

Victorian Deaf Education Institute

# Professional Learning Program

2018



# Welcome to the *VDEI Professional Learning Program 2018*

The Victorian Deaf Education Institute (VDEI) forms part of the Department of Education and Training's (DET) Inclusive Education Professional Practice Branch. We aim to ensure that all Victorian learning environments are welcoming and inclusive for children and young people who are deaf or hard of hearing (DHH), irrespective of their circumstances. Our high quality professional learning events have been designed to support the important role that specialist deaf educators play in enabling inclusive learning opportunities and we acknowledge the valuable contribution made by these educators to our education sector.

VDEI operates a world class professional learning centre with programs that demonstrate a strong focus on innovation and technology. The programs are underpinned by robust research and provide blended learning opportunities for educators to collaborate and build their capability to support children and young people who are DHH.

All VDEI professional learning events are aligned with both the Framework for Improving Student Outcomes (FISO) and The Australian Professional Standards for Teachers (commonly known as the AITSL Standards).

This resource provides information about the professional learning programs offered by VDEI in 2018. Its content will provide valuable information to support your professional skills and knowledge as educators in the field of inclusive education.



## Calendar of events

When	Topic	Presenter	Type	Cost
6 February	<b>The first thousand days:</b> The significance for future health and developmental outcomes	<b>Dr Tim Moore</b> Senior Research Fellow Centre for Community Child Health, Murdoch Children's Research Institute, RCH	Twilight event 5:00–7:00pm	Free event In person and remote access
20 February	<b>Strengthening pathways:</b> Post-secondary transition planning for students who are deaf or hard of hearing (DHH)	<b>Cathy Clark</b> Manager, deafConnectEd, Melbourne Polytechnic	Twilight event 5:00–7:00pm	\$50 in person \$55 remote access
14 March	<b>Technology and communication:</b> Improving pathways to language and literacy development	<b>Dr Phil Harper</b> Conexu Foundation <b>Nari Jennings</b> The Captioning Studio <b>Louise Dunne</b> Scope	One day showcase 9:00am–4:00pm	\$100 in person \$110 remote access
19 March	<b>Building effective relationships with parents of children with disabilities</b>	<b>Peter Cronin</b> Educational leadership consultant	One day seminar 9:00am–4:00pm	\$100 in person
19 April	<b>Building capacity in responsive schools</b>	<b>Professor Joanne Deppeler</b> Professor Monash University	9:00am–12:30pm	\$50 in person \$55 remote access
21 May 15 June	<b>Leadership skills development for middle level leaders: Parts 1 and 2</b>	<b>Peter Cronin and Joe Corbett</b> Educational leadership consultants	Workshop 9:00am–4:00pm	\$200 in person
1 May	<b>Tiers of intervention</b>	<b>Dr Shiralee Poed</b> Senior Lecturer, Melbourne Graduate School of Education <b>Sharon Klieve</b> Lecturer, Melbourne Graduate School of Education	Twilight event 5:00–7:00pm	\$50 in person \$55 remote access
28 May	<b>Understanding learning challenges for children and young people with multi-sensory impairments</b>	<b>Professor Tim Hartshorne</b> <b>Professor Nancy Hartshorne</b> <b>Dr Kasee Stratton</b> <b>David Brown</b> <b>Dr Daniel Gadke</b> USA experts in multisensory education, behaviour management	One day symposium 9:00am–4:00pm	\$100 in person \$110 remote access
18,19 June	<b>Establishing an Australian framework for phonological awareness through fingerspelling</b>	<b>Professor Brenda Schick</b> Chair: Speech, Language, & Hearing Sciences, University of Colorado – Boulder, USA <b>Michelle Baker</b> Teacher of the Deaf, expert Auslan Literacy/Assessment practitioner	Two day workshop 9:00am–4:00pm	\$200 in person
21 June	<b>Early literacy approaches for young deaf and hard of hearing (DHH) children:</b> Focussing on listening and spoken language	<b>Professor Brenda Schick</b> Chair: Speech, Language, & Hearing Sciences, University of Colorado – Boulder, USA	Seminar 9:00am–4:00pm	\$100 in person \$110 remote access



When	Topic	Presenter	Type	Cost
23 June	<b>ASLIA Victoria Auslan educational interpreters' conference</b>	<b>Professor Brenda Schick</b> Chair: Speech, Language, & Hearing Sciences, University of Colorado – Boulder, USA <b>Sally Strobridge</b> Teacher of the Deaf	Conference 9:00am–4:00pm	\$30 ASLIA members \$70 Non-ASLIA members
25 July	<b>Utilising personal resilience skills in specialist education</b>	<b>Peter Cronin</b> Educational leadership consultant	Workshop series 9:00am–4:00pm	\$100 in person
26 July	<b>Managing complex behaviours</b>	<b>Dr Lisa McKay Brown</b> Lecturer, Melbourne Graduate School of Education	One day workshop 9:00am–4:00pm	\$100 in person
31 July	<b>Building approaches to inclusion within the tiered funding model</b>	<b>Alan Wilson</b> Manager, Wellbeing, Health and Engagement, DET <b>Romy Zwier</b> Manager of Inclusive Education Reform, DET	Twilight event 5:00–7:00pm	\$50 in person \$55 remote access
August TBC	<b>Mentoring students who are deaf or hard of hearing (DHH)</b>	Deaf Children Australia Vicdeaf	Twilight event 5:00p–7:00pm	\$50 in person \$55 remote access
10 August	<b>Consultancy skills for Visiting Teachers and school-based support staff</b>	<b>Peter Cronin</b> Educational leadership consultant	One day seminar 9:00am–4:00pm	\$100 in person
11 September	<b>National Auslan curriculum</b>	<b>Dr Breda Carty</b> Lecturer in Special Education, RIDBC Renwick Centre, Macquarie University	Webinar 5.00–7.00pm	\$55 remote access
13 September	<b>Building parent advocacy skills around the NDIS</b>	<b>Georgina Lyell</b> Director NDIS Reform, Dept. of Education and Training <b>Cathy Clark</b> Manager, deafConnectEd, Melbourne Polytechnic	Twilight event 5:00–7:00pm	\$50 in person \$55 remote access
18 September	<b>Models of secondary and post-secondary education for deaf or hard of hearing (DHH) students</b>	<b>Cathy Clark</b> Manager, deafConnectEd, Melbourne Polytechnic	Twilight event 5:00–7:00pm	\$50 in person \$55 remote access
15,16 October	<b>Sign Bilingual workshops</b>	<b>Michelle Baker</b> Teacher of the Deaf, expert Auslan Literacy/ Assessment practitioner <b>Michelle Stark</b> Manager Deaf Services, Qld	Two day workshop 9:00am–4:00pm	\$200 in person \$210 remote access
18 October	<b>Noise in classrooms:</b> Managing for Auditory Processing Disorder	<b>Associate Professor Gary Rance</b> Department of Audiology & Speech Pathology, University of Melbourne	Twilight event 5:00–7:00pm	\$50 in person \$55 remote access
15 November 22 November	<b>Assessment for students who are deaf or hard of hearing (DHH)</b>	<b>Sharon Klieve and Kate Leigh</b> Lecturers, Melbourne Graduate School of Education	Twilight event 5:00–7:00pm	\$50 in person \$55 remote access
4 December	<b>Maximising the use of Hearing Assistive Technology (HAT)</b>	<b>Dr Susan Dilmuth-Miller</b> Assist Professor, Speech- Language Pathology, East Stroudsburg Uni, PA, USA	Webinar Series 4:00–6:00pm	\$50 remote access

Please note: Additional professional learning events may be added to this calendar in 2018

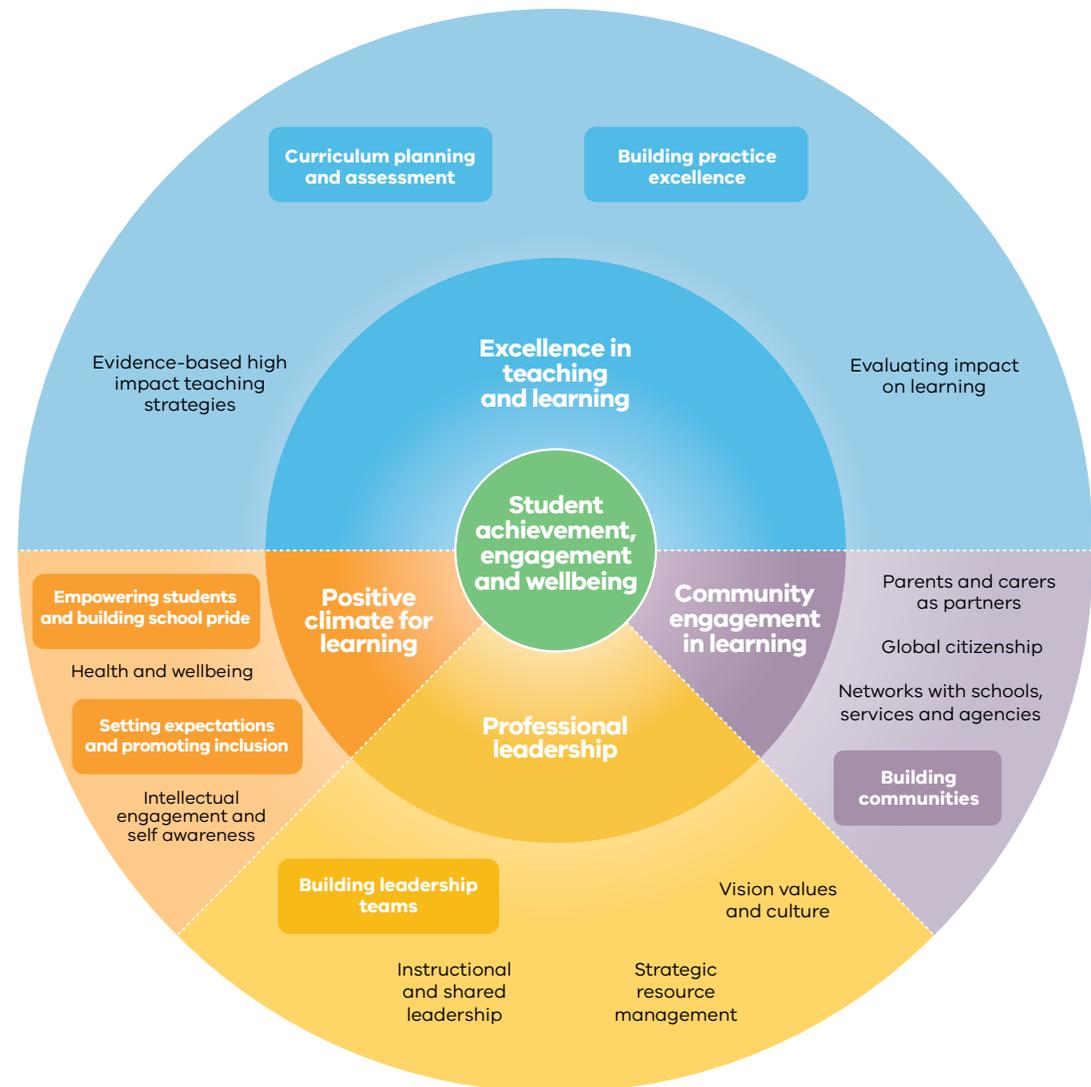


# The Framework for Improving Student Outcomes (FISO)

The FISO model provides a common language for school improvement across the Victorian government school system. It is structured around four state-wide priorities that are proven to have a strong bearing on the effectiveness of a school:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning

VDEI's Professional Learning Program 2018 is aligned to FISO principles. Please click on the events bar for additional information.



## Excellence in teaching and learning

### **Building parent advocacy skills around the NDIS**

Cathy Clark and Georgina Lyell

### **Early literacy approaches for young deaf and hard of hearing (DHH) children:**

#### **Focussing on listening and spoken language**

Professor Brenda Schick

### **National Auslan curriculum**

Dr Breda Carty

### **Managing complex behaviours**

Dr Lisa McKay-Brown

### **ASLIA Victoria, Auslan Educational Interpreters' Conference**

#### **Establishing an Australian framework: phonological awareness through fingerspelling**

Professor Brenda Schick

#### **Understanding learning challenges for children and young people with multi-sensory impairments**

Professor Tim Hartshorne, Professor Nancy Hartshorne, Dr Kasee Stratton, David Brown and Dr Daniel Gadke

### **Tiers of intervention**

Dr Shiralee Poed and Sharon Klieve

#### **Technology and communication: improving pathways to language and literacy development**

#### **Strengthening pathways: Post-secondary transition planning for students who are deaf or hard of hearing (DHH)**

Cathy Clark

#### **Models of secondary and post-secondary education for deaf or hard of hearing (DHH) students**

Cathy Clark

### **Sign Bilingual workshops**

Michelle Baker and Michelle Stark

### **Assessment for students who are deaf or hard of hearing (DHH)**

Sharon Klieve and Kate Leigh

### **Building capacity in responsive schools**

Professor Joanne Deppeler

### **Building approaches to inclusion within the tiered funding model**

Alan Wilson and Romy Zwier

### **Maximising the use of Hearing Assistive Technology (HAT)**

Dr Susan Dilmuth-Miller

## Positive climate for learning

### **The first thousand days: The significance of future health and developmental outcomes**

Dr Tim Moore

### **Building approaches to inclusion within the tiered funding model**

Alan Wilson and Romy Zwier

### **Tiers of intervention**

Dr Shiralee Poed and Sharon Klieve

#### **Understanding learning challenges for children and young people with multi-sensory impairments**

Professor Tim Hartshorne, Professor Nancy Hartshorne, Dr Kasee Stratton, David Brown and Dr Daniel Gadke

### **Utilising personal resilience skills in specialist education**

Peter Cronin

### **Building effective relationships with parents of children with disabilities**

Peter Cronin

### **Managing complex behaviours**

Dr Lisa McKay-Brown

#### **Models of secondary and post-secondary education for deaf or hard of hearing (DHH) students**

Cathy Clark

### **Noise in classrooms: Managing for auditory processing disorder**

Associate Professor Gary Rance

### **Building parent advocacy skills around the NDIS**

Cathy Clark and Georgina Lyell

#### **Strengthening pathways: Post-secondary transition planning for students who are deaf or hard of hearing (DHH)**

Cathy Clark

### **Assessment for students who are deaf or hard of hearing (DHH)**

Sharon Klieve and Kate Leigh

### **Building capacity in responsive schools**

Professor Joanne Deppeler



## Professional leadership

### **Consultancy skills for Visiting Teachers and school-based support staff**

Peter Cronin

### **Utilising personal resilience skills in specialist education**

Peter Cronin

### **Establishing an Australian framework: Phonological awareness through fingerspelling**

Professor Brenda Schick

### **Tiers of intervention**

Dr Shiralee Poed and Sharon Klieve

### **Leadership skills development for middle level leaders**

Peter Cronin and Joe Corbett

### **Technology and communication: Improving pathways to language and literacy development**

Dr Phil Harper, Nari Jennings and Louise Dunne

### **Models of secondary and post-secondary education for deaf or hard of hearing (DHH) students**

Cathy Clark

### **Assessment for students who are deaf or hard of hearing (DHH)**

Sharon Klieve and Kate Leigh

### **Building approaches to inclusion within the tiered funding model**

Alan Wilson and Romy Zwier

## Community engagement in learning

### **Building parent advocacy skills around the NDIS**

Cathy Clark and Georgina Lyell

### **National Auslan curriculum**

Dr Breda Carty

### **Consultancy skills for Visiting Teachers and school-based support staff**

Peter Cronin

### **Building effective relationships with parents of children with disabilities**

Peter Cronin

### **Establishing an Australian framework: Phonological awareness through strengthening pathways: Post-secondary transition planning for students who are deaf or hard of hearing (DHH)**

Cathy Clark

### **The first thousand days: the significance of future health and developmental outcomes**

Dr Tim Moore

### **Models of secondary and post-secondary education for deaf or hard of hearing (DHH) students**

Cathy Clark

### **Building approaches to inclusion within the tiered funding model**

Alan Wilson and Romy Zwier



## Twilight event

# The first thousand days: the significance for future health and developmental outcomes

**When:** 6 February 2018

5:00–7:00pm

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

**Cost:** No charge  
Remote access available

In a recent key paper, *The First Thousand Days: An Evidence Paper*, published by the Centre for Community Child Health, Murdoch Children's Research Institute, Dr Tim Moore and his colleagues have outlined the evidence about the factors that impact upon child development during the earliest stage of human development – from conception to the end of the second year. While early years experts have long been aware that this is an important period of development, researchers have only recently started to unlock some of the mysteries surrounding the processes by which genes, experiences and environments interact to influence development. This evidence review summarises the multiple influences on children's development, starting from pre-conception, and at the level of the individual child, the family, the community, and broader society. This new knowledge has served to increase experts' views of the significance of the first thousand days, and of the urgent need to reform our policies, practices and systems in response to the evidence.

Participants will learn how to:

- develop their knowledge about current research related to factors and mechanisms by which children's health and development can be positively and negatively affected

- increase their understanding of the ways in which early childhood experiences can affect long-term outcomes
- build links between this understanding and the pathways to positively influence the outcomes for children's health and wellbeing.

### FISO

- Positive climate for learning
- Community engagement in learning

### AITSL standards

1. Know students and how they learn

### Audience

Early childhood educators and professionals in the early childhood sector, Teachers of the Deaf and teachers in specialist settings, Speech Pathologists, Audiologists, Psychologists.

For more information on the program or to register on our waitlist, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)



**Dr Tim Moore**

Senior Research Fellow  
Centre for Community Child  
Health, Murdoch Children's  
Research Institute, RCH

### Presenter biography

Dr Tim Moore is a Senior Research Fellow at the Centre for Community Child Health (CCCH) at the Murdoch Children's Research Institute, The Royal Children's Hospital, Melbourne. A developmental psychologist by training, he heads a small team with responsibility for monitoring, reviewing and synthesising research literature on a wide range of topics relating to child development, family functioning and service systems. He has been the principal writer on numerous Centre for Community Child Health reviews, reports and policy briefs. He has also taken a leading role nationally in the development of policy and training in the early childhood intervention field. His work has had a significant impact on practice and policy in the early childhood intervention and early childhood fields both nationally and internationally. Dr Moore was a founding member of Early Childhood Intervention Australia (ECIA), Victorian Chapter (VC), and served as its President for ten years.



## Twilight event

# Strengthening pathways: Post-secondary transition planning for students who are deaf or hard of hearing (DHH)

**When:** 20 February 2018  
5:00–7:00pm

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

**Cost:** No charge  
No remote access available due to practical nature of session

This presentation draws on Cathy Clark's investigation into post-secondary pathways for DHH students. The twilight presentation will identify the key issues in transition for DHH students and will focus on advising participants on how to work with parents and students in the managing of the post-secondary journey. It will outline strategies that work towards assisting with issues around inclusion, participation and skill-building to prepare for transition. It identifies what services are available to assist students to make informed decisions around their post school options and factor in the differences around decision-making for post-secondary pathways in regional Victoria.

Participants will learn how to:

- define the challenges DHH students experience around participation and inclusion in post-secondary pathways
- describe and apply strategies around assisting with decision-making for DHH students transitioning to post-secondary settings
- assist DHH students to develop individualised transition plans by providing advice on where to seek post-secondary information and help minimise or plan for perceived barriers.

### FISO

- Positive climate for learning
- Excellence in teaching and learning
- Community engagement in learning

### AITSL standards

1. Know students and how they learn
4. Create and maintain supportive and safe learning environments

### Audience

Teachers of the Deaf, school counsellors and wellbeing support, education support staff

For more information on the program, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)

[Click here to register](#)



**Cathy Clark**  
Manager, deafConnectEd,  
Melbourne Polytechnic

### Presenter biography

Cathy has over 25 years' experience working with deaf young people and adults across employment, education, government and community sectors. With a Masters degree in Education and the Certificate IV in Training and Assessment, she is currently the Manager of deafConnectEd, an award winning strategic centre that is committed to the inclusion and successful participation of deaf people in tertiary education. Over the last ten years, she has conducted research and projects focussed on developing programs and strategies to support deaf students to remain engaged in learning in tertiary settings. She aims to create service responses that are innovative, effective and transformative for those individuals. Her philosophy is one of inclusion and co-operation, where everyone can play a role in breaking down barriers and creating an inclusive and egalitarian society.



## One day showcase

# Technology and communication: Improving pathways to language and literacy development

**When:** 14 March 2018  
9:00am–4:00pm

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

**Cost:** \$100 in person  
\$110 remote access

This presentation will explore the link between communication tools and the advantages they have in language and literacy development. This will showcase what is innovative in assistive, adaptive communication technologies. The three presentations will offer practical applications for a range of software, Apps and communication tools available. Dr Harper will also discuss case studies in schools where they are being used to further literacy development for a range of students with additional needs. Professionals working with children who are deaf or hard of hearing (DHH) have limited opportunities to become aware of what new technology is available and how the needs of children who are deaf and hard of hearing might be assisted by this technology. This workshop also offers participants an opportunity to work with presenters to adapt the use of the technology to their particular cohort of students including seeing how communication App options work to suit varying language and literacy needs.

Nari Jennings will discuss the benefits of captioning for improved literacy and language development, showcasing technology, highlighting the importance of inclusion both in and out of the classroom, and exploring universal design concepts.

Louise Dunne will workshop some of the latest innovations in assistive technology and the ways in which they can work to enhance literacy development.

Participants will have the opportunity to:

- develop their knowledge about current equipment and technologies available in the field of special education
- increase their understanding about how assistive technology may address the individual learning and communication needs of students who are DHH
- use own iPads to explore practical solution options with presenters.

### FISO

- Professional leadership: strategic resource management
- Excellence in teaching and learning

### AITSL standards

1. Know students and how they learn
2. Know the content and how to teach it

### Audience

Teachers of the Deaf and leaders in specialist settings, audiologists, speech pathologists and other professionals working with children who are deaf and hard of hearing.

For more information on the program, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)

[Click here to register](#)

## Presenter biographies

### Dr Phil Harper

Dr Phil Harper is currently employed as the Community Liaison Manager Conexu Foundation in the not-for-profit sector for Deaf, hard of hearing and speech impaired Australians. His role with Conexu includes ICT training, as well as building relationships, and providing workshop sessions with Conexu's core stakeholder groups – including schools for DHH children, teachers and parents, service providers, community and others. Phil also works with cultural venues in Australia to address access needs. Phil has over 30 years of extensive experience in the DHH service and community sectors and telecommunications service industry. Among his many degrees, he holds a Doctorate in Philosophy and a Certificate in Masters in Administration and Supervision from California State University.

### Nari Jennings

Nari Jennings is co-founder of Captioning Studio, a company focused on innovation in access technology and services. Described by the media as 'trailblazers in captioning technology' the Captioning Studio was awarded the Australian Human Rights Commission's Human Rights Award for Business in 2011 and a Federal Government National Disability Award in 2012. Nari has served as Chairperson of the Australian Theatre Captioning Advisory Group and provides strategic direction in the development of technology and services for people who are blind or have low vision. Nari's second start-up presented at the G20 World Leader's Summit Global Café Event on the topic of Digital Entrepreneurialism and was named Coolest Company in Australia by Anthill Magazine in 2014.

### Louise Dunne

Louise Dunne of SCOPE conducts workshops in Assistive Technology and innovative communications technological systems. She is a speech and language pathologist with many years' experience in the AAC, disability and Special Education fields.

One day seminar

## Building effective relationships with parents of children with disabilities

**When:** 19 March 2018  
9:00am–4:00pm

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

**Cost:** \$100 in person

This program aims to lead participants towards a compassionate understanding of the possible impacts on a family following the birth of a child with a disability. The key concept of continuing (non-finite) grief is discussed, and participants are led to understand that the challenging ways parents can sometimes present may be linked to their complex feelings about their situation. The foundations of effective relationship-building strengths-based practice are discussed and a range of relationship-building communication skills are outlined. The important area of professional boundaries includes: avoiding compassion fatigue, managing friendship with parents and confidentiality issues. The program is highly interactive and partner activities are used for skills practice.

Participants will:

- gain an understanding of non-finite and other types of grief experienced by parents of children with disabilities
- gain an understanding of possible personal and relational impacts on a family, following the birth of a child with a disability
- gain an understanding of the foundations of effective relationship building skills
- experience practice in the communication skills which facilitate effective support to parents.

### FISO

- Community engagement in learning
- Positive climate for learning

### AITSL standards

7. Engage professionally with colleagues, parents/carers and the community

### Audience

Educators and professionals working with parents of children with disabilities.



**Peter Cronin**  
Educational leadership  
consultant

### Presenter biography

Peter Cronin is a former Director of Children's Services at the Royal Victorian Institute for the Blind. He currently conducts training programs for specialist schools on Relationship Building with Parents, Teacher Resilience, Leadership Effectiveness and Feedback. Peter has conducted leadership programs at Bastow Institute and has presented at the annual conference of Principals of Specialist Schools (PASS) on the topic of non-finite grief.

For more information on the program, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)

[Click here to register](#)



## Workshop

# Building capacity in responsive schools

**When:** 19 April 2018

9:00am–12:30pm

**Where:** The VDEI Learning Centre

Victorian Deaf Education Institute

597 St Kilda Road, Melbourne

**Cost:** \$50 in person

\$55 remote access

Schools are more diverse than ever before in terms of ethnicity, culture, language spoken, family structure, disability status and socio-economic circumstances. Schools and classrooms are designed for most students on the grounds that something additional can be provided for some students who are different. These schools tend to pathologise and exclude those students for whom a differentiated program or support professional is not available. This presentation discusses an approach to inclusive schooling that encourages teachers, professionals and other members of the school community to collaborate and work in new ways that are responsive to the changing demographic composition of today's schools. Examples will be used to illustrate how schools and their staff responded to student diversity and the perceived needs of their context, in ways that addressed individual differences but did not perpetuate disengagement or exclusion from quality schooling. The contexts are diverse, yet despite this the approaches share an emphasis on their students' experiences, as well as their own understanding of these experiences. They also share a common willingness to collaborate with others and innovate using inquiry-based approaches to address their challenges.

Participants will:

- gain an understanding of the characteristics of approaches to inclusive pedagogical classrooms for diverse students

- gain an understanding of school-wide processes that support evidence informed professional collaboration and community engagement
- gain an understanding of some of the approaches that are readily employed in schools to support learners within a model of support.

### FISO

- Excellence in teaching and learning
- Positive climate for learning

### AITSL standards

1. Know students and how they learn
3. Plan for and implement effective teaching and learning

### Audience

School leaders, educators and allied health professionals working with schools.

For more information on the program, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)

[Click here to register](#)



**Professor Joanne Deppeler**

Lecturer, Faculty of Education,  
Monash University

### Presenter biography

Professor Joanne Deppeler was Associate Dean of Research Degrees in the Faculty of Education at Monash University from 2010 to 2016. As a qualified educational psychologist and teacher, Joanne Deppeler has spent most of her career in educational contexts, with a particular focus on students experiencing learning challenges that result from personal or social circumstances and other areas of disadvantage. She is committed to advancing theory, research and practice in the field of inclusive education. Professor Deppeler has extensive experience in leading inclusive education research and consultancy across different sectors in education. In particular, her work has focussed on the examination and development of effective practices of teaching and learning with diverse students, structures and practices in schooling and practitioner research. Her research has been founded on the belief that to achieve change there needs to be collaboration with teachers and other health professionals to improve outcomes for students and families.



## Twilight event

# Tiers of intervention

**When:** 1 May 2018  
5:00–7:00pm

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

**Cost:** \$50 in person  
\$55 remote access

This presentation provides an opportunity for professionals working with children who are deaf or hard of hearing (DHH) to learn about different levels of intervention. This presentation introduces a tiered approach to the early identification and support of students with learning and behavioural needs. Within tiered intervention models, students are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of educational professionals, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student responses to instruction. The approach is useful when making decisions in both general education and special education.

Participants will:

- develop an understanding of the concept of tiers of intervention
- develop an understanding of universal supports for students who are DHH
- discuss situations where different levels of intervention could be applied

- apply key principles of the approach when working with children who exhibit challenging behaviours of concern.

### FISO

- Professional leadership
- Excellence in teaching and learning
- Positive climate for learning

### AITSL standards

1. Know students and how they learn
4. Create and maintain supportive and safe learning environments

### Audience

Teachers of the Deaf and other professionals working with children who are DHH, University Special Education Sector, Departmental staff.

For more information on the program, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)

[Click here to register](#)

## Presenter biographies



**Dr Shiralee Poed**  
Senior Lecturer, Melbourne  
Graduate School

Dr Shiralee Poed is a senior lecturer at the Melbourne Graduate School of Education within the Learning Intervention Team. Her research interests include disability discrimination, reasonable adjustments, and School Wide Positive Behaviour Support. Shiralee has worked as a teacher in Australian state, Catholic and independent primary, secondary and special schools, as well as in various senior educational roles. During 2014 and 2015, Shiralee was seconded to the Victorian Department of Education and Training to lead the implementation of School-Wide Positive Behaviour Support in government schools around the state.



**Sharon Klieve**  
Lecturer, Melbourne Graduate  
School of Education

Sharon Klieve is a lecturer at the Melbourne Graduate School of Education within the Learning Intervention team. Sharon is a Teacher of the Deaf and a certified practicing speech pathologist, and a member of AATD and VDEN. Sharon's research interests include language and literacy interventions for students who are deaf and hard of hearing (DHH).



## Workshop

# Leadership skills development for middle level leaders

**When:** 21 May and 15 June 2018  
9:00am–4:00pm

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

**Cost:** \$200 in person

Educational settings for students with disabilities can be highly challenging environments, and middle level leaders play a vital role in helping to build a culture of team development and school improvement within them. This program seeks to equip current and aspiring leaders in three key areas:

**Leading:** distributed leadership, emotional intelligence, social styles, strengths-based practice, reflective practice and resilience.

**Managing:** team building, balancing the role of team leader and co-worker, goal setting and change management, project development, self-organisation, time-management and self-pacing.

**Communicating:** active listening, coaching, debriefing, positive and constructive feedback, difficult feedback, being assertive, managing challenging conversations and disagreement and managing staff members with ongoing negativity.

The program is highly interactive and there is an emphasis on developing leadership presence by connecting authentically with the thoughts and feelings of others. Between the two days, participants will complete a simple three-week project to be presented during the 15th June workshop.

Participants will have the opportunity to:

- self-assess their own leadership skills
- reflect on the challenges of their workplace role
- identify some personal goals
- network with professionals from other settings.

### FISO

- Professional leadership

### AITSL standards

6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the communities

### Audience

Middle level leaders in specialist education: school-based team leaders, heads of therapy services, senior ESOs, co-ordinators of support services and visiting teacher services.

For more information on the program, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)

[Click here to register](#)

## Presenter biographies



**Joe Corbett**  
Educational leadership  
consultant

Joe Corbett is a past-principal of the Victorian College for Deaf Children, a former psychologist and Deputy Regional Director of the Northern Metropolitan Region. Joe currently works as an advisor to schools in the areas of leadership development, team development and school improvement.



**Peter Cronin**  
Educational leadership  
consultant

Peter Cronin is a former Director of Children's Services at the Royal Victorian Institute for the Blind. He currently conducts training programs for specialist schools on the effective leadership team, relationship building with parents, resilience and feedback.



## One day symposium

# Understanding learning challenges for children and young people with multi-sensory impairments

**When:** 28 May 2018

9:00am–4:00pm

Where: The VDEI Learning Centre

**Cost:** \$100 in person

\$110 remote access

This presentation series explores the educational, psychosocial and therapeutic aspects of students with multi-sensory impairments. Speakers will be presenting a wide range of evidence-based topics that reflect best practice in their field and will provide practical take-home strategies for professionals who work with this student cohort. Through this series of presentations, strategies to improve the health, education and wellbeing outcomes will be addressed.

Professor Tim Hartshorne will be outlining strategies to improve educational and communications outcomes for multi-sensory impaired learners.

David Brown will be presenting a therapeutic educational approach that accepts and acknowledges many of the 'challenging behaviours' as adaptive behaviours and therefore achievements. He explores how to assist children to develop acceptable strategies for adapting sensory experiences.

Dr Daniel Gadke will be speaking on the subject of intervention procedures to provide a multi-tiered system of support to students with multi-sensory impairments and ASD.

Dr Kasee Stratton will be exploring the issues surrounding sexuality and wellbeing for students with multi-sensory impairments.

Professor Nancy Hartshorne will be discussing multi-disciplinary assessments of children who are deafblind or have a multi-sensory impairment.

Participants will:

- gain a broad understanding of the key issues surrounding the improvement of learning outcomes for those with multi-sensory impairments
- gain an understanding of the wellbeing and health improvement outcomes for those with multi-sensory impairments
- develop insight into the strategies and intervention procedures that assist students to adapt to sensory experiences.

### FISO

- Excellence in teaching and learning
- Positive climate for learning

### AITSL standards

1. Know students and how they learn
7. Engage professionally with colleagues, parents/carers and the community

### Audience

Educators and professionals supporting children with multi-sensory impairments.

For more information on the program, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)

[Click here to register](#)

## Presenter biographies

### Professor Tim Hartshorne

Professor Tim Hartshorne is the Professor of Psychology at Central Michigan University. He is the grant holder for DeafBlind Central: Michigan's Training and Resource Project, which provides support to children who are deafblind in Michigan.

### David Brown

David Brown is a deafblind educational specialist who has been working with children with CHARGE syndrome since 1983. In the United Kingdom he was the Head of Family & Children Services for Sense.

### Dr Daniel Gadke

Dr Daniel Gadke earned his PhD in School Psychology from Illinois State University and completed his pre-doctoral and post-doctoral work at Johns Hopkins University School of Medicine and the Kennedy Krieger Institute, USA. Currently, Dr Gadke is an Assistant Professor of School Psychology at Mississippi State University where he started and runs the Autism and Developmental Disabilities Clinic. Specializing in behaviour difficulties and skill acquisition, Dr Gadke is a Licensed Psychologist, Board Certified Behaviour Analyst, and a Nationally Certified School Psychologist.

### Dr Kasee Stratton

Dr Kasee Stratton, is an Assistant Professor of School Psychology and licensed psychologist. Dr Stratton directs the Bulldog CHARGE Syndrome Research Lab and has been researching and presenting on CHARGE since 2005. Dr Stratton specializes in intervening on challenging behaviour and improving adaptive and life skills.

### Professor Nancy Hartshorne

Professor Nancy Hartshorne is a school psychologist and Professor at Delta College, Michigan. She is trained in lecturing on multisensory impairments such as DeafBlindness with an eye to a person-centred planning approach. Nancy focuses on language development and assessment as well as strategies and procedures that lead to understanding a child's sensory needs.

## Two day workshop

# Establishing an Australian framework: phonological awareness through fingerspelling

**When:** 18 and 19 June 2018  
9.00am–4.00pm

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

**Cost:** \$200 in person

This intensive workshop series is a collaboration between Queensland and Victoria to build a National Framework for building phonological awareness through fingerspelling. Professor Schick, who in previous workshops, provided participants with a suite of skills that target literacy and phonological awareness through finger-spelling, will present in collaboration with Queensland's Michelle Baker, a proposed National Framework for building phonological awareness through fingerspelling. Schick and Baker will outline the outcomes of the Queensland pilot 2017 and work with participants to prepare them to assess, scaffold and launch the program within their own settings.

Participants will learn to:

- develop an understanding of the proposed Fingerspelling/Phonological Awareness Framework and being to plan strategies to implement it within their Victorian deaf education program
- develop an understanding of the methodology that is used in the Phonological Awareness in Fingerspelling intervention
- learn to assess their own trial of the intervention methodology in Victoria.

### FISO

- Excellence in teaching and learning
- Professional leadership
- Community engagement in learning

### AITSL standards

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
5. Assess, provide feedback and report on student learning
6. Engage professionally with colleagues, parents/carers and the community

### Audience

Early childhood educators and professionals in the early childhood sector, Teachers of the Deaf and teachers in specialist settings, speech pathologists, audiologists, psychologists.

For more information on the program, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)

[Click here to register](#)

## Presenter biographies



**Professor Brenda Schick**

Chair: Speech, Language, & Hearing Sciences, University of Colorado – Boulder, USA

Professor Brenda Schick is Chair of the Speech, Language and Hearing Sciences Faculty of the University of Colorado, Boulder. She has worked extensively in the area of the development of signed and spoken language and its relationship to cognition in deaf children.



**Michelle Baker**

Teacher of the Deaf, expert Auslan Literacy/Assessment practitioner

Michelle Baker is a highly experienced Teacher of the Deaf who is involved in the production and delivery of training in Auslan Assessment education for staff working with deaf children. Michelle's postgraduate studies, and the focus of much of the training she has developed, centres on the pedagogical use of sign language in the classroom and how this affects English literacy development for deaf students.



## Seminar

# Early literacy approaches for young deaf and hard of hearing (DHH) children: Focussing on listening and spoken language

**When:** 21 June 2018  
9.00am–4.00pm

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

**Cost:** \$100 in person  
\$110 remote access

This presentation is an overview of early literacy approaches that focus on the pre-literacy skills that are developmentally appropriate for preschool children. Targeted learning objectives include letter-sound correspondence, spoken phonological awareness, vocabulary, narrative skills and reading of decodable words and short connected text. Pre-literacy experiences are organised around access to sound, therefore are not designed for children who communicate solely in sign language and learn English primarily through print. Professor Schick will outline the strategies for differentiated instruction using fun, multi-sensory, age-appropriate, integrated activities. This work is based on research conducted by Lederberg, Miller, Easterbrooks and McDonald-Connor (2014) that found that preschool deaf children who differ from typical hearing children can successfully learn to read with instruction specifically adapted to their needs.

Participants will learn to:

- gain an understanding of the characteristics of effective early literacy programs
- develop skills in how to improve letter-sound correspondence, spoken phonological awareness and vocabulary

- develop skills in creating visual, kinaesthetic and semantic supports for the acquisition of phonemes
- develop skills in how to use acoustic highlighting and emphasising attention to lip-reading cues.

### FISO

- Excellence in teaching and learning
- Positive climate for learning

### AITSL standards

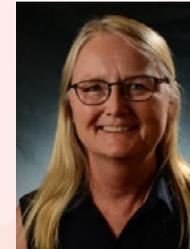
1. Know students and how they learn
3. Plan for and implement effective teaching and learning

### Audience

Teachers of the Deaf, educators of children with disabilities and professionals working with parents of children who are DHH.

For more information on the program, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)

[Click here to register](#)



**Professor Brenda Schick**

Chair: Speech, Language, & Hearing Sciences, University of Colorado – Boulder, USA

### Presenter biography

Professor Brenda Schick is Chair of the Speech, Language and Hearing Sciences Faculty of the University of Colorado, Boulder. She has worked extensively in the area of the development of signed and spoken language and its relationship to cognition in deaf children.



## Conference

# ASLIA Victoria: Auslan educational interpreters' conference

**When:** 23 June 2018  
9.00am–4.00pm

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

**Cost:** \$30 ASLIA members  
\$70 Non-ASLIA members

ASLIA is a non-profit body and the national peak organisation representing the needs and interests of Auslan/English interpreters in Australia. This conference is aimed at Educational Support Staff who serve as Auslan interpreters in classrooms, to improve teaching and interpreting in classrooms. The conference program will be divided into two half day sessions.

### The role classroom interpreting has in interacting with language and cognitive development

Professor Brenda Schick's presentation will examine the role of the classroom interpreter and how this impacts and influences deaf students who have language and cognitive developmental challenges. It will examine how the role of the classroom interpreter interacts with deaf students who have language and cognitive developmental limitations and how current developments impact the use of sign in classrooms.

### Signing scientifically and mathematically

Sally Strobridge will discuss the need to develop instructional strategies that enable rich, multimodal and multi-lingual learning environments in science and maths classes. The classroom interaction is a process of multimodal meaning in scientific and mathematical practice, therefore, developing a dialogue with the students in the bilingual science classroom implies some challenges. This workshop will focus on how to use depicting signs, personification, space and constructed actions to present scientific and mathematical concepts not 'signs for each term'.

Through these two workshops, participants will learn:

- the important role depicting signs in Auslan have for making joint meaning in learning science and mathematics
- to discuss meta-linguistic issues with students to develop an appropriate register
- to discuss what it means to communicate scientific and mathematical concepts, terms and models in the written English through Auslan.

### FISO

- Excellence in teaching and learning

### AITSL standards

6. Engage in professional learning
7. Engage professionally with colleagues

### Audience

Educational Support (ES) Staff, Auslan Interpreters, teachers, Teachers of the Deaf, speech pathologists, audiologists and other professionals working with children who are deaf or hard of hearing.

For more information on the program, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)

[Click here to register](#)

## Presenter biographies



**Professor Brenda Schick**

Chair: Speech, Language, & Hearing Sciences, University of Colorado – Boulder, USA

Professor Brenda Schick is Chair of the Speech, Language and Hearing Sciences Faculty of the University of Colorado, Boulder. She has worked extensively in the area of the development of signed and spoken language and its relationship to cognition in deaf children.



**Sally Strobridge**

Teacher of the Deaf, expert Auslan Literacy/Assessment practitioner

Sally Strobridge is a native user of sign language and has spent 17 years working in schools as an Auslan language model supporting teachers and signing deaf students to enhance their Auslan skills and last four years as a teacher. She has degrees in science and education. She has also taught sign language linguistics from beginners through to those at postgraduate level. She is a consultant and an actress in the highly popular 'Sally and Possum' TV program, tailored to fill in the early literacy and numeracy gap among early years deaf or hard of hearing children.



## Workshop

# Utilising personal resilience skills in specialist education

**When:** 25 July 2018  
9:00am–4:00pm

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

**Cost:** \$100 in person

Due to the highly challenging nature of their work, educators in specialist educational settings often need to find ways of maintaining their personal workplace satisfaction. Without personal resilience they may experience symptoms of burnout: emotional and physical exhaustion; loss of work effectiveness; loss of compassion for students, parents and colleagues; loss of purpose and a sense of personal accomplishment; and, recurring thoughts of “Why am I doing what I am doing?”

Resilience is about personal self-management in a highly demanding workplace. It is especially about self-protection and self-care; looking after ourselves in potentially stressful situations, and trying to ensure that we are not emotionally dragged down by stress. Because these situations can occur in a specialist school on a daily basis, educators need to be able to manage them and be emotionally ready to cope with the next hard-to-manage event that presents itself.

This program explores a range of skills and techniques in the following areas:

**Self-understanding:** self-awareness, self-regulation, self-acceptance, self-compassion, self-talk and self-reflective practice.

**Self-care:** stress management, rumination management, time management and self-pacing, positivity, mindfulness, well-being and the development of a work/life balance.

**Interaction with others:** channelling compassion, depersonalising, establishing peer group support, and managing conflict.

Participants will have the opportunity to:

- understand the theoretical frameworks underpinning skills in effective resilience and well-being
- self-evaluate their own resilience skills and explore a range of techniques for stress management and the maintenance of personal satisfaction in the workplace
- consider how staff skills in resilience and well-being can be developed within the specialist education setting
- reflect on the particular resilience skills pertaining to leadership.

### FISO

- Professional leadership
- Positive climate for learning

### AITSL standards

6. Engage in professional learning
7. Engage professionally with colleagues

### Audience

Leaders, educators and professionals working in specialist education.

For more information on the program or to register on our waitlist, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)



**Peter Cronin**  
Educational leadership  
consultant

### Presenter biography

Peter Cronin is a former Director of Children's Services at the Royal Victorian Institute for the Blind. He currently conducts training programs for specialist schools on relationship building with parents, resilience, feedback and the effective leadership team.



## One day workshop

# Managing complex behaviours

**When:** 26 July 2018

9:00am–4:00pm

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

**Cost:** \$100 in person

This presentation provides an opportunity for professionals working with children who are deaf or hard of hearing (DHH) to learn about Functional Behaviour Assessment and positive support. The workshop provides a practical understanding of how to functionally assess behaviour using the Prevent-Teach-Reinforce model. This is a model that has been designed for teachers in schools to use and is a team-based approach to working with behaviours of concern.

Participants will learn to:

- develop an understanding of functional behaviour assessment (FBA) and positive support
- develop an understanding of how to effectively assess behaviour using a functional model Prevent-Teach-Reinforce
- develop a deeper understanding of the positive approaches available to respond to behaviours of concern.

### FISO

- Excellence in teaching and learning
- Positive climate for learning

### AITSL standards

1. Know students and how they learn
4. Create and maintain supportive and safe learning environments

### Audience

Teachers of the Deaf and other professionals working with children who are DHH. It is beneficial to send at least two staff to the training so that they can practise the team approach using a case study from your own school.

For more information on the program or to register on our waitlist, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)



**Dr Lisa McKay-Brown**

Lecturer, Melbourne Graduate School of Education

### Presenter biography

Dr Lisa McKay-Brown is a Lecturer in Learning Interventions at the Melbourne Graduate School of Education, University of Melbourne. Prior to this, Lisa was a Leading Teacher at Travancore School, a mental health focussed special education setting. In this role she worked with teachers to develop support plans for students with mental health disorders, including those with challenging behaviours. Lisa has extensive experience working in education and health settings and has published in both national and international journals. Lisa is currently involved in projects focusing on help-seeking by young people for alcohol and drug use, re-engaging severe school refusers, and including the voice of students with mental health diagnoses in their education.



## Twilight event

# Building approaches to inclusion within the tiered funding model

**When:** 31 July 2018  
5:00–7:00pm

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

**Cost:** \$50 in person  
\$55 remote access

This twilight presentation will outline the reforms being developed and implemented to support the inclusion, participation and achievement for students with disability in Victorian government schools. This presentation will examine the policy and practical implications of creating a fully inclusive school system, and the work being undertaken to deliver a tiered funding model to ensure schools are effectively resourced to meet the needs of all learners.

Participants will learn how to:

- describe the current policy approach to inclusive schooling in Victoria
- identify barriers and enablers of inclusion in their professional context
- consider how they can promote and build inclusive school cultures and practices in their professional practice
- understand how work is progressing to develop a tiered funding process based on international research with the aim of promoting quality, evidence-based planning and support for students with disability in Victorian government schools.

### FISO

- Professional leadership
- Excellence in teaching and learning
- Community engagement in learning

### AITSL standards

1. Know students and how they learn
4. Create and maintain supportive and safe learning environments

### Audience

Principals and leadership in mainstream and specialist settings, Teachers of the Deaf, school counsellors and wellbeing support, education support staff.

For more information on the program or to register on our waitlist, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)



**Alan Wilson**

Manager, Wellbeing, Health and Engagement, Department of Education and Training

### Presenter biographies

Alan Wilson is the Manager of Disability and Additional Needs in the Department of Education and Training. He has worked in disability education since 1990, and has tertiary qualifications in education, speech pathology and psychology.



**Romy Zwier**

Manager of Inclusive Education Reform, DET

Romy Zwier is the Manager of Inclusive Education Reform in the Department of Education and Training. Romy has worked in the education sector for over five years and is currently leading the coordination of the inclusive education reform agenda for students with disabilities and additional needs.



## Twilight event

# Mentoring students who are deaf or hard of hearing (DHH)

**When:** August 2018  
5:00–7:00pm

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

**Cost:** \$50 in person  
\$55 remote access

This presentation provides an opportunity for professionals to learn about the value of mentoring young people who are deaf or hard of hearing to help them connect more with their colleagues and engage effectively in their workplaces. The characteristics of an effective mentor to young DHH students will be discussed and an overview of the skills needed to support these students will be outlined. Both Vicdeaf and Deaf Children Australia will outline the integral role they play and the programs they offer that can assist and support deaf children and youth in transition from school.

Participants will learn to:

- develop an understanding of the characteristics of an effective mentor
- develop an understanding of the key supports available for young DHH students transitioning from school to the workplace
- develop the key skills needed to support DHH students looking to connect with colleagues in the workplace.

### FISO

- Community engagement in learning

### AITSL standards

7. Engage professionally with colleagues, parents/carers and the community

### Audience

Teachers of the Deaf and allied health professionals working with DHH students pre- and post-transition.

For more information on the program or to register on our waitlist, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)



Deaf Children Australia (DCA) is one of Australia's longest serving not for profits that continues to build upon their reputation for quality services and innovation. Deaf Children Australia aims to remove barriers to the personal development and social inclusion faced by deaf and hard of hearing children, youth and their families by providing mentoring, intensive individual and family support, Auslan tuition, and independent living skills. DCA also provides psychological services, resources, advocacy, and opportunities for social networking with other children, youth and families to reduce the sense of isolation.



Vicdeaf is an organisation that is committed to providing responsive and accessible supports, services, information, programs and education across a range of areas, including disability employment and youth engagement for DHH students. They also provide audiological and rehabilitation support, Auslan classes, Auslan interpreters, note-taking, captioning and community engagement.



## One day seminar

# Consultancy skills for Visiting Teachers and school-based support staff

**When:** 10 August 2018  
9:00am–4:00pm

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

**Cost:** \$100 in person

This program explores the professional communication skills which can underpin successful consultancy to mainstream schools providing educational placement for students with disabilities.

Relationship-building skills include: self-reflective practice, strengths-based practice, active listening, coaching, positive and constructive feedback, debriefing, presenting, assertiveness and the management of challenging conversations.

Participants can use these skills to:

- help facilitate the establishment of roles, responsibilities, communication systems, protocols and decision-making processes between all those involved in supporting the student's placement
- help develop a positive personal and professional presence within the school or facility being supported
- help provide an understanding of a student's abilities and areas of specific need, and help develop within the school a framework of teaching practice appropriate to the student's needs
- help build the capacity of the school-based staff to provide the appropriate level of educational support to the student

- help monitor student progress through school and parent consultation and involvement in student support groups.

Participants will have the opportunity to:

- reflect upon the theoretical frameworks underpinning effective consultancy practice and their own skills in this area
- develop and practise a range of consultancy skills to improve their professional support to mainstream schools.

### FISO

- Community engagement in learning

### AITSL standards

6. Engage in professional learning; engage professionally with colleagues

### Audience

Visiting Teachers and school-based educators supporting students with disabilities in integrated settings.

For more information on the program or to register on our waitlist, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)



**Peter Cronin**  
Educational leadership  
consultant

### Presenter biography

Peter Cronin is a former Director of Children's Services at the Royal Victorian Institute for the Blind. He currently conducts training programs for specialist schools on relationship building with parents, resilience, the effective leadership team and feedback.



## National Auslan curriculum

**When:** 11 September 2018  
5:00–7:00pm

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

**Cost:** \$55 remote access

Dr Breda Carty will outline the key elements of the national Auslan curriculum, a collaboration between stakeholders within Australia's Deaf community including peak organisations, community members, educators, Auslan teachers and leading academics. Dr Carty outlines the two learner pathways developed within the curriculum – for children who already have Auslan as their first or primary language and for children who are learning Auslan as a second language. The presentation will outline the characteristics of the national Auslan curriculum, the skills needed for teaching it and some of the resources available for this diverse range of learners.

Participants will have the opportunity to:

- gain an understanding of the characteristics of the national Auslan curriculum
- develop skills in locating information within the curriculum for diverse learners
- develop skills in locating appropriate resources to support the Auslan curriculum.

### FISO

- Excellence in teaching and learning
- Community engagement in learning

### Audience

Teachers of the Deaf and professionals working in deaf facilities or with children who are deaf or hard of hearing; educators in EAL settings seeking to introduce Auslan into the school setting.

### AITSL standards

5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community



**Dr Breda Carty**  
Lecturer in Special Education,  
RIDBC Renwick Centre,  
Macquarie University

### Presenter biography

Dr Breda Carty is a lecturer in special education at the RIDBC Renwick Centre, and conjoint lecturer at Macquarie University. She was previously a Research Fellow at Griffith University and a Teacher of the Deaf in Victoria and the United States. She has had many years' experience developing Deaf Studies workshops for the Deaf community, and as a consultant with a variety of educational and community-based groups. Her book *'Managing their own affairs: The Australian Deaf community in the 1920s and 1930s'* has recently been published by Gallaudet University Press. Dr Carty is on the editorial board of the Journal of Deaf Studies and Deaf Education and the editor of the Deaf History International newsletter.

For more information on the program or to register on our waitlist, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)



## Twilight event

# Building parent advocacy skills around the NDIS

**When:** 13 September 2018  
5:00–7:00pm

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

**Cost:** \$50 in person  
\$55 remote access

This twilight presentation will identify the key issues in transition for DHH students. It will focus on advising participants on how to work with parents and students to manage DHH students moving towards learning or the working environment. This presentation will address how teachers can support DHH students and their parents in gaining an awareness around the provisions of the NDIS, how to communicate with a planner and what supports they will need to have in place when accessing their planning options. It will outline strategies that work towards assisting with social inclusion and skill-building around transition. It addresses what services are available to assist students to make decisions around their post-school options and factor in the differences around decision-making for post-secondary pathways in regional Victoria. This presentation draws on Cathy Clark's research into post-secondary pathways for DHH students and Georgina Lyell's expert understanding of the National Disabilities Insurance Scheme in additional consultation with NDIA. NDIA will provide detailed information on the planning process.

Participants will learn how to:

- describe the role of an advocate in supporting a deaf child or young person
- consider how an NDIS plan can support the attainment of goals in education and social outcomes

- identify key stakeholders to connect with to ensure better NDIS plan outcomes
- understand appropriate terminology to use in discussions with the NDIA and the Local Area Co-ordinators.

### FISO

- Positive climate for learning
- Excellence in teaching and learning
- Community engagement in learning

### AITSL standards

3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments

### Audience

Teachers of the Deaf, school counsellors and wellbeing support, education support staff.

For more information on the program or to register on our waitlist, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)

## Presenter biographies



**Cathy Clark**  
Manager, deafConnectEd,  
Melbourne Polytechnic

Cathy Clark is the current recipient of the prestigious International Specialised Skills Fellowship Award, Victorian Department of Education and Training. She is an educator who is also deaf, with extensive experience within the TAFE sector, working for deafconnectED and Melbourne Polytechnic. Cathy's research focus is in strengthening pathways for post-school options for deaf and hard of hearing students.



**Georgina Lyell**  
Director NDIS Reform,  
Department of Education  
and Training

Georgina Lyell is the Director of the NDIS Reform Department for the Department of Education and Training. Georgina Lyell has more than fifteen years working in behavioural change, communications and disability. Working on the National Disability Insurance Scheme may be her biggest challenge yet.



## Twilight event

# Models of secondary and post-secondary education for deaf or hard of hearing (DHH) students

**When:** 18 September 2018  
5:00–7:00pm

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

**Cost:** \$50 in person  
\$55 remote access

This presentation draws on Cathy Clark's recent International Fellowship with the International Specialised Skills Institute, sponsored by the Higher Education and Skills Group in the Victorian Department of Education and Training. Cathy travelled to the United Kingdom, United States of America and New Zealand. This presentation will discuss some international models and proposes a new model of support for DHH students to ensure they are able to fully participate in post-secondary education. The twilight presentation will discuss different types of support that deaf students may require such as communication and education supports to ensure they are able to fully succeed.

Participants will have the opportunity to:

- know about international models of practice in supporting successful outcomes of post-secondary education for deaf and hard of hearing students
- consider a new model of support for DHH students entering post-secondary education
- understand and describe the difference between communication and education access to ensure students receive the appropriate support in DHH post-secondary settings.

### FISO

- Positive climate for learning
- Excellence in teaching and learning
- Community engagement in learning

### AITSL standards

1. Know students and how they learn
2. Know the content and how to teach it
7. Engage professionally with colleagues, parents/carers and the community

### Audience

Teachers of the Deaf, school counsellors and wellbeing support staff, education support staff, teachers in the higher education sector.

For more information on the program or to register on our waitlist, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)



**Cathy Clark**  
Manager, deafConnectEd,  
Melbourne Polytechnic

### Presenter biography

Cathy Clark is the current recipient of the prestigious International Specialised Skills Fellowship award, sponsored by the Victorian Department of Education and Training. She is also deaf, with extensive experience in the TAFE sector, working for deafconnectED and Melbourne Polytechnic. Cathy's focus is strengthening pathways for post-school options for DHH students.



## Two day workshop

# Sign Bilingual workshop

**When:** 15 and 16 October 2018  
9:00am–4:00pm

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

**Cost:** \$200 in person  
\$210 Remote access

Michelle Baker and Michelle Stark are expert Teachers of the Deaf who have used research of the highest quality to develop instructional methods particularly for use with students who are deaf and use Auslan. They have developed a series of workshops for people working in the field.

### Workshop 1: The Language Experience

**Approach** – For students who are deaf or hard of hearing, learning to read can often be a challenging and frustrating process if we continue to use pedagogy that is designed for hearing children. For these students, sometimes the development of Auslan and knowledge of their world occurs concurrently with their development of reading and writing in English. A Language Experience Approach exploiting the contact sign continuum can be implemented to facilitate the development of both languages while building a shared understanding of the world.

Participants will:

- understand the principles of language experience for children whose first language is Auslan
- produce a language experience e-book exemplar.

**Workshop 2: Analysing the Written Narrative of Deaf Children** – This workshop focuses on analysing children's written language using functional grammar analysis. By analysing writing samples, teachers can build connections between students' skills in Auslan and English narratives

and in doing so highlight areas of focus in language programs.

Participants will:

- learn to analyse the writing of their students using functional grammar analysis
- develop an understanding of the points of similarity and difference between the narratives of Auslan and English
- develop an understanding of programming implications for language programs for Auslan users as a result of the analysis.

### FISO

- Excellence in teaching and learning

### AITSL standards

3. Plan for and implement effective teaching and learning
5. Assess, provide feedback and report on student learning

### Audience

Teachers of the Deaf and other professionals supporting children who are deaf or hard of hearing.

For more information on the program or to register on our waitlist, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)

## Presenter biographies



**Michelle Stark**  
Teacher of the Deaf

Michelle Stark is a highly skilled Teacher of the Deaf and professional sign language interpreter who has worked with deaf children at all ages of schooling. She is currently teaching the Graduate Certificate of Auslan Studies course at Griffith University and is the Manager of Education at Deaf Services Queensland.



**Michelle Baker**  
Teacher of the Deaf

Michelle Baker is a highly experienced Teacher of the Deaf who is involved in the production and delivery of training in Auslan Assessment for staff working with deaf children. Michelle's postgraduate studies, and the focus of much of the training she has developed, centres on the pedagogical use of sign language in the classroom and how this affects English literacy development for deaf students.



## Twilight event

# Noise in classrooms: Managing for auditory processing disorder

**When:** 18 October 2018  
5:00–7:00pm

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

**Cost:** \$50 in person  
\$55 remote access

Classrooms can be hostile listening environments. High levels of background noise and acoustic reverberation can limit a student's ability to understand speech and can have a detrimental effect on any cognitively demanding task. This presentation will highlight recent data suggesting that classroom environments can impact the development of listening skills and can significantly impede academic progress in normally hearing children.

The effects of background noise in the classroom are exacerbated in students with hearing impairment. This presentation will explore the difficulties experienced by children who have normal sound detection thresholds but who suffer auditory processing deficits. Particular attention will be paid to children with Autism Spectrum Disorder and youngsters who have experienced hearing fluctuation due to middle ear disease. The ability of remote-microphone auditory systems (such as personal listening devices and Soundfield Amplification) to improve speech understanding and reduce listening-related stress in these populations will be considered, and specific strategies that teachers can employ to improve the classroom listening environment will be discussed.

Participants will have the opportunity to:

- gain an understanding of the impact of classroom noise on children with normal auditory function and in individuals with auditory processing disorder

- develop skills to plan for and modify the classroom environment to optimise the listening environment for all students – and teachers
- understand how to design and work in classrooms so as to minimise noise levels/reverberation, and make them conducive environments for children's learning.

### FISO

- Excellence in teaching and learning
- Professional leadership

### AITSL standards

1. Know students and how they learn
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments

### Audience

Teachers of the Deaf, teachers working with students with sensory issues, audiologists, and other allied health professionals.

For more information on the program or to register on our waitlist, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)



**Associate Professor Gary Rance**  
Department of Audiology &  
Speech Pathology, University of  
Melbourne

### Presenter biography

Associate Professor Gary Rance is a highly experienced audiologist, researcher and Head of Academic Programs at the Department of Audiology and Speech Pathology, University of Melbourne. He is also involved in clinical research and chairs the Hearing Research Executive Committee. After completing a Graduate Diploma in Audiology in 1989, Gary undertook a Masters in the field of auditory evoked potentials and then a Doctorate on the diagnosis and management of Auditory Neuropathy. He is recognised internationally for his work in this area. Gary regularly undertakes peer-reviews for a range of national and international journals and also sits on various grant review panels.

Gary is a former Vice President of the Deafness Foundation and currently chairs the Foundation's Research Committee. In February 2008, Gary's first book '*Auditory Steady-State Response Generation, Recording, and Clinical Application*' was released internationally. He is also a practicing artist and has been exhibiting his sculptural works for more than 20 years.



## Twilight series

# Assessment for students who are deaf or hard of hearing (DHH)

**When:** 15 November and 22 November 2018  
5:00–7:00pm

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

**Cost:** \$50 in person  
\$55 remote access

This series of presentations will address the knowledge areas and skills impacted by hearing loss and describe assessment procedures to identify any adverse educational effects of hearing loss in these areas. Comprehensive assessment is needed to ensure that students who are DHH gain full access to the curriculum, learning and appropriate support. Comprehensive and individualised assessments tailored to the individual needs of students are required on an ongoing basis to aid decision making and assure appropriate service delivery and maximum progress. These presentations will provide a framework for professionals when assessing the unique needs of students who are DHH. The second session will also enable participants the opportunity to discuss assessment data from their student cohort and to develop and measure specific goals and objectives and linking these to the curriculum. Participants will learn to:

- develop an understanding of the areas that may require assessment for students who are DHH
- develop an understanding of the range of assessment tools that can be used for students who are DHH
- discuss how to link assessment data to the curriculum

- discuss how to formulate and measure goals derived from assessment data.

### FISO

- Professional leadership
- Excellence in teaching and learning
- Positive climate for learning

### AITSL standards

1. Know students and how they learn
4. Create and maintain supportive and safe learning environments
5. Assess provide feedback and report on student learning

### Audience

Teachers of the Deaf and other professionals working with children who are DHH, University Special Education Sector, Departmental staff.

For more information on the program or to register on our waitlist, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)

## Presenter biographies



**Sharon Klieve**  
Lecturer, Melbourne Graduate School of Education

Sharon Klieve is a lecturer at the Melbourne Graduate School of Education within the Learning Intervention team. Sharon is a Teacher of the Deaf and a certified practicing speech pathologist, and a member of AATD and VDEN. Sharon's research interests include language and literacy interventions for students who are deaf and hard of hearing (DHH).



**Kate Leigh**  
Lecturer, Melbourne Graduate School of Education

Kate Leigh has been involved in deaf education for over 20 years, in practice and research. Kate has worked in traditional school settings, with the visiting teacher service and in teacher training, in Victoria and Western Australia. She has worked with students who are deaf and hard of hearing from kindergarten through to tertiary and with trainee teachers of the deaf in a range of settings. Kate's core areas of interest include the ways in which we assess and describe different aspects of language and how this informs planning, programming and teaching practice. Kate has worked as a language specialist, assessing and monitoring language growth for more than 60 students from prep to year 12 at St Mary's College for the Deaf and is currently Learning Leader at the college. She also works as a lecturer in Deafness Studies at The University of Melbourne as part of the Learning Intervention team.

## Maximising the use of Hearing Assistive Technology (HAT)

**When:** 4 December 2018  
4.00–6:00pm

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

**Cost:** \$55 remote access

Many students who are deaf or hard of hearing (DHH) struggle academically. While they may have the best hearing technology and early intervention, many environmental factors in the school can significantly challenge their listening and receptive abilities. However, specific tools and strategies can ensure that the students maximise their access to education. Dr Dillmuth-Miller will demonstrate many functional listening assessments to equip teachers and educational audiologists to collect quantitative and qualitative data. These data will help the school team to make an evidence-based decision regarding a student's functional listening skills. Technology that is not used properly, or not at all, can limit the student's academic potential. Dr Dillmuth-Miller will provide the research recommendations for effective student support. She will also provide teachers with the tools to design an evidenced-based and effective service. Dr Dillmuth-Miller will also provide information about self-advocacy skills that students need before leaving school. Fostering advocacy skills must start at a young age so that DHH students can navigate learning and working environment independently.

Participants will learn how to:

- Identify barriers to effective listening and participation in the classroom for students who are DHH

- Apply strategies to their students so that they can independently identify and advocate for their own technological needs in the classroom
- Articulate current research about educational audiology
- Utilise assessment tools and assistive technology to cater the student's needs
- Inform schools about the educational benefits of the assistive hearing technology.

### FISO

- Excellence in teaching and learning

### AITSL standards

3. Plan for and implement effective teaching and learning
6. Engage in professional learning

### Audience

Teachers of the Deaf, speech pathologists, audiologists, Visiting Teachers

For more information on the program or to register on our waitlist, please contact VDEI [vdei@edumail.vic.gov.au](mailto:vdei@edumail.vic.gov.au)



**Dr Susan Dillmuth-Miller**  
Assist Professor, Speech-  
Language Pathology,  
East Stroudsburg Uni, PA, USA

### Presenter biography

An educational audiologist of 22 years, Dr Dillmuth-Miller is an Assistant Professor of Speech-Language Pathology at East Stroudsburg University, Pennsylvania, USA. She is a past president of the Educational Audiology Association, which is a global organisation for educational and paediatric audiologists. She teaches the undergraduate speech pathology/audiology program and also a graduate speech pathology program. Dr Dillmuth-Miller consults families and school districts as an educational audiologist. She equips Visiting Teachers of the Deaf with the supports to ensure auditory access in the classroom. She also trains them how to prepare their students to advocate their educational technological needs. Dr Dillmuth-Miller is one of the few audiologists who has worked with young people who are DHH in the diagnostic, educational, and university settings.

