The Victorian Deaf Education Institute Highlights – 2011/2012
Connecting learning communities to embrace diversity, share knowledge and work together to achieve quality outcomes.

Our vision and mission
To enable excellence in deaf education to any school anywhere in Victoria. Through the Victorian Deaf Education Institute, the Department of Education and Early Childhood Development is committed to improving the educational outcomes of children and young people who have a hearing loss.

Our values
In our relationship with colleagues, children and young people, parents and families, partners and local and global communities, we commit to the following core values:

• Collaboration and knowledge sharing
• An outcomes focus
• Respect and diversity
• Empowerment

Our core focus areas
In partnership with schools, universities, community organisations, early childhood and deafness professionals, we work hard to:

• deliver excellence in professional learning programs
• enable evidence based classroom practice; and
• improve access to learning through the latest technology solutions
Our innovative Professional Learning Program offers mainstream teachers, teachers of the deaf, audiologists, speech pathologists, psychologists, and speech and language support staff the unique opportunity to build their expertise to provide excellence in learning support to the 3800 Victorian children with hearing loss. The Program includes an International Speakers Program, a Masterclass Series, Mentoring Services and an Online Learning Program.

Our Research program has been designed to enable classroom innovation and evidence based practice. Evidence from the Deaf Education Review 2008 and consultation with educators and the community helped identify key priorities. These include: a focus on literacy and language development strategies; an exploration of models of best practice in education service delivery; and an investigation into ways to improve support for students transitioning to post school options.

VDEI has a strong focus on Innovation and Technology – to strengthen access and inclusion for deaf students and education professionals to learning through the use of relevant technology. VDEI is a technology hub, allowing workshops to be beamed to teachers and students in remote and regional areas across Victoria, via high density technology. This ensures deaf and hard of hearing students receive the best educational opportunities, regardless of location.
VDEI is more than a building. It’s an innovative, dynamic, inclusive community.

Our team

Gene Reardon
Director

Helen Harrington-Johnson
Statewide Program Manager

Kaye Scott
Statewide Program Manager

Karyn Barrasso
Program and Communications Manager

Esperanza Torres/Aris Goletsos
Business Support and Research Officer

A few of our stakeholders

All Victorian schools
Arts Access Victoria
ASLIA Victoria
Australian Association of Teachers of the Deaf (Vic)
Australian Communication Exchange
Australian Hearing
Catholic Education Office
Cochlear Research Centre
Deaf Australia
Deaf Children Australia
Deaf Victoria
Deafness Forum
Deafness Foundation
Deakin Institute
Early Education Program
Hear For You
Independent schools
Kangan Institute
La Trobe University
Murdoch Childrens Research Institute
Northern Metropolitan Institute of TAFE
Renwick Centre
RIDBC
Royal Melbourne Institute of Technology
Taralye
The Royal Children’s Hospital
The University of Melbourne
Victorian Deaf Education Network
Victorian Infant Hearing Screening Program
and many more.
Why was the Victorian Deaf Education Institute established?

In 2010, the Department completed a review of deaf education in Victoria – *What is my future? – A Review of Deaf Education in Victoria*. Involving broad community consultation, the review found that deaf school leavers demonstrate significant language delays and achieve lower school completion rates than their hearing peers. Evidence suggests that given the right environment, educational outcomes of deaf and hard of hearing students should be virtually equivalent to that of their hearing peers. The review identified the reforms needed to ensure that this outcome is achieved.

Those reforms were:

- improvements in educational support and workforce sufficiency
- early diagnosis and family-centred support
- equity and fairness in access to services
- across Victoria
- ongoing support, monitoring and intervention in deaf and hard of hearing children from 0–18 years old

A key recommendation of the review was to establish a Victorian Deaf Education Institute. The Institute is to play a pivotal role in building the required knowledge, skills and workforce capacity for individuals working with deaf children and young people in an educational setting. The Institute’s role extends to providing localised provision through outreach services in mainstream schools and partnering with families and the community.

**The VDEI logo**

Community consultation underlies all our activities. Consultations with community stakeholders comprising education professionals, deaf community representatives and parents fully informed the identification of a preferred logo.

The VDEI logo signifies the diversity of needs of children. The colour and shape change and move to reflect innovation, pushing technological boundaries and promoting openness to new ideas. Its fluid motion promotes the idea of continual learning and change, connectedness and bringing together a local and global network of skills and expertise in an environment of community, diversity, dynamism, energy and positivity. The bright orange tones were chosen to signify hope and bright futures.
Innovation & Technology

“You only have to look at the students’ smiles to see what effect the captioning is having on them. They are definitely more confident. It’s a mode of communication that works well for them. It’s just another tool in the toolbox. No one mode of receiving information is going to be successful. It’s having a number of different ways of accessing information that is working so well.”

Jenny Cook, principal at Forest Hill Deaf Facility

One of the strategic aims of the Victorian Deaf Education Institute is to strengthen access, inclusion and engagement for deaf students and education professionals to learning programs and curriculum through the use of cutting edge technologies. VDEI is a technology hub, allowing workshops and seminars to be beamed to teachers and students in remote and regional areas across Victoria, via high density information technology. This ensures that deaf and hard of hearing students receive the best educational opportunities, regardless of location.

Real-time captioning in classrooms

A key strategy of VDEI is to ensure that deaf and hard of hearing students can access classroom curriculum using various technologies. VDEI undertook a pilot of full time real-time captioning in classrooms with the aim of improving secondary deaf students’ access to learning materials, classroom dialogue and activities, thereby promoting full inclusion and enhancing student outcomes.

Stage 1 commenced in Term 2, 2011 at the Victorian College of the Deaf and Forest Hill Deaf Facility. A second stage extended to three secondary deaf facilities at Shepparton High School deaf facility, Mount Erin deaf education centre and Sunshine College deaf facility in Terms 3 and 4 in 2011 and Terms 1 and 2 in 2012. This pilot has been extended to all other government secondary facilities in terms 1 and 2, 2012. The University of Melbourne will be undertaking an evaluation of the project.

Inspire magazine featured VDEI’s real-time captioning in classrooms pilot in its November 2011 edition. Inspire is the Department of Education and Early Childhood Development’s monthly publication. It is distributed to all government school teachers and principals; non-teaching staff; school council members; Catholic and independent schools; early childhood professionals, including kindergarten teachers and child care workers; and maternal and child health centres. The magazine has a circulation of more than 73,000 every month.
We have three soundfields in the school now. Now we wish we had one in every classroom. We take it outside for sports rotations on Thursday. They go for an hour and a half and it is so much easier to run them with the soundfield. I even used it for bike ed. I took it out on the road and the kids could hear me from one end of the block to the other, explaining points to them. It’s fantastic!”

Quarry Hill Primary School, Bendigo

**iPad trial**

There is growing evidence that students with special needs can benefit significantly from using digital technology to further their learning. As part of the iPads for Learning trial which commenced in December 2010, 85 iPads were distributed to every student attending the Victorian College of the Deaf. From using Auslan applications to reading interactive books on their iPads, deaf students have been given the opportunity to experience all the benefits of a hi-tech education.

**Optimal classroom acoustics**

Optimal classroom acoustics benefit all students, not only deaf students. Benefits include: reduced noise in classrooms; opportunities for safe and orderly classrooms; enabling student concentration, comprehension and participation; promoting inclusive classrooms and learning strategies; and developing healthy vocal use for teachers. During 2011, VDEI provided funding for 27 deaf facilities and specialist schools to receive 67 soundfield systems.

**Scholarships**

VDEI is focussed on building the capacity of teachers working with deaf and hard of hearing children in Victoria. To build a high quality workforce, VDEI partnered with Victorian universities to enable scholarships to teachers seeking postgraduate qualifications in deaf education. There are now 55 mainstream teachers retraining as specialist teachers of the deaf.

**Video conferencing units – access for remote learning**

VDEI is focussed on improving educational outcomes and curriculum access for rural and regional students and families. On 24 June 2011, Minister Dixon announced the roll out of 300 video conferencing units to primary and secondary schools across Victoria. VDEI has been trialling video conferencing units with a number of rural, regional and metropolitan deaf facilities. The units are allowing deaf students to participate in ways that were not previously viable. For example, schools can use the units to promote and provide Auslan classes to students/parents and/or communities; develop student networks with rural and isolated areas; provide team teaching sessions with visiting teachers and students; present professional development sessions with teachers in remote areas; host deaf role model programs with students; and provide access to some curriculum sessions with interpreted support.
Captioning Centre in regional Victoria

VDEI has established a captioning centre in Bendigo. This important collaboration between VDEI, Bendigo College Deaf Facility, Methodist Ladies College and Charles La Trobe College has resulted in a unique and much needed service for all Victorian schools. Through extensive work and guidance from Shenton College for the Deaf in Western Australia and assistance from Media Access, the centre is now currently operating.

Centres of Excellence

VDEI, in collaboration with facility coordinators and specialist schools for the deaf, commenced a project to explore the concept and requirements to improve system design and establish centres of excellence in deaf education.

Breadth of Curriculum project

One of VDEI’s first projects was to review the Sustainability and the Breadth of Curriculum provision of services for students who receive specialist support in mainstream schools with or without specialist deaf facilities. A particular focus was to examine students’ access to a breadth of curriculum choice, with the aim of increasing breadth of curriculum options for secondary deaf facilities in Victoria. Six schools were asked to participate in the study: Bendigo deaf facility, Charles La Trobe College deaf facility, Forest Hill College deaf facility, Lyndhurst Secondary College deaf facility, Mount Erin deaf education centre and Sunshine College deaf facility. Research consultancy firm, Grant Thornton, completed the study in September 2011 and key findings are on the VDEI website.

Resource development project grants – autonomy and innovation

VDEI works to foster and encourage local school autonomy and classroom innovation. The Victorian Deaf Education Review highlighted the importance of the provision of high quality educational services and access for students. VDEI sought expressions of interest from schools to undertake innovative resource development projects. The aim is to increase knowledge sharing across the deaf education workforce, and develop teaching and learning resources. Below is a list of the research development projects which we have funded – all much needed resources which will really benefit students. Several more projects are still under consideration pending further development.

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Brief description of the project</th>
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<tbody>
<tr>
<td>Aurora</td>
<td>Developing a bilingual library of children’s literature.</td>
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<tr>
<td>Ballarat deaf facility</td>
<td>Filming and captioning classes in Auslan. This will provide a bank of captioned and signed lessons.</td>
</tr>
<tr>
<td>Bendigo deaf facility</td>
<td>To create a library of Auslan readers.</td>
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<tr>
<td>Eastwood deaf facility</td>
<td>To develop children’s connectedness to school through the development of a social skills program.</td>
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<tr>
<td>Eastern Metropolitan Region Visiting Teachers</td>
<td>Production of a DVD, targeted at primary and secondary school to increase the understanding of the implications of an HL and inclusive classroom practices.</td>
</tr>
<tr>
<td>Forest Hill deaf facility</td>
<td>Development of a literacy resource based on the Fairview Learning Program.</td>
</tr>
<tr>
<td>Grovedale College and Visiting Teachers Hume &amp; Grampians</td>
<td>The use of digital technologies in learning (iPads).</td>
</tr>
<tr>
<td>Mount View deaf facility</td>
<td>Development of a DVD to use with students and teachers to highlight the difficulties in communicating to students who are deaf or hard of hearing.</td>
</tr>
<tr>
<td>Shepparton deaf facility</td>
<td>Developing a resource that assists students to comprehend written text through exploring the multiple meanings of English words.</td>
</tr>
<tr>
<td>St. Mary’s (Wantirna)</td>
<td>Improving student outcomes by measuring student achievements and appropriate goal setting.</td>
</tr>
<tr>
<td>St Mary’s (Dandenong)</td>
<td>To build an understanding of deafness, mental health issues and the link between interpersonal development and personal learning.</td>
</tr>
<tr>
<td>Collaborative partnership: Charles La Trobe College deaf facility, MLC and Bendigo secondary deaf facility</td>
<td>To develop captioned resources.</td>
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Evidence to practice

The Victorian Deaf Education Institute partners with various tertiary institutions to conduct research. The aim is to provide a strong evidence base for best practice models for teaching and learning in the specialist area of childhood deafness. A strong link between research and practice ensures that VDEI remains relevant and at the forefront of innovative thinking and practices.

Melbourne Literature Review

To develop effective literacy strategies, VDEI engaged The University of Melbourne to conduct a literature review, *Literacy assessment and intervention with children and students with hearing loss*. Recommendations have included: obtaining a universal commitment to an assessment protocol; appropriate training of personnel; the establishment of a database that includes data on all children and students across all measures in the assessment protocol; and the implementation of a rigorous, systematic and well-planned strategic research project to measure the efficacy of different intervention approaches.

Tracking and predicting educational achievements

VDEI engaged Murdoch Children’s Research Institute to continue their study to improve understanding around the tracking and predicting of factors influencing educational achievements in children with congenital hearing impairment.

Strengthening outcomes and post school transition pathways for deaf students

How do students with a hearing loss get on after school? What would assist them to nail that job or successfully complete a tertiary education program? VDEI commissioned The Centre of Excellence for Students who are Deaf or Hard of Hearing at the Northern Metropolitan Institute of TAFE to undertake a research study, *Strengthening Outcomes and Post School Transition Pathways*. The study seeks to examine the educational outcomes achieved, pathways chosen by students after leaving school, the factors influencing their choices and the interventions required to improve outcomes.

**Individual learning plans**

An area for focus emerging from discussions with stakeholders is the development of good quality individual learning plans. VDEI, in association with The University of Melbourne, is currently completing a research project, *The development and use of individual learning plans as a basis for intervention in school programs*. One of the aims of the project is to explore good practice in the use of assessments to inform individual learning plans. School principals and coordinators of facilities participated in the study. It is envisaged the study will provide valuable insights for evidence based exemplary practice.

Auslan Assessment Tool and Developmental Scale

This groundbreaking project will benefit children nationally. In partnership with La Trobe University, VDEI commenced the development of an Auslan Assessment Tool and Auslan Developmental Scale. Building on the work already undertaken by the Aurora School, the project will enable educators and families to adequately monitor general Auslan language development and highlight students who require further in depth assessment. It will also identify options for Auslan enrichment interventions that may follow the assessment results, which would predictably affect measurable outcomes. It is hoped that this will be able to be deployed nationally to support young children and their families in language enrichment opportunities.

Mapping learning outcomes

VDEI is partnering with the Victorian Infant Hearing Screening Program to gather data on the location and needs of all deaf and hard of hearing children in Victoria. This will enable VDEI to assess the workforce capacity required to support students’ learning; gain a better understanding of rural students’ challenges; and promote future research into deaf students’ literacy and learning needs.
In 2011 the VDEI Professional Learning Program enabled hundreds of professionals including mainstream teachers, teachers of the deaf, audiologists, speech pathologists, psychologists and speech and language support staff the opportunity to build their expertise in providing improved learning support to the 3800 Victorian school aged children and young people with hearing loss.

In partnership with schools, universities and professional organisations the Institute catered for all education professionals supporting students across a range of educational settings.

Our 2011 Professional Learning Program included:
- an International Speakers Program
- a Masterclass Series
- an Online Learning Program
- Mentoring Services

As a result of extensive stakeholder engagement in 2010, key streams and themes were identified that formed the basis of our 2011 professional learning program. In its establishment year, VDEI provided an exciting suite of high quality training and development to more than 500 professionals working with deaf and hard of hearing children. All our events were live captioned.
VDEI Masterclass Series

The Masterclass Series is aimed at early childhood professionals, teachers, education professionals and allied health professionals supporting children with a hearing loss across a range of educational settings. Based on input from the sector, the 2011 series was facilitated by leading academics and practitioners. Topics included language and literacy development, mathemar teaching strategies, model approaches to inclusive learning, classroom interpreting challenges and establishing optimal audiological environments. The Masterclasses are an excellent way to broaden professional knowledge; participate and learn practical skills; discuss the issues with key experts; and network with other professionals.

The benefits and mastery of using mobile devices in education for students with special needs

**Presenter:** Jonathan Nalder, Department of Education, QLD Government

**Date:** 1 June 2011, Melbourne

Jonathan Nalder presented a highly interactive one day conference to visiting teachers and other professionals supporting students in mainstream settings. The conference, which enjoyed full attendance at the Victorian College of the Deaf in Melbourne, took attendees on an amazing journey of how mobile technology can transform learning. Due to popular demand this conference will run again in 2012.

Pragmatic skills of school aged children with hearing loss: research outcomes and interventions

**Presenters:** Dr Louise Paatsch, Senior Lecturer and Researcher in language and literacy at the School of Education, Deakin University and Dr Dianne Toe, a Senior Lecturer and Researcher in the development of pragmatic language skills at The University of Melbourne.

**Date:** 14 October 2011, Geelong

Dr Louise Paatsch and Dr Dianne Toe examined aspects of their research on the pragmatic skills of school aged children with hearing loss: research outcomes and interventions. The presenters worked with participants to develop strategies for assessing pragmatic skills and ways to support students to use pragmatic skills more effectively.

The first relationship: Parental adjustment to infant hearing loss

**Presenter:** Associate Professor Margaret Brown, The University of Melbourne

**Date:** 17 March 2011, Melbourne

Professor Field Rickards (Dean of the Graduate School of Education, The University of Melbourne) launched VDEI’s Masterclass series to more than 150 deaf education professionals at Taralga in Blackburn. Associate Professor Margaret Brown discussed a series of published studies into parent-infant interaction conducted at The University of Melbourne. Collectively, these studies challenge widely held beliefs about ways that hearing parents interact with their deaf children. Factors under investigation included maternal scaffolding, sensitivity and responsiveness, effect of age of implantation and parental expectations.

How are Victoria’s deaf and hard of hearing children doing in the 21st century? Learnings from the SCOUT, CHIVOS and HISS studies

**Presenters:** Dr Melissa Wake, Director of Research and Associate Director at CCCH and Dr Zeffie Poulakis, Victorian Infant Hearing Screening Program (VIHSP), Royal Children’s Hospital & Murdoch Children’s Research Institute.

**Date:** 29 June 2011, Melbourne

The last two decades have seen rapid changes in detection, amplification and education approaches for children with a hearing loss. Not only are these children detected earlier than ever before, but they can access far more sophisticated and varied interventions. What benefits have been reaped from these advances in terms of language, mental health, quality of life, education and other outcomes? Addressing these questions requires large-scale, population based studies, such as those conducted at the Centre for Community Child Health and Murdoch Childrens Research Institute over the last two decades. Dr Melissa Wake and Dr Zeffie Poulakis took a full house of 90 hearing loss professionals on a fascinating two hour journey at VDEI’s third Masterclass at the Monash University Conference Centre.
Deconstructing, reconstructing and managing deaf child and adolescent behaviour to enhance social, emotional and psychological well-being

Presenter: Dr Andy Cornes, UK

Date: 4 and 5 August 2011, Melbourne

This event was a collaboration between the Victorian Deaf Education Institute and The University of Melbourne. The workshop provided a theoretical framework in which to understand common and more complex problems observed by professionals working with children who have a hearing loss and to offer practical advice on how to manage the behaviours (moving from an established view - pre-reflective thinking, to a more flexible informed view – post-reflective thinking). Topics included the socialisation of deaf children and adolescents, case examples of systemic thinking and joined up thinking, behaviour management and emotional, behavioural and psychological problems.

Meet the parents – guiding and coaching parents in early intervention and facilitating theory of mind development and conversational competency in children with hearing loss

Presenter: Dr Teresa Caraway, US Founder and President of Learning Innovation Associates, LLC, a global company dedicated to excellence in early intervention through professional learning and mentorship.

Date: 11 and 12 August 2011, Melbourne

This compelling event explored two timely topics: engaging parents of children who are deaf or hard of hearing in the early intervention process; and facilitating Theory of Mind development and conversational competency in children with hearing loss. Theory of Mind relates to a person’s innate ability to sense the thoughts and feelings of another, a social reasoning ability critical to developing conversational abilities in children. Sessions will use video excerpts and role playing to provide insights into working with adults in teaching and therapy sessions; highlight strategies to promote greater parent involvement; and demonstrate the use of children’s literature to encourage children to become engaging conversationalists. The event was a collaboration between the Victorian Deaf Education Institute and the RIDBC Renwick Centre.
Understanding the practicalities of a busy professional’s life, VDEI created an online learning program which could be accessed from the convenience of their school or after hours within a staff room in a shared environment.

Online learning is an interactive experience where the professional can pose questions in a live chat space. Links to learning tools and contacts are posted up so that the professional can utilise them directly afterwards in the classroom.

### Challenges faced by deaf students in post secondary education

**Presenter:** Cathy Clarke, Centre of Excellence for Deaf and Hard of Hearing Students, Northern Metropolitan Institute of Technology

**Date:** 2 February 2011

### Reading for meaning using Australian sign language (Auslan)

**Part 2 (a follow up session from 2010)**

**Presenter:** Janelle Giffen, Shepparton, Guthrie Street Deaf Facility

**Date:** 2 February 2011 and 10 May 2011

### Using hearing technology in the classroom - maximising the acoustic environment

**Presenter:** Ann-Marie Costabile, Australian Hearing

**Date:** 9 September 2011

### Mathematic teaching techniques for working with deaf students in secondary schools

**Presenter:** Jeremy Brett, Victorian College for the Deaf

**Date:** 27 June 2011 and 2 February 2011

### Using a validated diary technique to monitor early language milestones in young children with severe-profound hearing loss

**Presenter:** Cathy Clarke, Centre of Excellence for Deaf and Hard of Hearing Students, Northern Metropolitan Institute of Technology

**Date:** 2 February 2011
Professional Learning Needs 2011

Professional learning needs
In September 2011 VDEI designed a survey to capture stakeholder needs and suggestions, for consideration of the Institute’s 2012/2013 professional learning program. When asked which types of professional learning participants preferred, 65.4% said ‘developing new skills’, 61.1% said ‘staying across the latest research’, 63.3% said ‘keeping skills up to date’, 51% said ‘accessing new tools and awareness’ and 24% said ‘greater networking opportunities’.

Auslan courses
In partnership with Kangan Institute, VDEI offered Australian Sign Language (Auslan) courses to build the conversational skills and expertise of professionals and parents working and living with students who have a hearing loss. Nine courses were delivered over an eight week period at beginner, intermediate and advance levels between weeks 2 – 9 of Term 3 in 2011. Two of those were successfully presented via video relay to rural areas. All courses were free of charge. Courses are being planned for 2012.

“Amazed at how much we learned in eight weeks!”
Jillian O’Neill, teacher, Forest Hill College

“The content was great! The level was good for beginners. And the teacher was fantastic – thank you!”
Kellie Addicoat, administration officer, Victoria Law School, Victoria University.

Which 3 areas of professional learning are most needed?

Reaching new graduates of education
The VDEI was invited to present in three forums within the La Trobe University Education Conference program. The conference was for students completing their Graduate Diploma of Education (Secondary) at its Bundoora Campus on 2 and 3 November 2011. The forums included delivering a keynote speech, two workshops and providing information within the Conference Expo.

Two workshops were delivered to the graduates to encourage interest in deaf educational including the importance of developing new teachers of the deaf (TOD’s) and highlight the variety of roles and programs available to engage and support educational professionals working with students with a hearing loss.
Community Involvement 2011

“Thanks for all the professional development and support in general. It is great having the VDEI! Congrats to all!”
Jo Bourke and Di Thornton.

Sponsoring Deaf Sports Day

VDEI supported the Victorian Deaf Sports Day at the Doncaster Tracks Pavilion on 27 October 2011 by providing Auslan interpreters for the day. This is an annual event which allows approximately 300 primary aged children to participate in challenging and enjoyable athletic events or tabloid activities with their peers. For many of the children it was an opportunity to catch up and socialise with their friends whom they rarely meet.

Staying on track with deaf education

The Victorian Deaf Education Institute was a major sponsor at the 26th Australian and New Zealand Conference for Educators of the Deaf (ANZCED) 2011 conference on 15, 16 and 17 July 2011. The conference entitled “Staying on track with deaf education” took place at the Novotel Hotel in St Kilda and provided a comprehensive, stimulating program that had significant practical relevance for professionals and parents associated with the education of deaf and hard of hearing children.

Gene Reardon, Director of the Victorian Deaf Education Institute (VDEI) was invited to speak on “Challenges in Deaf Education: Review and Reform”. In her presentation, Gene discussed the review into deaf education along with VDEI’s formation and objectives to address the needs of deaf students as highlighted in the review. Gene’s focus included encompassing individual children, their educational options and their outcomes.
Events in 2012

Mentoring programs for educational support staff

The VDEI in association with the Australian Sign Language Interpreters Association (ASLIA Vic) have committed in 2012 to providing professional learning programs for educational support (ES) staff who provide Auslan interpretation in classrooms.

Mentoring program for educational support staff who work with signing deaf children

One of the initiatives available in 2012 is a mentoring program.

The mentoring program includes:

- Fortnightly contact between the allocated mentor and ES staff at each facility. This may be in person or via a video link. It is anticipated this will occur outside of school hours.
- Filming each educational support staff member while interpreting.
- Analysis of the video recording by the mentor.
- The mentor guiding the developing of an action plan for each staff member involved in the program focussing on strategies for improvement.
- The mentor development and implementing a professional learning program based on the needs identified during video analysis. This should occur during fortnightly contact time.
- Re-filming analysis skills and celebrating success.
- At the completion of the course, participation in a feedback process to aid with future planning.
Events in 2012

**Greg O’Connor**
Assistive technology for secondary students who struggle with literacy

**Date:** 29 March 2012

**Presenter:**
Greg O’Connor is the Professional and Consultant Services Manager of Spectronics. Greg O’Connor has been actively involved in supporting the learning of people with diverse learning needs for 30 years. Greg’s areas of expertise include supporting people with complex needs, challenging behaviours and autism, and literacy support technologies for people with learning disabilities. He is passionately committed to the use of assistive and instructional technologies to support the learning of all students in school and post school settings.

**Location:**
VDEI Learning Centre, Victorian Deaf Education Institute, 597 St Kilda Road, Melbourne

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**Dr Donald Goldberg and Dr Sharon Sandridge**
Early intervention for children with hearing loss

**Date:** 31 May – 1 June 2012

**Presenter:**
Dr Donald Goldberg, PhD, CCC-SLP/A, FAAA,Cert AVT, is Co-Director of the Head and Neck Institute’s Hearing Implant Program.

Dr Goldberg is a world leader in the assessment of infants, toddlers, preschoolers, school-age children and adult patients who are deaf or hard of hearing, and the auditory-based (re)habilitation of patients who are recipients of unilateral or bilateral (both simultaneous and sequential) cochlear implants.

Co-Author of *Educational Audiology for the Limited Hearing Infant and Preschooler: An Auditory-Verbal Approach* (Pollack, Goldberg, and Caleffe-Schenck, 1997). Goldberg is the author of numerous research articles and is a presenter in the areas of cochlear implants, auditory-verbal therapy, speech-language-auditory assessment, educational audiology and counselling. Dr Goldberg assumed the role of President of the AG Bell Association for the Deaf and Hard of Hearing’s Academy for Listening and Spoken Language in July 2008.

**Dr Sharon Sandridge**

Sharon A. Sandridge, Ph.D. is currently Director, Audiology Clinical Services as well as the Co-Director, Tinnitus Management Clinic, and Co-Director, Audiology Research Lab (ARL) at the Cleveland Clinic Foundation, in Cleveland, OH. Dr. Sandridge received her BA and MA from the University of Akron and her Ph.D. from the University of Florida. Her primary clinical and research interests are in the areas of amplification – including hearing aids and assistive technology; treatment of tinnitus; and electrophysiology – including neurodiagnostics, intraoperative monitoring, identification of children with hearing loss. She and her colleague, Dr. Craig Newman, have completed a number of funded-research projects and have authored a number of articles in the areas of amplification, outcome studies, tinnitus, and electrophysiology.

**Location:**
The VDEI Learning Centre, Victorian Deaf Education Institute, 597 St Kilda Road, Melbourne
This event is a collaboration between the Victorian Deaf Education Institute and the RIDBC Renwick Centre.
Events in 2012

Dr Michael Carr-Gregg
An evening presentation on the healthy emotional development of adolescents

Date: 21 June 2012

Presenter:
Dr Michael Carr-Gregg is one of Australia’s highest profile psychologists and leading speakers. He worked as an Associate Professor in the Department of Paediatrics at The University of Melbourne, before going into private practice. He wrote his PhD on adolescents with cancer at the University of NSW which resulted in the formation of CanTeen – a support group for teenagers with cancer in 1984. Michael is a founding member of the National Centre Against Bullying and for six years has been the agony uncle for Australia’s biggest selling magazine for young women, Girlfriend. He has a high media profile working on national TV on Channel 7’s Sunrise and The Morning Show as well as Fairfax Radio 3AW. Dr Michael Carr-Gregg has written seven books, including the best-selling Princess Bitchface Syndrome: How to survive teenage girls (Penguin, 2007) and his most recent, Surviving Step-Families (Penguin, 2011).

Location:
VDEI Learning Centre, Victorian Deaf Education Institute, 597 St Kilda Road, Melbourne

Professor Anu Sharma
Exploring auditory neuropathy spectrum disorder and classroom programs with teaching professionals

Exploring current audio specific issues within the audiology field

Date: 25 July 2012 (teaching professionals) and 27 July 2012 (audiologists/speech pathologists only)

Presenter:
Professor Anu Sharma, Professor, Dept. of Speech, Language and Hearing Sciences at the University of Colorado at Boulder; Adjunct Professor, Dept. of Otolaryngology at the University of Colorado at Denver Health Science Center; and Adjunct Professor, University of Texas at Dallas, Gallier Center for Communication Disorders.

For more than 10 years, Dr Sharma’s research has examined issues related to brain development in children with cochlear implants. In particular, she is interested in examining cortical maturation in children with unilateral and bilateral cochlear implants and in children who are fitted with hearing aids. Dr Sharma’s research is exploring issues related to sensitive periods for central auditory development, cortical re-organization and cross-modal plasticity in children with cochlear implants.

In a related line of research, Dr Sharma is developing clinical biomarkers for auditory cortical maturation in children with hearing impairment and cochlear implants. Dr Sharma is the principal investigator of two grants from the National Institute of Health. Her NIH funded work on cochlear implants has been highlighted in a report presented to the United States Congress. She has also received grants from the National Organisation for Hearing Research and American Hearing Research Foundation. Dr Sharma has won awards for her research at international scientific meetings. She regularly gives keynote addresses at national and international conferences.

Location:
VDEI Learning Centre, Victorian Deaf Education Institute, 597 St Kilda Road, Melbourne
This event is a collaboration between the Victorian Deaf Education Institute and the RIDBC Renwick Centre.
Professor Bencie Woll and Dr Rosalind Herman

Hot topics in bilingual education for students with hearing loss

Date: 30 – 31 August 2012 (streamed format) 3 – 4 September 2012 (face to face format)

Presenter:
Professor Bencie Woll holds the Chair in Sign Language and Deaf Studies at UCL. Her research and teaching interests embrace a wide range of topics related to sign language. These include the linguistics of British Sign Language (BSL) and other sign languages, the history and sociolinguistics of BSL and the Deaf community, the development of BSL in young children, and sign language and the brain. In recent years, she has begun to look specifically at acquired and developmental sign language impairments. She co-authored Sign Language: the study of Deaf People and their Language with Jim Kyle, and The Linguistics of BSL: an Introduction with Rachel Sutton-Spence, which was the winner of the 1999 Deaf Nation Award and 2000 British Association of Applied Linguistics Book Prize.

Dr Rosalind Herman is a qualified speech and language therapist specialising in deaf clients. She is based at City University London where she lectures to trainee speech and language therapy students; and runs the Sign Language Assessment Clinic, offering communication and literacy assessments to deaf child and adult BSL users. Ros was instrumental in the development of two standardised assessments of British Sign Language Development, contributed to the development of the DfES Early Support Monitoring Protocol for Deaf Babies & Children and a BSL standardisation of the MacArthur Communicative Development Inventory. Ros is a research associate at the Centre for Deafness, Cognition and Language Research at University College, London.

Assoc. Professor Connie Mayer and Assistant Professor Beverly Trezek

Comprehensive two day literacy workshop covering language, reading and writing from a theoretical and practical standpoint, as well as literacy assessment strategies and visual phonics

Date: 15 – 16 November 2012

Presenters:
Dr Mayer is an Associate Professor in the Faculty of Education at York University in Toronto, cross appointed to the Graduate Program in Linguistics and Applied Linguistics. She teaches courses related to language and literacy learning in the graduate program and in the Teacher Preparation Program in the Education of Deaf and Hard of Hearing students.

Dr Beverly Trezek is an Assistant Professor in Literacy and Specialised Instruction at DePaul University, College of Education Department of Counseling and Special Education in Chicago. She teaches assessment, instruction and practicum in Literacy, Leadership Reading and Learning Disabilities, Assessment, Reading and Learning Disabilities, and Remediation of Learning Disabilities.

Location:
VDEI Learning Centre, Victorian Deaf Education Institute, 597 St Kilda Road, Melbourne

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