



Term 3 Australian Association of Teachers of the Deaf South Australia

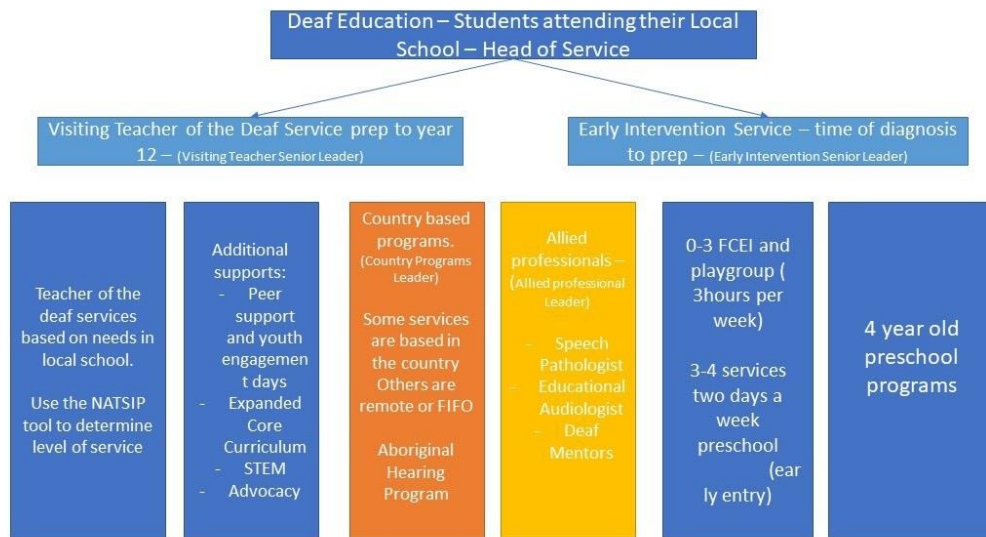
From the President

I know that everyone who attended the Pragmatics workshop with Dianne Toe and Louise Paatsch on the 3rd of September would like to send a virtual thank you to the organising committee. The workshop was interactive, informative, and insightful. Pragmatics are essential to our learning across all areas as well as the development of theory of mind, social, emotional, and friendship skills. We were reminded of the need for play as a vehicle for developing these skills. It was great to see a mix of staff from across the profession including staff from mainstream schools. For everyone working with deaf students regardless of their age it was an essential professional learning. If you are wondering where Pragmatics skills fits with your daily teaching and learning, they found in the general capabilities and should be embedded within all curriculum areas. Thanks to the PD team for their work in organising and catering for the event.

AATDSA has spent much of 2022 in discussions with the Education Department regarding services to deaf students attending their local school. We know that Deafness and hearing loss is a low incident disability and one that is not always recognised within the education setting. Too often staff believe that hearing aids, cochlear implants and Auslan in the replaces the need for specific and ongoing interventions that are performed by teachers of the deaf who have an additional teaching qualification for teaching Deaf and Hard of Hearing students. The mechanisms used to allocate services and supports to Deaf and Hard of Hearing students in South Australia is not best practice with a flow on that students

do not have access to the adjustments that they need to access the teaching and learning program on the same basis as their peers.

As a part of the process, we identify all the issues and possible solutions, we met with people from interstate and overseas to identify best practice models for support. We identified that some issues could be easily resolved, but without a major restructuring with an increase in funding and a change to how the service operates we would not make a great deal of change. It was agreed that Western Australia provides the gold standard, and we used this as the basis to develop the final model. A diagram of the model is provided below.



We are of the strong belief that we need a statewide service, that is a stand-alone service with connections to support services. Much like Kilparrin and SASVI. This does not mean that all Advisory Teachers Hearing would be based in one location, but it would enable staff skills and specialisations to be utilised to maximise the best outcomes for students.

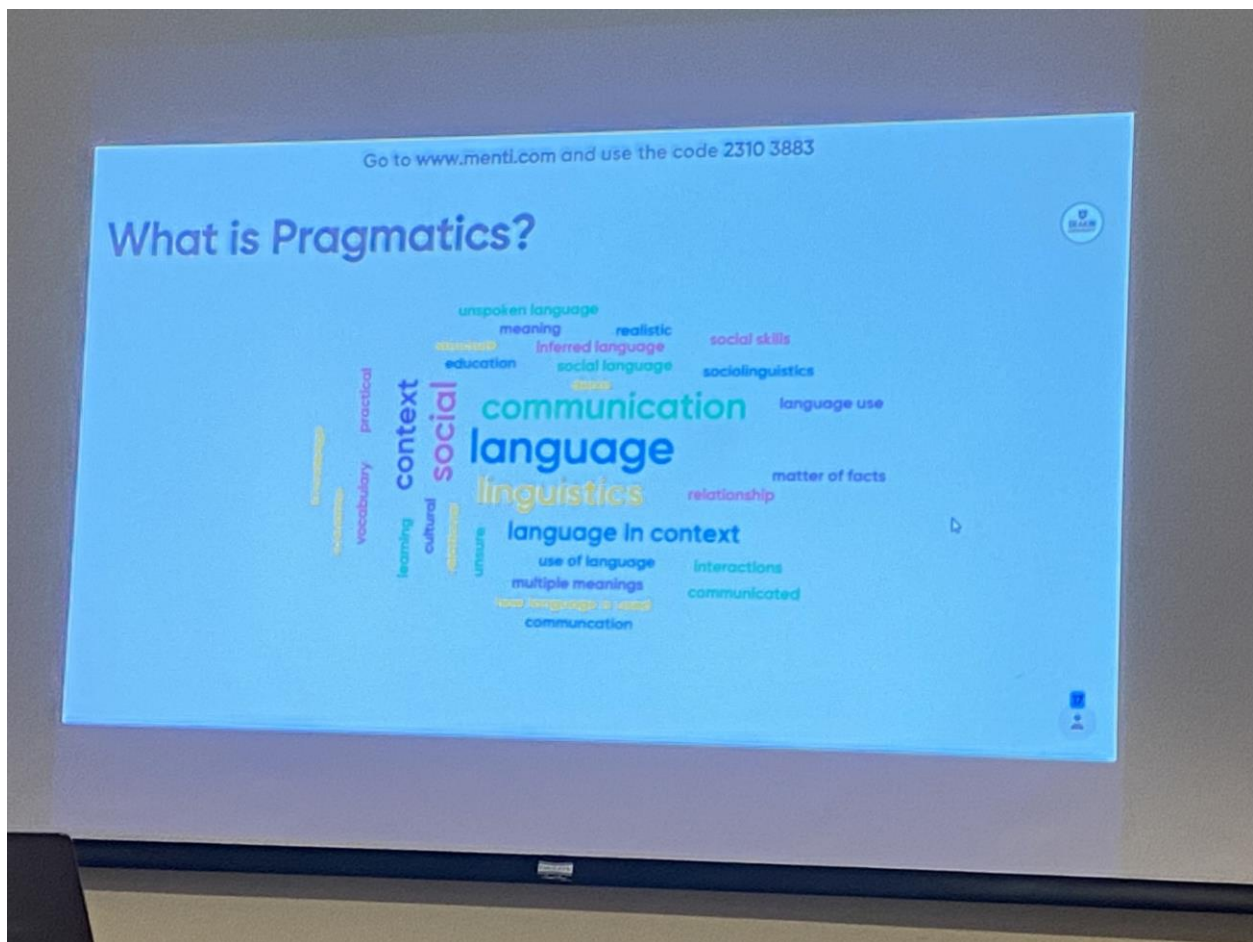
While we have put this proposal to the Education Department, it is just that a proposal. Once we have a response from the Department, we will determine our next steps. We are hopeful that there will be an improvement in services for children and students who are deaf and hard of hearing.

Thank you to Leigh Anne Edwards for her work on the AATDSA Committee. She has resigned her position due to a perceived conflict of interest with her PhD research. We have not filled her vacancy for the remainder of the year. We thank her for her contributions and wish her all the best with her studies.

Claire Loades

President

PD: It's more than language: (Re)positioning the role of pragmatics in learning for deaf and hard of hearing children and young people



On Saturday, the 3rd September 2022, I attended a Professional Development workshop on pragmatics in Deaf education. The workshop, presented by Honorary Professor Dianne Toe & Professor Louise Paatsch, was titled 'It's more than language: (Re)positioning the role of pragmatics in learning for deaf and hard of hearing children and young people' This workshop was incredibly insightful and I would like to share my experience.

In this workshop, Paatsch and Toe unpacked recent research in the field, and explored the links between pragmatics and social communication, as well as the barriers experienced by many Deaf and Hard of Hearing learners.

So, what is pragmatics? To put it simply, pragmatics, or social communication, is the referential uses of language, or how context contributes to meaning. Pragmatics involves many conversational skills, including conversation initiation, maintenance and closure, turn- taking, repair, contingency and topic changing.

Why is this relevant to Deaf education? The long list of prerequisite skills required to achieve pragmatic competence present barriers in social communication for many Deaf and Hard of Hearing children. This

long list of skills include a range of executive functioning and cognitive skills, theory of mind, cultural and world knowledge, relationship factors, play and social skills, and of course, syntax, semantics, and vocabulary.

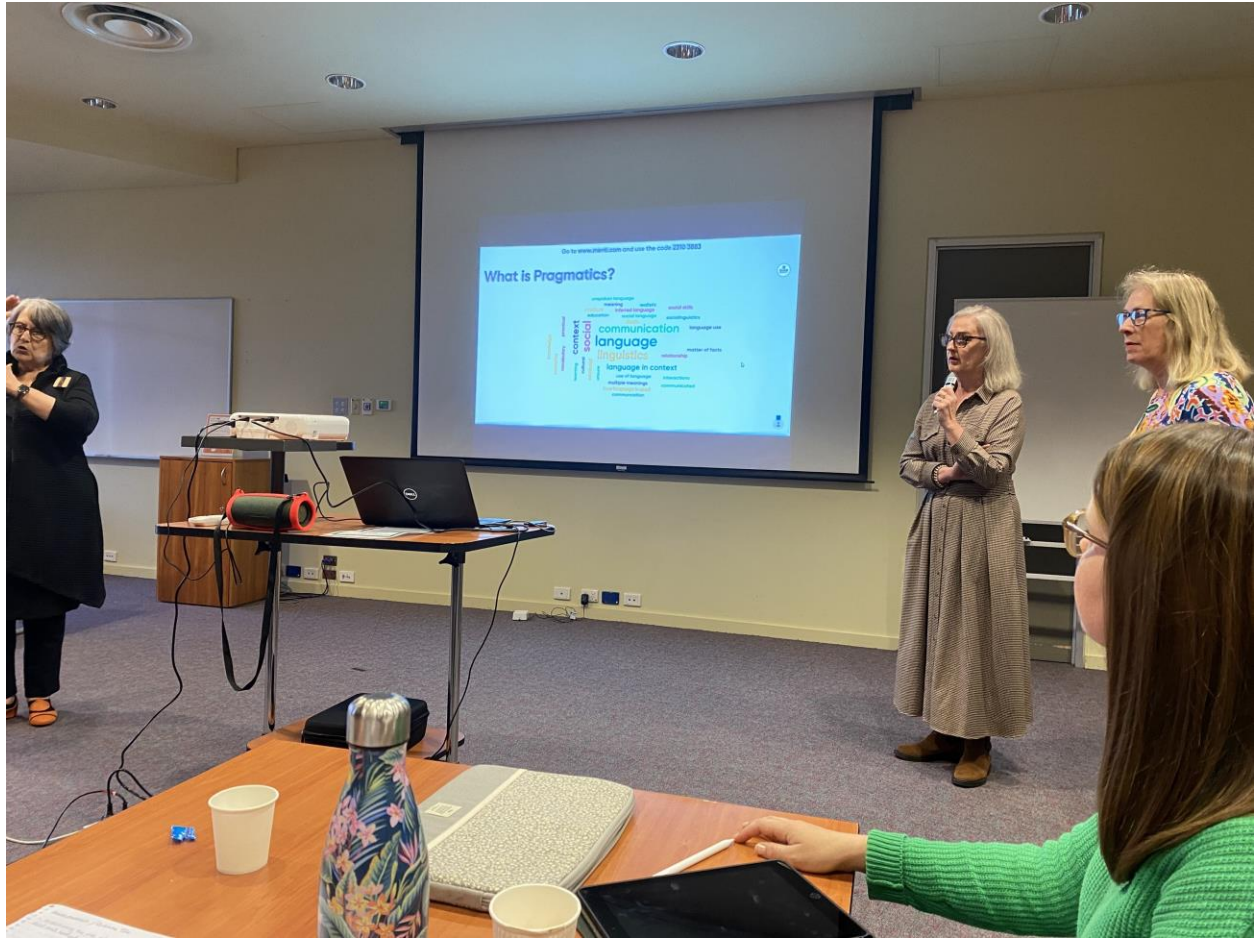
Paatsch and Toe also presented several assessment tools for pragmatic skills development, including the La Trobe Communication Questionnaire and The Pragmatic Protocol.

So what can we do to build pragmatic skills in Deaf and Hard of hearing children? Play! And lots of it. Imaginary play builds language, social communication skills and pragmatic understanding in fun and engaging ways. Remember, it's (so much) more than language!

Ashlyn De Haas

Teacher of the Deaf



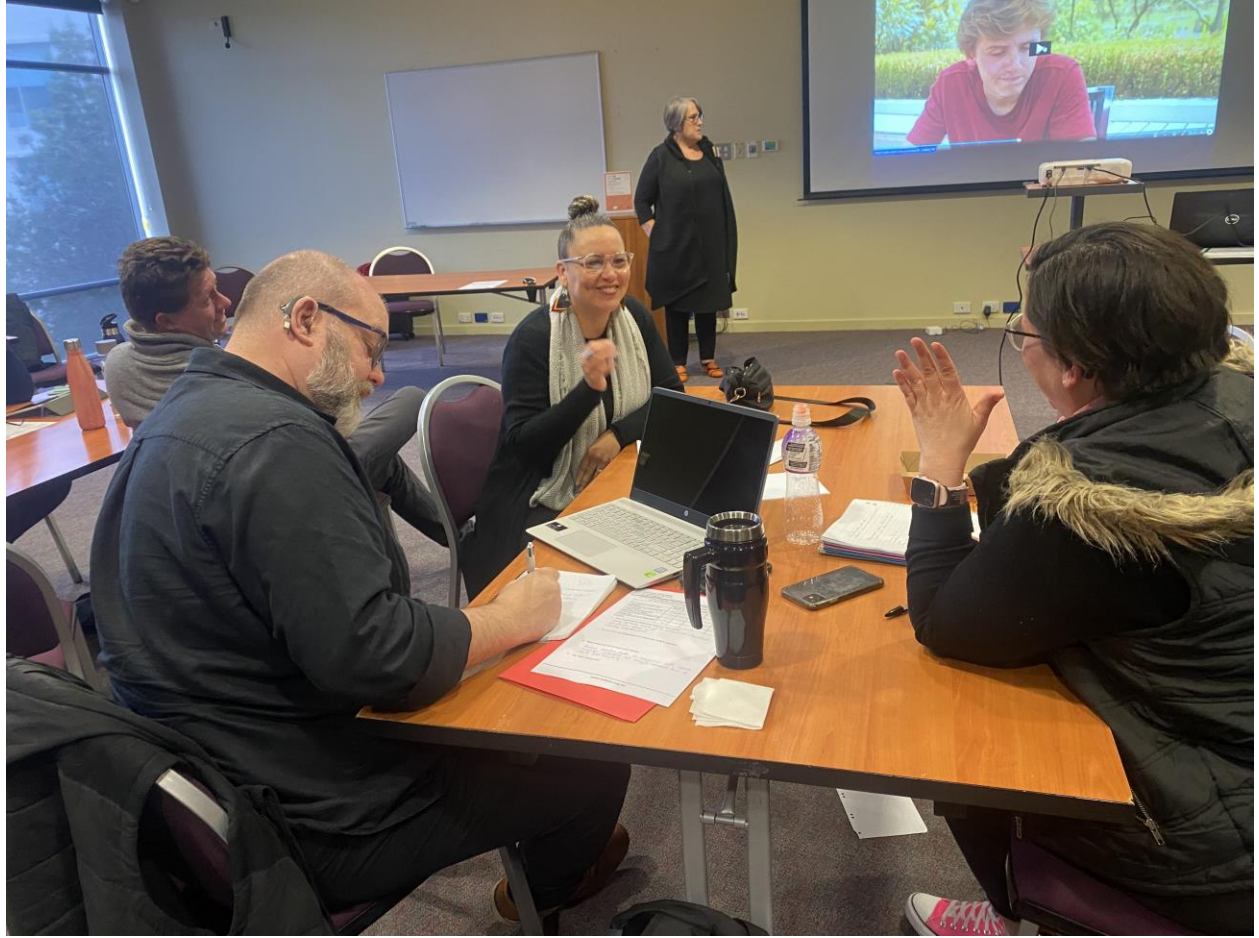














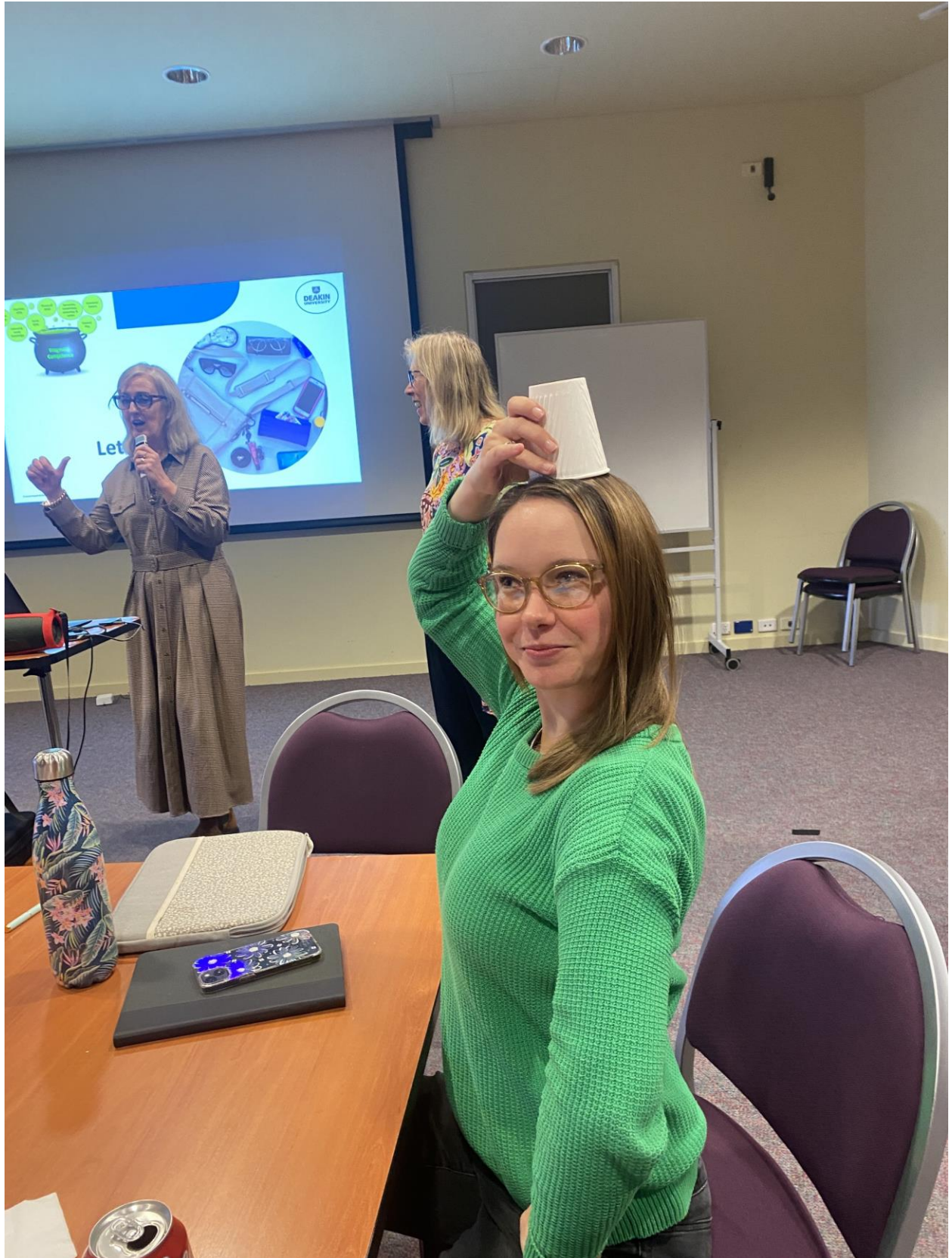












Early Intervention Service Playgroup



Our first playgroup for Term 3 was held on Wednesday, Week 5 for Book Week. The theme was “The Three Little Pigs” and involved story-telling, role playing, building, craft activities and singing. It was great to see families getting to know each other, particularly those new to the service and wonderful to watch the young children making friends and playing together.

For our next playgroup in week 9 we are looking forward to joining Warradale Kindergarten for the International Week of Deaf People.

If you have any suggestions of where EIS could hold playgroups, please let one of the team know. We are always looking for new ideas to bring our families together that are budget conscious and inclusive of age, location and ability.

Alison I'amafana

Early Intervention Service





Interview with AATD(SA) committee member - **Teresa Maiolo**



1. What is your current role?

I am the Coordinator for the Centre of Deaf Education at Avenues College. Whilst Avenues is a B-12 school, the CDE is for students in years 7-12.

2. How did you get into this line of work?

I initially had the intention of becoming an Italian teacher, but after studying Auslan for fun while at university, I decided to look into Deaf education and haven't looked back.

3. What is the best part about your job?

I love working with students at the end of their schooling career. The best part of my job is definitely hearing about their accomplishments after finishing school, and seeing them achieve their goals.

4. What are some of the challenges of your job?

Meeting the needs of an incredibly diverse group of students with the time constraints and competing demands of a school environment. Also, having to pivot and adapt, and especially in recent years - the need to navigate and quickly implement new technology.

5. What advice would you give for someone who is looking for a career like yours?

Definitely seek out mentors in the field, and build yourself a professional community of people who challenge and motivate you. Refine your practice through seeking opportunities for feedback, and observe other professionals to build your capacity.

Movement Disorder Foundation Gala Day



On Friday 19 August, all four CDEs; Adelaide High, Avenues College, Brighton Primary and Klemzig Primary attended a MDF Gala Day at the Tennis SA Clay Courts and Pavilion.

Students arrived at 9:30am and were grouped into age-based groups across sites. They then undertook some really fun and engaging activities with old and new friends from different schools.

Tennis SA then organised for us to watch a Tennis Showcase, where students experienced seeing two high level players compete. This was followed by some delicious pizza which was really enjoyed by students and staff alike.

After lunch, the Reception-Year 2 students continued with supervised, competitive and fun activities while the students Year 3 and above played a series of mini supervised double matches.

Students then helped pack away and headed back to their schools feeling really exhausted after such a fun and active day socialising with other DHH peers from around Adelaide.

This was a fantastic, engaging and social experience for all. It was a great opportunity where students met and played with other DHH students from different sites. Staff also enjoyed an opportunity to catch up with one another, seeing many old and new faces.

A massive thank you to Tennis SA, Teresa Maiolo from Avenues, and the other CDE leaders for your meticulous planning which resulted in a really fabulous excursion.

Briony Harrison

Klemzig CDE













Promotion Video Project- Teacher of the Deaf Career Pathway

The AATD(SA) sub-committee Jasmine Darrie, Briony Harrison and myself Sandra Di Fava, have been working on a promotional video project on behalf of AATD(SA) and Teachers Of the Deaf (TOD). The aim of the project is to have a video that can be circulated to students and universities encouraging first and second year bachelor of education students to consider a career in Deaf Education.

In early 2021 we applied and received a grant to fund this project. With our vision and ideas ready we got in touch with Amber and Scott from Communication Republic to start planning the logistics of our video.

The first section of filming began in September 2021. We organised a full day of filming and captured interview footage of different TODs from different areas in Deaf education. The aim was for us to showcase as many different areas of our work as we could, with a variety of specialist areas. We had representation from Early Intervention, Additional Needs, Deaf TODs, Outreach Advisory TODs in Mainstream Schools in Regional and Remote Towns.

The interviews briefly explained the role and expertise of a TOD, whilst sharing our personal passions for our Deaf Education.

The second section of filming was difficult to organise due to the restrictions that Covid19 had placed on us. We finally were able to align everyone for August of 2022. The focus of this filming day was to capture some classroom footage. On this day we had representation from Early Childhood, Primary Education, Technology and Assistive Devices and Professional Development.

We are currently in the process of coordinating our third day of filming we are aiming to record Deaf Education in High School and Early Intervention in the Home.

The most challenging part has been trying to convey our dedication and portray all aspects of Deaf Education in a short video to invite new teachers to our community. We are confident the end product will raise the profile of Deaf Education as a study pathway and inspire new teaching students.

We would like to acknowledge all of the hard working people who gave their support to this project. A big thank you to the parents who gave up their Saturday so that their children could be involved in the project. We must give a special thankyou to our colleagues in Deaf Education and to everyone who was involved in making this project possible.

Sandra Di Fava

AATD(SA) Sub-committee























NAATD Weekend Meeting



On September 9th-11th AATDSA National Representatives Claire Loades and Alison I'amafana flew to Sydney for the annual NAATD planning weekend. This is the first time since 2019 the weekend has been held face-to-face, with 2020 and 2021 going online due to Covid19.

Committee members stayed at King House in the Next Sense grounds at North Rocks. This could possibly be the last time the weekend is held at this location, with Next Sense moving to new facilities mid-2023. Many of you may have visited King House during your Masters studies or for graduation.

Most state representatives were able to attend and it was a great opportunity to dedicate a decent chunk of time to discuss important topics in Australian Deaf education.

A range of topics were discussed over the weekend including:

- Reviewing priority documents such as the Social Media policy and the Des Power award
- Mentoring program
- ANZCED conference 2024 Expanded Core Curriculum – DHH
- NAATD webpage
- National end of year presentation
- 2023 Visiting Fellow
- Expanded Core Curriculum. Congratulations to Alison who will be mentored by Alison Hawkins Bond to lead this project.

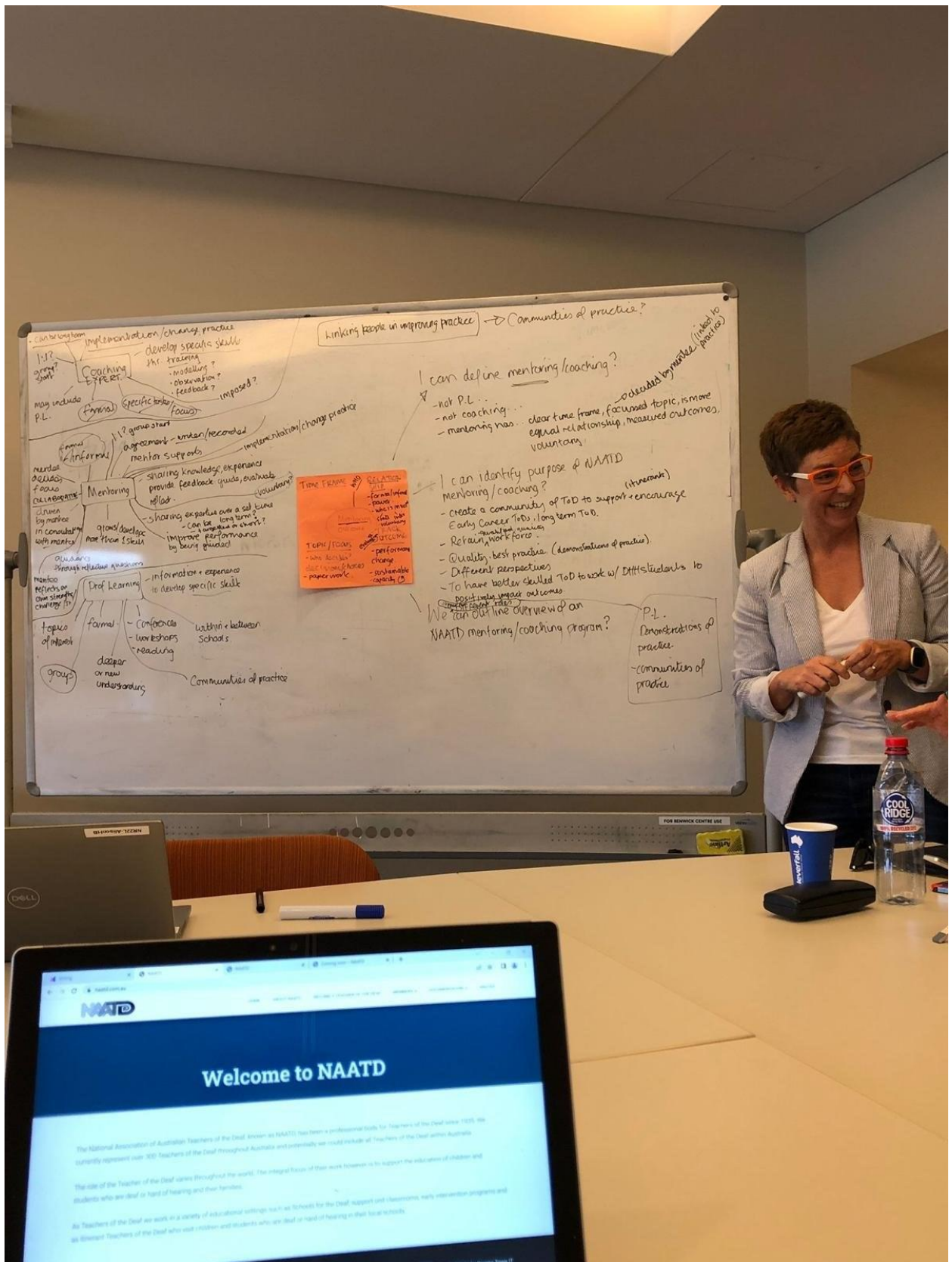
In 2023, each state will have three reps to national to support and grow others. It was agreed that national representatives need to prioritise the national meetings and especially the weekend meeting. We will hold the meeting in late April so that we can do planning for the year and move our agenda forward.

As the photos show, it was not all hard work. Fun was had and as always, it was wonderful to catch up face to face with our colleagues and friends from interstate. It was a very productive couple of days with lots of plans in place for the coming year and beyond.

Alison I'amafana and Claire Loads

AATD(SA) National Representatives





linking people in improving practice → Communities of practice?

Can be long term
14/2
group staff
may include P.L.
Coaching Effect
Implementation/Change practice
develop specific skills
str. training
- modelling?
- observation?
- feedback?
- imposed?

Formal
Specific topic
Focus
Imposed?

1/2 group start
agreement - written/recorded
mentor supports
implementation/change practice

Formal
Infernal
Mentoring
sharing knowledge, experience
provide feedback, guide, outreach
voluntary
reflect
- having expertise over a set time
can be long term
- improve performance by being guided

mentors discuss
of focus
collaborative
lines by mentees
in consult with mentees
grow/develop
new topic/skills

Classes through relative questions
Mentor reflects on
own strategy, change it?

Topics of interest
group
Formal
- conferences
- workshops
- reading
within - between
schools
deeper
or new
understanding
Communities of practice

Prof Learning
- information + experience
to develop specific skill

Time frame
- short term
- long term
- performance
change
- sustainable
capacity

RELATIONSHIP
- for no time
- focus
- who is ment
- who is mentee

TOPIC/FOCUS
- who is focus
- who is mentee
- paper work

I can define mentoring/coaching?
- not P.L.
- not coaching
- mentoring has... clear time frame, focused topic, is more equal relationship, measured outcomes, voluntary
→ decided by mentee (linked to practice)

I can identify purpose of NAATD mentoring/coaching?
- create a community of ToD to support + encourage (mentor)
- Early Career ToD, long term ToD
- Retain work force
- Quality, best practice (demonstrations of practice)
- Different perspectives
- To have better skilled ToD to work w/ DHH students to
- positively impact outcomes
- improve outcomes

We can outline overview of an NAATD mentoring/coaching program?
- P.L.
- Demonstrations of practice
- Communities of practice

NAATD

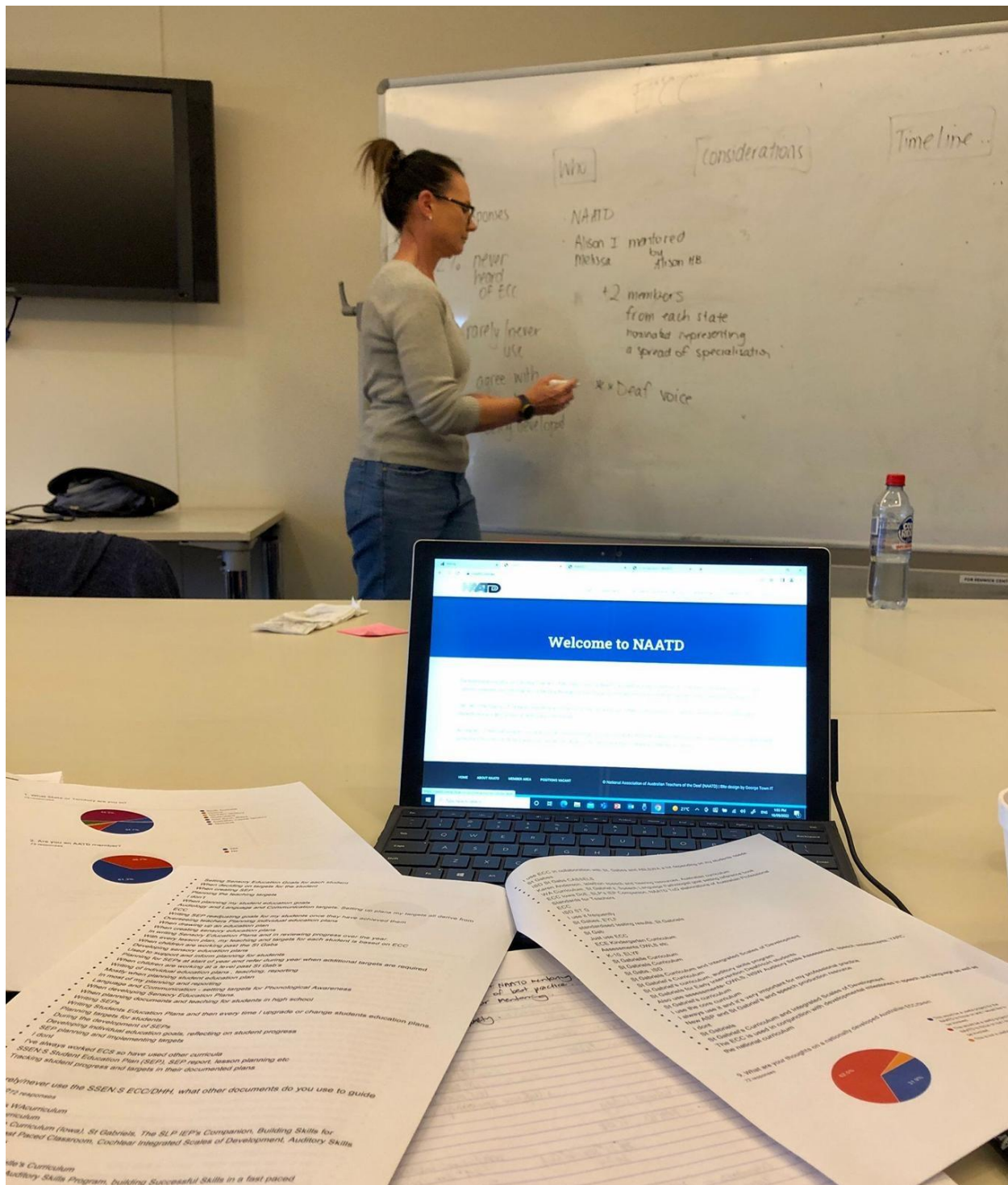
Welcome to NAATD

The National Association of Australian Teachers of the Deaf, known as NAATD, has been a professional body for Teachers of the Deaf since 1926. We currently represent over 300 Teachers of the Deaf throughout Australia and presently we could include all Teachers of the Deaf across Australia.

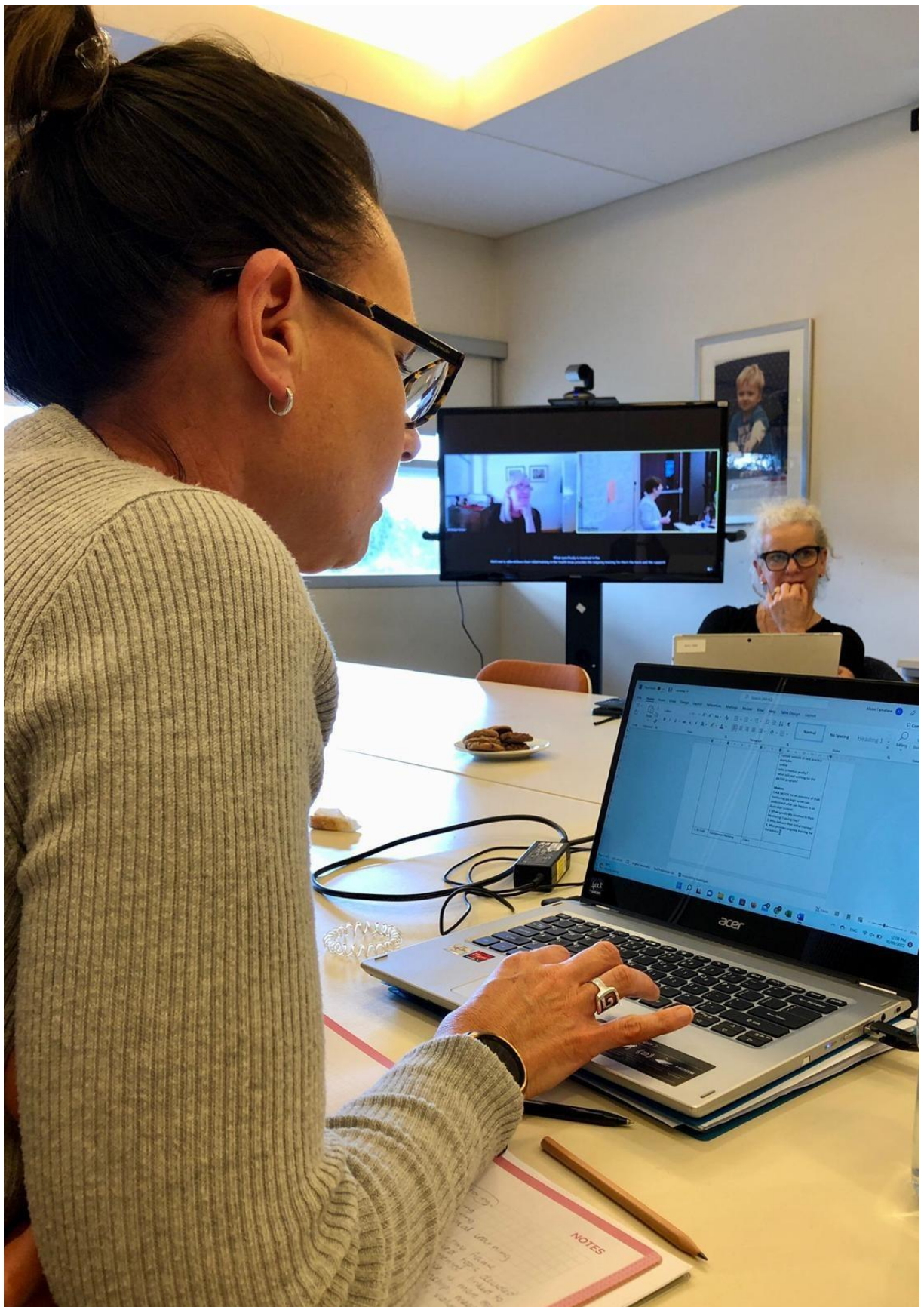
The role of the Teacher of the Deaf varies throughout the world. The integral focus of their work however is to support the education of children and students who are deaf or hard of hearing and their families.

All Teachers of the Deaf work in a variety of educational settings such as schools for the Deaf, support unit classrooms, early intervention programs and as itinerant Teachers of the Deaf who visit children and students who are deaf or hard of hearing in their local schools.









How to get Kids to Listen - Free Presentation

INCLUSIVE EDUCATION EXPO

ONLINE 2022



Government of South Australia
Department for Education

If you missed the Inclusive Education Expo this year, the sessions are now available online via Plink.

In particular there is a great course "How to get Kids to Listen" presented by Ben McNicholl, Hannah King and Jasmine Darrie.

It will be useful to share with colleagues working with D/HH children and might be a good refresher for yourself - lots of great strategies.

You can find this free course available on Plink:

<https://www.plink.sa.edu.au/pages/description.jsf?menuId=1108#/users/@self/catalogues/15965657/courses/15973022/description>

The presentation covers current research and best classroom practice to explicitly teach and improve student's listening skills as well as:

- the importance of developing listening skills and receptive language skills for learning,
- whole class strategies to explicitly teach and improve your classes' ability to listen during explicit instruction time,
- whole class games and activities to practice and develop listening skills,
- how to prepare the classroom environment for listening and individualised auditory skills training and intervention strategies for students requiring intervention.

Do you have News or Information to Share with your Colleagues?

Please send in any event information, news, articles or other information you would like shared with your colleagues in the field. The AATD SA newsletter is always looking for content from our members, for our members. Send anything through to Briony at briony@aatdsa.org.au - Thank you!