

INTERVENTION SUPPORT TRAINING

For student support officers and teachers

VENUE: Forbes Primary School
80 Thomas St, South Plympton SA 5038

DATE: 15 – 16 March 2022

TIME: 8.30am – 4.00pm

COST: \$600 includes catering and training materials
Course is limited to 17 places

REGISTER: <https://backtofrontmaths.com.au/event/sa-ss0-1>

This course is ideal for:

- Student support officers who support students in mathematics individually or in small groups
- Learning support teachers, or those responsible for intervention programs

During this course, participants will:

- Observe small group lessons focused on diagnosing and/or fixing misconceptions
- Practise profiling students using the diagnostic tools and identifying individual learning needs
- Use the resources provided to plan and practise intervention lessons with small groups of students
- Participants will be certified to run Intervention Support using the *Interventions in Mathematics* series, for 3 years.



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INTERVENTION SUPPORT TRAINING

Our new *Intervention Support Training* provides student support officers and teachers with the opportunity to observe small group lessons, and practise techniques that provide effective support and enduring learning for students at their point of need.

When students fall behind in mathematics, it can be difficult to know what to do

Knowing students, diagnosing their misconceptions and determining exactly what they need next, is essential for providing targeted and effective support.



Working with small groups of students, we will identify their learning needs and demonstrate questioning techniques that help them to abandon misconceptions and understand new concepts.

*All participants receive 5 x Intervention training manuals, complete with diagnostic testing and lessons to target misconceptions, a set of 5 card games ideal for rotation groups, and our new stage testing and tracking materials for number concepts.

About our Trainer

Leah O'Neill is an implementation specialist. She offers highly practical solutions to issues raised by teachers and loves working directly in classrooms to demonstrate techniques. As a former head of curriculum, Leah mentors staff in a way that encourages ownership and deep thinking, as well as providing real answers to teachers' questions. She brings out the creativity in teachers, who leave her sessions bubbling over with new ideas to try. Leah is most experienced working with primary and early years teachers. She draws on extensive experience from her teaching and advisory roles, which include early childhood settings, small schools and learning support centres.

