

Number 3, Friday 11 March, 2022

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## PD events

The [2022 Professional Learning Calendar](#) is now available on the SVRC website. Most PL will continue to be held online, but some are planned to be onsite. Please encourage school staff to [register for PD through our website](#).

### **NEW DATE Tuesday March 15** [Inclusion of students with vision impairments and additional disabilities](#)

Providing practical strategies that teachers and ES staff can use to support students with a vision impairment and additional disabilities.

### **Wednesday May 4** [Teaching and learning with braille music](#)

Providing practical strategies for music teachers to promote inclusion and achievement for students who are blind.

### **Wednesday May 11** [Inclusion of students who have vision impairments in art](#)

Practical strategies teachers can use in art classes to promote inclusion and achievement for students who are blind or partially sighted.

### **Tuesday June 7** [Inclusion of students who have vision impairments in PE](#)

Providing ideas and practical strategies to support the inclusion of students who are blind or partially sighted in physical education.

## Message from the Manager

Source: Kim Foley, SVRC

Tuesday was a very busy for SVRC staff that included facilitating a half day professional learning opportunity for new VTs from across the state and our second Visiting Teacher-Vision Community of Practice. We warmly welcome the new VTs Lucy Wilson and Lauren Overs – NEVR, Sue Campbell, Jodie Mattingley and Hannah Hurrell-Watts – SEVR, Libby Pitruzzello and Chontel Uphill – SWVR and Elle Clark – NWVR to the wonderful career of being a Visiting Teacher-Vision. The morning session generated lively conversations on the complex role of a VT and the extensive amount of knowledge required to effectively support students who are blind or have low vision.

At our previous SVRC staff meeting Alicia San Martin from Guide Dogs Victoria spoke about the most appropriate Orientation and Mobility skills to encourage while students attempt to navigate the unfamiliar SVRC environment when attending SSP on Fridays. It was a great opportunity for all staff to "be on the same page" when supporting students onsite.

SVRC will offer all Professional Learning Days delivered in 2022 on demand by the end of term. Participants will be able to register their interest using Eventbrite to receive the code to access the recordings. We are partnering with SPEVI who are offering a discount to members to participate in SVRC professional learning days and there will be more information to follow.

### Art Teacher for SSP

With Michael Donnelly's retirement, we are seeking expressions of interest for the position of Art Teacher in the Support Skills Program at SVRC for Term 2 of 2022, with the option to apply for the position beyond Term 2.

The Aims of Art Sessions in the Support Skills Program are:

1. For students to use Art as a means of exploring themselves and their relationship to the world using all available senses.
2. To provide as wide a range of Art activities as possible to each student over the course of each year and their time involved in SSP.
3. To make Art as inclusive and enjoyable as possible.
4. To prepare for continued application of art skills and interests in post school life.

Applicants need to be experienced in teaching across the range of "Visual" Arts and have the ability and enthusiasm for adapting and modifying practices to enable access for all students who are blind or have low vision. Professional development and training opportunities specific to vision impairment will be provided. Attendance at a previous Art and Vision Impairment PD is advantageous.

The Art Teacher's Role:

- To provide a meaningful Art Program for students who attend the Support Skills Program.
- To promote the value of Art to the Blind and Vision Impaired community and to the community at large, advocating for greater inclusiveness and access to the Arts through museums and other institutions and agencies.

- To encourage students to explore their world; their ideas, feelings, observations and experiences and to find expression for these in Art.
- To facilitate experimentation and the development of skills in manipulating materials and art media.
- To be available for consultancy to schools and delivering PD workshops.

Art Making Possibilities in SSP may include the following over the time students are in the program:

- Drawing and Painting (sometimes 2D – but also tactile media)
- Print Making (relief printing and stencilling)
- Ceramics: Handbuilding/Sculptural/Pottery Wheel and glazing possibilities.
- Digital Art (For Low Vision Students – in conjunction with Digital Photography)
- Sculpture (Modelling, Carving and Assemblage)
- Collage; Textiles (Felting / Sewing / Tapestry / Weaving)
- Materials Technology – Woodwork (primarily hand tools)

## New Etext for the SVRC Library

Transcribers are quite busy with work for the senior students – Maths, Science, Biology, Psychology, HHD, Legal Studies and the like. We are also churning out plenty of Guided Readers for the young ones ...

We also try to ensure that we are adding new and interesting books for students in the middle to upper primary years. Below is a list of the latest in etext for the younger independent reader – download to your Polaris, your Victor Reader Stream, your laptop or your iPad and enjoy:

- 1,000 Things You Should Know About Space – John Farndon
- 1,001 Cool Freaky Facts – Nick Bryant
- Alice-Miranda at School (#1) – Jacqueline Harvey
- Alice-Miranda on Holiday (#2) – Jacqueline Harvey
- Anna Hibiscus (#1) – Atinuke
- Dirty Beasts (Poems) – Roald Dahl
- Hooray for Anna Hibiscus (#2) – Atinuke
- Gorilla Grab (Animal Rescue #2) – Jackie French
- Incredible Amazon Adventure (Books for Future Scientists) – Charlotte Armstrong
- Malory Towers (Books 4 & 5) – Enid Blyton
- My Place – Nadia Wheatley
- Noisy Poems – Deb Gliori
- Revolting Rhymes – Roald Dahl
- Rhyme Stew – Roald Dahl
- Ryan and Jimmy – Herb Shoveller
- Space: 100 Facts – Sue Becklake
- Treehouse Joke Book – Andy Griffiths
- What Dino Saw (Aussie Nibbles) – Victor Kelleher

The SVRC catalogues of materials in alternative formats have been updated to include the recently added books – visit the [SVRC Catalogue page](#) on our website!

## Dot Power in 2022 – one changed date

Dot Power is a day-long immersive teaching program for eligible children from preschool to about year 3, whose primary reading medium is braille. Based on the [Expanded Core Curriculum](#), Dot Power is designed to encourage students to get as much braille under their fingers as possible in one day and to have fun!

Dot Power runs in Terms 2, 3 and 4 each year. We have changed one date since last published, to avoid a clash with schools' NAPLAN testing. The first Dot Power day will now be on May 3. So, we now are intending it to run Dot Power at SVRC on the following dates:

Term 2: **May 3** & May 31

Term 3: August 16 & August 30

Term 4: October 25

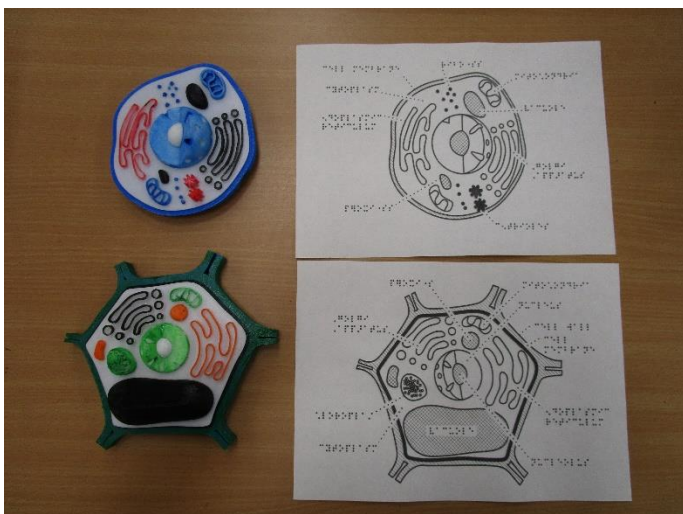
## Exploring 3D prints

Source: SVRC

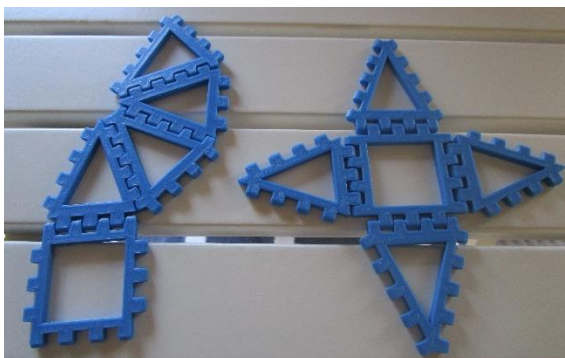
Are you or someone you know studying medieval castles in History this year? Why not borrow our Medieval Castle tactile kits, with 3D prints and tactile diagrams?



Are you or someone you know exploring the world of Cells in your Science class? Why not test out our new set of 3D prints with accompanying tactile diagrams?



Are you doing Measurement in Maths? Why not explore some 3D printed nets, or prove to yourself that the formula for the area of a triangle, circle and trapezium all come from the formula for the area of a rectangle!



Contact SVRC to find out more, or if your school has a 3D printer, many of the files are available for download on [Thingiverse!](https://www.thingiverse.com/)

## New to the SVRC website

Here are some tips from a new document up on the SVRC Website – [Tips for Producing Good Quality Worksheets](#)

- Produce your worksheets as Word files when possible so that print size, style or page layout can be adjusted easily if required
- Navigation of electronic text is enhanced if Headings (Styles) are used. Use Heading 1 for the title and follow logically with Heading 2 and Heading 3 for subheadings.
- Avoid the use of scanned images or pdfs as the student's technology may not be able to "read" them. If using images within your worksheet, add a clear and simple written description as "alt text" i.e. right click on the image → Format picture → Layout and properties → Alt text

## SensiLab Open House

**When:** Thursday 24 March 2022

**Time:** 4pm - 8pm

**Where:** Sensilab, Building G, Monash University Caulfield Campus, 900 Dandenong Road, Caulfield

**Map:** See [campus map](#)

**RSVP:** This is a free event, but please RSVP by 17 March 2022

[SensiLab](#) is a creative technologies research space at the nexus of design, art and technology. Based at Monash University's Caulfield Campus, we are a resource for research, industry and education.

For this Open House event, we invite you to experience our research projects and discuss the future of technology, design and creativity.

Visitors will be able to experience an ancient metropolis in immersive virtual reality, see how a new wearable system can give them a better night's sleep, experience the latest interactive music technology and help contribute to the next generation of AI tools for artists and designers. You will be able to interact with live research projects and the people behind them. You can explore a showcase of different projects at your own pace and talk directly with the research staff and students working in the lab. We welcome potential PhD students, future industry and creative partners and anyone interested in the future of design and technology.



## Perkins free to a good home

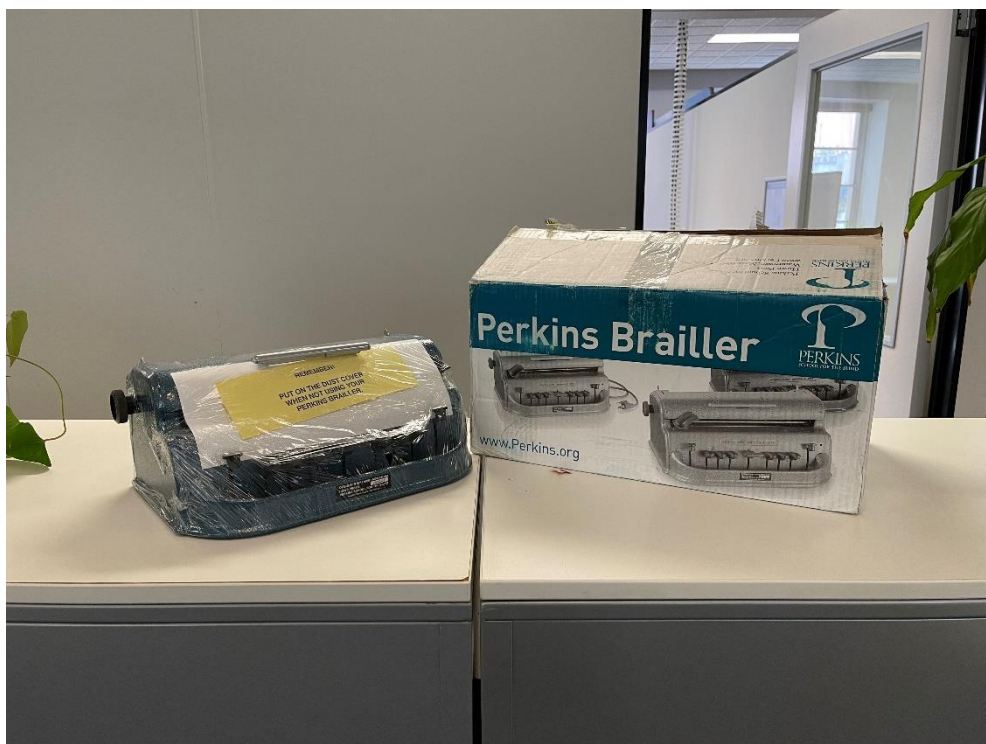
Source: Travellers Aid Australia

Classic Perkins Brailier originally sourced from Vision Australia and currently owned by Travellers Aid Australia.

The exterior box and interior materials have been opened, but all equipment is present, and the brailier itself remains sealed and is completely unused.

We are giving it away at no cost. We want it to go to a good home and to someone who needs it!

Please contact [maria.groner@travellersaid.org.au](mailto:maria.groner@travellersaid.org.au) if interested



## Pilot program for young children prior to music lessons

Source: Daphne Proietto

A Music and Movement program is being piloted for children with vision impairments. These classes are aimed at developing the Fine and Gross Motor movements of children before they begin music lessons on an instrument.

Teacher – Daphne Proietto: Daphne is a retired teacher with long experience teaching music to children who are blind or have low vision.

Age: Three to Five

Where: 6 Doyle Street, Bulleen

Contact Daphne for details – email: [daphneproietto@hotmail.com](mailto:daphneproietto@hotmail.com)

## LEGO Braille Brick workshops in Melbourne

Source: Tony Wu, Vision Australia

Marc Angelier and Marie Oddux from the LEGO Foundation will be traveling to Australia to facilitate live face-to-face workshops with all LEGO Braille Brick practitioners. Marc & Marie have been instrumental in helping create all the content and activities that are on the LEGO Braille Bricks website. The topics being delivered in these workshops will be different to what has been taught in the LEGO Foundation's on demand learning course. This will be a very rare opportunity for VTs and staff at SVRC to have professional development and learn from the experts in person.

They will be in Melbourne on the **Thursday 28<sup>th</sup> and Friday 29<sup>th</sup> April** and the workshops will be held at Vision Australia in Kooyong. The finer details are still being finalised, but the workshops will be half days and consist of different topics. Teachers will have the opportunity register for as many of the workshops as they want and there will be a zoom or teams link to join in virtually too if some teachers cannot get to Kooyong or for our interstate teachers.

Contact Tony Wu at Vision Australia for more information and registration details: [Tony.Wu@visionaustralia.org](mailto:Tony.Wu@visionaustralia.org)

## "How do you read" survey

Source: Via SPEVI

The University of Sydney is conducting the survey about reading experiences and barriers to reading for children and teenagers with a print disability. The information you share will help writers, editors, designers and publishers to publish books that are more accessible.

This survey is for children and teens with a print disability, aged under 18, or a parent of a child with a print disability, who live in Australia or Aotearoa New Zealand.

The survey is available at the following link: <https://bit.ly/HDYR22kt> and it is open until 31 March 2022. Your participation is invaluable.

The form is accessible with screen readers on both Windows and Mac. It will take around fifteen minutes to complete the form.

To learn more about the "How Do You Read" survey, please contact Dr Agata Mrva-Montoya on [agata.mrva-montoya@sydney.edu.au](mailto:agata.mrva-montoya@sydney.edu.au) or 02 9114 1456.

The ethical aspects of this study have been approved by the Human Research Ethics Committee (HREC) of The University of Sydney (no. 2021/891). Agata also has also been cleared to work with children in both volunteer and paid roles. Her Working with Children Check Number is WWC2372187E.



## How to make braille playing cards

Source: [Paths to Literacy](#)

Did you know you can make your own braille playing cards? Paths to Literacy has written some instructions. Here's the start of the article:

1. Get a deck of playing cards
2. Each card uses two cells. There are no numeric or grade 1 indicators used.
3. Put the card in your slate and stylus or braille and braille the top left corner. Take it out and flip it around and reinsert and braille the top left corner. In both cases braille on the "picture" side of the card. This way, no matter which way the user holds the card, the braille will be legible in the top left corner.

Read more on the [Paths to Literacy](#) website

### And finally ...

This morning we were discussing in the office the order you put on your socks and shoes. Most of us agreed on both socks on, then both shoes on, but some people do one sock, then their first shoe, followed by the second sock and second shoe. Which way are you?