MultiLit's Speech and Language Specialist while concurrently completing her PhD at Curtin University, researching the oral language, psychosocial and academic profiles of children in the early years of school. | F-6, F-17 | 19, 22 |
| Dean Thompson | Dean has been working in the field of Primary School English and whole school improvement for nearly twenty years. He is a recognised international expert in the teaching of both reading and writing and was involved in developing the highly effective Improving Schools Programme in the UK. | T-3 | 11 |

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| Kathryn Thorburn | Kathryn is the owner of Language and Learning. She provides implementation support to the team implementing NELI as a Tier 1 and Tier 2 program. Kathryn is an experienced member of school leadership teams with qualifications in Speech Pathology, Teaching and Special Education who currently provides consultative support to schools. | S-4, S-16 | 26, 29 |
| John Walker | John is the founder and CEO of Sounds-Write and one of the co-authors of the programme. John has been a qualified teacher, university lecturer and teacher trainer for over thirty years, teaching English language and literature in many different countries and settings. | T-21 | 15 |
| Ferne Watson | Ferne is a Deputy Principal at Clifton Hills Primary School in Kelmscott. Her strengths and interests are in change management, instructional leadership and using data as a vehicle for improving student outcomes. | S-21 | 30 |
| Lisa Watts | Lisa is a Registered Psychologist and a popular Sounds-Write trainer working for DSF. In addition to training teachers, speech pathologists and prospective tutors in the Sounds-Write program, Lisa runs a wide range of workshops in the fields of literacy development and learning difficulties. She is DSF's Tutor Manager; overseeing the activities of 165 specialist literacy teachers and, as a DSF Psychologist, provides consultations and assesses students and adults with learning difficulties. | T-21 | 15 |
| Tessa Weadman | Tessa works as a lecturer and researcher in the School of Education at La Trobe University. She is a member of the SOLAR Lab (Science of Language and Reading). Tessa's research interests span across preschool and school-age language and literacy development. | T-8, T-12, F-16 | 12, 13, 21 |
| Signy Wegener | Signy is a Lecturer with the Australian Centre for the Advancement of Literacy. Her research investigates how children learn to read and spell words. She is particularly interested in the role of oral vocabulary and the timing of reading experiences on written word learning. | F-17 | 22 |
| Robert Wells | Robert is a lecturer at Curtin University. His research investigates access to speech pathology services. His clinical work focuses on supporting children with Developmental Language Disorder within the education sector. Robert's work reflects his ongoing interest in supporting families to access services in a timely and equitable manner. | T-2, S-16 | 11, 30 |
| Robyn Wheldall | Robyn is a founding Director of MultiLit Pty Ltd and Deputy Director of the MultiLit Research Unit. Holding a PhD in Special Education from Macquarie University, she has extensive experience in the research and implementation of evidence-based literacy programs and interventions and is currently a Vice-President of LDA. | F-17, S-2 | 22, 26 |
| Kevin Wheldall | Kevin is the Chairman of MultiLit Pty Ltd and is the Director of the MultiLit Research Unit (MRU). He has been researching in the area of language, behaviour and reading difficulties for over fifty years. He is an Emeritus Professor at Macquarie University. | S-2 | 26 |
| Adrienne Wilmot | Adie is a PhD student in the Curtin School of Population Health. Adie's PhD research is focused on understanding mental health concerns among children and adolescents with dyslexia. Adie takes a neurodiversity lens and strengths-based focus to her research and is passionate about research involving community partnerships. | T-2 | 11 |
| Rebekah Winning | Rebekah is a Deputy Principal and English Coach at Serpentine Primary School. Her passion and expertise in evidence-based practice has led to the school being the only Western Australian primary school to be selected for the Grattan Institute's report, Ending the Lesson Lottery: How to Improve Curriculum Planning in Schools. | F-11 | 20 |

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| Fiona Woo Pui Kwan | Fiona is the Principal Educational Therapist with the Department of Child Development at KK Women's and Children's Hospital. She is an Associate Educational Therapist with the Association of Educational Therapists (USA). She advocates for children to learn in a fun and enjoyable manner using evidence-based strategies. | S-20 | 30 |
| Shannon Wright | Shannon is a dedicated school principal with a decade of transformative leadership who is committed to fostering a nurturing and stimulating environment for early childhood education. He has effectively implemented effective, synthetic phonics programs at multiple schools, ensuring students have strong foundation skills for their literacy. | F-8 | 19 |
| Bernadette Yeo | Bernadette is a dual-qualified speech pathologist and educator working with the Armidale Catholic Schools Office in regional NSW. She is a strong advocate for students with severe language and literacy difficulties, ensuring that the intensive, individualised instruction they need is carefully planned for and resourced sustainably within schools. | S-18 | 30 |





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