

Learning with the Body in Mind:

Course 1: Developing Foundations and Assessing Readiness for Learning
(2-day professional learning opportunity).



Developing Foundations and Assessing Readiness for Learning in Schools is a programme for primary, ECE and secondary educators. Participants learn to identify and address neuro-motor and sensory immaturity that can underpin student learning challenges and difficulties in school environments.

Aim: This course provides participants with fundamental knowledge about neuro-motor and sensory immaturity, how it impacts learning and function and what educators can do to help address it to support learning in a school environment.

Outcomes:

Participants will:

- Learn about:
 - physical (neuro-motor and sensory) foundations for learning and development from birth to School age'
 - why that period of development is so important for later learning, function and academic success,
- Understand:
 - the impact of developmental immaturity on learning in early childhood, primary and secondary school settings,
 - how this program supports delivery of the Australian Curriculum,
- Learn how to:
 - screen for and address neuro-motor readiness for learning in educational settings,
 - use the concept and principles of neuroplasticity to revisit and address neuro-motor and sensory immaturity to support learning in their educational setting using a research proven, daily exercise and movement program.
- Gain continuing professional learning experiences aligned to AITSL standards.

AITSL standards addressed in this course:

Suitable for Graduate, Proficient, Highly accomplished and Lead teachers

Certificate of attendance and completion of the program will be provided (12 CPD hours under QCT guidelines).

Domains of Teaching	AITSL Standards	Focus area	Connections in the course
Professional Knowledge	<p>1. Know students and how they learn</p> <p>2. Know the content and how to teach it</p>	<p>1.1 Physical, social and intellectual development and characteristics of students</p> <p>1.2 Understand how students learn</p> <p>2.3 Curriculum, assessment and reporting (tie in with HPE curriculum and general capabilities)</p> <p>2.5 Literacy and numeracy strategies</p>	<p>Physical: neuro-motor and sensory development as foundational for learning. How does postural development, neuromotor and sensory development/maturity impact on learning?</p> <p>How the screening tests and program align with the HPE curriculum and general capabilities in the Australian Curriculum. Identifying key neuro-physical and sensory foundations required for reading, writing and numeracy – applying knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement.</p>
Professional Practice	<p>3 Plan for and implement effective teaching and learning</p> <p>4 Create and maintain supportive and safe learning environments</p> <p>5 Assess, provide feedback and report on student learning</p>	<p>3.2 Plan, structure and sequence learning programs</p> <p>3.3 Use teaching strategies</p> <p>3.6 Evaluate and improve teaching programs</p> <p>3.7 Engage parents/carers in the educative process</p> <p>4.1 Support student participation</p> <p>4.2 Manage classroom activities</p> <p>4.3 Manage challenging behaviour</p> <p>5.1 Assess student learning</p> <p>5.4 Interpret student data</p>	<p>How to implement the INPP Schools program in the educational environment.</p> <p>Gather and utilise screening and performance data to evaluate and improve the teaching program.</p> <p>Providing basic information for parents and carers about the role of the body in learning success.</p> <p>How addressing neuro-motor and sensory immaturity can support student participation, help manage classroom activities and challenging behaviours.</p> <p>Using the INPP school-based screening protocol to assess foundational aspects of learning and interpreting that for educational purposes.</p>
Professional Engagement	6 Engage in professional learning	<p>6.2 Engage in professional learning and improve practice</p> <p>6.3 Engage with colleagues and improve practice</p> <p>6.4 Apply professional learning and improve student learning</p>	<p>A cross-section of educators across the field of education with varying experience participate in this course. Colleagues train together, collaborate in learning about and implementing the programs.</p>

Domains of Teaching	AITSL Standards	Focus area	Connections in the course
	7 Engage professionally with colleagues, parents/carers and the community	7.4 Engage with professional teaching networks and broader communities (professions)	Participants also gain access to networks providing ongoing mentoring support/coaching in this area of work including the Australian INPP lead trainer and other professionals within the broader community associated with addressing neuro-motor and sensory development to support learning.

Delivery: Face to face delivery. This is “body” work and needs to be experienced by the participants in real life. The screening tests are physical tests and the exercise program involves physical activities and exercises. Participants need to be able to experience the program themselves to gain better understanding of the impact of the program on participants. Training can be delivered on-site in schools, or in a suitable venue to be negotiated.

Day 2 is practice day and involves testing and exercise procedures that are floor based, require physical movement and some flexibility. Participants are advised to wear comfortable clothing and be able to remove their shoes for the activities (barefoot rules!).

Maximum number of participants per workshop is 20, minimum is 6.

Resources: Each participant requires a copy of “Assessing Neuro-motor Readiness for Learning” by Sally Goddard Blythe. These can be supplied by *Integrating Thinking*. Participants are supplied additional learning resources and materials for course completion.

Course Programme

Developing Foundations and Assessing Readiness for Learning

Day 1 (9:00 am to 4 pm):

Session 1: Foundations of Learning: the body learns first, teaching the brain how to learn:

- Theoretical background and research behind the screening and school movement program;
- An introduction to neuro-developmental concepts: the theory and developmental model of learning;
- Movement, sensory development and connections with learning:
 - What is Neuro-motor & Sensory maturity?
 - How does attention, balance and co-ordination impact learning?
 - Visual and auditory perception and processing matter.
 - Development, experience and learning trajectories.

Session 2: Fitting the school setting:

- How do we screen for neuro-motor(NM) readiness for learning in a school setting?
- How do we address NM & Sensory immaturity in the program in schools?
- Australian Curriculum connections.
- Data collection: pre and post program data collection.
- How does this impact our learning and teaching programmes?
- On-going support/learning and coaching options: making the PD real, deliverable and sustainable.

Day 2 (9:00am to 4 pm):

Session 1: The how and what of neuro-motor & sensory maturity screening using the INPP Schools Protocol:

- How to conduct screening tests
- How to interpret results and plan for program implementation
- How to check for progress

Session 2: The what, how and why of the movements in the INPP Schools program.

- Practicing the movements, experiencing the movements and discussing the implications for practice
- Review& reflections: What’s next? Q & A

Presenter:

Dr Christine Mensinga-Payard – Neuro Developmental Educator.

B Ed (Hons), M Ed Studies (Lang & Lit), PhD, GAICD.

Neuro-Developmental Therapy (INPP).

(Director *Integrating Thinking*, INPP Australia Principal)



Christine is a registered teacher and education specialist with research interests in literacy education, student thinking and learning, teacher professional learning and learning support. She has over 25 years of experience in education and business management.

Christine has worked with pre-school, primary, secondary and tertiary students in many different contexts including private and state schools, University and TAFE institutions and in private practice. She has recently worked with Brisbane Catholic Education as an Education Officer – Curriculum, providing support for schools in implementing the Australian Curriculum and developing teacher capacity in literacy and numeracy education across the curriculum. Christine has also worked with James Cook University, Cairns, as a project officer in the School of Education assisting working on reaccreditation processes for University Education programmes as well as in the Division of Academic and Student Life.

Christine provides individual neuro-developmental consultancy services in her practice in Smithfield where she works with children, adults and families experiencing and living with learning and functional challenges. She also trains professionals, including allied health providers, general practitioners, educators and others in identifying and addressing neuro-motor and sensory immaturity including use of the INPP™ Method. Christine is the appointed Australian Principal for INPP International.

Professional learning investment:

Two days of professional learning with Australia's leading educator in this work:

- **Standard fee per participant: \$567 (including GST)** for
- **Group rates and bookings** are available for groups of participants from the same institution, please email us for details (Conditions apply).
- **Text book cost: approximately \$115.00 (plus GST)** – price may vary with publisher's costs and numbers.

Note: Costs are for training and materials only and do NOT include meals or snacks. Catering can be negotiated and will involve additional fees.

Cancellation terms and conditions apply. Please contact us for further information.

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