



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.

INSIDE

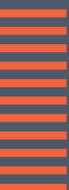
03 Intro

10 **Professional knowledge**
Standard 1 Know students and how they learn
Standard 2 Know the content and how to teach it

21 **Professional practice**
Standard 3 Plan and implement for effective teaching
Standard 4 Create and maintain supportive and safe learning environments
Standard 5 Assess, provide feedback and report on student learning

35 **Professional engagement**
Standard 6 Engage in professional learning
Standard 7 Engage professionally with colleagues, parents/carers and the community

41 **References**



INTRO

What are the *Teacher of the Deaf Elaborations*?

Teachers of the Deaf in Australia complete specialised postgraduate university courses to gain their qualifications. Currently, teachers wanting to gain specialist qualifications in the area of education for students who are Deaf and Hard of Hearing can only do so through enrolment in Master degree courses specialising in deafness. The *Teacher of the Deaf Elaborations* to the career stage of *Graduate* identify the skills and knowledge held by Teachers of the Deaf who have just completed their specialist postgraduate training, rather than those commencing their practice as in the *Australian Professional Standards for Teachers (APST)*. The *Teacher of the Deaf Elaborations* for the remaining three career stages of the APST: *Proficient, Highly Accomplished and Lead* identify and practise the additional skills and knowledge held by qualified Teachers of the Deaf in relation to their mainstream peers.

Aims

The aims of the *Teacher of the Deaf Elaborations* are to clearly document the skills and knowledge used by Teachers of the Deaf and inform:

- teacher of the Deaf practice and professional learning goals
- staffing considerations in addressing the needs of students who are Deaf and Hard of Hearing
- inclusive whole school practice
- post graduate specialist teacher courses
- in-service professional learning programs
- performance management through the *Australian Professional Standards for Teachers*

Who can make use of the *Teacher of the Deaf Elaborations*?

The *Teacher of the Deaf Elaborations* provide support for all Teachers of the Deaf and their managers. They are intended for:

- **teachers of the deaf** working across all levels of education programs including itinerant support staff
- **school principals and program managers** responsible for the ongoing evaluation and professional learning of Teachers of the Deaf
- **providers of postgraduate teacher of the deaf courses and providers of continuing professional education** responsible for assisting teachers to meet the requirements of the Graduate and ongoing career stages

Design of the Elaborations

The development of the *Teacher of the Deaf Elaborations* included involvement of:

- the NAATD National Executive Committee with membership from 5 states
- the expertise and experience of over 300 Teachers of the Deaf across all states and territories
- revisions of the NAATD's existing document: *Competencies for Teachers of the Deaf* <http://naatd.org.au/NAATD%20Comptencies%20for%20Teachers%20of%20the%20Deaf.pdf>



Between one and two children in every thousand is born with permanent hearing loss in Australia

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 by DHH children 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.

Educators need to be aware that the DHH student's comprehension level cannot be judged based on the surface level of communication and language competence. Furthermore, there is often marked variability in the pace of delivery of information in the typical mainstream class, which may present the DHH student with significant learning challenges.

Over 80 percent of DHH students in Australia attend regular classes in mainstream schools (Hyde & Power, 2003; Power & Leigh, 2011). In spite of improvements in earlier diagnosis of deafness and advances in audiological technology, language and educational outcomes for DHH students are generally much lower than those for their hearing peers (Ching, Leigh & Dillon, 2013; Qi & Mitchell, 2011) and require specialised educational interventions provided by qualified Teachers of the Deaf. Furthermore, more than 40 percent of DHH students have additional disabilities (Cupples et al., 2014), such as vision impairment, cerebral palsy, autism, cognitive impairment and health impairments. Teachers of the Deaf are therefore required to develop a high level of knowledge and expertise in other areas of disability in order to support the educational needs of these DHH students.

The impact of deafness on education

Although deafness is usually considered to affect the sense of hearing alone, there is evidence that limited access to auditory input and spoken language during early childhood years also results in a range of learning challenges for DHH students. Undoubtedly, the advances in digital hearing aids and cochlear implant technology have improved general language outcomes for DHH students. However, for a proportion of DHH children, congenital, prelingual deafness can result in a cascade of complex effects. These effects include a reorganization of cortical function (Bavelier, Dye & Hauser, 2006), reduced concept development, delayed language and compromised perceptual and cognitive abilities related to recalling and producing sequential information, including visual and motor sequencing abilities (Conway, Pisoni & Kronenberger, 2009; Marschark, 2006). Deficits in sequencing abilities particularly affect many aspects of cognition, including perception, sensory-motor control and executive function. Executive function involves organizational and self-regulatory skills required for goal-directed behaviour and includes skills such as planning, initiating, monitoring feedback, controlling impulses and sustaining and shifting attention (Figueras, Edwards & Langdon, 2008).

Delays in sequencing abilities and executive function have also been found to contribute to problems experienced by DHH students in learning the complex grammatical patterns of spoken language (Conway et al., 2009) and development of Theory of Mind (See Schick, de Villiers, de Villiers, & Hoffmeister, 2007). Theory of Mind is the development of understanding of others' mental states

and contributes to a child's ability to empathise with others and understand the subtleties of social interactions. Theory of Mind skills for DHH children with hearing parents have been found to be significantly delayed compared with their hearing peers, a delay thought to be a result of reduced language skills and limited access to conversations and incidental discussions about a range of thoughts, beliefs, and intentions. However, research studies have also found that Deaf children with Deaf parents develop Theory of Mind within the same timeframe as hearing children due to the fact that they have access to sign language from birth and participate in incidental discussions about abstract entities such as mental states (Figueras-Costa, Edwards & Langdon, 2008; Schick et al., 2007).

In addition to addressing the learning challenges of DHH students described above, Teachers of the Deaf are also required to identify and implement strategies that maximise educational opportunities for students whose first language is Auslan. Although less than 20 percent of DHH students use Auslan as their primary language for communication and learning (Hyde & Punch, 2011), it is important that Teachers of the Deaf are able to communicate directly with these students and are competent to provide a positive Auslan language model. Ideally Teachers of the Deaf should therefore attain a level of Auslan proficiency that supports the students' optimal access to the school curriculum. However, in some cases when the Auslan competence of the Teacher of the Deaf does not match the DHH students' learning needs, it may be necessary for the student and teachers to work closely with Auslan educational interpreters in the school setting.

The challenges of literacy for deaf and hard of hearing students

One of the most significant educational challenges faced by DHH students is the development of literacy skills, arguably an essential academic achievement for all children. Whilst it is true that many DHH students in recent times have become confident readers and writers, literacy skills of DHH children are typically well below those of their hearing peers (see Cupples et al., 2013). Without the benefit of a strong first language in either English or Auslan, many DHH students find literacy tasks very challenging, which in turn limits their access to learning opportunities offered by their educational programs.

A major factor contributing to the lower literacy levels of DHH student is reduced phonological awareness and limited use of phonological decoding processes (Ching & Cupples, 2015). Deficits in phonological awareness significantly affect children's development of reading skills when they commence school (Cupples, Ching, Crowe, Day, & Seeto, 2013). Reading and writing a speech-based system is often very challenging for DHH students who have reduced and distorted auditory input. Many of these students are required to use other decoding strategies such as increased attention to visual, orthographic, morphological, and syntactic information. Furthermore, for DHH students whose first language is Auslan, decoding and encoding the printed form of a spoken language in which they have limited competency, in is a most challenging task. Teachers of the Deaf are continually striving to identify effective strategies that will assist DHH students to develop functional literacy skills that will support their educational achievements.

Accessing the learning environment

A core component of the educational experiences of DHH students is their identity as young DHH learners within the hearing world. In mainstream programs, even when DHH students are confident communicators and have intelligible spoken language, they may have difficulties in social interactions, especially when in group situations and in noisy environments (Punch & Hyde, 2011). An important factor in social situations is not only social skills but competence in the pragmatic domain of language, such as understanding euphemisms and what is implied by what is not said. Social-emotional development has been found to be significantly influenced by a DHH child's communication competence and their perception of inclusion, regardless of whether their educational setting is a mainstream school or specialized program for DHH students (Bobzien et al., 2013) or whether they communicate in spoken language or Auslan (Hyde & Power, 2004).

For inclusion to be effective, DHH students need to be able to access all aspects of the school curriculum and have equitable access to communication, discourse, socialization and engagement with their learning communities. Teachers of the Deaf therefore, need to be alert to facilitating DHH students' access to these important aspects of their education. Numerous studies have shown that teachers often have lower academic and behavioural expectations of DHH students than of their hearing peers (see Ting & Gilmore, 2012). However, when teachers become more knowledgeable about the language and learning needs of their DHH students, their attitudes and expectations are generally more positive, which in turn supports better outcomes for the students.

In order to facilitate DHH students' equitable access to optimal learning experiences on the same basis as their hearing peers, teachers of the deaf need to ensure that specific adjustments are made to learning environments. These adjustments include: suitable acoustic conditions, appropriate listening technology, clear access to visual information for lipreading and contextual support, provision of individual tutoring to increase understanding of curriculum content, concepts and vocabulary, availability of inclusion aides and facilitation of social interactions (Punch & Hyde, 2011). Other adjustments may include real-time captioning, Auslan educational interpreters, note-takers and differentiation in teaching such as the modification of curriculum materials to suit the students' language skills. Teachers of the Deaf are trained to identify specific teaching and intervention strategies that support DHH students to become independent learners rather than relying on assistance to complete learning tasks that do not match their language and cognitive ability.

With the advent of earlier diagnosis of deafness, access to early intervention and the availability of sophisticated technology, DHH students are provided with a wider range of learning opportunities than ever before. However, access to language and literacy continues to be a limiting factor for many DHH students and has resulted in the role of the Teacher of the Deaf becoming increasingly specialised. For this reason, it is important that the *Teacher of the Deaf Elaborations* of the Australian Professional Standards for Teachers clearly define the professional knowledge and skills necessary for optimal support of DHH students of all ages in their educational programs.



flexible and effective repertoire of teaching strategies to improve student learning

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS TEACHER OF THE DEAF ELABORATIONS



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.

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 1.2 Understand how students learn

Graduate

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.

Demonstrate knowledge of current research in child development, brain development and the impact of deafness, including conductive and sensorineural deafness and auditory neuropathy spectrum disorder, from infancy to adulthood and the implications for teaching and learning.

Proficient

Structure teaching programs using research and collegial advice about how students learn.

Structure teaching programs using knowledge of current research in child development, brain development and the impact of deafness, including conductive and sensorineural deafness and auditory neuropathy spectrum disorder, from infancy to adulthood and the implications for teaching and learning.

Highly Accomplished

Expand understanding of how students learn using research and workplace knowledge.

Expand understanding of how students learn using knowledge of current research in child development, brain development and the impact of deafness, including conductive and sensorineural deafness and auditory neuropathy spectrum disorder, from infancy to adulthood and the implications for teaching and learning.

Lead

Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.

Lead processes to evaluate the effectiveness of teaching programs using knowledge of current research in child development, brain development and the impact of deafness, including conductive and sensorineural deafness and auditory neuropathy spectrum disorder, from infancy to adulthood and the implications for teaching and learning.

Focus area 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

Graduate

Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Demonstrate knowledge of teaching strategies that:

- are responsive to cultural perspectives related to disability and deafness and their impact on the learning potential of students who are deaf or hard of hearing
- show sensitivity to Deaf culture and the influence of Auslan on the students' identity, language, educational and social experiences
- take into account the relationship between Auslan, spoken language and written representations in bilingual programs

Proficient

Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Take into account:

- cultural perspectives related to disability and deafness and their impact on the learning potential of students who are deaf or hard of hearing
- Deaf culture and its influence on the students' identity, language, educational and social experiences
- the influence of Auslan on the students' identity, language, educational and social experiences
- the relationship between Auslan, spoken language and written representations in bilingual programs

Highly Accomplished

Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Support colleagues to develop effective teaching strategies that address:

- cultural perspectives related to disability and deafness and their impact on the learning potential of students who are deaf or hard of hearing
- Deaf culture and the influence of Auslan on the students' identity, language, educational and social experiences
- the relationship between Auslan, spoken language and written representations in bilingual programs

Lead

Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.

Evaluate and revise learning and teaching programs, using expert and community knowledge and experience taking into account:

- cultural perspectives related to disability and deafness and their impact on the learning potential of students who are deaf or hard of hearing
- Deaf culture and the influence of Auslan on the students' identity, language, educational and social experiences
- the relationship between Auslan, spoken language and written representations in bilingual programs

Focus area 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

Graduate

Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.

Demonstrate knowledge and understanding of the impact and prevalence of conductive hearing loss for students from Aboriginal and Torres Strait Islander backgrounds and strategies to minimise the effects of chronic conductive hearing loss on auditory processing skills and language acquisition and the implications of intergenerational hearing issues as a community norm.

Proficient

Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.

Design and implement effective teaching strategies that are responsive to the impact of conductive hearing loss for students from Aboriginal and Torres Strait Islander backgrounds and minimise the effects of chronic conductive hearing loss on auditory processing skills and language acquisition and the implications of intergenerational hearing issues as a community norm.

Highly Accomplished

Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.

Provide advice and support colleagues in the implementation of culturally appropriate and sensitive effective teaching strategies that are responsive to the impact and prevalence of conductive hearing loss for students from Aboriginal and Torres Strait Islander backgrounds and minimise the effects of chronic conductive hearing loss on auditory processing skills and language acquisition and the implications of intergenerational hearing issues as a community norm.

Lead

Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.

Develop teaching and community awareness programs specific to Aboriginal and Torres Strait Islander students with fluctuating conductive and permanent hearing loss by: developing links between education and health providers; providing advice and education to families; developing education programs for students; engaging in collaborative relationships with community representatives including those at education and health sites as well as parents/carers.

Focus area 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

Graduate

Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

Demonstrate knowledge of effective teaching strategies and reasonable adjustments based on individual:

- language levels
- spoken and signed language modes
- communication systems such as Alternative and Augmentative Communication
- multimedia technology such as captions
- modifications to the curriculum
- assessment needs to support the full participation of students who are deaf or hard of hearing and those with additional disabilities

Proficient

Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

Develop teaching activities that incorporate reasonable adjustments based on individual:

- language levels
- spoken and signed language modes
- communication systems such as Alternative and Augmentative Communication
- multimedia technology such as captions
- modifications to the curriculum
- assessment needs to support the full participation of students who are deaf or hard of hearing and those with additional disabilities

Highly Accomplished

Evaluate learning and teaching programs, using student assessment data that are differentiated for the specific learning needs of students across the full range of abilities.

Evaluate learning and teaching programs, using student assessment data that are differentiated for the specific learning needs of students who are deaf and hard of hearing across the full range of abilities and language modes including reasonable adjustments based on individual:

- language levels
- spoken and signed language modes
- communication systems such as Alternative and Augmentative Communication
- multimedia technology such as captions
- modifications to the curriculum
- assessment needs to support the full participation of students who are deaf or hard of hearing and those with additional disabilities

Lead

Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.

Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students who are deaf and hard of hearing across the full range of abilities including reasonable adjustments based on individual:

- language levels
- spoken and signed language modes
- communication systems such as Alternative and Augmentative Communication
- multimedia technology such as captions
- modifications to the curriculum
- assessment needs to support the full participation of students who are deaf or hard of hearing and those with additional disabilities

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 including:

- awareness of how they impact on enrolment, participation, curriculum development, accreditation and delivery, student support services and elimination of harassment and victimisation
- 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
- 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
- awareness of the role other government and non-government agencies play in facilitating support for students who are deaf and hard of hearing in education sites
- understanding the importance of consulting with the students and their stakeholders i.e. their parents, carers and/or advocates
- examples of relevant legislation such as the United Nations Convention on the Rights of the Child, the 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.



support the engagement and full participation of students

Professional knowledge

STANDARD 2 Know the content and how to teach it

Focus area 2.1 Content and teaching strategies of the teaching area

Graduate

Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.

Demonstrate knowledge and understanding of the effect of the demands of language underpinning vocabulary and its impact on the content teaching strategies. Including

- conflict in vocabulary understanding,
- complexity of the syntactic structure
- world knowledge of the student
- executive functions,
- the mismatch between the student's current language levels and the language demands of the curriculum,
- the need to build on background knowledge and of the structure on the concepts,
- the substance and structure of the content and teaching strategies of the teaching area.

Demonstrate knowledge and understanding of the expanded core curriculum for students who are deaf or hard of hearing which can include managing personal audiological devices, working with educational interpreters and note takers, Deaf community considerations and self-advocacy.

Proficient

Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.

Apply knowledge of the content, teaching strategies and language demands of the teaching area to develop differentiated teaching activities that promote participation, engagement and achievement of students who are deaf and hard of hearing.

Apply knowledge and understanding of the expanded core curriculum for students who are deaf or hard of hearing which can include managing personal audiological devices, working with educational interpreters and note takers, Deaf community considerations and self-advocacy.

Highly Accomplished

Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.

Support colleagues using current and comprehensive knowledge of the impact of hearing loss on conceptual development and language competency to develop and implement engaging learning and teaching programs for students who are deaf and hard of hearing. Support colleagues using current and comprehensive knowledge of a range of teaching strategies to develop and implement engaging learning and teaching programs for students who are deaf and hard of hearing.

Support colleagues using current and comprehensive knowledge and understanding of the expanded core curriculum for students who are deaf or hard of hearing which can include managing personal audiological devices, working with educational interpreters and note takers, Deaf community considerations and self-advocacy.

Lead

Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.

Lead initiatives within education settings to evaluate and improve content and teaching strategies that are informed by the impact of hearing loss on conceptual development and language competency for students who are deaf and hard of hearing and demonstrate exemplary teaching of subjects using effective, research-based teaching and learning programs.

Lead initiatives within education settings to evaluate and improve knowledge of the expanded core curriculum for students who are Deaf or hard of hearing and demonstrate exemplary teaching of subjects using effective, research-based teaching and learning programs.

Focus area 2.2 Content selection and organisation

Graduate

Organise content into an effective learning and teaching sequence.

Demonstrate knowledge of the specific learning needs of students who are deaf and hard of hearing in order to organise the content into an effective teaching and learning sequence.

Proficient

Organise content into coherent, well-sequenced learning and teaching programs.

Use knowledge of the specific learning needs of students who are deaf and hard of hearing in order to select and organise content into coherent, well-sequenced learning and teaching programs.

Highly Accomplished

Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.

Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs to support the specific learning needs of students who are deaf and hard of hearing.

Lead

Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.

Lead initiatives that utilise comprehensive content knowledge and exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs to support the specific learning needs of students who are deaf and hard of hearing.

Focus area 2.3 Curriculum assessment and reporting

Graduate

Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

Demonstrate an ability to administer and interpret audiological, speech perception and production, spoken and/or sign language assessments as appropriate to design intervention and individual learning programs.

Demonstrate understanding of suitability of assessment practices used with students who are deaf and hard of hearing.

Proficient

Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.

Design and implement learning and teaching intervention and individual learning programs based on the implications of audiological, speech perception and production, spoken and/or sign language assessments.

Identify, design and implement assessments that support the needs of students who are deaf and hard of hearing including but not limited to, provision of extra time, note takers and educational interpreters, thesaurus access and independent space to complete the task so that they have the opportunity to achieve on the same basis as their hearing peers.

Highly Accomplished

Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.

Support colleagues to plan, implement and report on learning and teaching intervention and individual learning programs based on the implications of audiological, speech perception and production, spoken and/or sign language assessments within the national curriculum.

Support colleagues to plan and implement assessments that allow students who are deaf and hard of hearing to be given the opportunity to achieve on the same basis as their hearing peers such as the provision of differentiated assessment items and other accommodations.

Lead

Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.

Lead colleagues to develop plan, implement and report on learning and teaching intervention and individual learning programs based on the comprehensive knowledge of the implications of audiological, speech perception and production, spoken and/or sign language assessments within the national curriculum.

Lead colleagues to plan and implement curriculum assessments and reporting that allow students who are deaf and hard of hearing to be given the opportunity to achieve on the same basis as their hearing peers such as the provision of differentiated assessment items and other accommodations.

Focus area 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

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.

Focus area 2.6 Information and Communication Technology

Graduate

Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

Implement teaching strategies that use current technology to facilitate students' access to educational programs including current software and online resources that assist and enhance learning opportunities for students who are deaf and hard of hearing.

Proficient

Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

Use effective teaching strategies to integrate current technology to facilitate students' access to educational programs including current software and online resources to make selected content relevant and meaningful for students who are deaf and hard of hearing.

Highly Accomplished

Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.

Model high-level teaching knowledge and skills and work with colleagues to integrate current technology to facilitate students' access to educational programs including current software and online resources that assist and enhance learning opportunities for students who are deaf and hard of hearing.

Lead

Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.

Lead and support colleagues within the site to select and use current technology to facilitate students' access to educational programs including current software and online resources that assist and enhance learning opportunities for students who are deaf and hard of hearing.



**encourage students ...
to pursue challenging
goals in all aspects of
their education.**

Professional practice

STANDARD 3 Plan and implement for effective teaching

Focus area 3.1 Establish challenging learning goals

Graduate

Set learning goals that provide achievable challenges for students of varying abilities and characteristics.

Use current assessment data to set individual learning plans to meet the specific language, communication and learning needs of students who are deaf and hard of hearing including:

- speech perception
- pragmatics
- speech production
- syntax and semantics
- Auslan linguistic assessments
- Auslan mapping
- bilingual assessment
- social and emotional

Proficient

Set explicit, challenging and achievable learning goals for all students.

Use current assessment data to set individual learning plans with explicit, challenging and achievable language, communication and learning goals for students who are deaf and hard of hearing including:

- speech perception
- pragmatics
- speech production
- syntax and semantics
- Auslan linguistic assessments
- Auslan mapping
- bilingual assessment
- social and emotional

Highly Accomplished

Develop a culture of high expectations for all students by modelling and setting challenging learning goals.

Develop a culture of high expectations for all students by using current assessment data to model and set challenging learning goals within classroom programs and individual learning plans including:

- speech perception
- pragmatics
- speech production
- syntax and semantics
- Auslan linguistic assessments
- Auslan mapping
- bilingual assessment
- social and emotional

Lead

Demonstrate exemplary practice and high expectations as well as lead colleagues to encourage students to pursue challenging goals in all aspects of their education.

Demonstrate exemplary practice and high expectations as well as lead colleagues to develop explicit individual learning plans which encourage students who are deaf or hard of hearing to pursue challenging goals in all aspects of their education.

Focus area 3.2 Plan, structure and sequence learning programs

Graduate

Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.

Plan lesson sequences that engage students who are deaf and hard of hearing including content areas such as auditory skills, speech perception and production, spoken and/or sign language and Deaf Studies.

Plan lesson sequences using knowledge of student learning, content and effective teaching strategies including adjustments needed to ensure the access and participation of students who are deaf and hard of hearing.

Proficient

Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.

Plan lesson sequences using knowledge of student learning, content and effective teaching strategies including content areas such as auditory skills, speech perception and production, spoken and/or sign language and Deaf Studies.

Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning including adjustments needed to ensure the access and participation of students who are deaf and hard of hearing.

Highly Accomplished

Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.

Plan and implement well-structured integrated learning and teaching programs or lesson sequences with colleagues for students who are deaf and hard of hearing including content areas such as auditory skills, speech perception and production, spoken and/or sign language and Deaf Studies.

Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students including adjustments needed to ensure the access and participation of students who are deaf and hard of hearing.

Lead

Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.

Lead the planning and implementation of well-structured learning and teaching programs or lesson sequences that engage students and promote learning including content areas such as auditory skills, speech perception and production, spoken and/or sign language and Deaf Studies.

Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness and inclusivity of their learning and teaching programs to develop the knowledge, understanding and skills of students who are deaf and hard of hearing.

Focus area 3.3 Use teaching strategies

Graduate

Include a range of teaching strategies.

Include a range of teaching strategies specific to the needs of students who are deaf and hard of hearing.

Proficient

Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

Select and use relevant teaching strategies specific to the needs of students who are deaf and hard of hearing to develop knowledge, skills, problem solving and critical and creative thinking.

Highly Accomplished

Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

Support colleagues to select and apply effective teaching strategies specific to the needs of students who are deaf and hard of hearing to develop knowledge, skills, problem solving and critical and creative thinking.

Lead

Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.

Work with colleagues to review, modify and expand their repertoire of teaching strategies specific to the needs of students who are deaf and hard of hearing to enable them to use knowledge, skills, problem solving and critical and creative thinking.

Focus area 3.4 Select and use resources

Graduate

Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.

Demonstrate knowledge of the range of resources and equipment that meaningfully engage students who are deaf and hard of hearing in their learning including ICT, the use of captions and the need to support concepts with visual materials.

Proficient

Select and/or create and use a range of resources, including ICT, to engage students in their learning.

Select and/or create and use a range of resources and equipment that meaningfully engage students who are deaf and hard of hearing in their learning including ICT, the use of captions and the need to support concepts with visual materials.

Highly Accomplished

Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.

Assist colleagues to create, select and use a wide range of resources and equipment that meaningfully engage students who are deaf and hard of hearing in their learning including ICT, the use of captions and the need to support concepts with visual materials.

Lead

Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.

Model exemplary skills and lead colleagues in selecting, creating and evaluating resources and equipment that meaningfully engage students who are deaf and hard of hearing in their learning including ICT, the use of captions and the need to support concepts with visual materials for application by teachers within or beyond the school.

Focus area 3.5 Use effective classroom communication

Graduate

Demonstrate a range of verbal and non-verbal communication strategies to support student engagement

Demonstrate competency in classroom communication systems including:

- classroom amplification
- FMs and personal assistive devices
- educational interpreters and note takers
- preferential seating
- visual supports
- strategies to support sequential learning requirements
- physical layout of the learning space including lighting and visual distractions and positioning of personnel, peers, referents (text and IWB)

to promote the engagement of students who are deaf and hard of hearing.

Demonstrate understanding of different communication philosophies and approaches and related support mechanisms such as educational interpreters and note takers to support the engagement of students who are deaf and hard of hearing.

Demonstrate understanding of the importance of using augmentative and alternative communication systems as appropriate to support the engagement of students who are deaf and hard of hearing with additional disabilities.

Proficient

Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.

Use classroom communication systems including:

- classroom amplification
- FMs and personal assistive devices
- educational interpreters and note takers
- preferential seating
- visual supports
- strategies to support sequential learning requirements
- physical layout of the learning space including lighting and visual distractions and positioning of personnel, peers, referents (text and IWB)

to support student understanding, participation, engagement and achievement, including repairing communication and equipment breakdowns.

Use different communication philosophies and approaches and related support mechanisms such as educational interpreters and note takers as appropriate to support the understanding, participation, engagement and achievement of students who are deaf and hard of hearing.

Use augmentative and alternative communication systems effectively as appropriate to support the understanding, participation, engagement and achievement of students who are deaf and hard of hearing with additional disabilities.

Highly Accomplished

Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.

Assist colleagues to select a wide range of verbal, manual and non-verbal communication strategies, including repairing communication and equipment breakdowns, to support students who are deaf and hard of hearing with understanding, engagement and achievement.

Assist colleagues to understand different communication philosophies and develop knowledge of students' preferred communication modalities and related support mechanisms such as educational interpreters and note takers to support the understanding, participation, engagement and achievement of students who are deaf and hard of hearing.

Assist colleagues to use augmentative and alternative communication systems effectively, as appropriate, to support the understanding, participation, engagement and achievement of students who are deaf and hard of hearing with additional disabilities.

Lead

Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.

Demonstrate and lead by example inclusive verbal, manual and non-verbal communication using collaborative strategies and contextual knowledge, including repairing communication and equipment breakdowns, to support students who are deaf and hard of hearing with understanding, engagement and achievement.

Demonstrate and lead by example inclusive verbal, manual and non-verbal communication using collaborative strategies and contextual knowledge to support the understanding, engagement and achievement of students who are deaf and hard of hearing.

Demonstrate and lead by example the use of augmentative and alternative communication system on-site and within the local community to support the understanding, engagement and achievement of students who are deaf and hard of hearing with additional disabilities.

Focus area 3.6 Evaluate and improve teaching programs

Graduate

Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.

Demonstrate broad knowledge of strategies that can be used to evaluate the inclusion of auditory skills, speech perception and production, spoken and/or sign language, Deaf Studies and student wellbeing within teaching programs to improve learning for students who are deaf and hard of hearing.

Proficient

Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.

Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data and an understanding of the impact of hearing loss on student engagement and achievement to inform planning.

Highly Accomplished

Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, and knowledge of curriculum and workplace practices.

Work with colleagues to review current teaching and learning programs and developmental frameworks using student feedback, student assessment data, knowledge of curriculum and workplace practices, and an understanding of the impact of hearing loss on student engagement and achievement.

Lead

Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/ carers, students and colleagues.

Conduct regular reviews of teaching and learning programs and developmental frameworks for students who are deaf and hard of hearing using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/ carers, students and colleagues.

Focus area 3.7 Engage parents/carers in the educative process

Graduate

Describe a broad range of strategies for involving parents/carers in the educative process.

Describe a broad range of strategies that facilitate collaboration with parents/carers with children who are deaf and hard of hearing in the educative process.

Proficient

Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.

Plan for appropriate and contextually relevant opportunities for parents/ carers and members of the Deaf community to be involved in the learning of children who are deaf and hard of hearing.

Highly Accomplished

Work with colleagues to provide appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.

Work with colleagues to provide appropriate and contextually relevant opportunities for parents/ carers and members of the Deaf community to be involved in the learning of children who are deaf and hard of hearing.

Lead

Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.

Initiate contextually relevant processes to establish programs that involve parents/carers and members of the Deaf community in the education of children who are deaf and hard of hearing and broader school priorities and activities.



Establish and implement inclusive and positive interactions to engage and support student

Professional practice

STANDARD 4 Create and maintain supportive and safe learning environments

Focus area 4.1 Support student participation

Graduate	Proficient	Highly Accomplished	Lead
Identify strategies to support inclusive student participation and engagement in classroom activities.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.
Identify strategies to promote inclusive and positive interactions to engage and support students who are deaf and hard of hearing in meaningful learning experiences.	Establish and implement inclusive and positive interactions to engage and support students who are deaf and hard of hearing in meaningful learning experiences.	Model effective practice and support colleagues to implement inclusive strategies that engage and support students who are deaf and hard of hearing.	Demonstrate and lead by example the development of productive and inclusive learning environments across the site by reviewing inclusive strategies and exploring new approaches to engage and support students who are deaf and hard of hearing.
Identify strategies to promote appropriate social interactions between students who are deaf and hard of hearing and their hearing peers.	Establish and implement inclusive cultural and linguistic strategies to engage and support students who are deaf and hard of hearing in their learning environments.	Model effective practice and support colleagues to implement inclusive cultural and linguistic strategies to engage and support students who are deaf and hard of hearing in their learning environments.	Demonstrate and lead by example the development of productive, culturally and linguistically inclusive learning environments across the site by reviewing strategies and exploring new approaches to engage and support students who are deaf and hard of hearing.
Identify strategies to promote student responsibility and independence for learning, including audiological management of amplification devices, working with educational interpreters and notetakers, Auslan language models and attending to captions.	Establish and implement inclusive and positive interactions to promote student responsibility and independence for learning, including audiological management of amplification devices, working with educational interpreters and notetakers, Auslan language models and attending to captions.	Model effective practice and support colleagues to promote student responsibility and independence for learning, including audiological management of amplification devices, working with educational interpreters and notetakers, Auslan language models and attending to captions.	Demonstrate and lead by example the promotion of student responsibility and independence for learning, including audiological management of amplification devices, working with educational interpreters and notetakers, Auslan language models and attending to captions across the site.
Identify strategies to promote the development of self-advocacy skills for students who are deaf and hard of hearing.	Establish and implement inclusive and positive interactions to promote the development of self-advocacy skills for students who are deaf and hard of hearing.	Model effective practice and support colleagues to promote the development of self-advocacy skills for students who are deaf and hard of hearing.	Demonstrate and lead by example the promotion of self-advocacy skills for students who are deaf and hard of hearing across the site.

Focus area 4.2 Manage classroom activities

Graduate

Demonstrate the capacity to organise classroom activities and provide clear directions.

Demonstrate the capacity to organise learning activities across a range of settings conducive to the visual and auditory needs of students who are deaf and hard of hearing.

Proficient

Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.

Establish and maintain orderly and workable routines to create an environment conducive to the visual and auditory needs of students who are deaf and hard of hearing to maximise time spent on learning tasks.

Highly Accomplished

Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.

Model and share with colleagues a flexible repertoire of strategies to create an environment conducive to the visual and auditory needs of students who are deaf and hard of hearing to ensure all students are engaged in purposeful activities.

Lead

Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.

Initiate strategies and lead colleagues to implement effective management of learning environments conducive to the visual and auditory needs of students who are deaf and hard of hearing to promote responsibility for learning.

Focus area 4.3 Managing challenging behaviour

Graduate

Demonstrate knowledge of practical approaches to manage challenging behaviour.

Demonstrate knowledge of practical approaches to managing challenging behaviours including those arising from language deficits and communication breakdowns for students who are deaf and hard of hearing in their learning environments.

Proficient

Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.

Manage challenging behaviour including those arising from language deficits and communication breakdowns for students who are deaf and hard of hearing by establishing and negotiating clear expectations and addressing discipline issues promptly, fairly, respectfully, and in culturally sensitive ways.

Highly Accomplished

Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.

Lead

Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.

Focus area 4.4 Maintain student safety

Graduate

Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.

Describe strategies that support students wellbeing and safety working within school and/or system systems, curriculum and legislative requirements as well as knowledge of appropriate safety systems within the site, such as flashing lights, buddy systems, multimedia and/or bilingual safety announcements.

Proficient

Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.

Ensure students' wellbeing and safety within the site by implementing flashing lights, buddy systems, and multimedia and/or bilingual safety announcements.

Highly Accomplished

Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.

Initiate and take responsibility for student wellbeing and safety by sharing with colleagues appropriate Workplace health and safety and legislative requirements, across a range of student learning environments, including but not limited to flashing lights, buddy systems, multimedia and/or bilingual safety announcements.

Lead

Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.

Evaluate the effectiveness of student wellbeing policies and safe working practices which include flashing lights, buddy systems, multimedia and bilingual safety announcements using current site and/or system, curriculum and legislative requirements and assist colleagues to update their practices.

Focus area 4.5 Use ICT safely, responsibly and ethically

Graduate

Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

Demonstrate an understanding of the challenges faced by students who are deaf and hard of hearing regarding the complexities of engaging with ICT including:

- online communication
- maintaining confidentiality
- ensuring their own cyber safety within learning and teaching programs

Proficient

Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

Incorporate strategies and relevant programs to address the challenges faced by students who are deaf and hard of hearing regarding the complexities of engaging with ICT including:

- online communication
- maintaining confidentiality
- ensuring their own cyber safety within learning and teaching programs

Highly Accomplished

Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

Model, support and provide advice to colleagues about strategies and relevant programs that address the challenges faced by students who are deaf and hard of hearing regarding the complexities of engaging with ICT including:

- online communication
- maintaining confidentiality
- ensuring their own cyber safety within learning and teaching programs

Lead

Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.

Review or implement new policies and strategies, and provide advice to colleagues about strategies and relevant programs that address the challenges faced by students who are deaf and hard of hearing regarding the complexities of engaging with ICT including:

- online communication
- maintaining confidentiality
- ensuring their own cyber safety within learning and teaching programs



using relevant and reliable internal and external student assessment data to improve teaching practice for students

Professional practice

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.

Focus area 5.2 Provide feedback to students on their learning

Graduate

Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.

Demonstrate an understanding of the purpose of providing timely, appropriate, accessible and meaningful feedback to students about their learning that reflects an understanding of the impact of being deaf and hard of hearing on outcomes.

Proficient

Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.

Provide timely, appropriate, accessible and meaningful feedback to students about their achievement relative to their learning goals that reflects an understanding of the impact of being deaf and hard of hearing on outcomes.

Highly Accomplished

Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.

Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning that reflects an understanding of the impact of being deaf and hard of hearing on outcomes.

Lead

Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.

Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies that reflect an understanding of the impact of being deaf and hard of hearing on outcomes.

Focus area 5.3 Make consistent and comparable judgements

Graduate

Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.

Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of the learning outcomes of students who are deaf and hard of hearing on the same basis as their hearing peers, taking into consideration the impacts of auditory skills, speech perception and production, spoken and/or sign language.

Proficient

Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.

Understand and participate in assessment moderation activities to support consistent and comparable judgements of the learning outcomes of students who are deaf and hard of hearing on the same basis as their hearing peers, taking into consideration the impacts of auditory skills, speech perception and production, spoken and/or sign language.

Highly Accomplished

Organise assessment moderation activities that support consistent and comparable judgements of student learning.

Organise assessment moderation activities that support consistent and comparable judgements of the learning outcomes of students who are deaf and hard of hearing on the same basis as their hearing peers, taking into consideration the impacts of auditory skills, speech perception and production, spoken and/or sign language.

Lead

Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.

Lead and evaluate moderation activities that ensure consistent and comparable judgements of the learning outcomes of students who are deaf and hard of hearing on the same basis as their hearing peers, taking into consideration the impacts of auditory skills, speech perception and production, spoken and/or sign language to meet curriculum and site or system requirements.

Focus area 5.4 Interpret student data

Graduate

Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

Demonstrate the capacity to interpret the reliability and relevance of the assessment data for students who are deaf and hard of hearing to evaluate their learning and modify teaching practice.

Proficient

Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.

Use relevant and reliable student assessment data to analyse and evaluate understanding of subject/content to plan required interventions and modifications to teaching practice for students who are deaf and hard of hearing.

Highly Accomplished

Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.

Work with colleagues to use relevant and reliable data from internal and external student assessments to evaluate learning and teaching and plan appropriate interventions and modifications to teaching practice for students who are deaf and hard of hearing.

Lead

Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.

Co-ordinate student performance and program evaluation using relevant and reliable internal and external student assessment data to improve teaching practice for students who are deaf and hard of hearing.

Focus area 5.5 Report on student achievement

Graduate

Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

Demonstrate understanding of a range of multimodal strategies for reporting to students and parents/carers including:

- weekly case conferences
- written reports including Individual Learning Plans/Individual Education Plans
- learning and support meetings for the purpose of keeping accurate and reliable records of student achievement.

Proficient

Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records that are provided in a range of modalities.

Highly Accomplished

Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.

Work with colleagues to construct accurate, informative, accessible and timely reports for students and parents/carers who may be deaf and hard of hearing about student learning and achievement.

Lead

Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.

Evaluate and revise reporting and accountability mechanisms in the site to meet the needs of students and their parents/carers and teaching colleagues.



identifying professional learning needs and related elaborations of your profession

Professional engagement

STANDARD 6 Engage in professional learning

Focus area 6.1 Identify and plan professional learning needs

Graduate

Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.

Demonstrate an understanding of the role of the *Teacher of the Deaf Elaborations* and the Australian Professional Standards for Teachers in identifying professional learning needs and related elaborations of the profession.

Proficient

Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.

Use the *Teacher of the Deaf Elaborations* and the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.

Highly Accomplished

Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.

Analyse the *Teacher of the Deaf Elaborations* and the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.

Lead

Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.

Use comprehensive knowledge of the *Teacher of the Deaf Elaborations* and the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.

Focus area 6.2 Engage in professional learning and improve practice

Graduate

Understand the relevant and appropriate sources of professional learning for teachers.

Understand the relevant and appropriate sources of professional learning for teachers.

Proficient

Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.

Participate in learning to update knowledge and practice, targeted to the needs of Teachers of the Deaf and site and/or system priorities.

Highly Accomplished

Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.

Plan for professional learning relevant to the skills and knowledge of teachers of the deaf by accessing and critiquing relevant research, engaging in high quality targeted opportunities to improve practice and offer quality placements for preservice and/or retraining teachers where applicable.

Lead

Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.

Initiate collaborative relationships to expand professional learning opportunities for Teachers of the Deaf, engage in research, and provide quality opportunities and placements for preservice and/or retraining teachers.

Focus area 6.3 Engage with colleagues and improve practice

Graduate

Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

Seek and apply constructive feedback from supervisors and teachers of the deaf to improve teaching practices.

Proficient

Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice as it relates to supporting students who are deaf and hard of hearing.

Highly Accomplished

Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.

Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students who are deaf and hard of hearing.

Lead

Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.

Implement professional dialogue within the setting or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students who are deaf and hard of hearing.

Focus area 6.4 Apply professional learning and improve student learning

Graduate

Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

Demonstrate an understanding of the rationale for continued professional learning in:

- the implementation of the Disability Discrimination Act and Disability Standards for Education as they relate to providing equitable access to education
- audiological technology
- classroom acoustics and visual environment
- development of individual learning plans
- working within transdisciplinary teams including educational interpreters and note takers
- bilingual education
- special provisions and reasonable adjustments
- language development and structures in English and Auslan
- the social and emotional wellbeing of deaf and hard of hearing students
- other digital technologies benefitting students who are deaf and hard of hearing

Proficient

Undertake professional learning programs designed to address identified student learning needs.

Undertake professional learning programs designed to address:

- the implementation of the Disability Discrimination Act and Disability Standards for Education as they relate to providing equitable access to education
- audiological technology
- classroom acoustics and visual environment
- development of individual learning plans
- working within transdisciplinary teams including educational interpreters and note takers
- bilingual education
- special provisions and reasonable adjustments
- language development and structures in English and Auslan
- the social and emotional wellbeing of deaf and hard of hearing students
- other digital technologies benefitting students who are deaf and hard of hearing

Highly Accomplished

Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.

Engage with colleagues to evaluate the effectiveness of teacher professional learning activities about:

- the implementation of the Disability Discrimination Act and Disability Standards for Education as they relate to providing equitable access to education
- audiological technology
- classroom acoustics and visual environment
- development of individual learning plans
- working within transdisciplinary teams including educational interpreters and note takers
- bilingual education
- special provisions and reasonable adjustments
- language development and structures in English and Auslan
- the social and emotional wellbeing of deaf and hard of hearing students
- other digital technologies benefitting students who are deaf and hard of hearing

Lead

Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on:

- the implementation of the Disability Discrimination Act and Disability Standards for Education as they relate to providing equitable access to education
- audiological technology
- classroom acoustics and visual environment
- development of individual learning plans
- working within transdisciplinary teams including educational interpreters and note takers
- bilingual education
- special provisions and reasonable adjustments
- language development and structures in English and Auslan
- the social and emotional wellbeing of deaf and hard of hearing students
- other digital technologies benefitting students who are deaf and hard of hearing



...broaden
knowledge and
improve practice.

Professional engagement

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

Focus area 7.1 Meet professional ethics and responsibilities

Graduate

Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.

Proficient

Meet codes of ethics and conduct established by regulatory authorities, systems and schools.

Highly Accomplished

Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.

Lead

Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.

Focus area 7.2 Comply with legislative, administrative and organisational requirements

Graduate

Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

Proficient

Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.

Highly Accomplished

Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.

Lead

Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.

Focus area 7.3 Engage with the parents/carers

Graduate

Understand strategies for working effectively, sensitively and confidentially with parents/carers.

Proficient

Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.

Highly Accomplished

Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.

Lead

Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.

Understand strategies for working effectively, sensitively and confidentially with parents/carers including the importance of providing families of students who are deaf and hard of hearing with non-biased information about language diversity and issues related to deafness, identity and access to services.

Establish and maintain respectful collaborative relationships with parents/ carers regarding the learning and wellbeing of children who are deaf and hard of hearing including the importance of providing non-biased information about language diversity and issues related to deafness, identity and access to services.

Demonstrate responsiveness in all communications with parents/carers about the learning and wellbeing of children who are deaf and hard of hearing including the importance of providing non-biased information about language diversity and issues related to deafness, identity and access to services.

Identify, initiate and build on inclusive opportunities that engage parents/carers of children who are deaf and hard of hearing in both the progress of their child's learning and in the educational priorities of the site.

Focus area 7.4 Engage with professional teaching networks and broader communities

Graduate

Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice including audiologists, speech language pathologists, auditory verbal therapists, cochlear implant and hearing aid clinics, ear nose and throat surgeons and advocacy groups such as the National Association of Australian Teachers of the Deaf and other deafness organisations.

Proficient

Participate in professional and community networks and forums to broaden knowledge and improve practice.

Participate in professional and community networks and forums to broaden knowledge and improve practice including those with audiologists, speech language pathologists, auditory verbal therapists, cochlear implant and hearing aid clinics, ear nose and throat surgeons and advocacy groups such as the National Association of Australian Teachers of the Deaf and other deafness organisations.

Highly Accomplished

Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.

Contribute to professional networks and associations such as the National Association of Australian Teachers of the Deaf and other deafness organisations and build productive links with the wider community to improve teaching and learning.

Lead

Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.

Take a leadership role in professional and community networks such as the National Association of Australian Teachers of the Deaf and other deafness organisations and support the involvement of colleagues in external learning opportunities.

References

- Australian Hearing (2015). Demographic details of young Australians aged less than 26 years with a hearing impairment, who have been fitted with a hearing aid or cochlear implant at 31 December 2014. Retrieved from <https://www.hearing.com.au/wp-content/uploads/2015/01/Demographics-of-aided-young-Australians-under-26-years-of-age-Dec-2014.pdf>
- Blamey, P. J., Sarant, J. Z., Paatsch, L. E., Barry, J.G., Bow, C. P., Wales, R.J... Tooher, R. (2001). Relationships among speech perception, production, language, hearing loss, and age in children with impaired hearing. *Journal of Speech, Language, and Hearing Research*, 44, 264-285.
- Bobzien, J., Richels, C., Raver S. A., Hester, P., Browing, E., & Morin, L. (2013). An observational study of social communication skills in eight preschoolers with and without hearing loss during cooperative play. *Early Childhood Educational Journal*, 41, 339–346. doi:10.1007/s10643-012-0561-6.
- Brown, P. M. & Cornes, A. (2015). Mental health of deaf and hard-of-hearing adolescents: What the students say. *Journal of Deaf Studies and Deaf Education*, 20(1), 75–81. doi:10.1093/deafed/enu031.
- Ching, T. Y. C., & Cupples, L. (2015). Phonological awareness in children at 5 years of age in children who use hearing aids or cochlear implants. *Perspectives on Hearing and Hearing Disorders in Childhood*, 25, 48–59. doi:10.1044/hhdc25.2.48.
- Ching, T.Y. C., Leigh, G. & Dillon, H. (2013) Introduction to the longitudinal outcomes of children with hearing Impairment (LOCHI) study: Background, design, sample characteristics. *International Journal of Audiology*, 52, S4-S9 doi: 10.3109/14992027.2013.866342.
- Conway, C. M., Pisoni, D. B., & Kronenberger, W. G. (2009). The importance of sound for cognitive sequencing abilities: the auditory scaffolding hypothesis. *Current Directions in Psychological Science*, 18, 275–279. doi: 10.1111/j.1467-8721.2009.01651.x.
- Cupples, L., Ching, T. Y. C., Crowe, K., Day, J. & Seeto, M. (2013) Predictors of early reading skill in 5-year-old children with hearing loss who use spoken language. *Reading Research Quarterly*, 49(1), 85–104. doi:10.1002/rrq.60.
- Cupples, L., Ching, T.Y.C., Crowe, K., Seeto, M., Leigh, G., Street, L., Day, J., Marnane, V., & Thomson, J. (2014). Outcomes of 3-year-old children with hearing loss and different types of additional disabilities. *Journal of Deaf Studies and Deaf Education*, 19, 20-39. doi:10.1093/deafed/ent039.
- Deaf Australia Inc. (2010). Terminology policy. Version 1.1. Retrieved from <http://www.deafau.org.au/info/policies.php>
- Figueras-Costa, B., Edwards, L., & Langdon, D. (2008). Executive function and language in deaf children. *Journal of Deaf Studies and Deaf Education*, 13, 3, 362-377. doi: 10.1093/deafed/enm067.
- Garberoglio, C. L., Gobble, M. E. & Cawthon, S. W. (2012). A national perspective on teachers' efficacy beliefs in deaf education. *Journal of Deaf Studies and Deaf Education* 17(3), 367-383. doi:10.1093/deafed/ens014.
- Hyde, M. & Power, D. (2003). Characteristics of deaf and hard-of-hearing students in Australian regular schools: Hearing level comparisons. *Deafness and Education International*, 5, 133-143.
- Hyde, M., & Power, D. (2004). Inclusion of deaf students: An examination of definitions of inclusion in relation to findings of a recent Australian study of deaf students in regular classes. *Deafness & Education International*, 6, 82–99. doi: 10.1002/dei.169.
- Hyde, M., & Punch, R. (2011). The modes of communication used by children with cochlear implants and the role of sign in their lives. *American Annals of the Deaf*, 155(5), 535-549. doi: 10.1353/aad.2011.0006.
- Leigh, G. (2007). Changing parameters in deafness and deaf education: Greater opportunity yet greater diversity. Paper presented at International Conference: Cognitive Underpinnings of Learning by Deaf and Hard-of-Hearing Students, NTID, Rochester, NY.
- Marschark, M. (2000). Education and development of deaf children: Or is it development and education? In P. Spencer, C. Erting, & M. Marschark (Eds.) *Development in context: The deaf child in the family and at school* (pp. 275–292). Mahwah, N.J.: LEA
- Marschark, M. (2006). Intellectual functioning of deaf adults and children: Answers and questions. *European Journal of Cognitive Psychology*, 18, 70–89. doi: 10.1080/09541440500216028.
- Marschark, M., & Hauser, P. C. (2012). *How deaf children learn*. New York: Oxford University Press.
- Peterson, C., & Siegal, M. (2000). Insights into a theory of mind from deafness and autism. *Mind and Language*, 15, 123–145. doi: 10.1111/1468-0017.00126.
- Pisoni, D. B. (2007). Efficacy vs. effectiveness: Cochlear implants work but they don't restore normal hearing or support robust speech perception. Paper presented at International Conference: Cognitive Underpinnings of Learning by Deaf and Hard-of-Hearing Students. Rochester, NY: NTID.
- Power, D., & Leigh, G. (2011). Curriculum: Cultural and communicative contexts. In M. Marschark & P. E. Spencer (Eds.), *The Oxford handbook of deaf studies, language, and education*, Vol. 1 (2nd Ed.) (pp. 32–46). New York: Oxford University Press.
- Qi, S., & Mitchell, R. E. (2012). Large-scale academic achievement testing of deaf and hard-of-hearing students: Past, present, and future. *Journal of Deaf Studies and Deaf Education*, 17(1), 1–18. doi: 10.1093/deafed/enr028.
- Schick, B., de Villiers, P., de Villiers, J., Hoffmeister, R. (2007). *Language and Theory of Mind: A study of deaf children*. *Child Development*, 78(2), 376 – 396. doi: 10.1111/j.1467-8624.2007.01004.x.
- Ting, C., & Gilmore, L. (2012). Attitudes of preservice teachers towards teaching deaf and ESL students. *Australian Journal of Teacher Education*, 37(12). doi.org/10.14221/ajte.2012v37n12.6.
- UN General Assembly* (2005). *Convention on the rights of the child*. New York: United Nations General Assembly, Vol. 1577, p. 3. United Nations, Treaty Series.
- UN General Assembly* (2007). *Convention on the rights of persons with disabilities*. New York: United Nations General Assembly. A/RES/61/106.





National Association of Australian Teachers of the Deaf
naatd.org.au