



August 2020
Term 3

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Welcome to the third newsletter for 2020

Welcome to the third 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
aatdsa.treasurer@gmail.com

President's Report

President's Report August 2020

Dear Members

I hope Term 3 has started well for you and you're keeping safe. I know 2020 has provided us all with unique living and working conditions and it has certainly highlighted to me the important role Teachers of the Deaf play in the lives of young South Australians. Trying to work online or returning to school after being separated from some students for a short period of time emphasised to me the safe space we provide for our students and how much they appreciate being able to see the faces of their ToDs once again. Let's keep that lesson in mind and be sure to check on others around us through this time.

Since my last report, Leigh-Anne Edwards and I met with Dr Susan Close MP, Shadow Minister for Education. In the meeting we were able to share our concerns for DHH students in mainstream settings, as the current caseload demands placed on Special Educators (Hearing) within the department make regular, face-to-face intervention for students an insurmountable task. We also talked about the lack of qualified ToDs and the importance of the Government supporting prospective practitioners to complete their qualifications. Dr Close expressed concerns for those students in remote and rural communities also, asking for comparisons with what is provided in other states of Australia. We touched on many of the issues in Deaf Education today and finished the meeting by summarising what AATDSA hopes to achieve for our members and the broader field of Deaf Education.

President's Report – Continue

While I know many members were looking forward to attending ICED this year and may be disappointed that it has had to be postponed, there are other opportunities for professional development on the horizon. The Professional Development Committee of AATDSA has grown significantly this year and they are keen to finalise the details of a number of upcoming PD sessions. Be sure to keep an eye on your newsletters and emails for further information soon. On behalf of AATDSA I would like to thank all the members of the committee for their enthusiasm and efforts in organising these events.

Finally, I would like to remind members that we are still looking for someone to oversee the establishment of our AATDSA website. If you would be interested in this role, please contact me and I can provide you with further details.

Thank you.

Sarah Lewis

President

NAATD National Committee – Social Media Officer

AATD National Committee are continuing to look for a person to become our social media officer. This is your opportunity to join the NAATD team, please contact Marie Fram if you are interested in the position.



Expressions of Interest

The AATD SA committee are looking for someone interested in managing the AATD SA website. A draft website has already been set-up, so we are looking for someone with basic IT skills in adding documents and updates to the website when necessary.

If you would like to volunteer some of your time to support our association and ToDs in South Australia in this way, please email the AATDSA President, Sarah Lewis on

aatdsa.president@gmail.com



Save the date – End of the Year Function

Join other members to network, catch up and celebrate the end of another year.

The date for the 2020 EOYF is Wednesday evening,

11th November.

A venue will be confirmed soon.

Add the date to your diary now so that we can see as many members there as possible.



ICED2020 – International Congress on the Education of the Deaf

COVID-19 Update

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.**

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.

ICED2020 – International Congress on the Education of the Deaf – Continued.

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:

- . 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.
- . Check with the airline directly whether they will waive change or cancellation fees given the circumstances.
- . 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

E-Learning for Students who are Deaf and Hard of Hearing

In spring, 2020, the COVID-19 pandemic forced most schools to provide educational services through remote learning formats. In May, 2020, [Supporting Success for Children with Hearing Loss](#) distributed a survey that was completed by 629 professionals who work with students who are deaf or hard of hearing (DHH), and a separate survey that was completed by 267 students in grades 5-12 who were receiving services from these educators. The average response time was 55 minutes, resulting in a wealth of information revealing issues and positives.



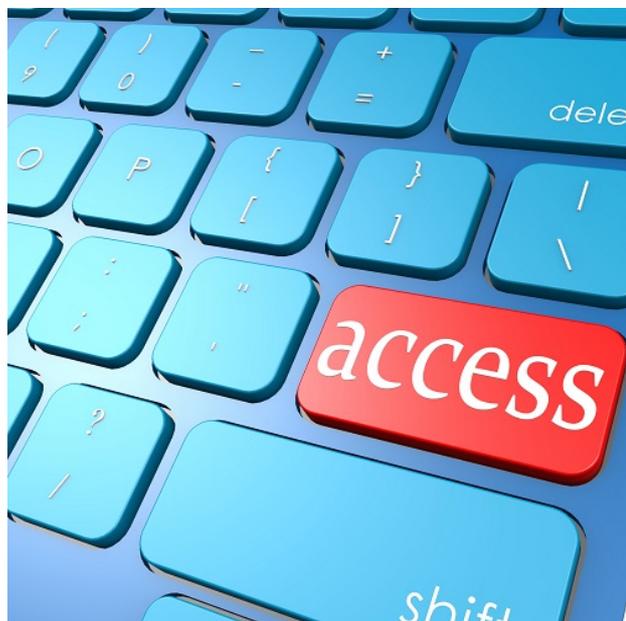
To view details about the survey results go to <https://successforkidswithhearingloss.com/e-learning-survey-results>

E-Learning for Students who are Deaf and Hard of Hearing- Continued

1. Access to instruction is necessary for learning – it takes planning and expertise

Hearing loss is not a learning disorder. It is a communication access issue which, if not accommodated, will impact learning.

- 49% of responding teachers reported issues with providing, or achieving consistent, effective use of assistive hearing technology or interpreter services, with an additional 15% reporting lack of family support in use of the access accommodations.
- 49% of teachers disagreed or strongly disagreed that they believed their students were able to access their education equally to peers last spring.
- When asked about use of accommodations, 58% of students using FM/DM hearing assistance technology said it was not as effective as use at school, 50% claimed captioning was not as effective and 36% indicated interpreter services were not as effective as use at school.



The ADA requires schools to ensure that students with hearing loss can communicate as effectively as others. The indication that this only occurred for approximately half of students with hearing loss is a very serious concern. Furthermore, many teachers of the deaf/hard of hearing reported that much of their time was spent addressing issues with access through remote learning technology rather than being able to focus on IEP goals. In too many cases, even when their typically hearing peers were engaged in online learning, students with hearing loss could not effectively access communication to be able to fully understand, nor participate.

To be educated effectively and not experience discrimination in the learning situation due to access barriers there must be adequate planning for appropriate access accommodations by the persons with expertise in the communication issues of students with hearing loss, and equally important, support by administration to ensure that these accommodations are appropriately used by classroom teachers in all learning settings. Teachers wearing masks, not making their faces visible for lipreading on screen, not using head or body-worn microphones so that captioning can be suitably accurate, and internet connectivity issues for sign language interpretation all impact the level of access to learning for students who are deaf or hard of hearing.

2. Specialized instruction for students with hearing loss is a necessity for full participation

Remote learning practices included the assignment of work to be completed independently. Due to lifelong communication access issues it is usual for students with hearing loss to have gaps in vocabulary and other language learning, along with weaker executive functioning skills. In a classroom environment, a student who hesitates to begin an assignment can receive assistance from teachers or peers. Remote learning served to expose challenges in completing work independently for many students, at rates greater than had been observed in their classroom performance. Remote learning revealed that addressing these weaknesses systematically through specialized instruction and in-class support at more intense levels than had been provided is likely necessary if students are to be more independent learners.

E-Learning for Students who are Deaf and Hard of Hearing - Continued

Furthermore, specialized instruction in self-advocacy services was clearly necessary if students are to effectively access their communication accommodations. Instruction in self-advocacy to develop skills to recognize when a communication issue has occurred and strategies for how they can act or request to resolve these issues, and work on executive functioning skills, are foundational to students with hearing loss fully participating in their education.

Due to the low incidence nature of hearing loss, it is very challenging to gather students with hearing loss together to focus on self-concept and self-advocacy issues. From the survey, of the 106 students who met online with other students who were deaf or hard of hearing, 95% felt these opportunities were awesome or okay.

When asked if they had a choice about continuing to meet with the teacher of the deaf/hard of hearing online, 48% of the students said it would be fine to usually meet online, 39% said it would be fine to meet online sometimes, and only 13% indicated they would not want to continue meeting online.

The role of the teacher of the deaf/hard of hearing cannot be minimized in the importance to

- 1) achieve appropriate access accommodations,
- 2) support student knowledge of their use,
- 3) develop self-advocacy skills so they can fully participate,
- 4) provide learning opportunities for groups of students who are deaf/hard of hearing, and
- 5) provide specialized instruction and support to promote independence and full comprehension necessary to keep pace within the general education curriculum.



While collaboration with other IEP team members is necessary, only the teacher of the deaf/hard of hearing has the training and expertise to provide all of these services. An educational audiologist would provide valuable direction and support to access needs. Continuing to provide some instruction online appears effective for many students, which is good news in light of the concerning shortage and overburdened status of itinerant teachers of the deaf/hard of hearing.

3. Some instructional practices can benefit all students, even those with hearing loss

- **Opportunity to review:** A number of students reported that they liked being able to review recorded lessons. This additional exposure allows a student who does not hear all of the speech sounds to increase their listening comprehension and provides the extra time to process the meaning of what was said. Time to view again would be of benefit to many students, not just those with hearing loss, whether in a remote learning or classroom environment.



E-Learning for Students who are Deaf and Hard of Hearing - Continued

- **Proximity to the teacher:** Some students responded that they liked remote learning because their teacher's face was always visible and they were never at a distance from the student. This serves as a clear reminder that access to education for students with hearing loss is tied to proximity to the teacher and/or the appropriate use of hearing assistance technology.
- **Captions:** Many students were provided captioning for the first time. If the captioning could be provided so that there was adequate accuracy, students felt more engaged and included. One of the principles of Universal Design for Learning is to offer information in more than one format to give all students a chance to access the material as best suits their learning strengths. [Multiple studies](#) support the use of captions to improve listening comprehension and literacy of students K-12 with typical hearing.
- **Controlled discussion:** During remote learning discussions, students with hearing loss felt they could participate equally with their peers because they were able to follow along with the written discussion and add their own comments rather than struggling to hear during student discussions. This emphasis on access, even during group interactions, underscores the necessity for the student with hearing loss to be fully included.
- **Collaboration is key:** When teachers of the deaf/hard of hearing who successfully collaborated with families, classroom teachers, and other educational providers – and the technology worked – there were numerous positives to online education and true student successes.
- **Good practices are good practices for all!** [High-leverage Practices](#) in special education need to be in practice regardless of the learning environment, if students with hearing loss are to thrive.



In Chinese, the word CRISIS has two characters, one danger, and the other opportunity.
John F. Kennedy

Webpage created July, 2020 by Karen L. Anderson, PhD, author of information on this page.

2020 AATD(SA) Award for Excellence Nominations

Hello everyone,

Just a friendly reminder about the **2020 AATD(SA) Award for Excellence**. Nominations close **Week 6 Monday, August 24th**. If you think a Teacher of the Deaf who is an AATD(SA) member has done an outstanding job this year, why not let everyone know?!

Please remember to include plenty of examples of their amazing work on the nomination form - that will assist the panel with the tough decision making. Forms can be returned to me or to aatdsasecretary@gmail.com. Many thanks!

Alison I'amafana

Minister's Arts Education Awards 2020

Public School and Non-Government School Categories

Educators SA is pleased to announce that applications for the Minister for Education's Arts Education Awards are now open.

These prestigious awards (formerly the Minister's Arts and Education Awards administered by Carclew Youth Arts) are presented annually and reflect the ongoing commitment of the SA Government to recognise, celebrate and reward the work of outstanding teachers of the arts in South Australian schools.

This year the awards have been extended to include teachers in Catholic and Independent schools

There are now four awards available for outstanding teachers of the Arts in public and non-Government schools. Each recipient of an award will receive \$5,000 to support their professional learning in their chosen Arts field.

Awards are presented in two categories:

1. Public School Category (two awards)
 - One award for a primary teacher of The Arts
 - One award for a secondary teacher of The Arts
2. Non-Government School Category: Catholic and Independent Schools (two awards)
 - One award for a primary teacher of The Arts
 - One award for a secondary teacher of The Arts

Previous award winners have used these funds to experience professional learning that would otherwise be unavailable to them.

In recognition of the work as an outstanding Arts teachers, you can nominate yourself or encourage and help someone you know of who deserves this award.

Applications close at **5:00pm on Friday 18th September 2020**

The awards are presented at the Educators SA World Teachers Day Ceremonies at the Hotel Grand Chancellor on 30 October 2020. Applicants are asked to keep this date free as they may be nominated for the award.

For information and to nominate go to: <https://educators-sa.sa.edu.au/ministers-arts-education-awards/>

For additional information contact us at Educators SA on 83565875 or office@edsa.sa.edu.au

PETAA: Teaching Knowledge for the Art and Craft of Writing *Online*

September 8 @ 9:00 am - 6:00 pm

\$150 – \$300

An ONLINE workshop presented and moderated by Dr Rod Campbell. Teaching students the knowledge and skills for writing English can be creative, engaging and effective. This self-paced online workshop will give teachers strategies and resources that can be used immediately in the classroom. The course is divided into two main parts with modules in each:

Part 1: Introduction to English Language and Sentence Grammar

Part 2: Advanced Sentence Grammar and Cohesion

Participants can work through these units at their own pace and will be expected to provide comments and reflections. Dr Rod Campbell will moderate the course so participants have the opportunity to interact with him as well as with other workshop participants.

Completing this course will contribute approximately 6 hours of online Professional Learning addressing 2.1.2 and 6.2.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation.

PETAA: Joint Construction – From Model Text to Writing (Informative) *Online*

October 19 @ 9:00 am - November 9 @ 6:00 pm

\$75 – \$150

Presented and moderated by Joanne Rossbridge, this course is designed to develop knowledge and metalanguage to explore how to support students in the joint construction of informative texts. The choice of model texts will be considered by looking at examples from subject areas such as History,

Science and Geography. Teachers will be provided with ways to read model texts in order to identify a focus on language choices across a range of informative texts. Links between modelling, reconstruction and joint construction will be made through strategies such as dictogloss and the development of meaningful learning intentions and success criteria for writing. Joint construction will be looked at during the drafting and editing phases in the process of writing.

For teachers of students F-6.

Completing this course will contribute 3 hours of Professional Development addressing standards 1.2.2, 2.5.2, 3.3.2, and 3.5.2 from the Australian Professional Standards for Teachers.

Drama South Australia's State Conference

October 23 @ 8:00 am - October 24 @ 5:00 pm

TBA

More information coming soon!

2020 World Teachers' Day Awards

October 30 @ 6:00 pm - 7:00 pm

Educators SA is honoured to host the 2020 World Teachers' Day Awards.

More information coming soon.

UPCOMING PROFESSIONAL LEARNING OPPORTUNITIES

2020 ITOD ONLINE Conference

Course Description

The 2020 ITOD ONLINE Conference will be held on Friday 11 September. We are committed to providing a valuable online learning experience with remote (live web based conference access) and digital (recording) registration options. Any current in-person attendance registrants will be contacted to discuss a refund to the remote access amount.

Keynote Presenter Announced: Di Harbor

Presentation: *Social Competency and Deaf children – Where are we now? Where do we need to get to? How do we translate research into practice?*

“We are hardwired to connect with others, it's what gives purpose and meaning to our lives.” Brené Brown

There are ever increasing options and solutions offered by hearing technology for deaf children to access listening and spoken language skills. However, there is still no magic adaptor for children with hearing loss to use these to make and keep friends. No magic software to interpret thoughts, feelings and behaviour or effectively problem solve and multi-task in the social arena. In this talk I will look at current research and case studies, identifying the strengths and gaps in key social competency skills. I will examine how we can promote theory of mind in practice, including thinking about autobiographical memory to encourage a healthy self-concept. How do we use the time we have when supporting children with hearing loss to equip and future proof them to thrive academically and socially?

UPCOMING PROFESSIONAL LEARNING OPPORTUNITIES

Additional Presentations Confirmed:

- Teresa Ching: LOCHI Update
- Kaye Scott: Strategies for Theory of Mind Assessments
- Carolyn Mee: SoundScouts

The Call for Papers is closing 7 August! Please download, follow all instructions and complete the following form: [ITOD 2020 Call for Papers Application](#)

Registration information:

There current registration amounts are available online, including a \$50 registration discount for NSW Educators of Deaf Students Association (EDSA) members, and a combined ticket offer for ITOD 2020 and [Executive Functions: Lets Stop and Make a Plan](#). More details on the website.

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.

UPCOMING PROFESSIONAL LEARNING OPPORTUNITIES

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.