

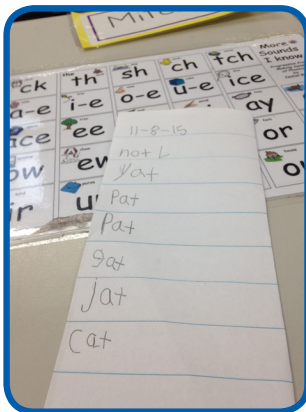
Research and Development

The service conducts and supports the research, development and trialling of evidence based practices for speech, language and associated literacy by establishing collaborative partnerships with schools and universities.

The West Coast Language Development Centre develops and/or trials assessment tools, programs, strategies and resources that support the development of speech, language and literacy. The service makes links to mainstream schools and universities during the development and trialling phase. The research and development projects and programs are utilised by the Outreach services to inform practices within and across mainstream schools.

Research and Development Service Principles:

1. Research and development is conducted collaboratively through joint project teams from the Language Centre and mainstream. Links are made to universities and other agencies when appropriate.
2. Resources utilised and/or developed are based on research and justifiable practice evidence.
3. Developed resources are made available to schools through district professional learning or school-based workshops.



Contacts

PRINCIPAL

Catherine Regan

catherine.regan@education.wa.edu.au

WESTCOAST LDC - OUTREACH

ASSOCIATE PRINCIPAL

Deborah Silverlock

deborah.silverlock@education.wa.edu.au



OUTREACH OFFICE

**9 Earn Place
Hamersley, W.A. 6022
Phone: 9462 9580**



**West Coast
Language Development
Centre**

Changing Futures

Outreach Service Information Brochure

**Working Together
to
Change Futures**



Department of
Education

Our Purpose

The Language Centre intensive early intervention, outreach and research and development services are focused on maximising the learning of students with language disadvantage, difficulties or disorder.

Vision

Early Intensive Intervention

All students achieve maximised academic and social learning outcomes through evidence-based intervention strategies delivered by highly effective staff.



Outreach

The Outreach service responds to the distinctive needs of public primary schools with a focus on improving speaking, listening and early literacy learning for students with language difficulties, differences and disorders.

Guiding principles

- Provide every student with a pathway to a successful future.
- To assist early years' educators in participating schools to implement targeted strategies to address the speech and language needs of their students.
- To model strategies to the educators to work with small groups or individual students.
- To offer quality advice to mainstream teachers where a student requires language assessment for intervention.

- To build key leadership within schools and across networks of schools in the area of speech, language and the acquisition of social skills and literacy.
- To be guided by and inform research.
- To focus on closing the gap between Aboriginal and Non-Aboriginal students.
- To raise the standards of student learning for those with language difficulties, differences and disorders.



School Based Services

Schools are invited to apply for services each year. Each school is allocated a support officer who negotiates key outcomes and service requirements that are documented in a Service Agreement.

Services are prioritised by the following:

Priority 1:

Schools that have a focus on building in-school specialised leadership capacity and sharing that capacity focusing on oral language, the links to literacy and the impact of disorder or disadvantage.

Priority 2:

Schools requesting capacity building in oral language into early literacy teaching skills among early years' staff without a focus on leadership development.



The emphasis is on sustainable capacity building of teacher, school and system to deliver high quality learning opportunities.

Services may include but not exclusive to:

- Delivery of professional learning at a district and school level.
- School based face to face services with teachers and administration staff.
- The Key Language Leadership Program.
- WebEx online learning/training for metropolitan, country and remote schools.
- In class modelling
- Assessment analysis using centre designed tools, standardised language assessments or On Entry data.



Transition to mainstream

The Outreach service oversees the transition to mainstream program for exiting LDC students.

Teachers/schools of exited LDC students are invited to a full day of training in term 1, of each year. The professional learning opportunity aims to support mainstream teachers who have students with language difficulties within the classroom. It also supports teacher understanding of the programs, assessment and reporting rubrics used within the WCLDC in the areas of language and early literacy.

Support officers are available for teacher consults to develop their understanding of how best to support the learning needs of any ex LDC student, within the public schooling system. Schools do not need to have a service agreement with the WCLDC Outreach to access the expertise of the service's support officers.