



National Association of Australian Teachers of the Deaf

## 2009 Review

# Competencies for Teachers of the Deaf

[Developed with reference to the National Professional Standards, the Disability Discrimination Act (1992) and the Associated Education Standards (2005)]

The National Association of Australian Teachers of the Deaf (NAATD) is a professional association established in 1935. One of the objects is to seek, promote and determine minimum competencies for the training of persons involved in the provision of education to infants, children and students who are deaf and hearing impaired.

*(NAATD National Constitution 3.5)*

## Rationale

This document outlines the competencies required for teachers of the deaf to be considered by the state branches of the National Association of Australian Teachers of the Deaf (NAATD) to be employed as Teachers of the Deaf. These teachers must have recognised Teacher of the Deaf qualifications and be eligible for registration as a teacher in an Australian state or territory. These competencies list the wide range of knowledge, understandings and practices that Teachers of the Deaf require to create and provide relevant and worthwhile teaching and learning experiences for students who are deaf or hearing impaired.

## Purpose

The purpose of the document is:

- to determine eligibility for category of membership of the professional body known as the National Association of Australian Teachers of the Deaf (NAATD) and
- to guide Teachers of the Deaf in the improvement of their professional practice through self-reflection, professional learning and other methods of personal development.

Initially, to obtain full membership of NAATD, a Teacher of the Deaf must show that they have met most of the following competencies at the discretion of their state or territory association. The applicant is also required to provide a full transcript of their academic results for their Teacher of the Deaf qualification (equivalent to 12 months postgraduate full-time study).

Additional purposes of the document are to:

1. inform universities who provide graduate and post-graduate programs for teachers involved in the education of infants, children and students who are deaf or hearing impaired about the competencies set down by NAATD;
2. inform authorities who employ Teachers of the Deaf to work with infants, children and students who are deaf and hearing impaired about the competencies set down by NAATD; and
3. guide Teachers of the Deaf and employing authorities in the identification of, and provision of, on-going professional learning.

## Feedback

NAATD welcomes your feedback about the Teacher of the Deaf Competencies. Please refer to the NAATD website for contact information at [www.naatd.org.au](http://www.naatd.org.au)

# 1 Curriculum, Teaching and Learning

## Competencies

### 1.1 *Demonstrate knowledge and understanding of*

- child development
- language development
- social-emotional development
- the impact of deafness on development
- family centred practice
- adult learning styles
- Deaf culture
- additional disabilities and/ or learning needs.

### 1.2 *Demonstrate professional practice in meeting individual learning needs within an inclusive framework by making reasonable adjustments*

- to the learning environment
- to the curriculum
- within individual and family learning plans.

### 1.3 *Demonstrate professional practice by providing effective and supportive teaching strategies across a range of*

- settings, age groups and socio-cultural contexts
- communication needs
- individual learning requirements, behavioural and psycho-social needs.

### 1.4 *Demonstrate professional practice by working collaboratively*

- with parents and caregivers of infants, children and students
- with professional and multidisciplinary teams and relevant agencies.

### 1.5 *Demonstrate knowledge and professional practice related to*

- advocacy
- inclusive curriculum and teaching practices
- appropriate resources
- communication technologies (eg. SMS, captions, assistive listening devices, web based programs)
- the importance of role models (eg. Deaf, hearing-impaired, hearing, ethnic)
- innovative programs (eg. Deaf Studies Curriculum).

# 2 Communication, Language and Literacy

## Competencies

### 2.1 *Demonstrate knowledge and understanding of the principles and sequence of language acquisition in*

- spoken and/or signed language.

### 2.2 *Demonstrate knowledge and understanding of communication philosophies/approaches and show competence in one or more of the following:*

- auditory-oral
- auditory-verbal
- Auslan
- bilingual/bicultural
- total communication
- sign-supported English
- alternate and augmentative communication systems.

### 2.3 *Demonstrate knowledge and understanding of*

- the principles of assessment
- the range of instruments currently available to assess communication, language and literacy
- strategies and programs that develop communication, language and literacy
- communicative demands of different social interactive environments and genres.

### 2.4 *Demonstrate competence in professional practice by*

- using a range of instruments currently available to assess communication, language, speech and literacy
- analysing, interpreting and integrating assessment results in the formulation of a student profile
- setting negotiated goals and priorities within the teaching and learning program
- implementing strategies and programs that develop communication, language and literacy
- reporting outcomes
- evaluating effectiveness of programs.

## 4 Professionalism

### Competencies

**4.1** *Demonstrate knowledge and understanding of the legislation and policies for children and students who are deaf or hearing impaired relating to discrimination, privacy, child protection and human rights. For example:*

- Disability Discrimination Act (1992) and the Education Standards (2005)
- Anti-Discrimination Act
- Privacy Legislation
- individual state deaf education policy.

**4.2** *Demonstrate professional and ethical practice which reflect 4.1 in respect to*

- diversity of cultures, perspectives and opinions
- informed parental choice
- confidentiality of student information
- management of student data
- referral and reporting procedures
- case management, setting priorities and effective resource management
- collaborating with government and non-government services, agencies and organisations
- advocacy, mediation and negotiation.

**4.3** *Demonstrate knowledge of*

- deaf education in Australia and internationally
- the range of educational settings and related professional partnerships
- the roles and responsibilities of professionals and para-professionals.

**4.4** *Demonstrate commitment to*

- reflective practice
- ongoing professional learning within the context of the curriculum
- ongoing professional learning specific to the field of deafness
- collegial and mentoring activities
- providing parent education opportunities
- membership of the National Association of Australian Teachers of the Deaf.

## 3 Educational Audiology

### Competencies

**3.1** *Demonstrate knowledge and understanding of*

- definitions of deafness and hearing impairment
- anatomy, physiology, functions and disorders of the auditory system
- causes of hearing loss
- Universal Newborn Hearing Screening
- screening, diagnostic and referral procedures
- audiometric results, audiological and clinical reports
- sensory devices such as hearing aids, cochlear implants and radio frequency systems
- speech acoustics and the application to language development
- environmental acoustics
- implications of hearing levels on communication, language and learning
- procedures for checking and maintaining sensory devices.

**3.2** *Demonstrate through professional practice*

- effective use of audiological information and technology
- a range of strategies which maximise the use of residual hearing to develop communication
- the use of formal and informal assessments for measuring functional listening.