



# Proposal for Access to ITE for Deaf and Hard of Hearing People

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On behalf of the Education Partnership  
Group

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# Our case:

- Need for fluent ISL-users;
- Need for Deaf role models;
- Provision of staff to Deaf educational settings *not* general mainstream environments.

# Barriers:

- Gaeilge.
- Fitness to practice.
  - “ears, nose, throat or any voice disorders? e.g. deafness, tinnitus, voice weakness/voice projection difficulties, recurring laryngitis” (Medmark, No Year).

# Our proposal:

- Replacing the Gaeilge requirement with an ISL requirement.
  - ISL on the curriculum.
  - Interim - Centre for Deaf Studies.
- Establish a B.Ed ISL Entry Route (Pilot).
  - Core modules taught with general B.Ed programme with supports.
  - Deaf-specific modules delivered in tandem with the Centre for Deaf Studies, Trinity College Dublin.
  - Some Deaf-specific modules as electives for mainstream B.Ed students.
- It is available online [here](#)

# Benefits of a congregated setting:

- facilitates peer learning;
- facilitates further development of ISL competency;
- improved social interaction between D/HH students;
- allow for modules relevant to deaf education to be taught;
- allows pooling of resources.

# Issues arising

- Teaching Practice?
- Employment?
- Mainstream employment?
- Legal issues?
- Registration?
- Student numbers?
- Hearing students?

# EPG Report Complete

## 1. Circulate EPG

- CHOICE
- DES – Teacher Education Section
- The Teaching Council
- NCCA
- NCSE
- AHEAD
- HEA

## 2. Meeting – role identification

1. ISL replacement of Irish Teaching Council & DES
2. Identify College of Education CDS & CHOICE
3. Wording of restricted status Teaching Council & DES
4. Funding CoE, CDS, HEA
5. ISL on second level curriculum NCCA

## ISL on second level curriculum

1. Set up working group NCCA
2. Design syllabus NCCA
3. Train teachers CDS/CoE
4. Advertise programme or by NCCA
5. Register teachers Teaching Council
6. Employ teachers School BoM
7. Deliver programme ISL Teachers

## 3. Prepare and establish B.Ed. ISL Entry Route Pilot Programme CDS & CoE

1. Design syllabus
2. Establish derogation process
3. Recruit students
4. Consider literacy and numeracy testing

### 4. Student intake

1. Assess ISL CDS
2. Process applicants CAO

### 5. Programme accreditation

1. Fulfil university accreditation CoE
2. Fulfil Teaching Council accreditation CoE

## 6. Programme delivery

## 7. Programme evaluation

1. Conduct interim evaluation CoE
2. Conduct full evaluation CoE & HEA

## 8. Decide on future of programme

Thank you for your attention.

Questions?