



# Victorian

# Deaf Education Institute

## Strategic Plan 2018-2020

# Victorian Deaf Education Institute

## Strategic Plan 2018-2020

### Our Vision

Capable and inclusive Victorian teachers and allied professionals providing transformative learning opportunities for all children and young people who are deaf or hard of hearing.

### Our Mission

Leading excellence in deaf education through the provision of high-quality professional learning, targeted research and evidence-based policy implementation, enhancing outcomes for students, educators, families and schools.

### Our Values

The Victorian Deaf Education Institute's work is shaped by the Public Sector Values of responsiveness, integrity, impartiality, accountability, respect, leadership and human rights. Embedded in these values is an acknowledgement that children and young people who are deaf or hard of hearing have a right to access high quality language that best supports their learning. We demonstrate our values by promoting equitable access to signed and spoken language in all that we do.



## Our Context

The Victorian Deaf Education Institute (VDEI) is committed to inclusive, transformative education for children and young people who are deaf or hard of hearing. This strategic plan maps out how VDEI will enact that commitment from 2018-2020.

In 2010, the Department of Education and Training conducted a review into deaf education in Victoria. This review found that outcomes for children and young people who are deaf or hard of hearing would be enhanced by the provision of sustained high-quality professional learning programs for their educators and support personnel. In 2011, VDEI was established to meet this need.

VDEI is part of the Inclusive Education Professional Practice (IEPP) Branch. IEPP sits in the Professional Practice and Leadership (PPL) Division, Regional Services Group, in the Department of Education and Training. 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, irrespective of their circumstances. We acknowledge the important role that specialist deaf educators play in enabling inclusive learning opportunities.

VDEI designs and delivers a world class Professional Learning Program that demonstrates a strong focus on innovation and state-of-the-art technology. The Program is underpinned by robust research and provides blended learning opportunities for educators to build their capability to support children and young people who are deaf or hard of hearing.

## Our Key Enablers

### **A collaborative and dynamic internal culture**

VDEI's workplace culture, nurtured by our capable and collaborative team, is central in achieving our strategic priorities. The VDEI team thinks creatively, shares new ideas and implements innovative solutions in order to meet emerging educational needs for learners who are deaf and hard of hearing.

### **Strong connections with Victorian education professionals**

Since its establishment in 2011, VDEI has developed strong relationships with teachers and allied professionals throughout Victoria's education system. These connections ensure that VDEI is a trusted centre of expertise within the Department that provides support and advice on matters related to deaf education. Our extensive database of professionals from deaf education and allied sectors enables us to target our communication to maximise the support provided to students who are deaf or hard of hearing.

### **A reputation for high impact service provision**

VDEI has a strong reputation for providing high-quality services that result in sustained practice improvement. Our professional learning programs attract high-calibre national and international presenters who provide opportunities for educators to learn about practice changes that lead to substantially improved student outcomes. Furthermore, our research and community partnerships enable us to implement targeted policies and programs that have a measurable impact on improving the quality of deaf education.

### **State-of-the-art technology and facilities**

VDEI's facilities and technology enable Victorian educators to participate in high-quality professional learning opportunities in a variety of blended learning formats. Professional learning events may be accessed through face-to-face attendance, remote links, webinars or online modules. VDEI provides Auslan interpreters and live captioning for all sessions when requested by participants. Our facilities are located on St. Kilda Road, Melbourne, sharing Deaf Children Australia's beautiful grounds with the Victorian College for the Deaf and forming a hub of expertise in deaf education.

## Our Approach

### We are responsive

VDEI focuses on understanding and responding to the learning needs and challenges of students who are deaf and hard of hearing. We constantly reflect on the services we provide and adapt them to emerging inclusive education policies and practices in order to maximize our impact. We listen to the experiences of teachers and other school personnel who support students who are deaf or hard of hearing and who are proactive and committed to meeting their needs.

### We value excellence

VDEI is a centre of expertise in deaf education, commissioning high-impact research and piloting emerging learning technologies. We focus on quality educational outcomes, always seeking to learn from others and improve our services. Our global outlook identifies leading evidence-based practices from across the world.

### We are inclusive

VDEI seeks to recognise, understand and celebrate the diverse backgrounds, cultures, and learning needs of students who are deaf or hard of hearing. In particular, we seek to build understanding of Deaf and Koorie cultures, together with the diverse ethnic cultures that form the rich tapestry of Victorian cultural life.

### We are collaborative

VDEI is committed to working closely with Teachers of the Deaf, mainstream teachers, education support staff, allied health professionals, parents and community organisations. These collaborations will support our partnerships within the inclusive education communities position within We seek to collaborate with these professionals and groups who can help us achieve our vision.

### We are focused on making a difference

VDEI is committed to delivering tangible and transformative learning outcomes for children and young people who are deaf or hard of hearing. We are strategic in our approach, focusing on programs, projects and initiatives underpinned by strong research findings and expert knowledge. By making a difference to the knowledge and understanding of educators, we contribute to sustained improvement in learning outcomes for students who are deaf and hard of hearing.

## VDEI's Strategic Priorities

### Strategic Priority 1

Design and deliver professional learning programs that produce sustained practice improvement

### Strategic Priority 2

Strengthen deaf education's place in the inclusive education field through targeted research and the identification of exemplary practice

### Strategic Priority 3

Enhance collaboration and professional practice in inclusive education through the development of strong departmental and community partnerships

## Strategic Priority 1:

### Design and deliver professional learning programs that produce sustained practice improvement

Provide high-quality, accessible professional learning that increases the capability of teachers, education support staff, allied professionals and parents to differentiate and respond to the individual learning needs of children and young people who are deaf or hard of hearing.

Goals	Key improvement strategies	Targets
Identify the learning needs of teachers and allied professionals across Victoria in regard to deaf education and inclusive practices	Regularly update a professional learning needs analysis for teachers and allied professionals, through surveys and an evaluation of feedback from the previous year	Learning needs analysis updated by June every year in order to inform future planning
Establish a systematic approach for evaluating the influence of VDEI's professional learning programs on sustained practice change	Develop and implement a new evaluation system to measure the influence that each of VDEI's learning programs have in producing sustained practice change	Evaluation system, short-term and long-term surveys implemented for each of VDEI's learning programs in 2018
Increase the reach and effectiveness of VDEI's professional learning program	Integrate new technologies into VDEI's professional learning programs, including videoconferencing and online delivery	Compared to 2017 baseline, participation in VDEI Professional Learning Programs will increase each year from 2018 to 2020
	Incorporate asynchronous online learning opportunities into VDEI's suite of professional learning resources	Increased number of professionals who complete online courses  Evaluate the impact on practice streams in line with FISO
	Design a high-quality calendar of professional learning events each year, based on the systematic evaluation of the practice improvement achieved by previous programs	By 2020, VDEI's learning programs have demonstrated increased practice improvement compared to 2018 baseline

## Strategic Priority 2:

### Strengthen deaf education through targeted research and the identification of exemplary practice

Inform professional practice and policy development by growing the evidence base about practices that achieve strong academic and wellbeing outcomes for children and young people who are deaf or hard of hearing.

Goals	Key improvement strategies	Targets
Understand emerging priorities for developing excellence in deaf education	Commission projects and systematic literature reviews on priorities emerging from VDEI's annual learning needs analysis and stakeholder feedback	At least one new significant research project commissioned each year from 2018 to 2020, focusing on captioning, bilingual practice and literacy
Share innovative and effective deaf education practice throughout Victoria and other Australian States and Territories	Establish a repository of exemplary practice in deaf education on VDEI's Learning Management System	Repository of exemplary practice in Deaf Education established and accessible by December 2018
	Work with colleagues in the Inclusive Education Professional Practice Branch to develop and host deaf education courses on VDEI's Learning Management System	Three deaf education online courses developed and hosted on VDEI's Learning Management System by December 2018
Demonstrate a commitment to bimodal bilingual practice in Victorian deaf education programs	Promote Auslan/English bilingual practice through VDEI's website and Learning Management System	All new announcements posted on VDEI's website between 2018 and 2020 to be signed by a fluent Auslan signer
	Work with the Australian Sign Language Interpreters' Association (ASLIA) to develop online Auslan resources and modules	

## Strategic Priority 3:

### Enhance collaboration and professional practice in inclusive education through the development of strong departmental and community partnerships

VDEI consistently communicates and engages with internal and external stakeholders in ways that foster collaboration, maintain trust and are responsive to changing expectations and needs.

Goals	Key improvement strategies	Targets
Build trust and increase stakeholder engagement with VDEI	Formulate a communications strategy and implementation plan to guide stakeholder interactions	VDEI communications strategy developed by June 2018
	Build stakeholder engagement through facilitation of a VDEI Advisory Group, involving representatives of deaf education programs and stakeholders in Victoria	VDEI Deaf Education Advisory Group meets at least once per term during the period 2018 to 2020
Collaborate with other organisations and disability sectors to improve system-wide inclusive education practice	Establish a professional learning calendar, incorporating all professional learning programs from the Inclusive Education Professional Practice Branch	Align IEPP's professional learning events with VDEI's calendar of events at the start of each year, from 2018 to 2020
	Implement multi-sensory professional learning program in partnership with other groups within the Department	Multi-sensory professional learning programs delivered in partnership with other DET groups, each year from 2018 to 2020
Pursue new opportunities to expand the scope of the services provided by VDEI	Investigate future opportunities to consolidate and extend inclusive education professional learning programs offered within the Department, while retaining specialised disability-specific training where it is required	A future options paper considering how best to build system-wide capabilities in inclusive education developed during the period of this strategic plan (2018-2020)

## **Victorian Deaf Education Institute**

Inclusive Education Professional Practice Branch  
Professional Practice and Leadership Division  
Regional Services Group  
Victorian Department of Education and Training

597 St Kilda Road  
Melbourne Victoria 3004

**[www.deafeducation.vic.edu.au](http://www.deafeducation.vic.edu.au)**



©State of Victoria (Department of Education and Training) 2018

The copyright in this document is owned by the State of Victoria (Department of Education and Training), or in the case of some materials, by third parties (third party materials). No part may be reproduced by any process except in accordance with the provisions of the Copyright Act 1968, the National Education Access Licence for Schools (NEALS) (see below) or with permission.

An educational institution situated in Australia, which is not conducted for profit, or a body responsible for administering such an institution may copy and communicate the materials, other than third party materials, for the educational purposes of the institution.

Authorised by the Department of Education and Training,  
2 Treasury Place, East Melbourne, Victoria, 3002.