

# **Teacher of the Deaf Elaborations to the Professional Standards for Teachers**

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# Teacher Standards



Teacher standards describe the degree of competence expected at entry level to the profession and to measure ongoing performance

(Sachs, 2012)



# Australian context



Introduction of the Australian Professional Standards for Teachers developed by Australian Institute for Teachers and School Leadership (AITSL) which *define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st-century schools...*

Where do we fit?



# Concerns...



- Professional Standards for Teachers very comprehensive for mainstream staff
- Document does not acknowledge the specialist skills and knowledge of qualified Teachers of the Deaf

# National Standards for TODs



The route: Develop four tiers of career stage

- Graduate level
- Proficient Level
- Highly Accomplished
- Lead Teacher



# National Standards for TODs



The route:

- September 2014 Graduate tier established
- January 2015 Shared with AITSL who agreed to support ongoing work
- Dec 2015 Remaining tiers completed



# ToD Elaborations History

2016

- January: Document approved by AITSL
- June: Final document approved by membership
- June: AITSL agrees to fund design and development
- September: Share the document with education systems around the country



# Goals of the Elaborations document

## 1. Performance Review

- ToDs review their own performance against the Elaborations document
- Line Managers have a clearer definition of the role of a ToD and specific indicators to measure performance





# Goals of the Elaborations document

## 2. Professional Development

- ToDs and line managers can determine individual professional development requirements based on indicators in the Elaborations document
- ToDs use the Elaborations document to record their professional learning to maintain teacher registration

# Goals of the Elaborations document

## 3. Professional Identity

- University and Training Programs have a clear outline of indicators to ensure graduates meet professional expectations
- Employing bodies have a clear definition of the role to build role descriptions and guide employment of ToDs

# September 2016

- Northern Territory
  - Education System
  - Teacher Registration Board
- Tasmania
  - Education System
- Western Australia
  - School principals and NGO

# September Meetings 2016

- South Australia
  - Teacher Registration Board, Education System, school principals
- New South Wales
  - Education System
  - Teacher Registration Board
- Queensland
  - Education System + Catholic Education
  - Teacher Registration Board





# TEACHER OF THE DEAF ELABORATIONS OF THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

for use by Teachers of the Deaf in Australian educational settings

June 2016



**National Association of Australian Teachers of the Deaf**

NAATD, the national professional body representing Australian Teachers of the Deaf, has prepared the Teacher of the Deaf Elaborations of the Australian Professional Standards for Teachers for each career stage.



# What are the learning challenges for children who are deaf and hard of hearing?

## Terminology

In the Teacher of the Deaf Elaborations of the Australian Professional Standards for Teachers, the term deaf and hard of hearing (DHH) is used to refer to all degrees of hearing loss, from mild to profound. The term Deaf with a capital 'D' is used to refer to culturally Deaf students and adults who communicate in Auslan (Australian Sign Language) and identify with the Deaf community. These terms have been endorsed by Deaf Australia Inc., (2010) the national peak advocacy and information organization for Deaf people who communicate in English and Auslan. When used separately, the term hard of hearing is used to refer to people whose primary communication mode is speech and the term deaf to encompass all groups of Deaf and hard of hearing people. There is a shared agreement that deaf and hard of hearing individuals should not be identified as hearing impaired as this term is considered to be pejorative.

On an international level, the terms deaf and hard of hearing are articulated in the agreement between the World Federation of the Deaf (WFD) and the International Federation of Hard of Hearing People (World Federation of the Deaf, 2013). Furthermore, the WFD agreement is supported by the United Nations Convention on the Rights of the Child (III 14 C) and the International Convention on the Rights of Persons with Disabilities (Article 24, 3b, and 3c) (UN General Assembly, 2005, 2007). These universal

declarations acknowledge the fundamental human rights of deaf and hard of hearing persons worldwide to enable their full participation in all aspects of society. The WFD Policy on the Education Rights for Deaf Children clearly states that deaf children have the right to access the same quality of education as all students in their communities. The tenets expressed in these declarations are fundamental to the rights of all DHH children in Australia and are reflected in the Teacher of the Deaf Elaborations of the Australian Professional Standards for Teachers. The specialised knowledge, practice and professional engagement of qualified Teachers of the Deaf ensures that deaf and hard of hearing students are provided with equitable access to communication, learning and socialization opportunities in a range of educational settings.

## Characteristics of the deaf and hard of hearing student population in Australia

Between one and two children in every thousand is born with permanent hearing loss in Australia. By school age, between two and three children in every thousand are identified with a permanent hearing loss and are fitted with listening devices such as hearing aids or cochlear implants (Ching, Leigh & Dillon, 2013).

Despite ongoing advances in audiological technology, permanent childhood deafness continues to impact significantly on the ability of students to access the school curriculum on the same basis as their hearing peers. Even a mild degree of deafness can affect the communication, language, cognitive and social skills of DHH students and can ultimately limit their vocational options in the future. An important consideration to note is that, unlike spectacles that restore a person's impaired vision to

normal levels, hearing aids and cochlear implants do not correct sensorineural deafness, but amplify sound that is significantly distorted. Distortion is present with all degrees of deafness and interferes with comprehension of auditory input, particularly the detection of speech in the presence of background noise.

More than 90 percent of deaf and hard of hearing (DHH) children are born to hearing parents, most of whom have had minimal experience with supporting the language development of a DHH child (Blamey et al., 2001; Leigh, 2007; Pisoni, 2007). Indeed, parents and caregivers may never have had to consider how language is learned because typically developing children acquire language seemingly effortlessly without the need for any intervention. Access to incidental learning in school and family contexts is often restricted because of difficulties in communication and the limitations of access to auditory information (Brown & Cornes, 2015). DHH students are also challenged when competing sensory input in their learning environments interrupts their focus on auditory, visual or contextual information and they are frequently unaware of information they have missed. Many DHH children commence school without a strong language base in their first language and struggle to adequately access the national curriculum because they are being taught in a language they are still in the process of learning. In many cases, it is a challenging task for parents and educators to understand the learning potential of DHH children and to acquire competence in accommodating the children's communication needs. It is important to acknowledge that, even though a DHH student may have intelligible speech and is a confident communicator, there may be underlying linguistic difficulties and reduced literacy skills that limit their access to the curriculum.

# Professional knowledge

## STANDARD 1 Know students and how they learn

### Focus area 1.1 Physical, social, intellectual development and characteristics of students

#### Graduate

Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.

Demonstrate knowledge of the implications of hearing loss, including progression of sudden onset and degenerative loss, on students' physical, social, emotional and cognitive development. (link to preamble).

Demonstrate knowledge and understanding of educational audiology, and how this impacts on students learning including: anatomy and physiology of the ear, functions and disorders of the auditory and speech system, universal newborn hearing screening, assistive listening devices, interpretation of audiological, clinical and diagnostic assessments/reports and referral procedures.

Demonstrate knowledge and understanding that students who are Deaf or hard of hearing have diverse language skills in Auslan, English or language other than English. Demonstrate understanding that these diversities influence social and intellectual development and characteristics of students and affect learning.

#### Proficient

Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.

Use teaching strategies based on knowledge of the implications of hearing loss including progression of sudden onset and degenerative loss, on students' physical, social, emotional and cognitive development to improve student learning.

Use teaching strategies based on knowledge and understanding of educational audiology, and how this impacts on students learning including: anatomy and physiology of the ear, functions and disorders of the auditory and speech system, universal newborn hearing screening, assistive listening devices, interpretation of audiological, clinical and diagnostic assessments, reports and referral procedures.

Use teaching strategies based on students diverse language skills in Auslan, English or language other than English that influence social and intellectual development and characteristics of students and how these may affect learning.

#### Highly Accomplished

Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.

Select from and provide advice about a flexible and effective repertoire of teaching strategies to improve student learning that addresses the implications of hearing loss on students' physical, social, emotional and cognitive development to improve student learning.

Select from and provide advice about a flexible and effective repertoire of teaching strategies based on knowledge and understanding of educational audiology, and how this impacts on students learning including: anatomy and physiology of the ear, functions and disorders of the auditory and speech system, universal newborn hearing screening, assistive listening devices, interpretation of audiological, clinical and diagnostic assessments/reports and referral procedures.

#### Lead

Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.

Lead colleagues to select and develop flexible and effective teaching strategies to improve student learning that address the implications of hearing loss on students' physical, social, emotional and cognitive development to improve student learning.

Lead colleagues to select and develop teaching strategies based on knowledge and understanding of educational audiology, and how this impacts on students learning including: anatomy and physiology of the ear, functions and disorders of the auditory and speech system, universal newborn hearing screening, assistive listening devices, interpretation of audiological, clinical and diagnostic assessments/reports and referral procedures.

## Focus area 1.6 Strategies to support full participation of students with disabilities

### Graduate

Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

Demonstrate knowledge and understanding of the implications of relevant legislation, government policies and procedures reflecting the Disability Standards for Education 2005:

- Awareness of how they impact on enrolment, participation, curriculum development, accreditation and delivery, student support services and elimination of harassment and victimisation.
- Demonstrate knowledge of the role and use of education supports and adjustments for students who are deaf and hard of hearing, including Auslan educational interpreters, notetakers, language models and captions.
- Demonstrate knowledge and understanding of how to use and adjust the Australian Curriculum to support every student who is deaf or hard of hearing and those with additional disabilities to access education on the same basis as a student without disability.
- Understand the role other government and non-government agencies play in facilitating support for students who are deaf and hard of hearing in education sites.
- Demonstrate and understand the importance of consulting with the students and their stakeholders i.e. their parents, carers and/or advocates.
- Examples of relevant legislation include United Nations Convention on the Rights of the Child, United Nations Convention on the Rights of Persons with Disabilities, Principles for FCEI (JCIH).

### Proficient

Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

Design and implement teaching activities that support the participation and learning of students who are deaf and hard of hearing and those with additional disability and make adjustments to the teaching environment that address relevant policy and legislative requirements.

### Highly Accomplished

Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.

Work with colleagues to access specialist knowledge; collaborate with other agencies and professionals to implement adaptations that reflect relevant policy and legislation. Support and collaborate with colleagues to develop and implement teaching programs that facilitate participation, build capacity and promote learning of students who are deaf and hard of hearing and those with additional disability.

### Lead

Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.

Initiate and lead as appropriate with the review of school policies to support the engagement and full participation of students who are deaf and hard of hearing and those with additional disability and ensure compliance with legislative and/or system policies.



## Focus area 2.4 Strategies to support full participation of students with disabilities

### Graduate

Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Demonstrate knowledge of the impact of fluctuating conductive hearing loss on Aboriginal and Torres Strait Islander histories, cultures and languages including the sign language of many Aboriginal and Torres Strait Islander communities.

### Proficient

Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages including the sign language of many Aboriginal and Torres Strait Islander communities.

### Highly Accomplished

Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Support colleagues with providing opportunities for students to develop understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages including the sign language of many Aboriginal and Torres Strait Islander communities.

### Lead

Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages including the sign language of many Aboriginal and Torres Strait Islander communities.

## Focus area 2.5 Literacy and numeracy strategies

### Graduate

Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

Demonstrate knowledge of current research findings related to challenges faced by students who are deaf and hard of hearing in attaining literacy and numeracy skills acknowledging:

- World knowledge
- Foundational skills
- Use of visual and concrete strategies
- Phonological awareness
- Specific vocabulary development
- Second language learning difficulties.

### Proficient

Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.

Apply knowledge and understanding of current research findings related to challenges faced by students who are deaf and hard of hearing in attaining literacy and numeracy skills acknowledging:

- World knowledge
- Foundational skills
- Use of visual and concrete strategies
- Phonological awareness
- specific vocabulary development
- Second language learning difficulties.

### Highly Accomplished

Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.

Support colleagues to implement effective teaching strategies based on current research findings related to challenges faced by students who are deaf and hard of hearing in attaining literacy and numeracy skills acknowledging:

- World knowledge
- Foundational skills
- Use of visual and concrete strategies
- Phonological awareness
- specific vocabulary development
- Second language learning difficulties.

### Lead

Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.

Monitor and evaluate the implementation of differentiated teaching strategies within the site to improve students' achievement in literacy and numeracy using research-based knowledge and data for students who are deaf and hard of hearing.

## STANDARD 5 Assess, provide feedback and report on student learning

### Focus area 5.1 Assess student learning

#### Graduate

Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.

Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. This will include:

- the range of current assessment tools to assess auditory skills, speech perception and production, spoken and/or sign language and/or print
- when to provide alternative assessments in spoken and/or sign language
- reasonable adjustments that can be made to assessment tasks in the learning environment
- how reports provided from other agencies support planning to meet the needs of students who are deaf and hard of hearing.

#### Proficient

Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.

Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning. This will include:

- the range of current assessment tools to assess auditory skills, speech perception and production, spoken and/or sign language and/or print
- when to provide alternative assessments in spoken and/or sign language
- reasonable adjustments that can be made to assessment tasks in the learning environment
- how reports provided from other agencies support planning to meet the needs of students who are deaf and hard of hearing.

#### Highly Accomplished

Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.

Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment. This will include:

- the range of current assessment tools to assess auditory skills, speech perception and production, spoken and/or sign language and/or print
  - when to provide alternative assessments in spoken and/or sign language
  - reasonable adjustments that can be made to assessment tasks in the learning environment
- how reports provided from other agencies support planning to meet the needs of students who are deaf and hard of hearing.

#### Lead

Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.

Evaluate site assessment policies and strategies to support colleagues' understanding of appropriate assessment tools and reasonable adjustments for students who are deaf and hard hearing to diagnose individual learning needs and comply with curriculum, system and/or site assessment requirements.



Questions?

