

# TEACH THEM ALL AS IF THEY WERE DYSLEXIC AND YOU TEACH THEM ALL BETTER



Registration from 8.30am  
\$250pp (10% discount applies to group bookings over 5 people)  
Morning tea and lunch provided

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**Following the SA Department for Education Literacy Guarantee Unit online event in September (over 4500 viewers worldwide) this event will be held live in Adelaide on 12th March 2021.**

Research into effective intervention for students with Dyslexia has shed light on how reading and spelling should be taught to all students in all schools. The pioneering work of Dr. Samuel Orton and his colleague Anna Gillingham in the 1930s and 40s, gave us the essential ingredients for effectively teaching students with dyslexia: Phonological Awareness training, Structured, Synthetic Phonics, a cumulative, fine grained progression through the main ingredients of the English Orthography and ample opportunity for drill based revision to the point of overlearning.

In decades since, a convergence of research findings has shown how Orton and Gillingham were spot on. As it turns out, this is the most effective way to bring essential literacy skills to all students. Without the benefit of technology to watch the brain as it reads, Orton and Gillingham's methods showed incredible insight into disorders of reading and how to best remediate them. Finally, in Australian schools there is a growing move to base literacy instruction on this research and cast aside teaching methods based on damaging and disproven ideologies.

In this training, Bill will cover what evidence based wave three, intensive intervention looks like, the why and how of its various elements and how these same methods are being used in classrooms to enrich classroom teaching at wave 1 with stunning results. Bill will show footage from inside South Australian classrooms as well as footage of his own intervention teaching to demonstrate how the same evidence-based approaches look in these different settings.

Following this, the focus of the day will shift to the leadership necessary to bring this change to classrooms. A group of exceptional leaders from Angle Vale and Salisbury Primary Schools will talk about the curriculum leadership and their strategic data driven planning. Travis Bartlett, Founder and Director of Progress Educational Consulting will lead a live conversation with educators from these schools to unpick exactly what happened in these schools to bring the results. This will be followed by a Q&A from the audience to an expert panel.

## BILL HANSBERRY



Working in private practice at Fullarton House, Bill mentors young people who live with a range of challenges such as learning disorders, behavioural difficulties and young people who are just doing it tough. Alongside this work, Bill has the privilege of supporting and mentoring teachers, school leaders and parents, assisting them to work together to meet the needs of these students. Bill consults to schools

to develop effective behaviour management approaches and has written internationally published books in the area of Restorative Practices in schools.

Bill specialises at Fullarton House in teaching students with Dyslexia and offers training for schools in the area of Specific Learning Disorders.

Bill runs the popular Teaching Students with Dyslexia (TSD) suite of trainings for those wishing to work as a Specialist Multisensory Literacy Teacher. Bill has co-authored The Playberry Dyslexia Solutions Multisensory Literacy Program with Alison Playford. Playberry® is being used in Schools and centres across Australia as a wave 3 intervention. Bill has also developed the Word Cracker suite of morphology resources with Sally Andrew. Bill advocates for evidence based teaching of reading and spelling in schools and better recognition of SLDs. He was featured in the Australian Dyslexia documentary 'Outside the Square' and the upcoming Code Red 'Read my Frustration' feature program.



## TRAVIS BARTLETT



Travis supports schools to take professional learning innovation from 'something we did at PD' to 'something we do as a school'. His works closely with schools to develop ways of teaching, and leading, that over time become your school's educational DNA. A Culture of Inquiry evolves that is embedded in collaboration, determination, and PROGRESS FOR ALL.

At the centre of his work is a relentless focus on teacher development, teachers who are evidence-informed and know their impact. The collection and analysis of progress data is purposeful, with teachers learning to utilise this evidence of learning to inform their practice, as they respond with agility to identified areas of need. His work supports high functioning learning organisations to back themselves, able to present a coherent, evidence-informed case when asked 'why and how' they do what they do.

Travis works with schools as they develop a commitment to holding the line on a handful of high-impact teaching strategies that see teachers move from 'good' to 'great'. The evidence is clear: when schools become a collective of data literate professionals, where evidence of impact is viewed as the beginning of the conversation, not the end, student learning success is accelerated.



**ANTHEA SKOUMBROS**

Teacher - Salisbury Primary School



**CAROL SCERRI**

Principal - Salisbury Primary School



**KATE MARSCHALL**

Literacy Coordinator, Angle Vale Primary School



**LEAH DRAPER**

Deputy Principal - Salisbury Primary School TSD Graduate Primary School



**SHARON RICH**

Principal - Angle Vale Primary School



**SHARON REED**

Teacher - Angle Vale Primary School



**LOUISE HANRAHAN**

Literacy Coach, Literacy Guarantee Unit, SA Department for Education. TSD Graduate