



August 2021
Term 3

Presidents Report –
Claire Loades

ICED – Scholarship
recipient report

Public Education Awards

Conductive Hearing Loss

Students with hearing loss.
Sharing professional
practice.

AATD award for
excellence.

Professional development
opportunities

Welcome to the newsletter for Term 3.

Welcome to the third edition of the Newsletter for 2021.

We hope that your term 3 has been productive and that you enjoy the content. I would welcome any contribution or suggestions regarding the newsletter. If you have an interesting class project, professional news, or any items relevant to your fellow Teachers of the Deaf don't hesitate to contact me using the details below.

Regards,

Hannah King

Hannah.King558@schools.sa.edu.au@schools.sa.edu.au

President's Report – August 2021

President's Report to AATDSA

AATDSA Chairpersons Report
11th August 2021

I hope that everyone has had a good start to the term and that your venture into online learning was successful. Online learning presents challenges for us all, in South Australia we can be thankful that so far, we have not had too many disruptions to the normal flow of school life. We do need to be prepared and ensure we understand the needs of Deaf and Hard of Hearing Children in the times of lockdowns. The experiences of our peer's interstate and overseas can help us prepare for the eventuality. If you have any references or contacts that are useful, can you please share them. We can all learn something in these times.

ICED 2021

Thank you to all the sites and the Education Department for support such a large contingent of Teachers of the Deaf to attend ICED2021. While it wasn't what we envisaged when we planned the event; sitting at home in front of a computer is not quite the same as visiting Brisbane, talking with our peers from interstate and overseas and enjoying some winter sun.

President's Report – August 2021 Continued

It was unfortunate that we need to cancel the hub in South Australia. We made the decision based on the current situation a week prior to the start of ICED2021, in hindsight we know that the suspected outbreak didn't occur in SA and life was able to go on normally. The decision was made based on what may happen and the need to limit to costs to the association. Ultimately, that may have been the best decision anyway. The ICED2021 platform enabled us to interact with the speakers during their presentations through the Chat function allowing a degree of interaction that you are not likely to have at a conference. This made all of us feel much more involved in the conference than just sitting on Zoom watching presentation after presentation.

Thank you to Alison l'amafana and Hannah King for their work in organising the hub and the dinner.

Personally, I had many highlights from the conference including the keynotes of Elizabeth Mathews, Fiona Kyle to name a few. I was also inspired to buy a book – Critical Perspectives on Plurilingualism in Deaf Education, there is a chapter in there I am particularly interested in on research into the use of interpreters in classrooms.

I hope that everyone has had a chance to view the presentations that you wanted to and have gone back to review those that you felt you needed to or to catch up on the ones you missed. The platform is accessible until the 8 July 2022. You have plenty of time to use it as a professional resource.

Rome will host the next ICED in 2025. I would recommend that you give some consideration to attending. ICED2021 was my third one, it is a great way to update your learning and to learn about what is happening in Deaf Education around the world.

Visits to Deaf Education Sites

Thank you to Avenues College and Kilparrin who have responded to me email to visit the site and discuss how AATDSA can best support all members. I am interested to know what the best way for AATDSA to support all members and to develop our network across sites better. I will be contacting the other sites again this term. With the current COVID restrictions in place, especially for outsiders visiting this may not happen until later in the term or year. If you have any personal ideas please drop me a line at president.aatdsa@gmail.com.

Website

Please be on the look out for the website that is currently being developed. Thank you to Stuart Anderson for his voluntary work in establishing this. Thank you to Communication Extra who are sponsoring the website and were going to sponsors coffee on arrival on day one of the conference. Communication Extra are a Support Coordination provider. Have a look at their website if you would like more information www.communicationextra.com.au.

Deaf and Hard of Hearing Students in Mainstream Schools.

Thank you to Jasmine Darrie and the PD Committee for their work in organising the panel event that was open to teachers across the state on how to support Deaf and hard of hearing children in the local school. The needs of this group of children continue to be a concern, especially with the limited number of Special Educators Hearing employed by the education department.

Have a great term.

Claire Loades
Chairperson AATDSA

ICED – International Congress on the Education of the Deaf Scholarship recipient –Sarah Lewis

Recipients of the ICED scholarship are required to provide a detailed review of their experiences at ICED. These will be printed across a number of newsletters.

While I have attended a number of ANZCED and WFD conferences in the past, this Brisbane congress was to be my first ICED Congress. After attending the 18th World Federation of the Deaf Congress in Paris in 2019, and choosing to watch the presentations pertaining to education in each session, I was excited that one year later I would have the opportunity to attend another international congress where every stream related to different aspects of deaf education. I wondered how I would be able to choose which to attend.

As we are all aware, Covid meant that the organisers of the 2020 Congress showed great ingenuity and flexibility in rescheduling and changing the format of the Congress to online in July of 2021. Their efforts ensured that the tradition and knowledge sharing this congress affords all educators of the deaf around the world would not be lost. This undertaking I'm sure was far greater than anything they had imagined when they agreed to take on putting the event together. As an attendee, I thank all those involved for their efforts.

The online format meant we were able to attend not only one presentation in each breakout session, but could view all presentations in our own time. Having one year to view all of these presentations means learning can be re-watched, reiterated and far broader in scope than in a traditional congress format. Personally, the timing was serendipitous for me as I was on sick leave, resting in bed at the time the congress was launched but could manage my own participation flexibly.

While the scope of topics covered are far too broad to reflect on in a newsletter and admittedly I am yet to watch a large portion of the presentations, I would like to take this opportunity to write a brief summary of two presentations and my thoughts. On Monday July 5th, Michelle Baker presented 'Adapting The Fingerspelling Our Way to Reading Program to the Australian Auslan Context', this was followed on Tuesday by Professor Brenda Schick's plenary address entitled 'Fingerspelling, Phonological Awareness, and Early Literacy in Deaf and Hard-of-Hearing Children: Development of an intervention'. As part of a larger team in America, Schick developed a detailed program of highly structured lessons aimed at developing phonological awareness in DHH students through fingerspelling rather than an auditory pathway. Her presentation summarised the reasoning behind the aspects of the program, provided examples of students' work, data from trials of the intervention program and summarised the structure of the program. Baker's presentation explained how she was gifted the American version of the program and given permission to adapt all the resources to an Auslan context, with the stipulation that the Auslan program be shared with all of Australia. I have had the pleasure of being part of this national roll-out and seeing first-hand the impact of the work of Schick, Baker and their collaborators. In her presentation, Baker again summarised the structure of the program, including the testing used to track students' performance and the process of adapting the program for Australian and beginning to share it nationally.

Most of us already recognise that fingerspelling is not just a stop-gap in the absence of a lexicalised Auslan sign. But the irrefutable evidence that fingerspelling can be used as a pathway to reading for those students who do not have functional auditory phonological awareness to support them reading is compelling. We need to be providing a fingerspelling-based reading program for these students, not to do so would be negligent. This resource has data proving its effectiveness in ASL but now also around Australia via Auslan too. It comes with kits of ready-made resources and lesson plans made for our students who are Auslan users (which almost never happens). Brenda mentioned reflections from American teachers that mirror my own experiences after participating in the program; in addition to significant vocabulary and reading improvements, students begin to incorporate fingerspelling into their daily communication more often. I have seen students begin to realise that fingerspelling is labelling a person or thing and junior primary students with severe language delays in both Auslan and English are beginning to use fingerspelling to clarify their meaning when chatting with others in Auslan. Thinking about the improvements these students have made as part of the program gives me goosebumps. While teachers need to be trained before delivering the program, this time-consuming process is beginning in South Australia and the project will continue to grow across sites and teachers over time.

I look forward to watching more of the presentations included in ICED, some to reinforce my current understanding, others to inspire alternative thinking or reflections; luckily I have one year to peruse everything available to us. I was lucky enough to have my congress registration paid for by AATD SA after applying for the grant they offered to all members. I would like to thank AATD SA not only for supporting me directly in this way but for showing a commitment to supporting all Teachers of the Deaf in South Australia both members and non-members. The ICED Grant opportunity you offered to all members was indicative of the direct benefits you provide to us but I also recognise the many ways your efforts indirectly support all those working in deaf education within South Australia, whether members or not. Thank you AATD SA.

Public Education Awards

Congratulations to the team at Avenues College for recognition of the excellent work they do. They have been nominated as a finalist in the Public Education Awards in 'The University of South Australia Team Teaching Award'.

The Centre of Deaf Education (CDE) team at Avenues College is an exemplary example of high-quality bilingual support. The team implements inclusive education practices to ensure Deaf and Hard of Hearing students have full access to all aspects of school life. They are instrumental in implementing high-impact intervention programs, establishing life skills training programs and providing high quality interpretation services. In 2021 the team implemented an original Literacy Intervention Program 'MorThemes', a morphological awareness program that has dramatically improved the literacy of deaf students, specifically growth in their vocabulary, writing and comprehension.

Award winners will be announced on November 5th. I'm sure members across the state would offer their congratulations on your nomination and wish you the best of luck. The public Education Awards are a great way to recognise the dedication and hard work of Teachers of the Deaf in South Australia.

Conductive Hearing Loss

Following the recent AATD professional development 'Students with a hearing loss. Sharing professional practice'. The topic of conductive hearing loss in Aboriginal populations was raised. Data tell us that Aboriginal young people spend 32 months experiencing reduced hearing loss because of conductive HL in comparison to non-Aboriginal young people who spend 3 months experiencing HL. (Kong and Coates 2009). This has a significant impact on language learning, understanding of social nuance, and a compounding impact on literacy learning.

An investigation amongst inmates in the Northern Territory correctional facilities discovered that 90% of Indigenous inmates had significant hearing loss. (Dr Damien Howard).

This makes clear the long term impact on untreated, and unsupported young people with conductive loss.

Dr Damien Howard has now written a book 'Looking to Learn-children with conductive hearing loss in classrooms'. You may have received an email from our secretary with the first page of each chapter available to read for free. If you have not received this email please contact the editor for more information.

Dr Damien is a qualified psychologist with over thirty years' experience with a specific interest in working with Aboriginal people and the psycho social issues of listening problems (mild hearing loss and auditory processing problems.) His book comes recommended by a number of Teachers of the Deaf, and can be purchased at Phoenixtraining.online

Students with a hearing loss. Sharing professional practice.



On Thursday 17 June AATD (SA) presented an informal Professional Learning collaboration between TODs and mainstream educators. It was an opportunity to share experiences, ask questions and discuss topics relevant to classroom practice. We had 40 attendees, who accessed the PD via a remote platform or face-to-face and representation from both the public and private sector. The audience consisted of teachers and B/SSOs working across all age ranges; early years, primary and high school, including special education settings. In addition to attendees from allied health services including speech pathology and occupational therapy. A large proportion of the audience was from regional areas, with over 50% accessing the event remotely.

Ben McNicholl, Greg Pedder, Hannah King, Lorraine Ferguson, Mandy Conner, Roley Stuart and Sarah Lewis were on the panel, answering a variety of questions in regard to working with DHH students. Some topics covered were personal experiences, as a DHH person at a mainstream school and as a parent of a DHH child, differentiated teaching practices, auditory fatigue, supporting relationships with peers, classroom acoustics, technology, supporting challenging behaviours and different types hearing loss. The feedback from participants was overwhelmingly positive-

"Really enjoyed it. Especially appreciated being able to access via zoom. The practical snippets from each person's perspective kept it relevant and functional and made it easy to maintain attention on each topic."

"It is great to network with like-minded educators- who are passionate!"

The AATD (SA) acknowledge and appreciate the volunteering Deaf education professionals on the panel. A big thank you to Jasmine Darrie and the other members of the AATD (SA) Professional Development Team for putting this wonderful learning opportunity together, and in particular Danielle Hobbs' efforts, in enabling AATD(SA) to improve remote access to PD events.



Award for Excellence AATD members

It is the time of year where we recognise our colleagues and the important work they do. Please consider nominating your fellow members for this award.

Let's celebrate the incredible work of Teachers of the Deaf and their commitment to our Deaf and hard of hearing students across the state.

Nominees must be a member of the AATDSA.

Nomination forms were sent out by the secretary along with a list of eligible nominees. Please email your completed form to Claire.Loades937@schools.sa.edu.au before September 16th (Thursday, week 9).

PROFESSIONAL LEARNING OPPORTUNITIES

Next Sense are offering a number of professional development events in the coming months including the following:

Itinerant Teacher of the Deaf Conference 2021

Annual virtual even is an opportunity for Teacher fo the Deaf to learn about new research, engage with peers and investigate new resources.

10th September 2021

Online

Link below

<https://www.nextsense.org.au/assets/downloads/NextSense-Institute/ITOD-Program-2021.pdf>

Deaf and Hard of Hearing Masterclass 2021

Includes seven presentations on a variety of topics including 'dual language intervention', 'advanced language support', and 'working with families'. These are recorded lectures and are available on demand. Link for access and further information is below.

<https://www.nextsense.org.au/professional-development/deaf-and-hard-of-hearing-masterclass-series-2021>