



May 2020
Term 2

Presidents Report –
Sarah Lewis

AATD (SA) – New
Committee

2020 NAATD
Chairperson's
Report

ICED – Registration
information

Early Intervention
Service: Deaf/Hard
of Hearing

Congratulations!

In Loving Memory
of Myrle Jackson

Upcoming
professional
learning
opportunities

Welcome to the second newsletter for 2020

Welcome to the second edition of the Newsletter for 2020.

For those of you who are new to AATD South Australia Branch, this newsletter comes out at the end of each school term.

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

Leigh-Anne Edwards

leighanne.edwards826@schools.sa.edu.au

President's Report

18 March 2020 AGM- President's Report

Thank you for taking the time to attend the AGM, a milestone that gives us an opportunity to reflect on our work over the past year and set our committee and directions for the coming year. 2019 was a year that welcomed some new, returning and continuing members to our committees and I thank everyone for their support and work.

Progress from the previous year includes:

- Meetings with Ian May and Roley Stuart, consulting on the funding matrix being developed by the Department for Education.
- Meetings with Ian May and Roley Stuart to express our concerns with supports for DHH students in mainstream settings
- Professional development opportunities such as Visiting Fellow- Dr Amy Szarkowski, Trudy Smith for ToDs and mainstream teachers.
- The AATDSA website continuing to be developed and prepared for launch.
- World Teachers Day, where Jasmine Darrie received the AATDSA Award for Excellence and she was a finalist for the Educators Supporting Educators Award.
- A relationship with Susan Close being developed as she seeks time with representatives of our committee to discuss our concerns.

President's Report – Continue

Whilst the idea of learning and networking at ICED in Brisbane is still a very exciting prospect, I am aware we need to be aware of the current restrictions and health concerns in our world. We will need to watch this space and see if we will still be able to attend. An international conference on our doorstep is not an opportunity that comes around very often for Teachers of the Deaf but we will need to wait and see what happens and follow the advice of those that know more than we do.

I would like to say special thanks to the members of our organising committee for their contributions since our last meeting (and the many years before that for most).

- Mandy, handling all the minutes, bookings and emails throughout the year as Secretary
- Nicola for juggling the demands of Treasurer
- Sandra and Claire for representing SA at NAATD
- Ros for keeping us up to date with Educators SA business and representing our association at many of their events
- Jasmine for her innovation and tireless work alongside the PD committee in organising opportunities for both ToDs and mainstream teachers
- Leigh-Anne for collating an informative newsletter each term to reach-out to our members
- Alison and Mandy for helping to organise the nominations and awards for World Teachers Day
- Melissa for her contributions during committee meetings

Volunteering your precious personal time to read emails and attend meetings because it benefits Teachers of the Deaf in South Australia and ultimately, deaf and hard of hearing children is greatly appreciated by myself and I'm sure the broader profession. Thank you once again and I look forward to seeing what our 2020 committees and members will achieve this year.

Thank you.

Sarah Lewis

President

MEET The 2020 AATD SA COMMITTEE

Congratulations to the following people who, at the recent AGM, were elected to serve on the 2020/2021 committee. We would like to thank those continuing to volunteer their time on our managing committee. We welcome back Alison I'amafana after her time working away.



Sarah Lewis
President



Mandy Conner
Secretary



Leigh-Anne Edwards
Treasurer & Newsletter



Claire Loades
National Rep



Alison I'amafana
National Rep



Jasmine Darrie
Professional
Development



Ros Senior
Educator SA Rep



Nicola Capon
Committee Member



Melissa Phillips
Committee Member

Thank you!

We also would like to thank Sandra Kelly for her years of service to our committee. She has decided to take a break from volunteering in this capacity but is still an active member of the association and field here in South Australia.



Express of Interest

Prior to Sandra Kelly's leaving from the committee, she has been managing after the AATD (SA) website and social media. The committee would like to ask our member to express their interest on taking on the role of managing the AATD SA social media and developing the website. It would be ideally if you have a knowledge of online content management and digital literacy skills.

If you are interested in this position, please send an Express of Interest outlining your skills to and experience to the AATD SA President Sarah Lewis on aatdsa.president@gmail.com by 12th June 2020.



2020 NAATD Chairperson's Report

Dear Colleagues,

The 2019-2020 year has been a time of great anticipation as we prepared for the International Congress for Educators of the Deaf initially scheduled for July this year, and a time of challenge through drought, bush fires and a global pandemic! We have needed to come together to support our students as they perhaps lost homes through bushfire and then lost their daily school schedule as a result of national lockdown and I have heard from so many of you about the creative and diverse strategies you have implemented over the last 3 months.

For many of us in our day to day lives, and indeed tonight, we find we are spending most of our time online either Zooming, Skyping, Facetiming or on Teams connecting with each other. This has brought challenges of access, particularly for Auslan using students. We have shared some great resources with you such as those developed by Education Queensland and by Hear for You to help our students to understand and cope in the changed circumstances. More and more online resources are appearing that are captioned and/or interpreted in Auslan and our students are benefitting. Now, as always I am proud to be a teacher of the Deaf as I admire the way you have all adjusted to a new way of teaching with humour, compassion and skill.

The National Association has been working towards a range of projects over the past 12 months to support your work. We have been liaising with our Journal Editors Dr Jill Duncan and Rachel O'Neill to identify a global editorial review panel and extend the number of articles per edition- I think we have all noticed the improvement in the quality of the journal. We encourage you to visit the NAATD members section of the website to access the next edition of the journal as the physical copy publication date has been pushed back due to COVID 19. We also encourage you to visit the journal website and share the free articles with your colleagues- this helps to extend the readership and the journal ratings. We have renewed our contract with Taylor and Francis who manage the journal for the next 5 years and, with the support of our BATOD colleagues negotiated to receive a % of the profits at the end of each calendar year. Its not a substantial amount but it is always nice to benefit from these relationships in a fiscal way.

While we were all looking forward to ICED 2020 and now enthusiastically anticipate the event to be held in 2021, we are able to reflect on the professional learning opportunity that featured Dr Amy Szarkowski, who was the NAATD Visiting Fellow in July/August 2019. Amy provided workshops in Perth, Adelaide, Melbourne, Sydney, Brisbane, Dubbo and Gladstone and was generous with both her knowledge and her time. These biennial events are fully supported by NAATD and I know I personally have extended my knowledge

2020 NAATD Chairperson's Report – Continued

about the mental health of our students and how to support them after attending our workshop here in Sydney. The next Visiting Fellow will take place in 2022 after ICED 2021 and we welcome suggestions of presenters.

After adding considerably to our website in order to meet requested conditions of having Teachers of the Deaf recognised as NDIS Providers, we were informed late last year by the NDIA that they no longer list accepted providers by profession. The NDIA now asks that anyone seeking to be a provider complete the lengthy application process to be recognised as providers in their own right. While we welcome the opportunity for Teachers of the Deaf to now work as NDIS providers, we do have concerns about other professionals who may be offering support to students who are Deaf or Hard of Hearing and lack appropriate qualifications to do so. We are currently developing information for the website to share with you and parents/ caregivers of children and students to reiterate the importance of specialist qualifications. We will share this with you once completed and encourage you to share with the families you support.

We are working with Professor Greg Leigh to pursue a process where we might begin to track Teacher of the Deaf numbers, caseloads and other demographic information in a similar way to the British Consortium of Deaf Research reports (known as the CRIDE report). We may link this to the National Consistent Collection of Data (NCCD) and other processes that currently exist. Professor Leigh is assisting us to develop a mechanism where we gain information from education systems to help us better understand your role, our students and their educational environments.

We have been working with the three university programs who offer Teacher of the Deaf qualifications to Australian teachers (RIDBC Renwick Centre through Macquarie University, University of Newcastle, University of Melbourne) to align their course content with the skills and knowledge described in the Graduate Statements of the Teacher of the Deaf Elaborations to the Australian Professional Standards for Teachers. This will help us to identify the areas that are not being covered by the university programs and plan targeted professional learning to support you all. We are still waiting on the review from one of the university programs before we can finalise this work but do expect to hear from us and find out more about professional learning programs in the near future.

We have updated our privacy procedures to align with the updated Australian and international standards. Your membership data is now shared through strategic security measures both with our NAATD Executive Secretary and the journal to ensure you receive yours each quarter. The updated procedures will be featured on the website in the coming months for your review but rest assured that your details are safer than ever before!

2020 NAATD Chairperson's Report – Continued

In recognition of the times we are living in, we have added the role of Media Officer to the NAATD Executive Committee. This person will keep you updated through Facebook, Twitter and other targeted online communication strategies so you never miss an announcement, event or resource again! This person will be announced at tonight's AGM and we encourage you to share content so we can all stay informed about upcoming events, new projects and useful resources.

The NAATD Committee is made up of a group of passionate, committed Teachers of the Deaf who give up considerable personal time on your behalf to achieve all of the accomplishments I have just listed, including a full weekend each year during our annual face to face meeting. I want to congratulate them on their professionalism, humour and commitment to NAATD and thank them personally for their efforts!

Finally, it has been my honour to serve as NAATD Chairperson both between 2010-2016 and 2018- 2020. I am proud to work among you all and will always be grateful for your support and trust. I am stepping down this year to make time for higher research degree responsibilities but will remain on the NAATD Executive to offer my ongoing support and service. NAATD has been in existence for 85 years and I know will continue to support members and the students we work with for many more years to come. Thank you for letting me be a part of that history for a brief time. All the warmest wishes for these strange times and for your ongoing work as Teachers of the Deaf.

Trudy Smith

2018-2020 NAATD Chairperson

ICED – International Congress on the Education of the Deaf

Dear ICED Colleagues and Friends

The ICED 2020 Organising Committee regretfully advises that, in the context of the COVID-19 pandemic, it has become necessary to **postpone the ICED 2020 Congress. The Congress will now take place on 5 – 8 July 2021.**

ICED – International Congress on the Education of the Deaf – Continued

This decision reflects our primary concerns for the health and well-being of all involved and our careful consideration of the recommendations from the World Health Organization and the directives issued by the Australian Government.

We plan to maintain the same Congress theme *The Power of Connection* and hope you are able to join us for the rescheduled Congress in 2021.

The following outlines what this date change means for you.

REGISTRATION

Your registration is still valid for the 2021 Congress. As such, we have transferred all registrations to the new dates. No further action will be required from you.

Should you not be able to attend and wish to cancel your registration and have your fee refunded. Our standard cancellation terms apply based on the new event dates:

- Cancellations before **30 April 2020** will incur no fee to cancel their registration
- Cancellations between **1 May 2020 and 5 April 2021** will incur a **A\$150.00** cancellation fee.
- Cancellations from **6 April 2021 to 24 May 2021** will incur a 50% cancellation fee
- Cancellations on or after **25 May 2021** will receive no refund.

SPEAKERS

ICED 2020 keynote speakers and authors of papers/spotlight presentations are strongly encouraged to participate in ICED 2021.

In order to secure their place in the program, speakers will be asked to confirm their intention to participate in the Congress now. Later this year the abstract portal will re-open and speakers will have the opportunity to submit an updated abstract to ensure that the content is current. Plans for the program for ICED 2021 are under review and it is anticipated that, when the abstract portal is reopened there will be a call to refresh other abstract submissions and/or a call for new abstracts. In that way, we intend to ensure a strong and current program.

For now, all speakers who were advised of their acceptance of an abstract or poster/spotlight presentation are asked to confirm their intention to proceed with their involvement in the 2021 Congress by **Thursday 30 April 2020**. If we don't hear from you by that date, the position in the program will be reopened for another presentation as part of the program review.

ICED – International Congress on the Education of the Deaf - Continue

ACCOMMODATION

If you booked your accommodation through the Congress Managers as part of your registration process, your accommodation has been transferred over automatically to the new dates next year. No further action will be required from you.

If you are cancelling your registration and therefore your accommodation booking (if booked through the Congress Managers) you will receive a full refund of any amounts paid to date.

FLIGHTS

We recommend you contact the travel agent who booked your flights to understand your individual cancellation options. It is likely you will be liable to pay some fees with your airline.

You may like to consider the following:

1. If you wish to cancel your flights please do so as soon as possible. You may incur a cancellation fee, but failure to cancel will result in paying the full fare.
2. Check with the airline directly whether they will waive change or cancellation fees given the circumstances.
3. Check with your travel insurance company if they will cover the fees associated with cancellations or changes.

PRE-CONGRESS MEETING

Communication about the Pasifika event planned to run before ICED 2020 will be forthcoming from the groups specifically organising this activity.

IN CONCLUSION

At a later date, the Congress Committee will provide further details regarding the program for the rescheduled Congress. For all other queries please contact Arinex Congress Managers at iced2020@arinex.com.au . We appreciate your patience whilst we work through this unusual situation, and sincerely hope you can join us for ICED in July 2021!

Kind regards,

ICED Committee and Congress Managers

Early Intervention Service: Deaf/Hard of Hearing

We're sure everyone has felt the pressure of the COVID-19 situation over the past couple of months. It has been great to see everyone rising to the challenge and thinking of new/alternative ways to support our clients in these uncertain times. The Early Intervention Service (EIS) would like to share how they have continued to provide support for families during this time.

The EIS team provide primarily home-based support to families. The rationale being that in the home, babies, children and caregivers are in a natural, familiar and comfortable environment. It lends itself to developing very natural language and communication skills around topics of interest, familiar routines and family relationships. It also means families aren't having to travel for their appointments, as we bring our support directly to them which is crucial for some clients.

We also support children attending early childhood learning environments.



COVID-19 has impacted our service greatly. The team has needed to adhere to the Department of Education directives of no home visits and initially no access to Government preschools. We are currently unable to access private early childhood centres and not all Department preschools are accepting visitors. We are also unable to provide networking opportunities e.g. playgroups and excursions. The model of service provision has changed dramatically and the team has adapted and learned new ways of providing a responsive service.

Zoom sessions have been the main way of continuing to engage families with our service.

These have presented various challenges!

- How to present books, toys and games in a space as limiting as a small screen
- How to engage young learners who are not in the same room as you and who love to run around!
- How to establish relationships with new families you might not have yet met, and put them at ease
- Which resources do you need to have on-hand (literally!)
- How to support families who are not willing or not able to engage this way

Early Intervention Service: Deaf/Hard of Hearing - Continued

We have needed to upskill ourselves in terms of technology, being extra creative and remembering what our core values and principles are as service providers: maintaining strong relationships with families.

A few examples of new ways of working have been:

- using green screens (Sally is an expert!)
- screen sharing of iPads using apps and games
- creating a bank of videos of books and songs to share with families through YouTube
- using various backgrounds on Zoom to create a 'scene' or activity,
- sending hard copies of information packs to families with parent friendly descriptions
- dropping off resources on door steps
- connecting with other service providers via teleconferencing, to discuss common program goals for the children we are working with
- joint 'zoom visits' with teachers of the deaf and our speech pathologist
- staff meetings online
- using 'Teams' to work on shared documents

There have of course been challenges, luckily most of them quite amusing: children running off to get something to show you and when they leave they're gone from the screen for ages; technology not quite working as you'd like; babies touching the screen and turning you off; children saying 'It's that one!' and you have no idea what they are pointing to as they are touching the screen; babies who vocalise the whole session and you can't get a word in; children who want to see your dog more than they want to see you; children who like to get really close to the screen; one child hugged the iPad as a way of saying hello, I miss you; doing a shopping activity, the child took something from the shop and ran away without paying, off screen, mum shouted out "that's stealing, you can't do that", child laughed!



Early Intervention Service: Deaf/Hard of Hearing - Continued

Most families have been really engaged with the online sessions and it's been great to know we're still able to continue a service and check in with families.

Where technology hasn't been available, or families chose not to engage in this way, we have made a strong commitment to remain engaged with all families. We have been able to loan iPads and other resources by dropping them off or posting them out. We have remained in phone and email contact on a regular basis. Also, as time has passed, some families who were initially hesitant have come around to the idea of online support and are enjoying it.

The EIS team have needed to be very flexible and identify the best way to support the needs of each family. This has meant that considerable time has gone into the preparation of resources and contacting outside services (HA, private providers) to ensure that families have what is required to continue working on early intervention program goals.

Reflecting on our journey over the past couple of months we can see future possibilities such as extending support to families who we would normally travel considerable distances to visit. Providing online support has meant, for some families, access to more regular early intervention sessions as staff are not needing to travel. It certainly doesn't replace face to face contact, but we have found that we are able to provide effective support in this way.

Here's a quote from one of our parents:

“For our family, the transition to online has been easy and without any technical hiccups. We've been surprised how engaged our child had been for his 'visits,' we weren't expecting him to hold attention for as long as he does! Continuing regular contact with our ToD has been really valuable and we've really appreciated that we've been able to stay connected. We are looking forward to face to face visits starting again when given the all clear, but are thankful in the meantime for the ongoing support.”

Congratulations!

The AATD(SA) committee would like to congratulate our fellow Teacher of the Deaf, Leah (Moschetti) and her partner Ryan Russell on the safe arrival of their new daughter Billie Hazel, born on 27th April 2020 at 10.43pm weight 3.02kg and 50cm long.



In Loving Memory

Myrle Jackson VALE

On 21st April Myrle Jackson passed away after a long battle with cancer which she had fought bravely, courageously and with great patience.

Myrle was a highly professional Teacher of the Deaf for over 25 years who relished her years working in the early intervention field, particularly at SERU EI Service. Previously she had worked at Woodville PS CHI, Ballara Park Kindy Hearing Impaired Teacher and Windsor Gardens CHI retiring around 2008.

She had always been an active and committed member of the AATD committee in the 1990s and early 2000, holding several of the executive positions as well as a committee member. She saw this group as the key body for improving TOD working conditions and also raising deaf student learning outcomes. Myrle would passionately argue her point of view clearly, advocate for change but recognise other's points of view and work

In Loving Memory - Continued

collaboratively. She was a hard working professional who had the needs of her many students at heart, in particular, the early intervention hearing impaired children. She was the first teacher at the Ballara Park Kindy in 1994 for the hearing impaired children which was set up due to the closure of Townsend House Preschool.

She came in contact with many teachers of the deaf and students over her long career in deaf education and always enjoyed the social and educational contact via professional development activities and conferences. In retirement she volunteered at SERU when she was well enough and met socially with other retired colleagues. She was devoted to her family and grandchildren. We will miss her.



EDUCATOR SA

The Educator SA has few exciting workshops coming up. Please refer to their website for further information.
<https://educators-sa.sa.edu.au/calendar/>

Interactive Evaluation and Resource Sharing for Secondary Teachers (Networking Event)

June 27 @ 2:00 pm - 5:00 pm
*St Michael's College, 15 Mitton Avenue
Henley Beach, South Australia 5022 Australia*

“Exchange isn’t a year
in your life...
it is a life in a year..”

**SAME
VOCATION
DIFFERENT
LOCATION**

TEACHER EXCHANGE



Refresh your teaching skills while travelling and
working in a new environment.

Would you like to know more about the Teacher Exchange Program?

An information session will be held on:

Monday 6th July 2020

2:00 – 4:00pm

Location: International Education Services, Ground Floor West, 31 Flinders Street, Adelaide

Please RSVP to: education.exchange@sa.gov.au

Please note: As the health and safety of teachers is of paramount concern, and given the current situation regarding COVID-19, Department for Education exchange programs will only proceed if the relevant health authorities deem it is safe to do so and all parties are in agreement.



Government of South Australia
Department for Education

UPCOMING PROFESSIONAL LEARNING OPPORTUNITIES

VDEI Live Webinars

VDEI is hosting a number of live webinars to provide opportunities for educators and professionals to engage in online professional learning. The webinars feature local and international academics from the deaf and inclusive education fields and will cover a range of topics to connect research with leading professional practice. Participants will learn practical resources and knowledge to implement as part of their work with students who are deaf or hard of hearing.

Upcoming Webinars

Language, culture and identity: supporting positive development of adolescents who are deaf or hard of hearing

In this live webinar, Dr Louisa Willoughby, Sociolinguist/ Applied Linguist at Monash University will provide an overview of the key language/ communicative and cultural issues facing adolescents who are DHH (from both majority and minority language/ cultural backgrounds) and the ways in which these contribute to identity development, peer group formation and feelings of general social connection.

The presentation will help practitioners and young people who are DHH to identify the multiplicity of communicative resources, community memberships and identity positions that support young people who are DHH to actively craft

Intelligibility in Spoken and Signed Languages

In this live webinar, Dr Kathryn Crowe, Postdoctoral Researcher at the University of Iceland will provide an overview of the concept of intelligibility as it relates to children who are deaf or hard of hearing (DHH) and their use of spoken and/or signed languages.

Data from two research studies will be presented to demonstrate the impact that different assessment methods and rating scales can have on perceptions of the intelligibility of DHH children's speech and signing. Results of these studies will be presented to provide a view into the complexity of intelligibility as a concept in spoken and signed languages, and examples of potential tools and questions for measuring and monitoring intelligibility in spoken and signed

positive futures.

Date: Thursday 11 June 2020

Time: 4.30 - 5.30pm (AEST)

Cost: \$25.00 incl. GST

[Register Now](#)

languages will be provided.

Date: Tuesday 28 July 2020

Time: 5.00pm – 6.00pm (AEST)

Cost: \$25.00 incl. GST

[Register Now](#)

RIDBC – Renwick Centre for Research and Professional Education

Executive Functions: Lets Stop and Make a Plan

Presenter: Diana Harbour

Available through live remote and recorded access! This course will unpick the various cognitive processes that makes up our Executive Functions, what we need to plan a task and implement the plan.

Thursday, 10 September, 2020

9:00 am - 3:00 pm

Course Information:

This event will be provided live through remote web-based conferencing (Remote Access) and as a recording (Digital Access).

“What you get by achieving your goals is not as important as what you become.” Henry David Thoreau

As children sit at their primary school desks waiting for the teacher to ask for homework books to be handed in, think about all the tasks that had to be completed for this scenario to be successfully achieved. From getting out of bed, finding school uniforms, packing school lunches and PE kits and then remembering to find the hopefully completed homework still lying on their bedroom floor. This is all before reaching the school gates. In class they need to be able to sit quietly at their desks, resist telling their friends all about their x-box gaming session till dinner time and listen to the teacher asking for homework. The entire morning required planning, paying attention, working memory, multi tasking and being able to manage your emotions. These all form part of our executive functions and are crucial for both academic and social success and to shape the young adults they one day become. They are also the skills that many children with hearing loss still have difficulties with. This course will unpick the various cognitive processes that makes up our Executive Functions, what we need to plan a task and implement the plan. ■

We will:

- Explore the latest research findings from different fields looking at executive function.
- Consider how executive function and theory of mind are linked.
- Share case studies to recognise how executive functions impact both academic and social tasks.
- Consider what happens neurologically as we grow up that affects executive function.
- Focus on practical strategies and resources for boosting and supporting executive functions, from early years to primary.

Itinerant Teacher of the Deaf Conference (ITOD) 2020

This one day conference provides an opportunity for Teachers of the Deaf, school support staff, parents and related health professionals to learn more about the current research and practices related to the education of students with hearing loss.

Friday, 11 September, 2020

9.00am – 3.00pm

Course Information:

This one day conference provides an opportunity for Teachers of the Deaf, school support staff, parents and related health professionals to learn more about the current research and practices related to the education of students with hearing loss. Presentations will provide an opportunity to learn from local and international teachers and academics, and trade displays will bring you up to date with current resources!