

The Bulletin

Statewide Vision Resource Centre

Number 18

Friday 7th November 2014

SPEVI Conference!

Monday 12th to Thursday 15th January 2015

Professional Development Activities for Term 4, 2014

Fliers for the SVRC Professional Learning programs can be downloaded from the SVRC website:
www.svrc.vic.edu.au/PL.shtml

Please note: the SVRC encourages attendance in person or via video link – please be in touch if you'd like to “virtually” attend any of these sessions so that we can send you what you need.

Event	Date
Support Skills Try Day	Friday November 7
Dot Power – for braille readers from pre-school to grade 3	Tuesday 18 November
Educational Expo for Students with Vision Impairments	Monday 24 November
Xmas Morning Tea – all invited – please RSVP	Wed 3 December
PD Program for Term 4 2014 to 2015 – please contact us with ideas!	2015!!

Christmas Morning Tea:

Just a reminder, the social event of the year is coming up soon... That's right! It's the SVRC Christmas Morning Tea! The aim of this function is to say thank you to all those who have contributed, supported and helped our children, our families, and schools throughout the year. Visiting Teachers are encouraged to attend and to invite anyone in your schools who have supported you and your students. This is an open invitation – just let us know who is coming so we can make sure we have ample food. Invitations will be sent out during the next three weeks so if you need printed invitations to give to school staff please let us know.

The date is Wednesday 3rd December at the SVRC from 11:00 till stumps.

PD for 2015

Fliers for the Braille, Low Vision, VI Students with Additional Impairments, Skill Power and New VT days are included below or download from www.svrc.vic.edu.au/PL.shtml.

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SPEVI Conference: VT and Parent Sponsorship

Conference theme: 'Together Towards Tomorrow - Families and professionals - a vision for success!'

Early bird registration for the 2015 Biennial Conference of the South Pacific Educators in Vision Impairment Registration Brochure is closing soon!

The conference will be held at the centrally located Melbourne Conference & Training Centre on Collins Street with the conference dinner being held at the ANZ Pavilion, Arts Centre Melbourne.

The Statewide Vision Resource Centre would like to offer a paid (member) registration to one DEECD Visiting Teacher for Vision and one parent of a child, currently eligible for support from SVRC and enrolled in a government school.

The 'pay back' is that we would like the two recipients of this registration to provide Professional Development for others through the PD program of SVRC.

Please submit an email stating why you would like to attend this conference, and how you would intend to contribute to professional development in the field of vision education.

Please spread the word!

We would ask that if you can obtain funding from another source, that you do not apply for this one-off funding. This will hopefully ensure that the SVRC offer goes to someone who would not have been able to attend the Conference.

Submissions to lewis.debra.d@edumail.vic.gov.au before November 7, 2014 (or ASAP!!!).

The Registration Brochure is available as a pdf or Word docx:
<http://www.spevi.net/spevi/files/2015Registrationbrochurepdf.pdf>

<http://www.spevi.net/spevi/files/Registrationbrochure.docx>

Fellowship of Australian Writers National Literary Awards

Source: <http://writers.asn.au/wp/2014/09/faw-national-literary-awards-open-now-2/>

Students are invited to enter the FAW 2014 National Literary Awards. Students can win cash prizes and recognition for their writing in one of the many prose and poetry award categories for young writers. For example, the FAW Ivy Hart Award for Rhyming Poetry about Peace or the Environment can be entered by primary-aged students for free. There are also award categories for anthologies by individual students and groups of students. Discounts are available for multiple entries. The Awards close on November 30.

Further information and entry forms are on the website.



Program for Students with Disabilities Level 1-6

Source: www.education.vic.gov.au/school/principals/finance/pages/srpref015levels.aspx

Program Description

The Program for Students with Disabilities (PSD) provides a range of supports and initiatives to assist government school students with disabilities.

Schools will be funded for each eligible student with a disability at one of 6 levels, with the index level informed by the responses provided to the Educational Needs Questionnaire.

The six level Students with Disabilities funding model provides resources to provide schools with greater flexibility within their SRP to support students with disabilities. Supports may include:

- Teaching staff
- Specialist staff (e.g. Special Needs Coordinator, occupational therapist, speech pathologists)
- Consultancy or professional development
- Specialist equipment or materials
- Education support staff
- Associated payroll tax and superannuation

PSD resources assist schools to meet their obligations under the Disability Discrimination Act; they do not define or limit the support provided by a school for a student with a disability. It is the responsibility of the school, in consultation with parents/carers/guardians in the Student Support Group, to determine the specific nature of the support required.

Students with Disabilities Rates – 2015

Level 1: \$6,641
 Level 2: \$15,358
 Level 3: \$24,242
 Level 4: \$33,086
 Level 5: \$41,863
 Level 6: \$50,686

Materials in Alternative Format for 2015

Just a quick reminder that it is time to begin tracking down booklists for students' learning materials for next year – if you haven't started already. This is particularly important for students who will participate in 2015 transition programs in the last few weeks of this year and for all students requiring braille. Please get your requests in soon as this will help Production Staff in their planning and production during term 4 and beyond!

Request forms, along with catalogues of audio, braille, etext and large print can be found on the SVRC website: www.svrc.vic.edu.au/Acatalogue.shtml

Skill Power and other PD for 2015

Staff of the SVRC are reviewing the provision of professional development for Visiting Teachers and staff in schools to ensure that we are able to meet the needs as effectively as possible.

If you'd like to offer feedback or suggestions, or present a session, please be in touch with Deb Lewis: lewis.debra.d@edumail.vic.gov.au

Tricks to Learning Braille in your Teen Years or Later

Reflection by Denise Robinson: www.yourtechvision.com/content/tricks-learning-braille-your-teen-years-or-later

I use this one particular method repeatedly because it serves me so well. Well, it actually serves my students well. Especially those who lose their sight later: Later is later than 3rd grade. You just need to employ different strategies to achieve the same goals.

One small example. A student came to me during the summer to gain Braille skills. He had been low vision trying to “do Braille” but poor vision gives poor speed. He had learned most of the alphabet and a handful of contractions, but could not read Braille at all and had a difficult time remembering how to braille in general. I told him to close his eyes and feel...his fingers tuned in as his poor vision tuned out. I had him place his fingers over top of mine as I placed my hands on the Braille sheet of words. I slowly moved my hands in the “butterfly” motion, which I call it, because your hands glide together across, split a few words in, and the right hand finishes the sentence and the left hand begins the next in a smooth floating motion...just like a butterfly. I increased the speed so he could feel the gentle and easy movement across the page. He had no idea it was that easy.

I told him he would be reading Braille by the end of summer if he would commit at least an hour, but I asked for 2 hours a day...Ok, I know in my head, what teenage boy is going to read for 2 hours a day in the summer, or really ever?...but I put it out there. I know with even a minimal amount of effort he can do it with the next method I use.

He first begins with brailing. He only brailles about himself. His life. What he likes or does not like. I have him braille 3-4 rows of the exact same words in a sentence, using all contractions. He first tells me the sentences he wants to use. I pick out all the contracted words and have him braille these first, over and over until his fingers start to flow. Then I have him braille the sentences. Example. I like to fish. (he will braille that for 3-4 rows--sometimes more depending on the ability of the child’s learning patterns). Next row. I like to fish with my dad.

I have him use 11 x 11 paper, so really, only those 2 sentences fit on a page. He takes out what he has just brailled and positions his hands on the braille paper. At first, I need to help him read the page. However, by the second reading he can do it almost independently. Before he goes home for the day, he has his braille sheets to practice for the next couple of days along with flash cards of brailled words that he had difficulty with in reading.

There are a couple things going on here. I need him to get the flow of his hands reading well so he cannot be struggling with reading the braille. That is where we get all those bad habits from; scrubbing the braille, flying fingers, 1 handed reading. The reading must be easy at first and if it is about the person, they remember. With the constant repetition of the words, he begins picking up the feel of the contraction and the word and flows through the page.

By the end of the summer, as in 2 months, he was reading Braille at 32 words per minute and he only practiced reading about 3 hours a week. On his final day of testing his skills, I asked him, “Are you surprised at how fast you can read Braille?” Very matter of fact, he said “No, you told me I could, so I expected it.”

When he went back to his school, he emailed me and told me his teacher was very impressed with his braille reading ability, both ability to read it, but read it with a beautiful 2 handed flow.

Ed: You’ll find heaps of other useful resources on Denise’s website: www.yourtechvision.com/

KNFB Reader: Access to Print through Scanning & Voice Technology via iPhone

Source: For Your Info, September 2014

In the late 1970s, the Kurzweil reading machine pioneering the technology to scan a printed page and turn it into synthesised speech was on sale for around \$50,000. Today, we have an iPhone app, so much more efficient and easy to use for just \$129. The KNFB Reader was released on September 18 and quickly users have mastered its functionality.

This iPhone app has been highly anticipated in the blindness and low vision community and it is finally here. It is packed full of features, all of which are designed to help blind users get the best possible result when scanning documents.

The app providers claim that it will allow users to work with virtually any type of printed text, including mail, receipts and menus to name a few. Once an image of a document has been captured, the KNFB Reader recognises the words and reads them aloud.

[Read more on the KNFB Reader website.](#)

“Stop Here” App

Thanks to Laura Hunt and the Guide Dogs Victoria team for information about this nifty app.

Stop Here uses the location of your smart device to provide push alerts to let you know when your public transport stop is approaching. Developed by Metro Trains Melbourne, Stop Here is compatible with iPhone, Android and Windows devices and is available for free.

Watch the witty little promotional video where you'll also find links for the download:

<http://stophereapp.com/>

Paths to Literacy: 138 Apps for Early Learning

The Paths to Literacy website lists a range of apps which can promote early learning for young children who are blind or visually impaired, including those who are deaf-blind or who have multiple disabilities. The list features apps which may assist young children to develop basic cognitive skills including cause & effect, matching, eye-hand coordination, encouragement of vocalization, and response to sensory input. These apps have been used with young children especially those with additional needs, or have been chosen because the visual component is very clear and/or the auditory/sound aspects are of high quality and clear. Many of these apps are particularly appropriate for children with CVI (Cortical Visual Impairment).

Visit: www.pathstoliteracy.org/apps-early-learning-blind-visually-impaired-deafblind#main-content

Optical Zoom Telescope for iPad

This compact telescope is specially designed for iPad. With this telescope, you can zoom to focus on distant objects clearly. This can be used with a stand to work as a distance video magnifier allowing students to see what is on the board. These scopes are very reasonably priced and really make a difference in getting a clear picture with enlargement

More information about the 8x Optical Zoom Telescope for iPad at:

www.iaccessblog.com/8x-optical-zoom-telescope-with-case-for-ipad/



What Do Skilled Learners Do Differently?

Source: <http://www.opencolleges.edu.au/informed/features/25-things-skilled-learners-do-differently/#ixzz3HaYY7b5e>

1. Skilled learners think about their own learning.
2. Skilled learners ask more questions.
3. Skilled learners are process-oriented.
4. Skilled learners can often find their own way, without guidance.
5. Skilled learners always keep the big picture in mind.
6. Skilled learners frequently try new things.
7. Skilled learners make mistakes work for them, not against them.
8. Skilled learners are interested in improving their memory.
9. Skilled learners keep learning.
10. Skilled learners process the same concept in multiple ways.
11. Skilled learners teach others.
12. Skilled learners use previous learning to promote new learning.
13. Skilled learners can turn knowledge into competence.
14. Skilled learners look up answers rather than struggle to remember.
15. Skilled learners are good observers.
16. Skilled learners use testing to boost their own learning.
17. Skilled learners cultivate curiosity.
18. Skilled learners work to understand.
19. Skilled learners know how to live with uncertainty.
20. Skilled learners make knowledge their own.
21. Skilled learners appreciate different perspectives.
22. Skilled learners share what they've learned.
23. Skilled learners can explain what they know in ways that make sense to others.
24. Skilled learners have clear objectives.
25. Skilled learners gather information from a variety of sources.

NAPLAN Online

Source: The Age, 31 October 2014: <http://m.theage.com.au/national/education/naplan-numeracy-and-literacy-tests-to-be-online-in-2017-20141031-11ezyg.html>

Schools will be able to choose to sit NAPLAN tests online in 2017 and the use of pen and paper for the national numeracy and literacy tests will be completely phased out by 2019, after education ministers agreed on the roll-out of interactive testing today. All state and territory governments agreed to make online NAPLAN trials available to schools in 2016 but most schools will not do the tests online until 2017.

The federal education minister Christopher Pyne last week announced \$24.7 million in new funding for the technology needed for schools to conduct the national literacy and numeracy tests over the internet.

Testing NAPLAN online would ensure a faster turnaround of results for teachers and parents as well as delivering tailored exams to suit different student levels. One of the main criticisms of NAPLAN, which tests all students in years 3, 5, 7 and 9, has been that the results are released too late in the school year to be used as a diagnostic tool for students. It is understood online testing in 2017 would be voluntary for those schools prepared with the technology and there would be a three year roll-out phase to ensure all schools across the country can do the interactive online tests by 2019.

SPEVI Bear Continues his Victorian Adventures!

From Maree Matthews, Principal Insight Education Centre

During the last week of term 3, Insight played host to a very special visitor. SPEVI Bear came to see what we were up to and what we do. He joined the Insight students in many activities throughout the week. On the first day, SPEVI Bear was given an Insight school uniform to wear during his orientation week.

On Tuesday, SPEVI Bear accompanied the students to the local library, where he helped them select some audio books and DVDs to borrow, and listened to a story. The students loved showing SPEVI Bear around the library, and taking him to their favourite sections.



Shopping for groceries from our local supermarket was great fun, as the students and SPEVI Bear searched for items on their shopping list.

Community lunch was a real treat, as SPEVI Bear lent a paw to help the students prepare a meal of 'bangers and mash', followed by a juicy fruit kebab.

SPEVI Bear also joined in on our social development program called *Circle*



Time, listening attentively to what all the students had to say.

The week at Insight ended for SPEVI Bear when Laura from Guide Dogs came and collected him. Thank you SPEVI Bear for sharing life at Insight... we already miss you!

SPEVI Bear is the mascot for the South Pacific Educators in Vision Impairment (SPEVI) Inc. biennial conference. SPEVI acts as the professional body in matters pertaining to the education and support of children and young people who are blind or have low vision within the South Pacific region. This includes children and young people who are deaf-blind and those with vision and additional disabilities. (<http://www.spevi.net/spevi/about.php>)

Ed: The SVRC is offering sponsorship for a parent of a student in a government school and a DEECD VT to attend the upcoming SPEVI Conference in Melbourne. For further information about the conference and sponsorship, please see page 2 or speak to your VT.

Teaching Sighted Children About Braille: You've Got Braille!

Here's a great resource for teaching sighted children about braille – using the Arthur books characters! Visit: <http://pbskids.org/arthur/print/braille/>



Living Life to the Full

Article by Dianne Simpson, reprinted from the VTS newsletter, Linked Up

In our role as Visiting Teachers we support students with a range of physical/health, vision and hearing impairments. We are fortunate to work with a range of exceptional people: students, teachers, allied professionals and parents, both in primary and secondary settings.

In my capacity as a Visiting Teacher for the physical/health/vision impaired I have been able to work with three siblings, from a family of six children, who are testimony to the success that they have achieved both at school and in the lives that they continue to lead.

James, Georgia and Harrison are three inspirational young people, with whom I have had the pleasure of supporting as their Visiting Teacher, over the last seven years. They all have Albinism, a condition characterised by a loss of pigment to the hair, skin and eyes causing reduced distance and near vision, sensitivity to light and glare and visual fatigue. So much to cope with! But with strong family and school support, self-determination and hard fought independence this hasn't stopped them from living life to the full!

While at Williamstown North PS and then Williamstown HS, they all played a variety of sports, in and out of school: swimming, football, cricket, tennis, baseball, boxing, athletics, calisthenics, basketball and netball – the list is exhausting! They rode their bikes to and from school and participated in all that was available to all students. Always enterprising, Georgia and Harrison both applied for part-time work while in year 11 and have continued to successfully combine this with school, university and outside activities.

Working in partnership with the school and family is an integral part of establishing a successful outcome for students, and for James, Georgia and Harrison this has involved: providing professional information regarding albinism and the related educational implications, recommending professional learning at the DEECD Statewide Vision Resource Centre, facilitating access to the curriculum with specific accommodations, applying for special exam provision, monitoring and evaluating academic progress and social/emotional well-being, developing self-advocacy skills, introducing and reinforcing skills, such as touch typing, recommending and trialling a range of technology equipment and writing submissions through the DEECD Equipment Grants Program and/or National Partnership Program, liaising with medical specialists, writing support letters to other organisations and linking up with Guide Dogs Victoria.

James has nearly completed his Mechanical Engineering Degree (Honours) at RMIT, and during his course he was awarded an international scholarship at Continental Reifen in Germany, working in research and development. He set off, not knowing the language or culture, but lived independently and had an amazing year! Georgia is studying for a double degree at Latrobe University in Arts & Accounting. She then intends to do her Dip.Ed. to become a secondary teacher. Harrison who is in VCE 11 is majoring in maths and sciences and hasn't yet decided what he wants to do.

As Visiting Teachers we have many demands upon us, with the added obstacles placed in our way as we drive from school to school. This is so worthwhile when we know that we have contributed to the educational outcomes of all students.

It is extremely rewarding to see James, Georgia and Harrison achieve their potential as successful and confident young people and ready to move on to the next phase in their lives.

Round Table: Call for Papers

Theme: Dynamics of information access – Current and future contexts and designs

When: Saturday 2nd to Tuesday 5th May 2015

Where: Adelaide, South Australia

Closing date for submission of Abstracts: Friday 28 November 2014

Video: Who Wants to be a Human Guide?

From former VT student, Cassie, who writes:

I am currently a student in the Kickstart Transition Programme at the Blind and Low Vision Education Network New Zealand (BLENNZ) campus in Auckland. I, along with the five other students in the programme this year, were set the challenge of creating a short film to promote correct human guiding techniques. As a group, we came up with issues that we come across when out and about. Then, we wrote, acted, filmed and edited the film ourselves. The film was released on 15 October, White Cane Day. Visit: www.youtube.com/watch?v=REMrpIw_PTo

Donations for Kenyan Blind Schools

Rory Fraser, Visiting Teacher from NEVR will be travelling to Kenya later this year and hopes to take a range of low tech equipment to support students with vision impairments in schools. He's looking for donations of abacus, slate & stylus, canes and other low tech equipment. Contact Rory via email: fraser.rory.r@edumail.vic.gov.au

Vacancy for Braille Music Teacher at SSP

The Teacher of Music and Braille Music position is currently being advertised. It is a three-year position, advertised on Recruitment Online as Position 1006578.

Student News

- Last weekend a number of students played Blind Cricket on the MCG! Organised by Blind Cricket Australia, the game was played during the lunch break of the Victorian Bush Rangers versus the NSW SpeedBlitz Blues in the Bupa Sheffield Shield Match. **Thanh** (pictured) was one of the lucky participants!



Staff News

- Congratulations to **Kara Williams**, VT in the Geelong area, on the birth of her daughter Leni Belle!
- **Theresa Le** of Keilor Downs College has recently completed the SVRC Braille Correspondence Course. Congratulations!

Finally

Editors, Deb Lewis and Lyn Robinson would like to thank everyone for their contribution to this issue of The Bulletin, and in particular Odette Budge, Jordie Howell, Jane Jensen, Garry Stinchcombe and Emily White.

If you would like to contribute to The Bulletin please email svrc@svrc.vic.edu.au

To read The Bulletin online visit: www.svrc.vic.edu.au/Abulletin.shtml



Department of Education and
Early Childhood Development



Statewide Vision Resource Centre

presents

Educational Support for Blind Students

When: Monday 9 February 2015 from 9.00am to 3.30pm
(Registration from 8.30am)

Where: Statewide Vision Resource Centre
370 Springvale Rd Donvale

Parking: Lower carpark – next door at the Donvale Sports Complex

For: Class and subject teachers, integration teachers and aides, therapists, family members and visiting teachers

8.45	Registration
9.00	Seeing with our Fingers – staff of the SVRC
10.30	Living Braille – Garry Stinchcombe, Support Skills Co-ordinator, SVRC
11.00	Morning Tea
11.20	Getting Around: Orientation and Mobility – staff of Guide Dogs Victoria
11.50	Success in the Primary and Secondary School – staff of the SVRC
12.30	Lunch (includes optional tour of the SVRC) – please speak to a staff member
1.15	Braille Under the Microscope: Panel Discussion (so please bring your questions)
1.45	TBA
2.15	If I Do It Right They Won't Need Me Any More! – Geoff Bowen, Psychologist, SVRC
3.30	Close

Cost: \$66.00 including GST (maximum onsite participants: 60)
Visiting Teachers or family members \$22.00

Payment includes a light lunch (please bring your own fruit)
\$55.00 for participation via video conference

Registration is essential: by Monday 2 February

For further details or for an invoice: phone 9841 0242 or email pd@svrc.vic.edu.au



Department of Education and
Early Childhood Development



Statewide Vision Resource Centre

presents

Educational Support for Students with Low Vision

When: Monday 23 February 2015 from 9.00am to 3.30pm **OR**

Tuesday 24 February 2015 from 9.00am to 3.30pm

(Registration from 8.30am)

Where: Statewide Vision Resource Centre
370 Springvale Rd Donvale

Parking: Lower carpark – next door at the Donvale Sports Complex

For: Class and subject teachers, integration teachers and aides, therapists, family members and visiting teachers

8.30	Registration
9.00	Low Vision: What's it like? – Staff of the SVRC, Staff of Guide Dogs Victoria & Robert Aaltonen, CEO
10.30	Morning Tea
11.00	About Vision – Marion Blazé, SVRC
11.20	Strategies to Support the Student with Low Vision in the Classroom – Sam Oxley, Visiting Teacher, North-Eastern Victoria Region
12.20	Success in the Primary and Secondary Setting – Staff of SVRC
12.50	iPad Accessibility for Low Vision Users – Staff of SVRC
1.10	Lunch (includes optional tour of the SVRC or VCE Special Arrangements – please indicate your interest during Registration)
1.50	Technology in the Classroom – Staff of SVRC
2.10	The Vision Impaired Student in Your Classroom – Individual, Social and Family Perspectives – Geoff Bowen, Psychologist, SVRC
3.10	Let's Hear It from the Students Themselves... (Includes Q & A)
3.30	Close

Cost: \$66.00 including GST (maximum onsite participants: 60)

Visiting Teachers or family members \$22.00

Payment includes a light lunch (please bring your own fruit)

\$55.00 for participation via video conference

Registration is essential: by Thursday 16 February

For further details or for an invoice: phone 9841 0242 or email pd@svrc.vic.edu.au



Department of Education and
Early Childhood Development



Statewide Vision Resource Centre

presents

Professional Learning Day

for new and newish Visiting Teachers

Monday 2 March 2015 from 9.30am

New Visiting teachers are invited to an orientation day at the Statewide Vision Resource Centre. Apart from the chance to meet the staff of the SVRC, look around at the resources, borrow items and discuss students on their “round”, the program will also include:

- **Procedures** - The role of the Statewide Vision Resource Centre in support of your visiting teacher work
- **Processes** – Educational Vision Assessment Clinic, eligibility, nature of support, professional learning days, referrals (eg orientation and mobility, low vision services), funding, resources – what and how to request, VCE
- **The eye & vision impairment**
- **References** – and useful websites
- **The ‘Expanded Core Curriculum’** for students with vision impairments
- **Learning media assessment** - How should my student be reading and writing?

Cost: Free

Lunch: If you’d like to purchase lunch, it can be ordered through the Heatherwood School Trade Kitchen during the morning.

Registration is essential: by 23 February – email pd@svrc.vic.edu.au

Statewide Vision Resource Centre

presents

Educational Support for Vision Impaired Students with Additional Impairments

When: Monday 4 May 2015 from 9.00am to 3.30pm (Registration from 8.30am)

Where: Statewide Vision Resource Centre, 370 Springvale Rd Donvale

Parking: Lower carpark – next door at the Donvale Sports Complex

For: Teachers, aides/assistants, therapists, family members and Visiting Teachers

8.30	Registration
9.00	Simulation of a Vision Impairment – Staff of SVRC and Guide Dogs Victoria
10.15	Vision Impairment – What is it? How do we assess it? – Marion Blazé, SVRC
10.45	Morning Tea
11.10	Cortical Vision Impairment – Annette Godfrey-Magee and Geoff Bowen, SVRC
12.00	Encouraging Movement, Independent Travel and Participation in PE – Emily White, SVRC
12.30	Lunch – A light lunch will be provided
1.00	Strategies to Support Students in the Classroom – Helen Caldwell, Visiting Teacher, North-Eastern Victoria Region
1.40	iPad for Students with Vision and Additional Impairments – Lyn Robinson, SVRC
2.10	The SVRC – How Can We Help? – Staff of the SVRC
2.30	Challenging Behaviours – Geoff Bowen, Psychologist, SVRC
3.30	Close

Cost: \$66.00 including GST (maximum onsite participants: 60)

Visiting Teachers or family members \$22.00

Payment includes a light lunch (please bring your own fruit)

\$55.00 for participation via video conference

Registration is essential – by Monday 27 April

For further details or for an invoice: phone 9841 0242 or email pd@svrc.vic.edu.au

Statewide Vision Resource Centre

presents

SVRC Skill Power Program

The Statewide Vision Resource Centre conducts a program of hands-on workshops during the year for class and subject teachers, integration teachers and aides, therapists, family members and visiting teachers.

The workshops are conducted by staff of the SVRC and/or by staff of partner organisations who are specialists in a particular item of technology and/or other area of the Expanded Core Curriculum.

The following sessions generally appear in the annual program:

- Braille Maths & Tactual Graphicacy
- Braille Music
- BrailleNote
- Computer without the Mouse
- Duxbury Translation
- Electronic Magnification Units
- iPad
- JAWS
- MAGic
- NVDA
- Ozzie Dots
- Pearl & OpenBook
- Setting up the Computer for LV Users
- Victor Reader
- Vision Impairments eg Albinism
- ZoomText

If you cannot find what you are looking for, please request a session!

Where: Statewide Vision Resource Centre, 370 Springvale Rd Donvale

Parking: Lower carpark – next door at the Donvale Sports Complex

Cost: There is generally no charge for these workshops

BYO: your laptop with the software loaded OR the item of technology

Also BYO: lunch or you may be able to order from the Heatherwood Trade Kitchen on the day

Please let us know that you are coming – occasionally the program is cancelled at short notice and we'd like to make sure that you know:
email pd@svrc.vic.edu.au

To see the annual PD program: www.svrc.vic.edu.au/PLPAnnual.shtml

Getting to the SVRC

Parking

There is no parking available at the Statewide Vision Resource Centre or Heatherwood School. Please park **in the lower carpark** behind the Donvale Sports Centre - the building beside (to the north) of the SVRC. You can then walk through the double gates and the Statewide Vision Resource Centre is to the left.

Public Transport: Bus and train

The nearest and most accessible train station is Nunawading. Trains on the Belgrave and Lilydale lines run through this station. A bus also runs from Box Hill Central which also has good train access.

The Statewide Vision Resource Centre is serviced by **3 bus routes**.

- 902 Smart Bus, Chelsea to Airport West
- 271 Box Hill to Ringwood
- 273 Nunawading to The Pines

The 902 and 273 both leave from the Nunawading station. It is only an 8 minute trip to the SVRC.

