



Term 2 2023 Newsletter

From the President

I hope everyone is keeping warm in this winter weather. AATDSA has been working on a number of things throughout the term.

We have been asked to provide a formal submission to the External Review of the Cochlear Implant Program at the Women's and Children's Hospital. Our focus is on the following areas:

- How we can develop a team around the child to ensure that behavioral responses by children implanted can support the correct programming of children.
- How the role of the Teacher of the Deaf and Families can be strengthened within the program to ensure that this error does not occur again.
- The long-term prognosis for children who had inappropriately mapped implants and how this will be remediated.
- Inappropriate diagnosis of children with poor language skills development being diagnosed with Autism Spectrum Disorder or Language Deprivation, both diagnoses are likely not to be correct if the child has not developed language due to poor or no audition. Hopefully, the review will ensure that children are correctly mapped and also receive the interventions they need to benefit from their devices.

The Training and Development Committee has been working on a number of projects, including:

- Panel session for classroom teachers and parents of deaf children
- Launch of the video on the role of a Teacher of the Deaf. If you haven't had a chance to see it, take some time to do so. It is a great piece of work.
- Preparation for training as part of the Inclusive Education Seminar on language deprivation and deaf children.

The committee had a long discussion on the use of the term 'language deprivation' and whether it should be used with deaf children. Not all of us believe it is a term that should be used. It has a highly negative focus. We agreed at a committee level that it is a discussion we should be having with the field and consulting with a wide range of experts. Stay tuned for more on this topic.

If you have an area of learning that focuses on deaf children, please let the committee know. We are keen to know what training we can provide for teachers of the deaf that is focused on working with Deaf children.

We are still waiting for the Education Department to inform us of the outcomes of the model for services to deaf children attending their local school. They asked us to provide a model in 2022. We have asked for feedback twice but have heard nothing. We will continue to highlight the needs of this group of students.

Volunteer week happened in late May. Educators SA had a celebration and thank you to all volunteers and acknowledged the services of people at 5, 10, 10 plus years. Congratulations to Sandra and Dani for their 5 years of service. Thank you to all the Committee members who have volunteered their time over many years. Without their continued efforts, the association would not function.

Claire Loads

Celebrating Excellence: Sandra DiFava and Danielle Hobbs Receive Educators SA Volunteers' Service Award





We are delighted to announce that Sandra DiFava and Danielle Hobbs have been awarded the Educators SA Service Award for their outstanding dedication and five years of exceptional service to our association. As part of National Volunteers' Week 2023, Educators SA hosted the Volunteers' Service Ceremony to acknowledge the remarkable contributions of volunteers like Sandra and Danielle.

Sandra and Danielle have been invaluable members of our association, serving on both the Professional Development Committee for the past five years, and now the General Committee. Their expertise, passion, and unwavering commitment have made a significant impact on our association's growth and our ability to better serve our members and the education community.

A glimpse of Klemzig School CDE



Klemzig School Centre of Deaf Education (CDE) is a mainstream Auslan bilingual primary school in Adelaide. The CDE currently has 28 DHH students enrolled. As with all schools providing education for Deaf or Hard of Hearing (DHH) students, the needs of the students vary greatly and we aim to provide an environment that supports rich language learning opportunities for all the students.

Over the years, Klemzig CDE has investigated many research-based innovative teaching methods to support DHH students to access English. Some of these programs have fallen on deaf ears (pardon the pun) and some have been very successful. To support a positive identity as a Deaf or Hard of Hearing person we employ a number of Deaf and Hard of Hearing staff. We have a range of DHH Bilingual Student Support Officers (BSSOs) and a number of Teachers of the Deaf who are Deaf or Hard of Hearing themselves. Auslan is also taught in the school as L1 for the DHH students and a L2 (LOTE) program for the hearing students in the school.

It is important to us at Klemzig that we teach Auslan separately from other subjects, as opposed to teaching all subjects through Auslan whilst hoping that the DHH children pick up the nuances and intricacies of the language as they go along. How else are our DHH students going to learn their language? This way we provide equal access to a language for our DHH students and it also means that the Auslan Curriculum is used in an appropriate way for both DHH and hearing students through the LOTE program.

Over the past couple of years, we have had a shift in our pedagogical approach to what bilingualism means in a primary school with hearing and DHH students. In the past, bilingual classrooms, where Deaf and hearing students shared the same space and learned the same subject at the same time with a teacher of the hearing and a Teacher of the Deaf, were thought to be the most innovative, inclusive and best practice, and for that particular moment in time it was. As the years have gone by and research has delved into other practices looking at what inclusiveness really means, we found ourselves asking that exact question – what does inclusiveness look like for our DHH students at Klemzig?

With this in mind, the changes we have made at Klemzig to make bilingual classrooms work for our students start at the foundation level of learning. To ensure the young children entering the school environment at 4 or 5 years of age with very limited vocabulary or behavioural communication, have the opportunity to build a strong language base (as much as we can with the hours children have at school)

and when staffing has allowed (1:4 ratio) we have provided a smaller space for these children to learn functional language in a safe and supportive learning environment using the Early Years Learning Framework as a curriculum. Opportunities are planned for these students to join in with their hearing peers in activities requiring less complex and formal language-based learning. Incidental data indicates these students have a more positive experience entering into a bilingual classroom once they have acquired a functional language base.

At Klemzig CDE we provide a highly individualised learning space for students who are DHH with additional needs including Autism. Based on student needs and observations we have tweaked the learning environment for these students. As a result, wellbeing, learning engagement and connections have increased for all students. By providing this space with a 1:4 ToD ratio and highly skilled BSSOs, the students who were once communicating through externalised behaviours and who were often dysregulated and reluctant to engage in learning are now settled, engaged and actively participating in learning and engaging with peers. We have also seen a positive impact on the learning engagement and wellbeing of students in the bilingual classes who were previously grouped with these students, the change in classroom allowed the teacher to focus on their learning rather than the behaviours of the overwhelmed students.

Another change we made was teaching literacy separately in all years. In some of the middle and upper primary classrooms the subject and ideas are presented within the big bilingual group, however, the actual lessons are taught separately. The DHH students throughout the school use a range of research-based strategies including: Phonological Fingerspelling, Colourful Semantics, Visual Phonics (for students who are learning English through English), and the Fingerspelling our Way to Reading program. The Morpheme Program developed by Teresa at Avenues College has also been used to extend advanced literacy learners.

Recently, we trialled a resource called the Bedrock Literacy Curriculum for Deaf and Hard of Hearing students, produced by Kristin Di Perri in the US. Using Bedrock Literacy as a framework to support functional language learning and explicitly teaching vocabulary has proven to be successful. Kristin talks about ensuring children have functional language before introducing written language. She also talks about students having a deep understanding of vocabulary to be successful literacy users. We all know those students who can read 'fluently' but have little or no understanding of what they are reading – Surface readers. They are the ones who are unable to accurately demonstrate comprehension of may miss inferences or have difficulty connecting to the text.

This resource is used widely in the US and in the past couple of years Kristin and her team have piloted an actual Bilingual Grammar Curriculum in several schools and this appears to be going well. Using Bedrock as an approach and incorporating all the other strategies mentioned when teaching our DHH students we have collected positive data in the language and literacy skills of all our DHH students.

The other resource we use well at Klemzig is the Expanded Core Curriculum. This is mostly used in our Deaf Club class, though it is also used within some classroom subjects. Deaf Club is a program to support DHH students' wellbeing, it is not about using Auslan, it is about the students' Deaf Identity. Some of the topics we have taught have included "Successful Deaf and Hard of Hearing people in our School", we invited the DHH adults from our school into the class to talk about their achievements from when they were at school or later in their lives, this included: Deaf footballers, cricketers, basketballers and swimmers who went to the World Deaf Games. They all brought their medals and uniforms to show the

students. We had Deaf Teachers of the Deaf who talked about going to university and showed off their capes and mortar boards. The children were very interested in all their stories and shared their dreams for their futures. After all the COVID restrictions, last year we were able to invite some senior Deaf adults to talk about their school experiences growing up. This sparked the children to want to research who were the first Deaf adults and what impact they had on where we are today. They made a timeline that was displayed on the stairwell for all to see as well as a timeline showing just how much technology has changed! We had many positive comments from the hearing children and staff. The other subject we discuss is the anatomy of the ear, what our own audiograms look like and we practice using old audiometers so that the students know what is happening when they have their hearing assessments. The DHH adults who have supported children in this program have expressed how much they have learned about deafness and themselves and indeed their own DHH identity. They are seeing the positive benefits for the students learning this information about themselves.

We always look forward to meeting up with the other centres and coming together as a community where the students can reconnect with old teachers, support staff, friends and connect with older and new students. Our job is never done as educators as we constantly reflect, tweak and teach using evidence-based methods and resources to best support our DHH learners. What a privilege it is..

Sandra Kelly

Assistant Principal

Klemzig School - Centre of Deaf Education

DHH Camp



The inaugural CDE/CDHH camp was held at Arbury Park Outdoor Education Centre in week 11 of term 1. Avenues CDE students and Adelaide High CDHH students attended the 3-day camp. Students participated in a number of activities with a team focus in mind. Students had to plan and collaborate to solve environmental problems utilising natural resources. Mixed teams achieved many outdoor tasks successfully and, on the way, discovered how to become a leader, listen to others, work successfully as a group and take risks both socially and physically. Students were tested when they climbed Mt George, a steep climb with an amazing view. Friday's tasks were science based with a freshwater life investigation and campfire cooking.

The camp was an amazing opportunity to establish new friendships across both sites. We can already see a number of the connections made at camp being strengthened outside of school. Students are already looking forward to the prospect of future camps, with both sites hoping to make this camp an ongoing tradition between our sites.

We are grateful for the generous donations from Lions Gilles Plains and Adelaide which enabled us to provide this amazing opportunity for our students free of charge.

Teresa Maiolo

Director

Avenues Centre of Deaf Education









Early Intervention Service News



As the end of Term 2 gets closer, the Early Intervention Service is busier than ever. I have joined the team for a short-term contract and have enjoyed meeting the children, families and learning a new, pivotal role in Deaf Education in SA.

The weather hasn't deterred our families from coming along to playgroups this term. We hosted a playgroup at the Zoo in May, seeing some of the animals (and jumping in the puddles). Then another 'Dear Zoo' playgroup in June with a special musical guest, Tina from Play with a Purpose.

The EIS team is busy preparing some new projects in addition to their regular case loads, going above and beyond to support young Deaf, Hard of Hearing and CODA children (watch this space). I am grateful for the opportunity to work and learn with the passionate team and enthusiastic families and look forward to seeing the outcomes of their hard work in the future.

Sarah Lewis

Project Officer

Early Intervention Service for Deaf/Hard of Hearing



Celebrating Excellence in Deaf Education

educators

As we approach this time of year, it is an ideal opportunity for us to reflect on the remarkable accomplishments within our profession and celebrate the dedication of our outstanding cohort. We invite you to join us in recognising the exemplary efforts of your fellow professionals by participating in the nomination process for the prestigious...

Teacher of the Deaf 2023 Award for Excellence.

This award provides a platform to acknowledge and honour an individual who demonstrates exceptional professional knowledge, practice, and engagement. We encourage you to take a moment to consider the noteworthy contributions of your colleagues and nominate those deserving of this recognition. Nominations are open to all AATD(SA) members.

If you are unsure about the membership status of the person you wish to nominate, please contact us for verification.

Please find attached the submission form for additional details, as well as the ToD Elaborations for your reference.

To allow sufficient time for thoughtful consideration, kindly submit all nominations by 5pm on Monday, 28th August, Week 6 of Term 3. Send your nominations to secretary@aatdsa.org.au.

The awards committee will carefully review each nomination based on the established criteria.

We appreciate your continued support on behalf of the AATD(SA) committee. Let us come together to celebrate the exceptional achievements within our profession and acknowledge the remarkable work of our peers.

Professional Development - 2023 Panel Event



Ever wondered how to support Deaf and Hard of Hearing students in mainstream schools, or what a Centre for Deaf Education is like? So did the twenty parents and educators who attended the recent Deaf Education Panel Event facilitated by the AATD(SA) PD Committee at the Education Development Centre at Hindmarsh.

Joined by a mix of experts and people with lived experience, panellists Jasmine Darrie (Teacher of the Deaf/Special Educator Hearing), Stacey Pilmore (Speech Pathologist/Audiologist), Emma Wright (parent), Amy Geue (Senior Advisor Sensory), Teresa Maiolo (Teacher of the Deaf/Centre for Deaf Education Director) and Claire Loades (former Principal) shed light on many aspects of Deaf Education, assistive technologies and interventions. Our panellists spoke to questions that had been sent from participants ahead of time regarding their respective areas of expertise, such as the positives and challenges within Deaf Education for rural and remote families, navigating services and extra-curricular activities for DHH children, strategies to build working memory skills and executive function of Deaf and Hard of Hearing students in mainstream settings, positive and negative experiences being a Deaf student at school, issues of inclusion, the difference in outcomes between those with unilateral compared with bilateral hearing loss, and addressing the academic implications of the high incidence of conductive hearing loss in Aboriginal students.

Participants were invited to ask spontaneous questions open to any panel member in the second part of the event. Here, the panellists fielded questions on a range of topics, including the benefits of learning and teaching Auslan to Deaf and Hard of Hearing children, as well as to students with typical hearing, how to check if students' devices are working optimally, and what a school's first steps should be when teaching a Deaf student in an Intensive English Language program.

Feedback from parents and educators who attended has been overwhelmingly positive, and plans to run a similar event next year have been discussed.

At the end of the evening, attendees viewed a promotional video designed to let professionals know of the rewarding career options for Teachers of the Deaf. News spread, and after just one showing of the short film a mainstream teacher on maternity leave has shown interest in PD relating to Deaf Education. A great outcome!

Eliza Shalley

Teacher of the Deaf

Klemzig Centre of Deaf Education





Interview with AATD(SA) committee member - Jasmine Darrie



1. What is your current role?

Special Educator Hearing in Student Support Services. Providing outreach to Whyalla / Pt Augusta / Far North.

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

There was an online register for those who would like to be considered for a seconded teacher position.

Growing up in Whyalla and with my parents still living there I put my name on the register and indicated this would be a region I would be interested in. Outreach was relatively new to hearing services and I was asked if I would consider this type of role, proposed to address the positions vacant.

I love working with regional and remote communities, giving back to where I grew up and feel passionate about advocating for equity.

3. What is the best part about your job?

The team and leadership in Whyalla / Pt Augusta is fantastic, highly skilled and supportive. Great colleagues I have learnt so much from.

Changing roles has made me a better Teacher of the Deaf. It has been a steep learning curve to expand my skills to areas outside of bilingual education, such as ear health, early intervention, acoustics, assessing speech perception, auditory skills hierarchy etc. but it has given me a broader knowledge base.

Connecting with families, children and staff from diverse communities and backgrounds and developing relationships. I have a lot more appreciation of the different settings and challenges and complexities unique to each site/case.

When you do see positive change, as a result of your work. Such as a learning environment improved, sites screening to ensure lowered hearing thresholds are diagnosed or seeing a change for an individual, which will have significant flow on effects for that person's future.

Seeing the positive impact of projects such as the Deaf / Hard of Hearing playgroup, the School Mapping Tool and the online Deaf mentor program.

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

Seeing the need but not being able to provide the frequency of early intervention required and awareness of the current and long term impact for these regional children and families.

Knowing there are many children who don't receive a service or the needed accommodations, because they are undiagnosed, don't receive follow up audiology assessments. There are many misconceptions such as hearing not being perceived as a primary factor influencing behaviour/learning, the need for access on the same basis not recognised if a student is regulated/compliant, the student has a personal listening device and therefore their needs have been accommodated etc. These misperceptions hinder / prevent timely referrals.

Being restricted by what you have the capacity to do and making choices about which children/sites are currently the highest priority.

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

It is very easy in this role to be busy. The challenge is ensuring the work you do creates tangible change for children and students.

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 secretary@aatdsa.org.au - Thank you!