



THE UNIVERSITY
of ADELAIDE

150
YEARS

Professional and Continuing Education

Teaching Phonics

Embed systematic synthetic phonics instruction
with our research-grounded micro-credential.



make
history.

Build strong foundations. Foster fluency and comprehension. Ignite a passion for learning.

Estimated time commitment 48 hours of learning

Duration Self-paced

Delivery mode Online

Start date Please refer to the website

Cost Free

Program overview

Are you looking for ways to help your students bridge the gap between letters and their sounds? Phonics is the cornerstone of literacy, yet many teachers do not feel confident at teaching phonics in a systematic and explicit way. This course provides insights into the teaching of phonics for both primary and secondary teachers and identifies the critical evidence-based strategies and practices that support student learning, using the latest research. You'll take a deep-dive into the theories that underpin phonics and the contemporary instructional approaches that can support you to embed systematic synthetic phonics into your daily practice, including with diverse cohorts of students. You will also consider the position of phonics within a broader literacy program. Supported by an online community of peers, you will connect with other educators across Australia and leave better prepared to help your students develop the phonics skills they need.

We have engaged with the research and identified a multitude of practices that can help you design and deliver engaging and effective phonics lessons to students with a range of learning needs. Throughout the course, you'll add a range of invaluable practices and other resources to your teaching toolkit. With our flexible, self-paced design, you can also tailor your learning journey to fit your unique schedule and needs.

Key learnings

- Our Teaching Phonics course is aligned to the Australian Professional Standards for Teachers at the highly accomplished level, with a focus on evidence-based strategies tailored for today's dynamic classrooms. You will explore contemporary, evidence-backed strategies for systematic phonics instruction to supplement and enhance other areas of literacy education, such as writing, spelling, reading comprehension, vocabulary and grammar. You'll also:
- develop familiarity with core systematic synthetic phonics research, knowledge, and terminology (including the links between phonological awareness and phonics)
- engage with assessment and screening methods of phonics understanding
- enhance your knowledge of a range of explicit teaching strategies for phonics and reflect on their efficacy

- examine and refine your practice through an optional Action Research project
- connect with an active online community for discussion and reflection
- engage with, share and contribute to a repository of relevant teaching resources
- work toward a potential credit pathway for post-graduate study at the University of Adelaide.

Is this course for me?

The micro-credentials are designed for Australian-based school-teachers (early years, primary and secondary), school leaders, other education professionals within the school setting and pre-service teachers.

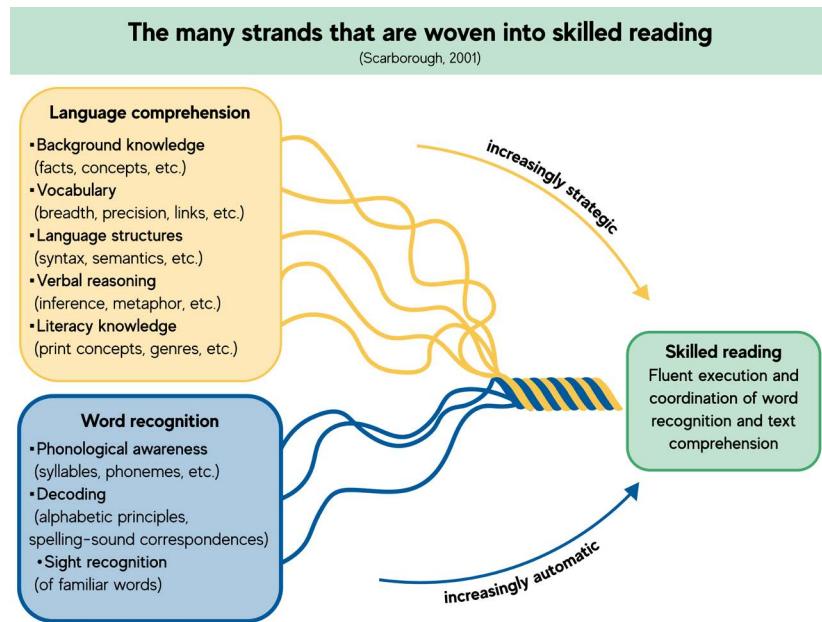
How will I benefit?

This program will expand your understanding of how to effectively teach phonics to diverse cohorts of students. A solid grasp of how to teach phonics will further boost your confidence in using contemporary and evidence-based practices across all your literacy programs. This knowledge can translate into greater awareness of the importance of phonics when teaching reading and writing, as you witness firsthand the positive impacts on your students. You will feel prepared and assured to support learning with access to a well-structured repository of resources and a framework for teaching phonics. Completing this micro-credential can also count towards the annual 20-hour professional learning requirement for maintaining your teacher registration.

How will my students benefit?

We know that learning happens most efficiently when teaching is clear, systematic and guided with intent. Students benefit significantly from the application of the evidence-based strategies to develop their understanding of phonics. These strategies support students to decode with automaticity and develop their overall literacy skills. Students benefit from explicit teaching of letter-sound relationships, and phonics knowledge helps your students develop the foundations for vocabulary growth, comprehension and reading fluency. This encourages engagement and makes the learning process more efficient and enjoyable.

The structure of the modules is premised on Scarborough's Reading Rope, as outlined in the diagram below. Multi-Tiered System of Supports (MTSS) is used to position the different levels of support that may be required for different students at different points in time.



Module 1

Foundations of phonics

- Elements of reading
- Phonological awareness
- Phonemic awareness
- Phonics
- System approaches to phonics
- A whole-school approach to teaching phonics

Module 2

Assessment for phonics understanding

- Skills to measure in phonics assessment
- Formal assessment of phonics
- Informal assessment of phonics
- Using data to inform planning
- When to seek support
- A whole-school approach to assessment of phonics

Module 3

Planning and implementing phonics teaching

- Introduction to planning a phonics lesson
- Phase 1 of a phonics lesson
 - Review prior learning
- Phase 2 of a phonics lesson
 - Teach new content
- Differentiated phonics instruction
- Phonics in a literacy program
- A whole-school approach to planning and implementing phonics teaching

Module 4

Targeted phonics support

- Phonics instruction for older students
- Phonics instruction for Aboriginal and/or Torres Strait Islander students
- Phonics instruction for EAL/D students
- Phonics instruction for students with disabilities that can impact learning
- Working with families, communities and specialists
- A whole-school approach to targeted phonic support

How will my organisation benefit?

When educators are equipped with a developed understanding of phonics and effective instructional techniques, they are better positioned to enhance student learning outcomes in literacy. School leaders can use the micro-credential to support implementation of a whole-school approach to teaching phonics by encouraging all teachers to undertake the micro-credential together. The readings, tasks and strategies can form the basis for ongoing critical conversations of professional learning teams to share practice.

Background

In 2022, the Quality Initial Teacher Education Review suggested that short courses could help teachers to upskill, particularly in areas where they feel underprepared, such as managing classrooms, using explicit teaching strategies and teaching phonics. In response, the Australian Government has selected the University of Adelaide to develop evidence-based micro-credentials so that teachers in all stages of their careers can upskill in these areas of need with minimum disruption to their work capacity.

This program is funded by the Australian Government Department of Education.

Enrol today at ua.edu.au/microcredentials-teaching





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Kaurna acknowledgement

We acknowledge and pay our respects to the Kaurna people, the original custodians of the Adelaide Plains and the land on which the University of Adelaide's campuses at North Terrace, Waite, and Roseworthy are built. We acknowledge the deep feelings of attachment and relationship of the Kaurna people to country and we respect and value their past, present and ongoing connection to the land and cultural beliefs. The University continues to develop respectful and reciprocal relationships with all Indigenous peoples in Australia, and with other Indigenous peoples throughout the world.