



July 2018
Term 2

ANZCED News

AATD SA Committee

Exchange Opportunity

Editorial Board
Opportunity

Round the Traps

- Kim Adams, Study Tour

Upcoming professional learning opportunities

- RIDBC
- Victorian Deaf Education Institute
- CEASA

AATD SA Newsletter 2018

Welcome to the first AATD SA Newsletter for 2018. Thanks to Jasmine for doing a wonderful job of setting up the newsletter in 2017. This year, Sarah Lewis is editing the newsletter. Once again, the length of the newsletter is dependent on how many interesting articles are sent through to the editor, so please feel free to start sending your articles to:

sarah.lewis347@schools.sa.edu.au

ANZCED



The next Australian and New Zealand Conference for Educators of the Deaf (ANZCED) at the Adelaide Convention Centre is fast approaching.

We are very excited to catch up with fellow educators from around Australia, New Zealand and further abroad to explore and engage in current evidence-based best practice related to the education of deaf and hard of hearing children.

The program has been finalised and we are looking forward to using what we learn at the conference to be innovative in how we transform current practice into best practice.

DIARY DATES

JULY 12th to 14th	ANZCED Conference
August 23rd	Deaf Ed Seminar
SEPTEMBER 14th	Big Day Out
SEPTEMBER 23rd to 29th	National Week of Deaf People
OCTOBER 5th	World Teachers' Day
NOVEMBER 15th	Deaf Ed Seminar



AATD SA COMMITTEE FOR 2018

The Committee held its first meeting, after our AGM earlier in the year and part of the business was to elect office bearers. The new and continuing positions for 2018 are as follows:

President- Sandra Kelly

Secretary- Alison I'amafana

Treasurer- Nicola Capon

NAATD Representatives- Claire Loades & Melissa Phillips

CEASA Representative- Ros Senior & Jasmine Darrie sharing the role

Newsletter- Sarah Lewis

EXCHANGE OPPORTUNITY

Want to broaden your understanding of Deaf Education contexts internationally?



An opportunity has arisen for an Australian Teacher of the Deaf to participate in a job exchange with a Canadian Teacher of the Deaf. Jacqueline Meeks, from Alberta, Canada is looking for a teacher who would be interested in a job exchange during either January 2020 or 2021. The program is facilitated by the Victorian International Teaching Fellowship (VITF), with preparations and a matching placement needing to be organised in March of the year prior.

For more information on this exciting professional development opportunity, you can have a look at the VITF website or contact Jacqueline direct at jjmeeks7@gmail.com

EDITORIAL BOARD OPPORTUNITY

The Editorial Board of Deafness & Education International is being restructured. Expressions of interest are being sought from those who would consider a position on the new Board.

While the focus of the journal is on education, they are seeking a diversity of Editorial Board expertise including, but not limited to education, applied linguistics, psychology, social work, speech language pathology, audiology, and deaf studies. They strongly encourage people with lived experience of deafness to apply for an Executive Editor position

If you are interested in applying for an Executive Editor position, please email Rachel O'Neill (rachel.oneill@ed.ac.uk) and Julie Duncan (jill.duncan@newcastle.edu.au) a document no longer than three pages with your name and contact details addressing these eight criteria:

1. Qualifications
2. Editorial experience
3. Peer-review experience
4. Ability to access an extensive peer-reviewed journal database
5. Ability to provide strategic advice to Senior Editors
6. Ability to recruit and work alongside Associate Review Editors
7. Ability to review a min. of two manuscripts & or books /year
8. Ability and willingness to attend online biannual editorial meetings

Application close September 30th 2018

ROUND THE TRAPS

Study Tour

During the April holidays I was lucky enough, along with the leadership team, to spend the two weeks overseas visiting Deaf schools and Forest schools. After sports day finished on the last day of school we headed to the airport to start the 24 hour journey to Sweden.



Our first school was Manillaskolan. It had previously been a residential glorious old sandstone building on one of the many islands making up Stockholm. It is now a school for hearing children and luckily the taxi driver waited patiently while we tracked down the new buildings address.

The new building is round and completely enclosed with the equivalent of support services contained in there as well. A school for hearing children surrounds the school but they don't mix at all.

The Swedish system has nursery school with a peripatetic service. The families are entitled to 120 hours of access to sign language classes. Children are then referred to either the signing school for the deaf or the auditory/oral school for the deaf or a school for intellectual disability if you have multiple disabilities. Each city has local government that provides the schools for the area and so 5 schools are located across Sweden. Only one high school or gymnasium

exists and that is in Orresbro. The Swedes have a 1:4 ratio the same as us but a philosophy that the first language used everytime is Swedish sign. If there are oral students then someone voices for them if that is available in the school.

Manillaskolan is very strict on the use of sign language and we didn't see a lot of interaction between the students during classes. The most interactions we saw were whilst they were at OSHC. When we shared our video they were amazed to see classes sitting on the floor (they always sit at desks as they have lino floors). Our second school was in Orresbro, Birgittaskolan, and what a warm welcome we received. The feeling there was so much more relaxed and the school combined signers with auditory kids and those with other disabilities. Interactions happened all the time. The students asked questions. They weren't shy about asking us straight out whom we were and telling us about their school. It felt so much more like here in Adelaide. The principal is keen to keep contact with us as he moves towards a model like ours. We're hoping he will come to ICED 2020 in Brisbane as he had already booked his summer plans for the family and couldn't come to ANZCED. Orresbro is the most Deaf-friendly city as most of the population ends up settling there after finishing at the gymnasium.

My final Deaf school was Frank Barnes in London. Sandra Kelly and Marina Gallop had been touring England and we caught up at Frank Barnes. This school has been deliberately set up with the local hearing children. The hearing kids are learning BSL and play in the same space



but that is all the interaction at this point as the school's philosophy is that the young Deaf need to have enough language before mixing with the hearing community. The Deaf school is currently 2-11 year olds but the hearing part of the school is only at kindergarten, year 1 and 2. It is gradually building each year with a new intake at kindergarten (reception). The 2 year olds can attend one day per week while the 3 and 4 year olds attend full time. We would love to see that happen in SA.

The extra supports that are available in both Sweden and England include: speech pathology, OT, physiotherapy, counselling (in sign language), psychology. In Frank Barnes they also have a community liaison person to support parents and involve the Deaf community. Wouldn't it be wonderful to have such easy access to all of those services? I'll keep dreaming. The next places for me to visit include Hong Kong, Canada and Spain. I'll start saving my pennies for that escapade.

Kim Adams

AATD SA Member

DEAF EDUCATION PROFESSIONAL LEARNING OPPORTUNITIES



Webinars and online videos available from RIDBC
<https://shortcourses.ridbc.org.au/webinars/>

There is a library of webinars available through RIDBC with registration prices ranging from \$50 to \$100.

Upcoming topics include:

- Imaginative Play: A platform for learning in young children with hearing loss
- Positive strategies to develop the mental health of children and adolescents who are deaf or hard of hearing
- Assessing progress in young deaf children- why and how?
- Children with mild/moderate hearing loss- any problems?

Webinars available from the VDEI

<http://www.deafeducation.vic.edu.au/Pages/home>

The VDEI has a library of online learning resources that can be accessed at any time. Coming up, in July they are offering a face to face workshop, in Melbourne, on Utilising Personal Resilience Skills in Specialist Education.

UPCOMING CEASA PROFESSIONAL LEARNING

The Council of Education Associations of South Australia (CEASA) is hosting the 2018 South Australian Literacy and Numeracy Forum on Monday 27th and Tuesday 28th of August.

This year's theme is Game Changers in engaging learners in literacy and numeracy. On Monday, Eddie Woo will provide a keynote address focusing on numeracy, followed by concurrent workshops. On Tuesday, Misty Adoniou will deliver the literacy keynote address followed by concurrent workshops. Early bird registration for a single day costs \$90 and ends on August 3rd.

For more details on this event or other learning opportunities, you can look at CEASA's calendar of events at <https://ceasa.asn.au/>