1. Contact details:

2. Course title: Give your course a meaningful title (to a maximum of 60 characters) that is engaging and reflects content and purpose. Viewers must be able to relate the title of your course to their school / classroom situation. You can give it a working title which can be changed later.

3. Description of course content: Please provide a description of the course background, rationale, content and outcomes for participants (max 140 words). This will be used on flyers to promote your course. A general guide is 2-3 introductory sentences, followed by 3-4 bullet points to describe what participants will gain. Also state which states or territories the course is most relevant to, if not the national market.

4. Outline any research or methodology that underpins the course: Provide a brief account of any research or methodology that underpins the course in 2-3 sentences, e.g. The course uses a balanced approach to reading, drawing on a socio-cultural understanding of reading and literacy using the four roles of a reader (see Luke and Freebody, 1999).

5. National Professional teaching standards and specific delivery strategies: For each session in your course, please indicate the standards that it addresses. (Max 3-5 standards per course). e.g. Depending upon the subject matter, learning outcomes and number of participants, PETAA presenters use a range of classroom techniques, ranging from highly 'experiential' hands-on methods, open and structured discussion, practical written and spoken exercises to formal lectures. Briefly explain the main strategies you will use. eg

<table>
<thead>
<tr>
<th>Course Program and delivery strategies</th>
<th>Focus and content of the sessions</th>
<th>Standard descriptors at the Proficient Teacher level addressed by the session</th>
<th>Explanation of how the standard descriptors nominated will specifically be addressed within the session</th>
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</table>
| Session 1 (Prior to the session participants will be sent reading/s.) | - Overview of session (AITSL Standards, session outcomes etc.)  
- Participants share ideas on most influential factors in their writing programs. Link to reading  
- Introduce focus on knowledge about language and supporting the learner.  
- Theoretical links to practice: input on shifting from the spoken to written mode through critical conversation.  
- The teaching and learning cycle: The role of joint construction.  
- Focus on joint construction in a curriculum context: modelling a teaching sequence  
- View video on joint construction while participants complete viewing guide to | Understand how students learn 1.2.2 Structure teaching programs using research and collegial advice about how students learn | Complete pre-course reading/s and apply understandings to design of a teaching sequence. Provide and receive feedback from colleagues during group tasks before and after teaching.  
Design, implement and share strategies for supporting literacy development within the teaching sequence, e.g. development of metalanguage with students, thinking aloud, handing over the pen, think/pair/share, planning with |
Guidelines for proposing a PETAA course

6. **List any relevant Syllabus outcomes or references:** Please list here any state syllabus outcomes or references. Courses to be presented in Victoria or NSW must reflect the curriculum documents of that jurisdiction. Also include Australian Curriculum: English content descriptors eg. Australian Curriculum English Strand: Literature; Substrands: Responding to Literature, Examining literature, Creating literature.

7. **Course details:** Target group - be specific about the teachers who will most benefit from your course, e.g. K/P-6, Yrs 3-6, Grades 4-8. Indicate the maximum no of participants from your point of view. Course formats: Full-day session - 8.30am registration, 9am-3pm course (morning tea and lunch included). Afternoon session - 4pm registration, 4.30pm-7pm course (afternoon tea included). Also indicate if your course comprises multiple workshops.

8. **Course locations:** Please indicate where you would be willing to present this course. This is a guide only for the PLP committee to consider.

9. **Equipment requirements:** ONLY indicate equipment you will actually use. Equipment is expensive to hire. Your choices will determine which venues are suitable for your course. NB: Presenters will supply own laptops.

10. **Room arrangement:** Please indicate how you'd like your participants to be sitting - theatre, cabaret, boardroom or other.

11. **Notes/reading list:** All materials to be provided to participants before or during the course must be submitted to the PETAA office at least 10 days prior to the course to allow for timely distribution. Please ensure your materials are as brief as possible, ideally 4 pages or less. Please ensure that you use the PETAA workshop template.

12. **Professional biography:** Please write a one-paragraph summary of your qualifications, professional background, recent publications and anything else you would like potential participants to know about you. This information will be provided in marketing for your course and for our professional development program.
13. **Have you presented for PETAA before?** Please write the title of your latest course with us and year of presentation. If you have presented this course elsewhere please indicate this. If you have any presentations online or video footage of you presenting, please submit these or send a link so that we can access them.

14. **Referees:** Please provide names and contact details of two people you would be happy for us to contact as referees. It would be helpful to list referees who are familiar with your presentation style and the content of your courses.

Upon approval of the course proposal and confirmation of dates and venues, a contract will be issued. Please ensure the contract is returned prior to the session. This will ensure you receive payment in a timely manner.