



Australian Government

PSPLAN006 Research the development of educational and social conditions for Australian Deaf communities

Release: 1

PSPLAN006 Research the development of educational and social conditions for Australian Deaf communities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop knowledge of the history of Deaf communities, deaf education, and welfare, social and political organisations in Australia.

This knowledge contributes to an understanding of issues facing Deaf people and their communities in the present. It underpins culturally appropriate and sensitive interactions with the Deaf community when conversing in Auslan.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Languages other than English - Auslan

Elements and Performance Criteria

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Research the development of Deaf education in Australia.

- 1.1. Collect information about Deaf people in early colonial Australia, their lives, education and participation in the community.
- 1.2. Source information on the establishment of Deaf schools in Australia.
- 1.3. Source information on the main methods of teaching and communication used in Deaf education during Australian history.
- 1.4. Identify key points of debates on deaf education and the resultant changes from the establishment of schools until the present.

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| 2. Analyse the political and social organisation of the Australian Deaf community. | 2.1. Research the establishment of welfare, social and advocacy organisations of and for Deaf people during Australian history. |
| | 2.2. Identify important issues that have engaged Deaf communities and how Deaf people defended and promoted their rights. |
| | 2.3. Use knowledge to enhance culturally appropriate and sensitive interactions with the Deaf community. |

Foundation Skills

FOUNDATION SKILLS

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	interpret and analyse unfamiliar and complex information.
Writing skills to:	produce notes, summarise and record information in documents such as information sheets, portfolios and files.
Communication skills to:	- ask open and closed probe questions and actively listen to clarify information from others - articulate and debate conceptual ideas.
Self-management skills to:	critically analyse information and formulate positions on matters of opinion.
Technology skills to:	use a computer, keyboard and the Internet to search for information.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guide -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623>

Assessment Requirements for PSPLAN006 Research the development of educational and social conditions for Australian Deaf communities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- complete a research project using information from at least three different sources to identify and explore issues of significance in the history of Australian Deaf education and social progression of Deaf people
- complete a written, verbal or Auslan signed report which covers:
 - two diverse types of Deaf schools and their teaching methods
 - an overview of two diverse debates about the provision of education to the Deaf
 - how teaching methods have changed from early establishment of schools until the present
 - the establishment of two welfare, social or advocacy organisations of and for Deaf people, their initial purpose and how this has changed over time
 - two significant issues, not related to education, that have engaged Deaf communities and ways in which Deaf people have addressed those issues in Australian history.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- examples of deaf people living and working in early colonial Australia and an overview of their working and social lives, including:
 - Deaf convicts
 - early Deaf free settlers
 - Deaf people born in Australia
- types of Deaf schools established in Australia and their main methods of teaching, at an overview level:
 - early schools supported by charity
 - large state schools for the Deaf
 - Catholic and other private schools for the Deaf
 - cued speech schools
 - inclusion programs within mainstream schools
 - oralism

- auditory-verbal therapy
- use of sign language
- signed English
- total communication
- bilingual education
- key points about changes in Deaf education from early establishment of schools until the present:
 - shift towards oralism
 - shift towards mainstreaming of Deaf students
 - closure of Deaf schools
- key points of debates that have surrounded deaf education in Australia:
 - influence of religion
 - dominance of spoken languages
 - employment of Deaf teachers
 - effectiveness of teaching methods
 - benefits of mainstream compared to specialised education programs
 - role and delivery of early education programs
 - empowerment of Deaf people linked to quality of education
- key features and roles of welfare, social and advocacy organisations of and for Deaf people in Australian history:
 - Deaf societies
 - Deaf clubs and sporting groups
 - Deaf associations or groups formed for advocacy purposes
- significant issues that have engaged Deaf communities and ways in which Deaf people have addressed those issues in Australian history, at an overview level:
 - technology including the development of hearing and other aids and Cochlear implants
 - recognition of signed languages
 - equity of access to services for legal assistance, education, training and interpreting
 - legal rights and equity of access to contracts, property ownership and marriage
 - Deaf people's participation in service planning and delivery
 - Deaf people's access to and participation in professional work
 - government policy, funding and support services.

Assessment Conditions

Assessment must ensure use of computers and the Internet to search for information.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit PSPLAN012 Converse in Auslan at a proficient user level or demonstrate competency equivalent to that unit, and provide evidence of at least five years' experience in interacting with the Deaf community.

Links

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