

The Bulletin

Number 4, Friday 13 March 2020

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PD events at SVRC: 2020

Click on the links to read more information and to register online. Programs for a number of these events are included in the PDF copy of this issue. If you have any questions, please [contact us](#).

Thursday March 19 [Educational support of SECONDARY students who are blind or have low vision in mathematics](#)

Providing practical strategies that maths teachers can use to promote inclusion and achievement for students who are blind or have low vision. \$46.00

Tuesday March 24 (please note change of date) [Educational support of students who are vision impaired with additional impairments](#)

Providing practical strategies that teachers and ES staff can use to support students with a vision impairment and additional disabilities. \$92.00

Tuesday April 21 [Teaching and learning with braille music](#) (half day)

Providing practical strategies that music teachers can use to promote inclusion and achievement for students who are blind. \$46

Wednesday May 13 [Including students who are blind or have low vision in art](#)

Providing practical strategies that teachers can use in their art classes to promote inclusion and achievement for students who are blind or partially sighted. \$92

Note: For upcoming professional learning at SVRC along with programs, registration & online payment, visit the SVRC [professional learning page](#).

News from SVRC

From: Marion Blazé (Acting Manager, SVRC)

As always at SVRC, it's been a fortnight of exciting events. On February 28 we hosted the Code Jumper Launch (see photos and story later).

On March 2 and 3, we were fortunate enough to have Dr Karen Wolffe run a two-day seminar for teachers, parents and Orientation and Mobility instructors on career development and social skills development for our students. Karen is a wonderfully knowledgeable and entertaining educator. She describes herself as "from Austin Texas, but not a Texan"! Karen is touring Australian education facilities which support students with vision impairments.

Karen firmly believes that career education, social skills and independent living skills are three areas of the Expanded Core Curriculum that our students are at great risk of not developing. They also tend to be areas that are not easily developed within schools.

For example, sighted children see people at work in their every-day life. They make hundreds of observations of people doing different kinds of work in different places, and might even see how much these people enjoy their work (or not). A child who is blind will not get that incidental learning that would give them a broad idea of what people do for work. Also, a blind child is often not expected to do their share of household chores, perhaps because their parents think it would be too hard for them. So they lack experience in taking responsibilities and making a contribution to the household.



Karen believes we should begin with the end in sight – "THINK NEXT ENVIRONMENT". To do this, we must convey our high expectations of students with vision impairments, provide realistic feedback as to how they are going and how other students around them are going, and above all, provide opportunities for WORK. Our students are three times as likely to get a job when they leave education if they had a job during their school years. This can, and maybe should, include volunteering.

Over the next few Bulletins, I intend to keep on sharing Karen's gems.

Retirement of Rory Fraser

On March 10, SVRC hosted the retirement function for Rory Fraser, ex-VT in NEVR. It was a very friendly gathering of current educators, retired educators and also ex-students with their families. We all heard from ex-student, Alex, just how much Rory contributed to the success and fulfilment of many young people's lives. Congratulations, Rory!

Code Jumper Launch at SVRC

On February 28th, the SVRC Support Skills Program was very excited to host the launch of Code Jumper in Australia. Several of our students got to use it and we were visited by representatives from Vision Australia, Humanware and the American Printing House for the Blind.

Code Jumper is an educational tool that opens up the world of programming or "coding" for children who are blind. Pictured are some SSP students and teachers using Code Jumper with the assistance of the representative from APH.

As a "thank you" for hosting this event, SVRC will be getting a full Code Jumper kit for use with our Support Skills Students. Another great reason for students to come to the Support Skills Program!!



Protractor App

The Draw2Measure Protractor App is a free app from the American Printing House for the Blind. It can be used to measure angles in two ways, by tracing them on a screen or by rotating the iPad. Tracing does work through Swell Paper diagrams. It is accessible using VoiceOver and matches the inbuilt display settings on your iDevice.

Screenshots [iPhone](#) [iPad](#)



Q&A: Braille font in a document

Question: How can I put brailled text into a document, for example a Word document?

Answer (from Leona Holloway, Correspondence Secretary Australian Braille Authority):

To write uncontracted braille letters on a computer, you first need to download and install a braille font. These fonts can be used in Word or other applications. Note that simbraille fonts are often easier to read visually as a small placemaker is given for empty dots. It is recommended that the font size for braille should be a couple of points higher than for surrounding text.

Braille fonts will NOT give a correct translation from print to braille and should only be used by those without braille knowledge for the braille alphabet. For example, typing the number 1 on the keyboard will render braille dot 2, which represents the letters “ea” in the middle of a word or a comma at the end of a word. Those without a thorough knowledge of braille are advised to consult with a braille transcriber or proofreader. The braille chart (right) lists the keyboard symbols (also known as ASCII braille) and the resultant braille representation. It can be

downloaded from: <http://brailleaustralia.org/wp-content/uploads/2013/09/ASCII-Braille-Equivalents.pdf>

ASCII Braille Equivalents									
ASCII braille defines the keystrokes required on a standard keyboard to achieve braille symbols with a braille font or direct braille translation. It does NOT represent correct translation from print to braille. This list is given in braille order.									
A	B	C	D	E	F	G	H	I	J
⠁	⠃	⠉	⠋	⠏	⠒	⠓	⠕	⠗	⠙
K	L	M	N	O	P	Q	R	S	T
⠅	⠇	⠍	⠎	⠕	⠏	⠑	⠒	⠓	⠔
U	V	X	Y	Z	&	=	(!)
⠚	⠛	⠝	⠞	⠟	⠘	⠗	⠐	⠗	⠕
*	<	%	?	:	\$]	\	[W
⠼	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
1	2	3	4	5	6	7	8	9	0
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
/	+	#	>	'	-				
⠠	⠠	⠠	⠠	⠠	⠠				
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Australian Braille Authority <http://brailleaustralia.org>

AFL Footy Fixtures 2020 in braille

SVRC transcribers are producing the AFL Footy Fixture for 2020 in braille. They are available to our students in hardcopy braille, DXB or BRF files. They are also available to others as DXB or BRF files.

Please contact SVRC if interested.

Corey's awards

What a week for Corey! Not only did Corey speak to 60+ teachers at two of our recent professional learning days, but he was also given a Marrung scholarship for Indigenous students presented by the Minister of Education. Congratulations Corey!! Photo below shows Corey presenting at an SVRC PD. The TV screen reads "It's not the disability it's the do ability".



Space Camp 2020 Postponed

The Department of Education has advised schools that overseas excursions should not take place for the foreseeable future, because of the COVID-19 pandemic. We have therefore notified students who expressed interest in Space Camp 2020, that this excursion will not take place. We will set our sights on September 2021.



For further information, please contact:

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Finally

Last Bulletin you were prompted to consider the meaning of the word "cataract". From the Collins Online English Dictionary, the meanings fit into two categories;

1. a large waterfall or rapids/ a deluge; downpour
2. partial or total opacity of the crystalline lens of the eye/ the opaque area

How the second came from the first is up for discussion. There are roots in Latin, "cataracta" – a waterfall or portcullis, but it is hard to know exactly why the eye disease came to share the word for a waterfall.