



Australian Association of Special Education

national newsletter

Editorial

It is great to see AASE is a growing association. As well as being recognised as a peak body in a national sense, we are also one of the few professional associations which is actually growing in membership. Since last September we have gained 73 new individual members and 16 new school members. This represents more than a 15 per cent increase in membership.

Throughout this newsletter we can see the reason why AASE is such a strong and vibrant association. With our representation on state and national committees and our strong involvement in professional learning, we are taking a leading role in the support of students, parents and educators.

Bernard Knight—National Executive Officer—bknight@bigpond.net.au

From the President

It was pleasing to note the announcement by Prime Minister Julia Gillard, 14 April 2013, of an extension to the *More Support for Students with Disability* national initiative. This will deliver a further \$100 million of funding support for the 2014 school year.

The continuation of this funding will allow all education authorities and sectors to continue existing efforts or redirect efforts to another output.

The revised National Partnership agreement will include an additional output to assist work that supports the nationally consistent collection of data on students with disability, and improves understanding and implementation of the Disability Standards for Education, 2005. Phillips KPA have been contracted as consultants to evaluate the work and activities of each output within the *MSSD* across all jurisdictions, with their report due June 2013.

The Schools Disability Advisory Council held its first meeting for 2013 on March 22 in Melbourne. Staff from the University of Canberra shared an overview of the online, interactive professional learning modules currently under development for training in the application of the Disability Standards for Education, 2005.

This was followed by a workshop facilitated by Professors Bob Conway and Jacqui Roberts on effective inclusive education practices. Work will continue from this session at the next meeting to form a council position/advice paper on this topic for Senator Collins.

I also urge you to take every opportunity to be involved with the launch sites for the National Disability Insurance Scheme, now named *Disability Care Australia*, within your states / territories. This initial work will form the foundation for practice in this area in the future, therefore it is important to have the voice of AASE members at the public forums or through any collaborative committees that may be operating in your area.

The continuing work in relation to the roll-out of further learning areas in the Australian Curriculum is progressing. The NSW chapter has kindly offered to collate current responses, please ensure you take this opportunity for input giving feedback directly to Heather Martin or Jennifer Stephenson or via Bernard Knight.

Lynne James—National President

Professional Learning

A key activity of AASE is the provision or facilitation of professional learning opportunities for our members and others involved in education. Some excellent examples of this have been seen in several of our chapters.

Western Australia had a presentation by Director of Research and Education at ASPECT, Dr. Trevor Clark. Participants were updated on results of research done both in Australia and overseas. He also outlined some research initiatives currently underway.

The Queensland chapter have been innovative in their professional learning with a key focus on iPad uses in the classroom, giving teachers confidence and skill in using this positive learning tool.

A highlight for the Northern Territory chapter was a presentation by Professor Michael Giangreco relating to paraprofessional support in inclusive schools. Participants included support staff, teachers, special education teachers and leaders who have worked with students with disabilities.

The New South Wales chapter had Professor Tim Lewis conduct a session on positive behavior support in conjunction with their annual general meeting.

Tasmania has had several sessions using international technology enabling people statewide to participate.



Professor Tim Lewis presenting in NSW

AASE RESEARCH AWARD APPLICATIONS CLOSE 25 MAY 2013

AASE awards a professional research grant of \$10 000 for a study in an area of education related to students with disability.

People are encouraged to submit an application paper which must not exceed five pages.

The following criteria will be used to guide the selection committee when considering applications for the 2013 AASE Research Award.

1. Aims/objectives of the project are clear and relate to the objectives of the AASE National Research Awards and AASE.
2. Focus is consistent with AASE strategic aims.
3. Rationale/background are coherent and demonstrate knowledge of relevant literature.

4. Research methodology is clear and justifiable and includes: Defensible design, participants, materials/equipment, research sites, and procedures Appropriate data collection and analysis.

5. Budget (including costs, other funding sources) is appropriate to project scope. Fund management details (e.g. nominated University research office or other organization) are provided.

6. Timeline for project is realistic and within given time frame.

7. Ethical issues are addressed and arrangements are described for obtaining ethical approval for the project (e.g. university ethics committee/state education department).

8. Overall quality of the project.

Applications including all relevant personal details, must be sent to the National Executive Officer, Bernard Knight at: bknight@bigpond.net.au

National Representation

A clear indication that AASE is recognised as a peak body, has been the number of times we have been invited to send a representative to a national board or committee.

Recently we were invited to nominate a representative to join a Standards Australia project which is to develop a National Boarding Standards for Australian Schools. Our representative will contribute to the development of the proposed standard.

AASE representatives provide a written report to the association with regards to their involvement with these groups.

Feature Article

The Australian Curriculum for Students with Disability

The propositions that shape the development of the *Australian Curriculum* establish the expectation that the *Australian Curriculum* is appropriate for all students.

The three-dimensional design of the *Australian Curriculum*, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for student diversity and to personalise learning through curriculum adjustments.

A flowchart has been developed to illustrate the process for using the three-dimensional design of the *Australian Curriculum* to meet the learning needs of all students. The process applies to all students and reinforces every student's entitlement to rigorous, relevant and engaging learning experiences across all areas of the curriculum. It ensures that all students have the same opportunities and choices in their education.

Essentially the process involves three steps:

Step one: Teachers refer to the *Australian Curriculum* learning area content that aligns with their students.

Step two: Teachers **make adjustments** to the regular teaching and learning program according to the needs of their students.

Step three: Teachers assess student progress either against the achievement standard or individual learning plans if appropriate.

Considerations when making adjustment

Many students with disability are able to achieve in ways commensurate with their peers.

Before making an adjustment the parents must be consulted.

Not every student with a disability will require ongoing adjustments.

Adjustments must be reviewed regularly.

Types of adjustments

- ◆ Aligning content to individual needs
- ◆ identifying key vocabulary
- ◆ providing alternative representations; e.g. alternate text or graphic organisers
- ◆ providing multiple means of engagement
- ◆ modeling and demonstrating skills, knowledge and strategies
- ◆ explicit instruction
- ◆ scaffolding student learning.

More detail in relation to applying this process can be found on the Australian Curriculum web site at:

<http://www.australiancurriculum.edu.au/StudentDiversity/Overview>

AASE Conference

The National AASE Conference is fast approaching with the program now available on the website:

<http://www.gemsevents.com.au/aase2013/>

The South Australian chapter/committee, AASE staff and GEMS have worked hard to plan an exciting and dynamic event with the theme *Repertoires of Practice*, registrations are now open. It will be great to see AASE members and other colleagues attend this important event from the evening of September 29 to October 1 inclusive at the Hilton Hotel Adelaide.

International Speakers

Professor Barry Carpenter OBE

Honorary Professor, University of Worcester and Limerick, UK.

Professor Barry Carpenter is Honorary Professor at the Universities of Worcester (United Kingdom), Limerick (Ireland), Hamburg (Germany) and Flinders (Australia). He is a Fellow of the University of Oxford and holds the International Chair in Special and Inclusive Education.

Dr. Barry J. Coughlan

Assistant Director of Clinical Psychology, University of Limerick, Ireland. Dr Barry Coughlan is a qualified Clinical Psychologist, with a special interest in emotional wellbeing and mental health in young people and adults with intellectual disability and complex need.

Barry joined the Doctoral Program in Clinical Psychology at the University of Limerick in 2007 as the program's Assistant Director. Prior to this he was in full time practice as a Senior Clinical Psychologist with the Brothers of Charity Services in Limerick, Ireland.

Patti Drapeau

Educational Consultant, US. Patti Drapeau is an educational consultant, internationally known presenter, trainer and author.

Patti has over twenty five years of classroom experience teaching students and coordinating programs in Freeport, Maine. She currently teaches classes as part of the adjunct faculty at the University of Southern Maine. Patti is also a consultant for the Maine Department of Education in gifted education.



Australian Journal of Special Education (AJSE)

It is a pleasure to report that AJSE is on track with our Special Issue on Transitions, guest edited by Professor Chris Forlin, set to appear on time in July this year.

Other highlights include:

- ◆ A steady stream of papers continue to be submitted on-line by authors in Australia and elsewhere
- ◆ As you will see in Issue 1 this year we now have a range of new reviewers from other countries, all of whom assist in linking our journal to the world
- ◆ Professor Keith Hyatt will be leading a Special Issue planned for 2015 on Curriculum-based Measurement: Call for papers in Issue 1 this year
- ◆ Sue O'Neill has kindly stepped up as Book Review Editor Our relationship with Cambridge University Press goes from strength to strength and we continue to discuss an application for Thomson ISI listing which would make a huge difference to citations internationally

◆ Firstview is now available and we currently have 4 papers published on-line there (they will subsequently appear in hard copy)

◆ Issue 2 2013 contains an invited feature paper by Professor Michael Giangreco based on his Keynote in Hobart in 2012

With best wishes

Michael Arthur-Kelly and Genevieve Farrell

The University of Newcastle

<http://journals.cambridge.org/action/displayJournal?jid=jse>



Membership Matters

Two recent initiatives of National Council are beginning to take effect. The first is to offer reduced membership fees for new members. This will assist the Association to meet its budget commitments without the need to increase membership fees – something we would all like to avoid!

Members who have received a membership renewal notice after February 2013 would be aware of the second initiative which will change the date of annual renewal of membership from the month in which membership was first attained to 1 July for all members, to commence this year. Care has been taken to ensure that no member will be adversely affected financially by the changes.

National Council has been very mindful of ensuring that members have secure options available to them for the payment of their membership fees and was the motivation for the introduction of the PayPal payment option several years ago. Negotiations with the Commonwealth Bank for a BPay facility have now concluded and this will be another payment option available to members on tax invoices for membership renewal.

A growing number of members are now choosing to pay their membership fees by electronic funds transfer online from the member's bank account to the AASE National-nominated bank account. This is probably the quickest, cheapest (for both the member and the Association) and safest means of payment of the membership fee and all members who have computer access to their bank accounts are encouraged to use their online banking facility to pay their annual membership renewal fee using the AASE National bank details listed on the membership fee tax invoice.

In the near future it is hoped that there will be further announcements from National Council outlining further payment options to be made available to its members that will, hopefully, assist members in maintaining their membership of the Association.

Peter Kirby

National Treasurer

AASE Website helps you keep up-to-date with the latest AASE news and events.

If you would like to add something to the AASE website, please contact your state Chapter who will then forward the information to the National Executive Officer.

<http://www.aase.edu.au/>