

Are we there yet?

A journey of school
transformation



Context: School – Victorian College for the Deaf

- 1860
- Deaf
- F-12
- Melbourne (City)



Context: Staff

- Teachers: FTE = 12
 - 7 Deaf
 - 5 Hearing
- ES (Classroom-based): 2
 - 1 Deaf
 - 1 Hearing
- Speech Pathologist: 1

Context: Students

- Ages: 5 – 19
- Languages of instruction
 - Auslan
 - English
- Bulk of enrolments occur at Year 7
 - **Literacy levels on enrolment: Foundation - Level 2**



Context: Students profile 'on paper'

- Comorbidities
 - VCD: ~74% have additional disabilities
 - General Deaf Population: ~40% have additional disabilities (Quinto-Pozos, 2014)
- No additional disabilities
 - ~26% of VCD enrolments

Context: Students

- Attendance

- Fluctuates significantly
 - Appointments
 - Geography

- Home communication

- Limited or no Auslan
- Only 16% of families that “use sign”, use it for 10% of the time or more (Klenbort, 2013)



Context: Language

- Auslan

- DLD (in Auslan): ~7% (mirrors hearing children)
(Herman et al; Mason et al, 2010)

- English

- Other

- Language deprivation



Context: Why change?

'Serious matters': Minister orders review of deaf school



Henrietta Cook

June 9, 2018 – 3.14pm



Leave a comment

Victoria's Education Minister has ordered a sweeping review of the state's oldest deaf school amid concerns it is discouraging students from completing the VCE.

Parents have accused the Victorian College for the Deaf of ignoring children's needs and employing staff who can't properly communicate with deaf students.

Context: A catalyst and an Opportunity

- Change of leadership
- Opportunity to take risks
 - Examine the pedagogy
 - Examine the content / curriculum / programming
- Challenging excuses – viewed as a way to lower expectations

Context: Opportunity

“Many of the practices that are considered sacred cows in deaf education have little or no evidence to support their efficacy”

(Easterbrooks, 2005)

No crystal ball required



- **Those in Deaf education know what accepting the status quo means**
 - It has been documented repeatedly for decades
 - At school completion: >50% reading below 4th grade (Karchmer & Mitchell, 2003; Marschark & Spencer, 2003)
 - Time to try something different.
 - Swimming against the current.

If not us, who?

Time to go

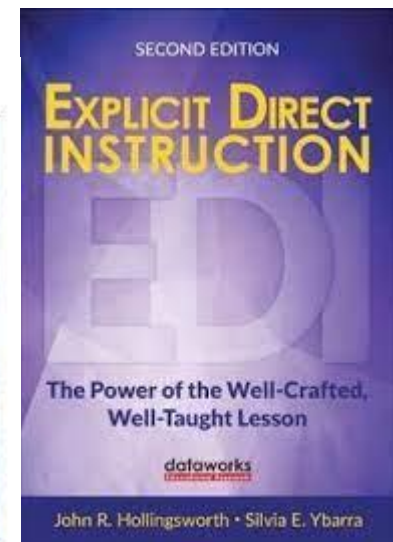
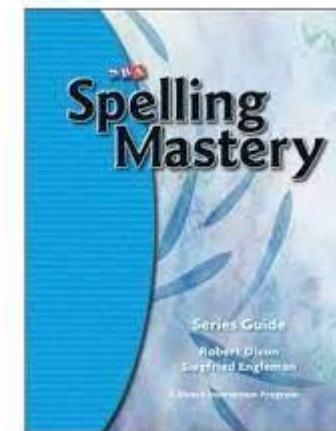


- Inquiry based
- Discovery based
- Choose your own adventure
- ABLES
- Running records
- Fountas & Pinnell

What's in?

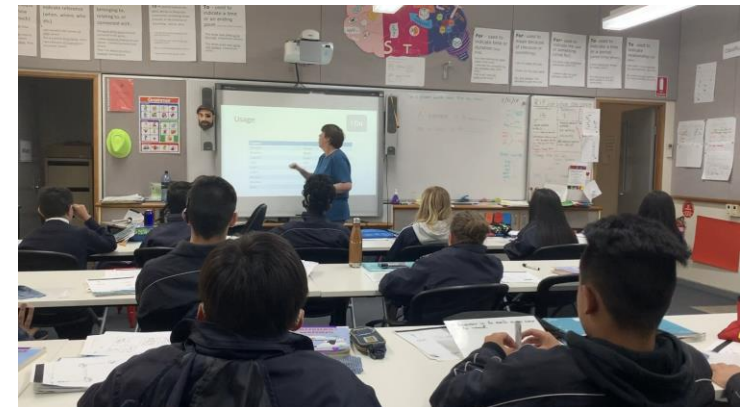


- Explicit Direct Instruction (Hollingsworth & Ybarra)
- Direct Instruction resources (Engelmann)
- Targeted assessment
- Honest / transparent reporting



First steps

- Trial class
- Volunteer 'guinea pigs' teachers
- 17 students from Year 7-10
- Language for Writing program (Grade 1-2 level)



Teacher perspective

- Lead teacher needed coaching. Received from Bentleigh West PS and select peers
- Trial and error
- Trust in your team
- Capacity to be very honest in self-reflection and actively change old practices

Teacher perspective

- Behaviour issues reduced significantly
- Engagement and busy-ness of students increased dramatically
- More accurate data of student learning and gaps
- More controlled understanding of goals and targets



Student perspective

- Most adapted to the change in pedagogy
- Higher energy
- No time to become distracted between tasks
- More writing, more questioning, more interest in their own learning process

Barriers



Understanding the difference between the EDI pedagogy and DI resources.

Understanding that the DI resources will teach what needs to be taught in a systematic way

Trusting the system!



Potholes - staff



Staff exodus

Hiring of staff

Shortage of signing Teachers of the Deaf

Staff wearing many hats

Potholes - staff



Adding their own content to the script

Not following assessment tasks rigidly or uniformly = validity impact

Auslan vs English approach confusion

Insufficient CFU

Ploughing on despite data suggesting not to

Coaching - staff

Modelling

Team teaching

Written and verbal feedback

PLC PD

Success depends on how hungry the teacher is to learn, and how skilled they are at self-reflection



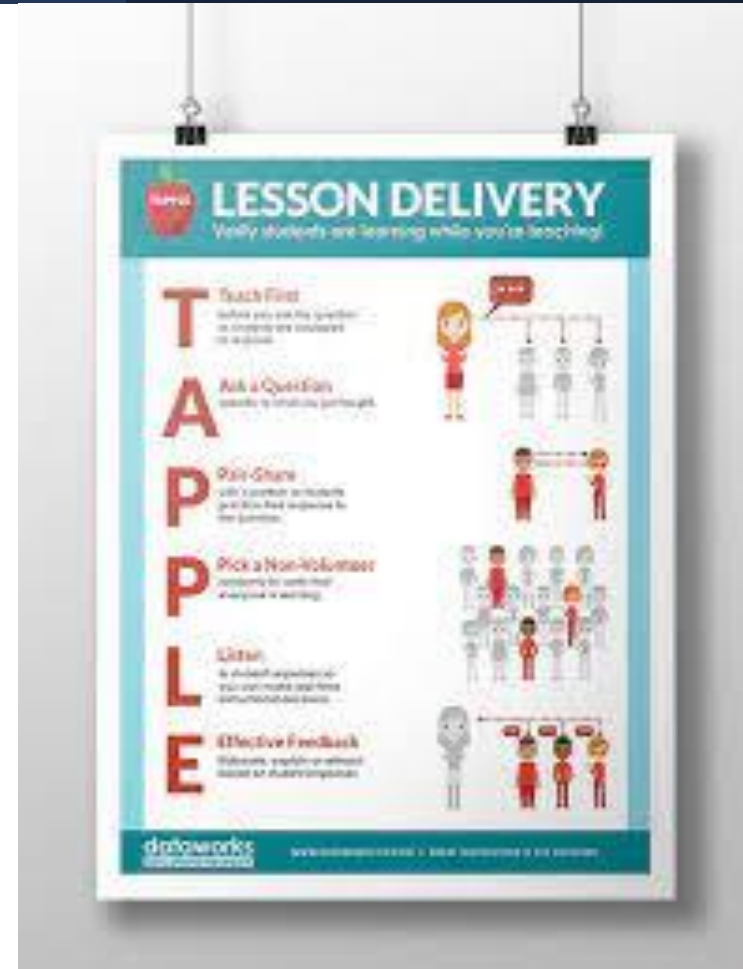
Coaching - staff

Focus on CFU goals

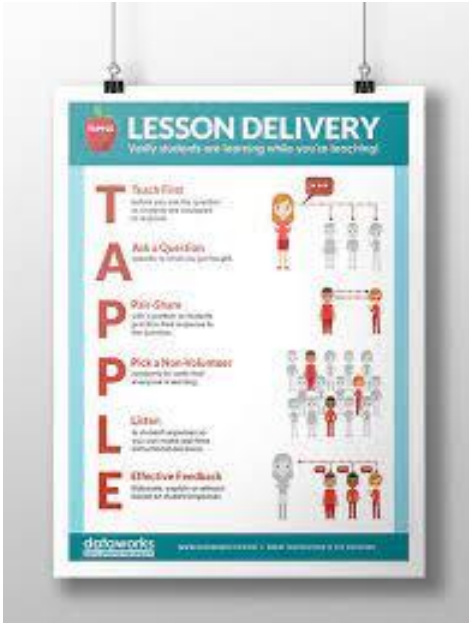
Pacing / energy

Following script

Keep it simple to start.



Coaching - staff



EDI – different capabilities

Understanding our students

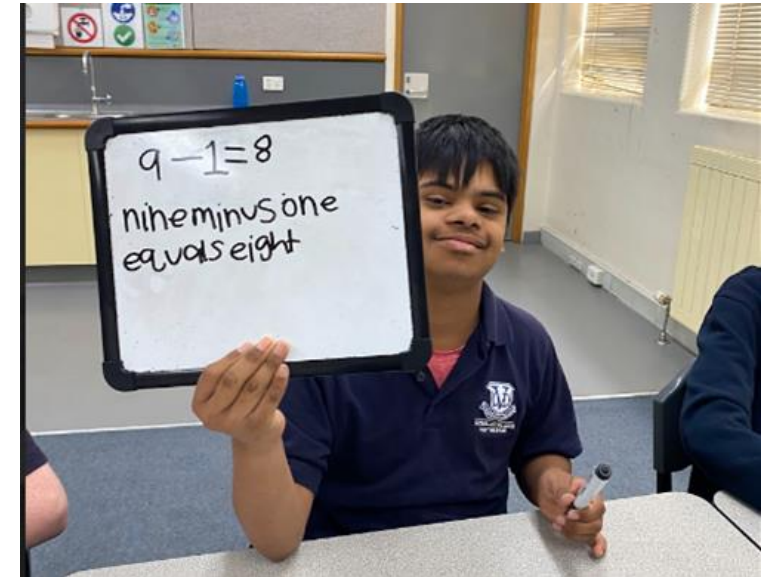
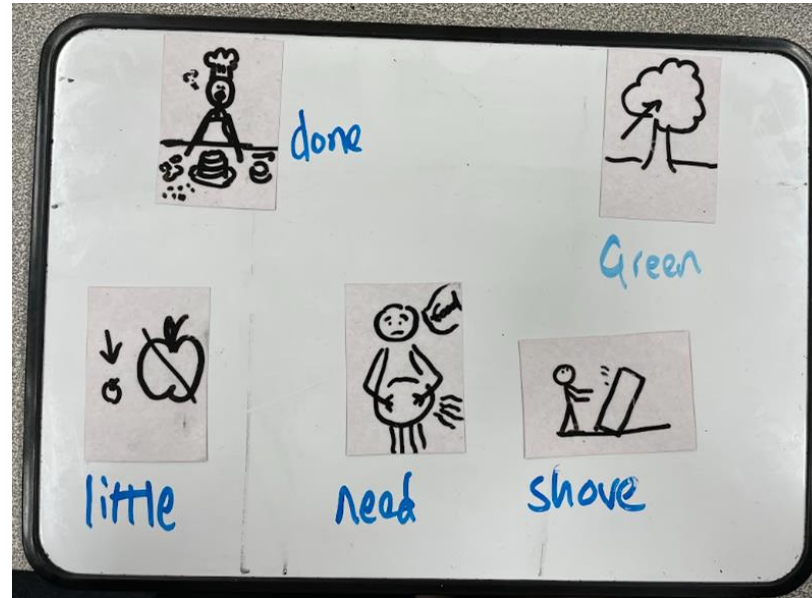
Oral / Auslan / literacy cognitive loads



EDI – different capabilities

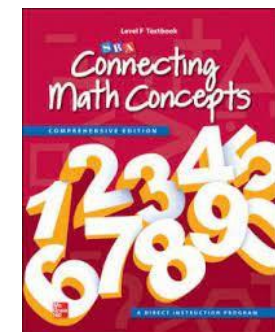
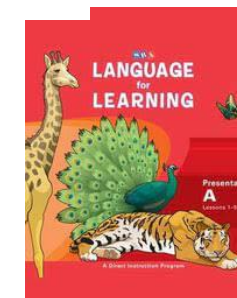
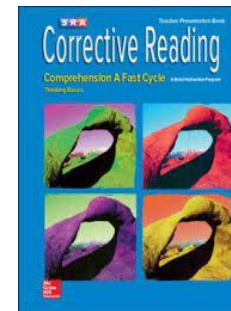
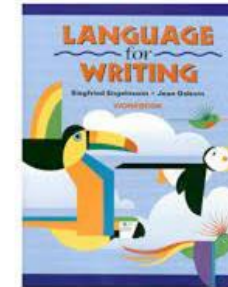
This choice appears to etchos by building trust and unity. "Man" has a capital letter to represent power and importance. To make the reader pity the animals, the writer shows that the animals are powerless and helpless. Old Major emphasised that the common animals have nothing with Man.

9.03.23



Physical resources:

- Sounds~Write
- Phonics UK – Decodable readers
- Spelling Mastery C - F
- Language for Learning
- Language for Thinking
- Language for Writing
- RAVE-O
- Expressive Writing 1 & 2
- Corrective Reading - Comprehension B1, B2, C
- Corrective Reading - Decoding A, B1
- Writing and Rhetoric
- Connecting Maths Concepts
- Corrective Maths
- New Waves



Auslan only (no auditory access): 24 months

June 2020

The little girl and the little boy are building the snowman. The snowman have stick for his arms, he have a carrot for his nose. he's wearing the scarf. He have eyes, mouth and eyebrows. The little girl and the boy are making the snowballs for to throw the snowman to see if he's alive. They are throwing the snowball to the snowman but then the snowman is throwing back at them. The little and the little boy are surprised that the snowman is alive. The snowman feel good because he's throw at the two kids. The little girl and the boy, her name is Shae and the boy's name is Christian. They're wear the jacket hand glove winter hat, pant, and boot shoes.

June 2022

On a beautiful Wednesday, a man was working as a butcher in his shop. As usual, he was cutting meats. He suddenly heard a bell ring from the door. A new consumer came in. She had a black shiny short hair. She looked like a tall model. When the butcher saw her for the first time, he fell in love. He felt so nervous that he kept stuttering.

"Hello, what can I do for you?" the butcher nervously asked as he was standing behind the front desk.

"Can I have one steak please?" the lady smiled. She was slightly blushing.

"Coming right up," the butcher said. He grabbed on steak and put it in a plastic bag. He gave it to her. She paid him. Before the lady left, the butcher suddenly asked her to go date with him. The lady was shocked. She happily accepted it. She noticed his name tag.

"Well, it's very nice to meet you, Michael. My name is Anna by the way." Anna revealed her name. they both agreed to meet up on Saturday. Michael was happy that she accepted his request.

On the night Saturday, Michael took Anna to a very fancy restaurant. He bought a private room for themselves. They were sitting and drinking their coffee in formal way. They were talking and laughing. Anna asked him why do he works as a butcher.

"Because I like meats," Michael replied with a smile. She laughed at his silly answer.

At the midnight, Michael took Anna to his house. Anna suddenly felt unsafe and doesn't know why. She was trying her best to not overthink.

"Anna, please wait here. I will make some teas for us," Michael warmly smiled. Anna nodded and waited. She sat down on the coach. Suddenly, something caught her attention from the corner of her eyes. She saw a strange door. She wasn't that type of person who would put their nose in everything, but she couldn't help. From the coach, she slowly got up. As she walked to the strange door, she could feel her heartbeat started to rising up. There was a bad smell coming from the door. She tried to calm herself before opening the door. She gulped. As she opened the door, her eyes became wide. Her skin became pale.

She started to walk backward away from the opened door. She wanted to scream but there was no voice coming out from her mouth. Inside of the strange door, there were full of dead bodies.

"I see that you've found my meats." Michael smiled from behind Anna. "I'll tell you my secret. Those meats I sell are made from humans and I mixed it with meats. I asked you out because I thought that you have perfect legs. Those legs can be meats."

Anna tried to speak but she couldn't. She was choking from struggling to speak.

Spoken English (second language): 18 months

The girl was about to go to her soccer competition. Her name is Billie. The soccer competition was near her house, so she said "well the competition is near my house so I will just practice my Soccer skills". As she was practicing her kicks, she kicked so hard that the ball went over the fence into the neighbours backyard. "Oops, what will I do now, the neighbours are mean I cant go to their house to get my ball" said Billie. So with the help of her sports bag she managed to go over the fence. As she was about to get the ball, the neighbour's dog Daisy was sleeping and Billie woke her up. When Billie threw the ball over the fence, Daisy barked at her. "Ahh" screamed Billie. She quickly jumped over the fence and went to the soccer competition. Did Daisy want to play with Billy? Or Daisy was angry that Billie disturbed Daisy? I don't know its your choice.

Henry the hero

In Perth, Australia, there lived a deaf man in his 40's named Henry. Henry was a tall man with a long beard. He was bald and had cochlear implants. Henry lived in a fancy neighborhood; however, all the people hated him because of his deafness.

They all said to him, "Hey deaf man, did your mama ever teach you how to speak." The people in the neighborhood were very mean. Although Henry could speak, he preferred to use Auslan to communicate. He even tried to teach everyone in the neighborhood Auslan, but they didn't want to learn because they kept saying, "We're not bothered."

The whole neighborhood thought he was dumb, but Henry had a really good skill. He was a Kung Fu master and was trained by Jackie Chan.

One day, the richest people in the city's daughter was wandering around alone on the street. All of a sudden, a van with three men in it grabbed her and drove away. The three men's names were Mark, Jordan and John. Henry was close by and saw everything. He started to follow the van in his car. The little girl, whose name was Vicky, tried to fight back, but the kidnappers kept hitting her. John, who was the leader said, "Put isoflurane in her mouth to shut her up."

The other two kidnappers said, "Yes boss." She kept screaming but after a while she passed out. Then they put her in a sack.

Mark said, "Finally some peace."

Jordan said, "We're so good at this work."

Meanwhile, Henry was following the kidnappers. He said to himself, "I've got to save that little girl before those men harm her."

The men arrived at a construction site. Henry also arrived at the destination. He got out of the car and started going inside quietly.

The kidnappers got Vicky out of the sack and tied her to a chair. They threw some water at her to wake her up. When Vicky woke up, she screamed, "AHHHHH, PLEASE LET ME GO. MUM, DAD SAVE ME!"

Jordan put his hand on Vicky's mouth and shouted, "Quiet, you little twerp. If you don't control that tongue of yours, you will regret it! Understand?" Vicky was petrified. She went quiet.

"Good job for saying that. Now this brat will think twice before speaking like that." John continued talking, "We will call her father and demand for a hefty ransom of 15 million dollars."

In the stairwell, Henry was trying to find where they were. He said, "I will destroy those men."

Vicky was trembling with fear. Mark asked Vicky, "Hey kid, you know your dad's number?" Vicky shook her head. Mark said, "This kid's of no use."

Auslan only (no auditory access): 12 months



present
happy



Smile
music
wind



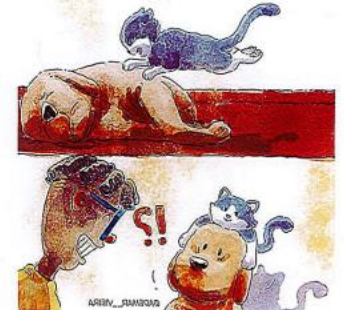
excited
Pop



The man walk on way.
The eye sad cat.
The man ^{Look} ~~see~~ Box cat.
The man say so sure.
The man saw the Box cat.
the dog see the cat.
The man hold Dog.



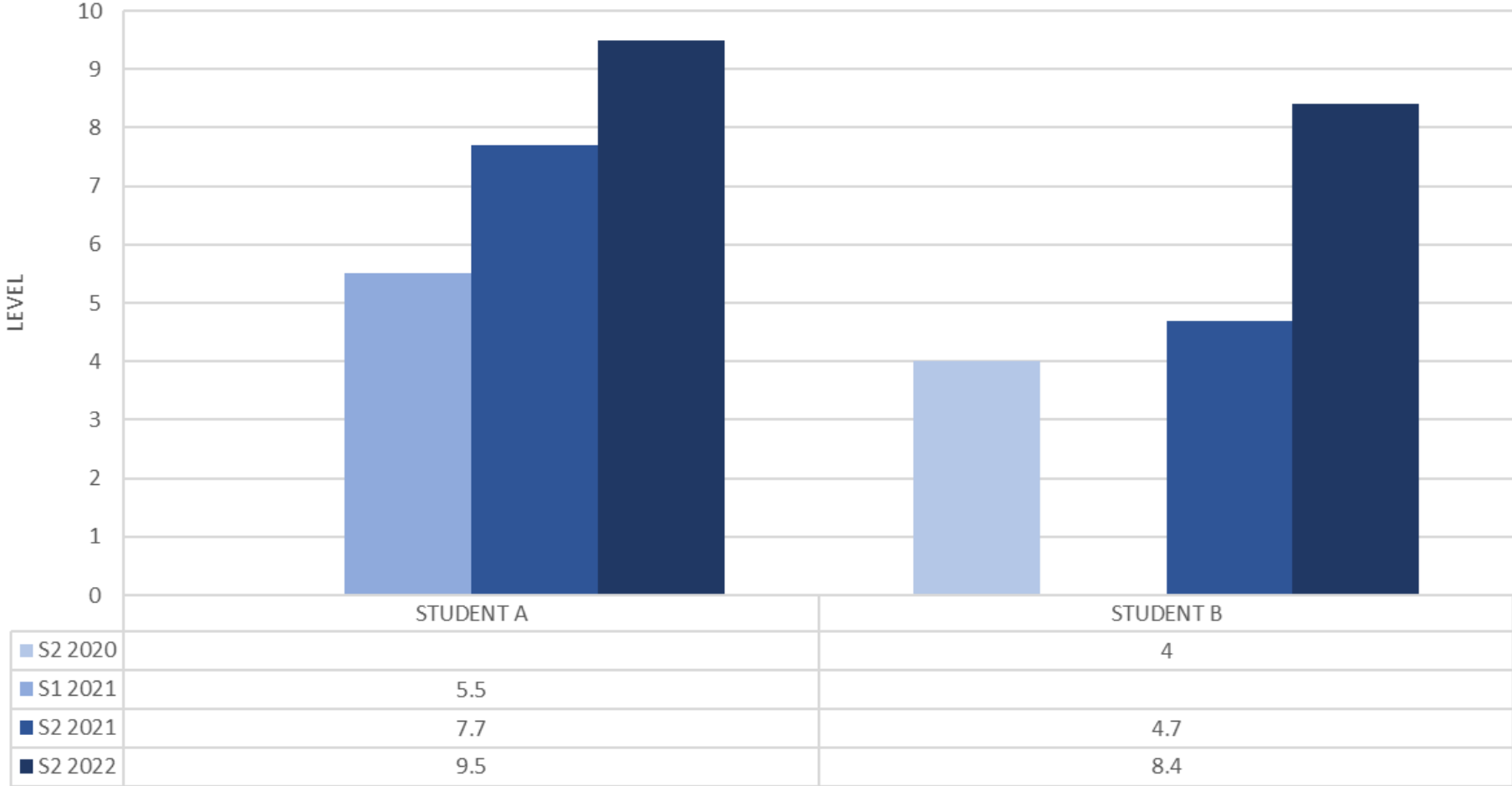
The man ^{fed} ~~see~~ Cat.
The man happy.
The Dog ~~mad~~ do.
The cat food.
The Cat on Bed.
The We Home.
The man funny.



The Cat Jump on the dog.
The Dog wake up.
The Dog on ~~the~~ Head cat.
The Dog Worry.
The man funny.
The fell cat smile.
The fell dog seed.

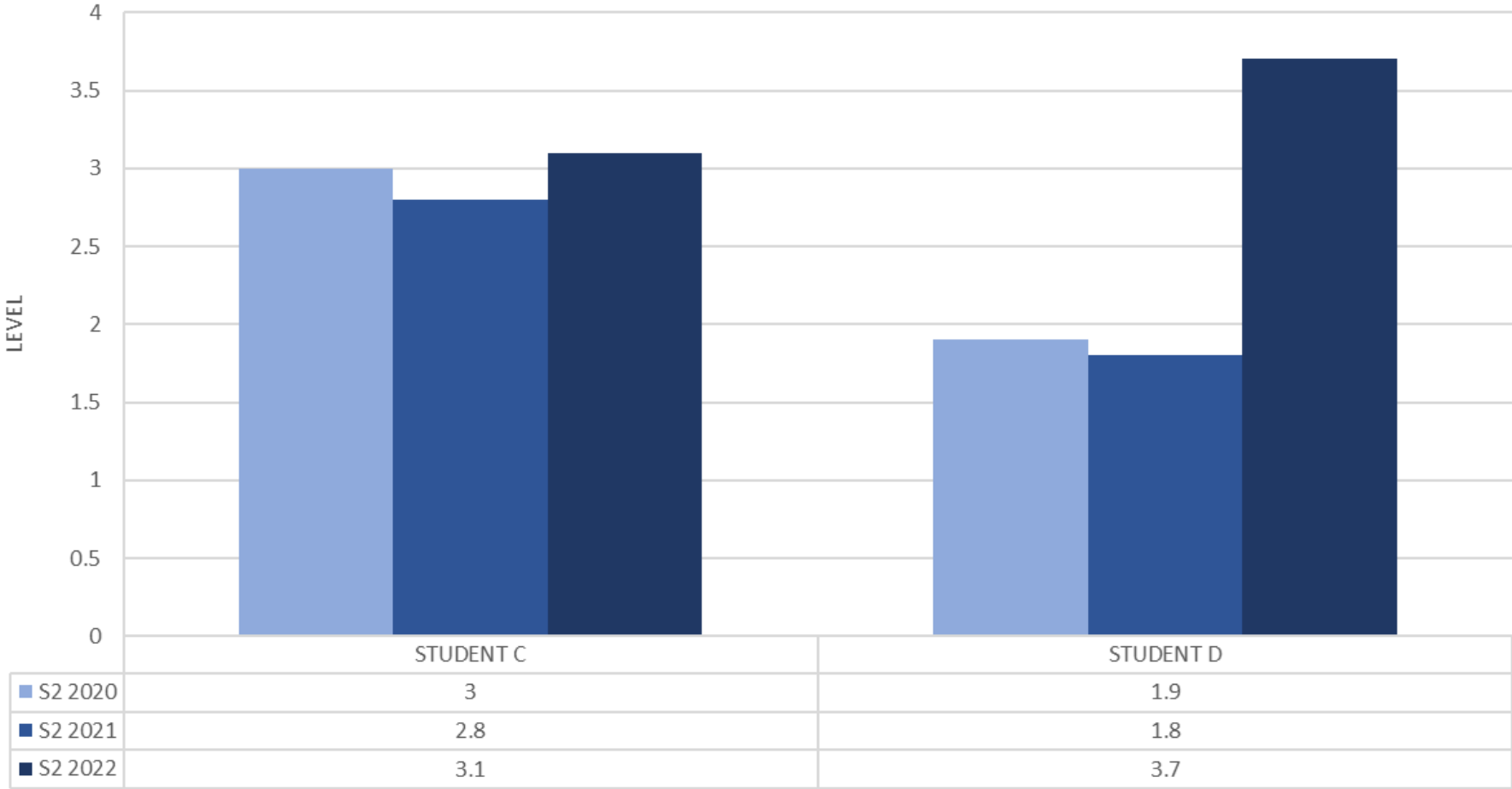
Student Data – deaf only

OWLS READING PROGRESSION POINTS - NO COMORBIDITIES



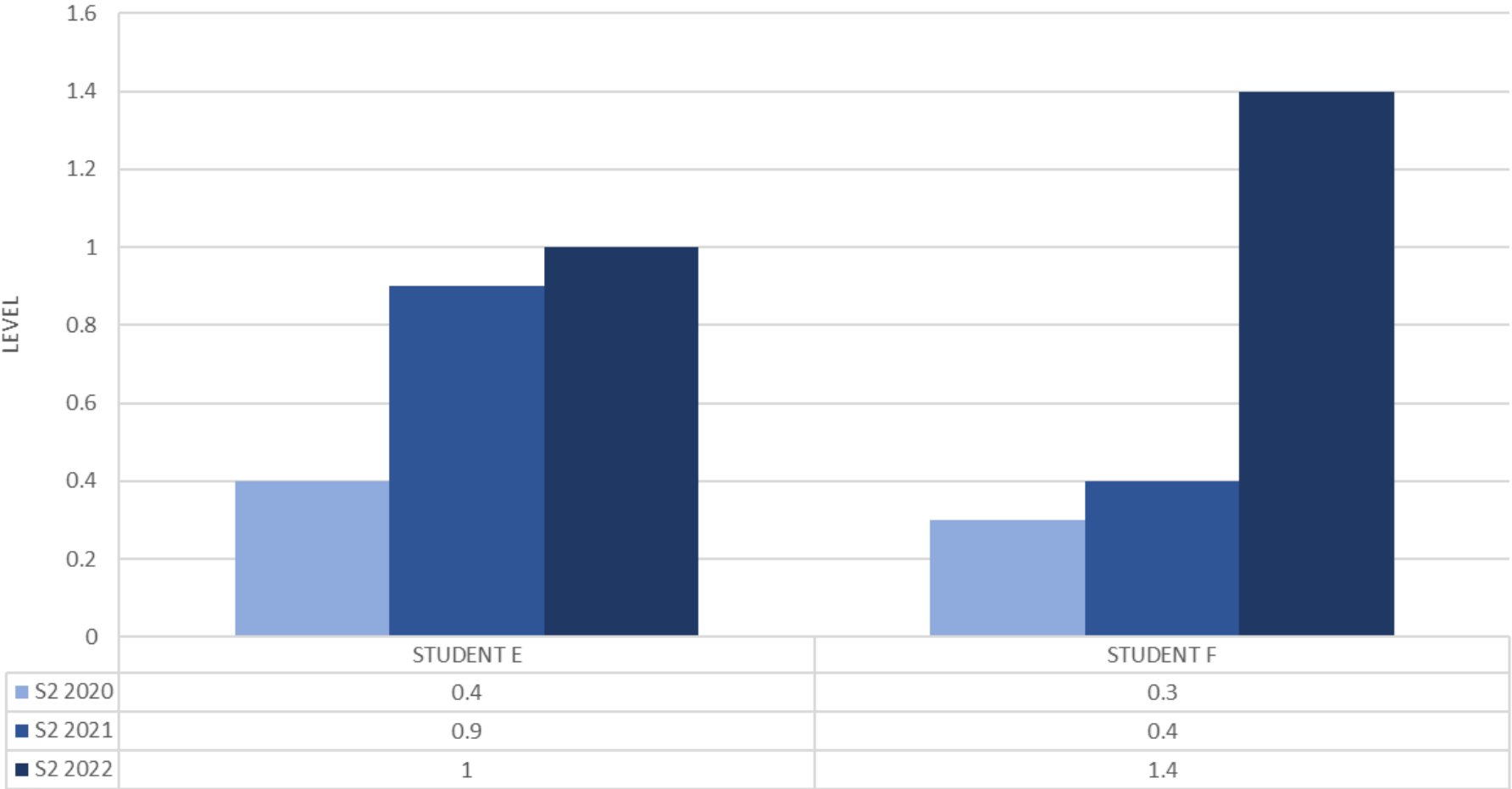
Student Data – deaf and ASD

OWLS READING PROGRESSION POINTS - AUTISM



Student Data – deaf and older first language learners

OWLS READING PROGRESSION POINTS - EAL STUDENT



Our PPTs

Body Rules

I Do

Muscles **pull** like rubber bands when they work.

Muscles **do not push**. They **always pull**.

Subject-Verb Agreement

We Do

Her father

he

she

it

Subject –Verb Agreement

You Do

Write **He**, **She** or **It** above the subject of each sentence. Complete each sentence with the correct verb.

1. Fred's sister She loves pizza. love loves
2. That man He walks every day. walk walks
3. This car It makes strange sounds. make makes
4. Jim He looks well. look looks
5. Maria She sells cheese. sell sells
6. Justin He sees the mountain. see sees

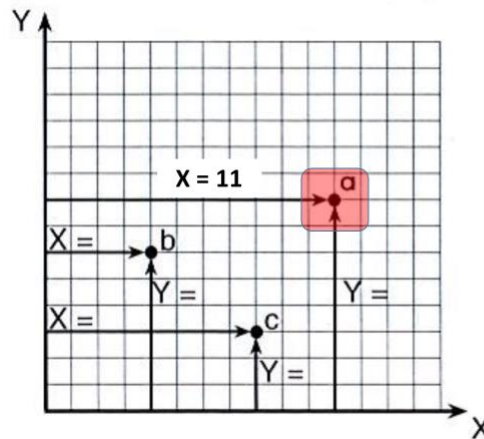
What is a...

You Do



Moral?

A **moral** is an important lesson.



You Do

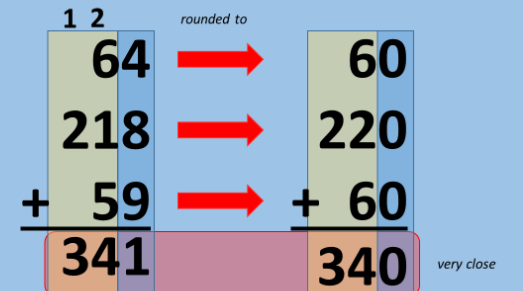
What is the X distance for point A?

11 units.



Rounding

We Do



Summary



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