



**National Plan for the
Education of Deaf and
Hearing Impaired
Children and Young
People in Aotearoa/New
Zealand.**

September 2005
Second revised version

Deaf Education Aotearoa New Zealand

Table of Contents

Part 1	Introduction	3
	National Plan.....	3
	Rationale.....	4
	Summary of historical development.....	5
	The need for change – Strategic Issues.....	6
Part 2	Child and young person population and resource.....	9
Part 3	Summary of principles.....	20
Part 4	Principles and Goals.....	23
	Glossary	37
	Acknowledgements.....	38

PART 1 INTRODUCTION

1.1 Introduction

- a) This *National Plan for the Education of Deaf and Hearing Impaired Children and young people in Aotearoa/New Zealand* has been developed by Deaf Education Aotearoa New Zealand (DEANZ) both to ensure that the needs of children and young people are addressed as specified in Special Education 2000, and to meet a long-held need for greater national cohesion, equity and accountability in the services provided.
- b) In August 1993 the SEPIT (Special Education Policy Implementation Team) report identified the need for a nationally coordinated system for children and young people who were deaf or hearing impaired. That report was a result of consultation nationally with parents and parent groups, the Deaf and hearing impaired community, specialist educators and other professionals.
- c) In the period since the SEPIT report many representative groups have presented submissions in response to the various government special education initiatives to progress towards a nationally coordinated system. In 1994 the Deaf and hearing impaired Education Access Forum was established. The Forum held a symposium where representatives from all interested parties met to discuss issues about the education of deaf and hearing impaired children. The Forum continues to meet twice a year and has proved to be a valuable opportunity for face to face discussions between groups who have an interest in improving the services for deaf and hearing impaired children.
- d) The development and implementation of the government's policy, Special Education 2000, offered fresh opportunities to advance the interests of deaf and hearing impaired children and young people that were supported by all parties.
- e) Deaf Education Aotearoa New Zealand (DEANZ) was established by the Ministry of Education as a charitable trust to act in partnership to advance the education interests of the deaf and hearing impaired children and young people.
- f) DEANZ's vision is to ensure that every child who is deaf and hearing impaired in New Zealand receives an equitable, quality and effective education. In 2002, DEANZ accepted responsibility for the coordination of the Deaf Education Access Forum.

1.2 The National Plan

- a) The National Plan sets out the shared aspirations of the groups who have contributed to it. This document:
 - outlines a philosophy;
 - analyses the make-up of the population of deaf and hearing impaired students;

and defines a set of principles and goals those groups wish to achieve.

- b) This Plan embraces the philosophy that education is a life-long and seamless process.
- c) The government's policy for tertiary education has not yet been defined within the parameters of Special Education 2000. As it was envisaged that the National Plan is to become part of Special Education 2000, the application of the National Plan to the tertiary sector has not been included in this initial document. That application will be addressed following the development of the relevant government policy.
- d) The National Plan was reviewed in 2003 and again in 2005 by Deaf Education Aotearoa New Zealand (DEANZ) in conjunction with the Deaf Education Access Forum.

1.3 Rationale

- a) The National Plan is child-centred and founded on the desire and belief that deaf and hearing impaired children and young people have the same right to access education as their hearing peers. If they are to receive the education that is their right, additional resourcing is vital to meet their learning requirements. Resources, in the form of specialist professional and support staff, will be available to those children and young people. Ongoing attention will be given to high standards of training and professional development for staff at all levels.
- b) Parents are the prime educators of children and should be supported at all stages of their child's development. Parents must be involved in the decision making process. Service delivery should be equitable and cohesive and be based on the needs of families. All families have the right to be fully informed and to have access to all services and options including New Zealand Sign Language. In recognition of the diverse needs of deaf and hearing impaired children and their families it is important that they have the opportunity to come to terms with and accept their child's hearing loss, and to meet others with a hearing loss. A range of education settings should be available and families given adequate information about these settings to enable them to make informed decisions about satisfying the educational needs of their children.
- c) The value of the partnership with and the involvement of Deaf and hearing impaired people is acknowledged. These groups have experienced first hand the impact of being deaf and hearing impaired in receiving education services. Deaf and hearing impaired people are also well placed to act as role models, consultants and educators for others.
- d) The National Plan emphasises the need for a range of communication modes to be available in education of deaf and hearing impaired children and young people. The National Plan supports the use of NZSL and written and spoken

English.

- e) Effective early intervention programmes are critical for young deaf and hearing impaired children in order for language, communication and cognitive development to take place. Without language and communication skills the young deaf or hearing impaired children will not have equal access to the education available to their hearing peers. Resourcing for young children and their families is of high priority.
- f) The rights of Maori as Tangata Whenua and the principles of the Treaty of Waitangi, as the foundation for the development of education on a bicultural basis, must be recognised.

1.4 Summary of historical development

- a) The education of the Deaf and Hearing impaired children here in New Zealand and internationally has undergone many philosophical changes. New Zealand established the first Government funded school in the world at Sumner, in Christchurch, in 1880. This was the same year as the Milan Congress, which recommended that the use of sign language in deaf education be abolished. Since the establishment of this school New Zealand largely followed the oral philosophy.
- b) In the 1960s the Babbige Committee in the United States and the Lewis Committee in the United Kingdom produced reports which questioned the continued use of oral-only approaches in the light of the poor educational attainment of deaf children.
- c) New Zealand responded to the re-examination of the oral only approach by introducing the Total Communication philosophy in 1979. Total Communication and its associated practices were introduced to further support the language development of deaf children. The use of Signed English within Total Communication was controversial. Signed English was developed as a manual code for English and was used within deaf education. New Zealand initially adopted the Australian Signed English Dictionary. A joint New Zealand and Australian initiative developed and expanded this to become the Australasian Signed English Dictionary.
- d) Over time it was acknowledged that New Zealand Sign Language, as used by the New Zealand Deaf community, is a natural language that provides natural communication and cognitive development. The recognition of New Zealand Sign Language as a community language in 1992, and responses prompted by a question in Parliament in 1993, led to New Zealand Sign Language being recognised as a language for deaf children. However the inclusion of New Zealand Sign Language in the education of deaf and hearing impaired children has created a demand for new resources, skills, and personnel. The funding structures and service delivery options have not yet developed to meet the new demands. A bill recognising New Zealand Sign Language as the third official language of New Zealand is due to be passed by in 2006.

- e) The concept of bilingual/bicultural (BiBi) education developed through the 1990s and bilingual/bicultural classes were established. Bilingual/bicultural programmes ensure children learn through both sign language and English. Children develop skills to function in both the deaf and hearing communities.
- f) Technological developments have also had an impact on the education of deaf and hearing impaired children. Hearing aids have improved dramatically and cochlear implants and FM technology are now also available. Such technological advances are seen as 'aids' to learning speech and language when coupled with appropriate aural/oral, including auditory/verbal, programmes.

1.5 The Need for Change

- a) For many years the overall level of resourcing available to assist deaf and hearing impaired children and young people has been inadequate and applied inconsistently and inequitably throughout New Zealand.
- b) The government began a programme to reform the administration of education in 1987. By 1989 the reform of education structures had led to a fragmentation of services and service delivery for the deaf. The high number of service providers, which included Deaf Education Centres ('Centres'), schools and Specialist Education Services (SES), saw the emergence of inconsistent, inequitable and weakly coordinated services.
- c) This National Plan has sought to establish an agreed framework and consultative structure to ensure that services to all deaf and hearing impaired children and young people will be nationally integrated and equitable. The Plan is reviewed from time to time to ensure it is current.
- d) In 2002 members of the sector attending the Deaf Education Access Forum under the coordination of an independent facilitator identified the vision for deaf education in New Zealand as:
 - a) Vision: Deaf and hearing impaired children and young people to be educated within a nationally effective, equitable and cohesive service.
 - b) All agreed on three key issues:
 1. Early
 2. Coordinated
 3. Effective
 - c) Children with mild to moderate hearing losses can differ from those with severe and profound hearing losses. It is fundamental that families, schools and the children themselves understand the full implications of their hearing loss from a holistic perspective; there must also be recognition of the variations amongst children with provision of appropriate resources.

- d) Classroom and Preschool learning environments must be acoustically appropriate for deaf and hearing impaired children to access the best quality auditory signal. Research and recommendations are now available to guide building design in educational settings to facilitate this. Classroom construction will follow the Ministry of Education's Health and Safety Code of Practice for State Schools (1993) and include the acoustical recommendations in the Design Standards Guidelines. Better outcomes will be achieved if these are implemented.
- e) The Sensory Stocktake (2002) was commissioned by the Ministries of Health and Education to provide a Stocktake of the issues related to children and young people with sensory impairments.
- f) Project Hiedi (Hearing Impairment – Early Detection and Intervention) was established in 2002 to continue the work of the Newborn Hearing Screening Consultative Group and other groups and individuals working in partnership with government for the establishment of a nationally coordinated newborn hearing screening and early intervention programme. At present New Zealand's average age of detection was 45.3 months in 2004 for those with moderate or greater losses, much higher than the internationally recommended age of three months. With coordinated newborn hearing screening coupled with early intervention, children with permanent congenital hearing loss will have the best start in life.
Project Hiedi presented a case for a national newborn hearing screening and early intervention programme for New Zealand "Improving outcomes for children with permanent congenital hearing impairment" to Government officials in 2004
- g) The New Zealand Disability Strategy (April 2001) from the Minister of Disability Issues is a government led strategy which intends to 'make a world of difference - to eliminate the barriers where they exist for disabled people. The third objective is: Provide the best education for disabled people.
- h) In May 2003 the Government presented a policy statement on the Education Priorities for New Zealand which drew together existing strategies to set out the key goals and priorities driving the Government's work to improve educational outcomes. The Ministry of Education's Statement of Intent devotes a chapter to each of these outcomes and articulates the outcomes, goals and priorities for the next 5 years. The three key outcomes are:
 - a. Effective teaching
 - b. Engagement of families and communities
 - c. Quality providers
- i) The Special Education Policy Guidelines were reviewed in 2005. The Guidelines state the principles which provide the basis for Special Education 2000.

- j) The Universal Newborn Hearing Screening Advisory Group was then established for a fixed term in 2005 to advise the Minister of Health on whether a new universal newborn hearing screening programme should be introduced, and if so, what that programme might look like. The Advisory Group was led by Dr Pat Tuohy, Chief Adviser Well Child New Zealand, and includes members from a range of community groups associated with newborn children and those in deaf related fields.

- k) In 2002 DEANZ developed a proposal to pull together a group of stakeholders including parents, deaf, professionals and service providers to find ways to implement the Principles of the National Plan. This group, known as the Service Design Group (SDG) produced a Service Matrix which outlines the services and outcomes required at each level (early childhood, primary and high school levels) with the desired educational outcomes for each level. The Service Matrix was 'approved' by the sector during the September 2003 Deaf Education Access Forum.

A Strategic Plan was then prepared which outlined the issues within the sector. It also suggested a series of activities to look into implementing the Service Matrix. In October 2004 the Strategic Plan was presented to Hon. Marian Hobbs, the then Associate Minister for Special Education, and representatives from the offices of Hon. Annette King, Minister for Health and Hon. Ruth Dyson, Minister for Disability Issues. Priorities for action under the strategic plan are early intervention services and national coordination of services.

Ministers have acknowledged the importance of the Ministries of Health and Education working together in responding to the strategic plan, and that they work with the sector on this.

- l) As result of the 2003 review of cochlear implant services changes were recommended. The region covered by the already established Southern Hearing Charitable Trust was expanded to include all of the van Asch Deaf Education Centre catchment (South Island and lower North Island). The Northern Cochlear Implant Trust was established to give coverage to the upper half of the North Island from 1 July 2005.

- m) The Advance Centre was established in 2004 to assist with the provision of services to deaf students attending tertiary institutions throughout Auckland. It is expected that in the long term, these services will be available to other tertiary institutes throughout New Zealand.

PART 2 – CHILD AND YOUNG PERSON POPULATION AND RESOURCES

INTRODUCTION

1. This section reports on:
 - a. The population of deaf and hearing impaired children and young people
 - b. The number of specialist educators identified in the data
 - c. Other features of the resources currently available
2. Contributors to the census of the population of deaf and hearing impaired children and young people include the National Audiology Centre, Project Hiedi, Group Special Education Advisers on Deaf Children (AODC), Kelston and van Asch Deaf Education Centres and The Hearing House.
3. There were issues with data collection. A number of factors influence the reliability of the available data as in the education sector there is no national system or criteria at present. There has been, over time, significant efforts made to present accurate data.
4. Efforts to establish a coherent systematic and longitudinal data collection and recording system are underway as DEANZ is contracted to develop a national database.
5. The data presented in this section should be taken as broadly indicative.

DATA FROM HEALTH SECTOR

New Zealand Deafness Notification Database - National Audiology Centre January – December 2004

Of the 331 notifications 155 met the criteria for inclusion on this database.

Notification Criteria

Children under 18 years with congenital hearing losses or any hearing loss not remediable by medial or surgical means, and which require hearing aids and/or surgical intervention. They must have an average bilateral hearing loss (over four audiometric frequencies 500-4000Hz), greater than 26dB in the better ear)

Not included are those with:

- Slight loss (<26dB)
- Unilateral loss
- Acquired hearing loss
- Those born overseas

Degree of Hearing Loss

Following the statistics provided by the National Audiology Centre, the estimation of the degree of hearing loss as proportions of the total diagnoses is as follows:

Degree	Percentage
Mild 26-40dB	59
Moderate 41-65dB	29
Severe 66-90dB	7
Profound >95dB	5
Total	100

Table 1

Age of Identification of Hearing Loss

Year	Average (Mo)	Median (mo)	Interquartile range (between 25% and 75%)
2004	45.3	42	19-65
2003	46.1	41.5	16-69
2002	35.1	30	15-58

Table 2

Identification of hearing loss at birth

Table 3 below shows the number of children born in each District Health Board region in 2004.

Newborn Hearing Screening programmes overseas in countries similar to New Zealand have found a prevalence rate of 2-3 per thousand children born with significant permanent hearing loss. This table shows how many children who could be expected to be detected by a Newborn Hearing Screening Programme in each District Health Board each year.

Using the rate of 3 per 1000 is possible to estimate the number of children that educational and audiological services will have on their caseloads in the 0-17 age range. We can also compare this predicted data with the actual statistics that are available. It is interesting to see the close correlation between the two sets of data. It is likely that using a 3 per 1000 figure some acquired losses will be included. This is explored further in Table 6.

Identification of hearing loss at birth

	Maori	P.I.	Other	Total	Children 2 per 1000	Children 3 per 1000	Estimated number of children 0-17 (calculated as 3 per 1000)
Northland	1164	36	887	2087	4	6	102
Waitemata	1346	899	4892	7137	14	21	357
Auckland	828	1290	4180	6298	13	19	323
Counties Manakau	2264	2413	3246	7923	16	24	408
Waikato	1977	157	2822	4956	10	15	255
Lakes	928	44	687	1659	3	5	85
Bay of Plenty	1251	65	1447	2763	6	8	136
Tairāwhiti	498	24	238	760	2	2	34
Hawkes Bay	983	127	1087	2197	4	7	119
Taranaki	449	22	865	1336	3	4	68
Midcentral	729	78	1272	2079	4	6	102
Whanganui	390	16	409	815	2	2	34
Capital & Coast	700	429	2564	3693	7	11	187
Hutt Valley	631	248	1152	2031	4	6	102
Wairarapa	159	14	349	522	1	2	34
Nelson Marlborough	316	47	1260	1623	3	5	85
West Coast	71	0	328	399	1	1	17
Canterbury	1067	227	4768	6062	12	18	306
South Canterbury	86	8	475	569	1	2	34
Otago	313	64	1644	2021	4	6	102
Southland	316	32	1089	1437	3	4	68
Overseas and undefined	54	105	197	356	1	1	17
Total	16520	6345	35858	58723	118	175	2975

Table 3

Using the data from Table 1 & 3 we can estimate the numbers of children born with the various degrees of hearing loss each year (Table 4) and then extrapolate this to the total sector (Table 5). The percentage of those with differing hearing losses varies slightly from year to year.

Degree of Hearing Loss

	2 per 1000	3 per 1000
Mild	70	103
Moderate	34	51
Severe	8	12
Profound	6	9
Total	118	175

Table 4

Total Population Estimates

	2 per 1000	3 per 1000
Mild	1190	1751
Moderate	578	867
Severe	136	204
Profound	120	153
Total	2006	2975

Table 5

Health estimates verses education reported data

Age Groups	Estimated (based on 175 children per year)	1999		2003		2005	
		Nat	Plan	Nat	Plan	Nat	Plan
0-2	525	?		?		?	
3-5	350	199		210		258	
5-17	2100	1991		2135		2531	
Total	2975	2190		2345		2789	

Table 6

If we divide these estimated total figures into age bands we can then compare them with the education sector data. The data shows remarkable consistency between estimated data and figures obtained within the education sector. There is less than 200 difference (186) or 7% difference between reported and estimated figures.

DATA FROM THE DEAF EDUCATION SECTOR**Children and young people population – census 2005**

The table below sets out a results of the census of children and young people receiving services carried out in mid 2005. This was compiled as a snapshot exercise where Advisers on Deaf Children and the Deaf Education Centres were invited to submit information on the children and young people in their location.

EC	Early Childhood. Children aged 0-5 years
High Needs	School aged children and young people who have been verified as having ongoing high needs under the Ongoing Reviewable Resourcing Scheme (ORRS).
Very High Needs	School aged children and young people who have been verified as having ongoing very high needs under the ORRS scheme.
Moderate: Ongoing Needs	School aged children and young people who are not verified under the ORRS scheme and receive ongoing support services as required.
Moderate: Assessment only	School aged children and young people who are not verified under the ORRS scheme and receive assessment or other services as required.

Children and young people population – census 2005

AREA	EC	HIGH NEEDS	VERY HIGH NEEDS	MODERATE NEEDS	TOTAL
Tai Tokerau	8	15	8	105	136
Auckland Central	16	14	0	137	167
Auck North Shore	14	7	4	86	111
Auck North West	5	4	0	45	54
Auckland West	19	21	3	106	149
KDEC		59	74	18	151
Manukau	39	22	5	214	280
Waikato	25	36	17	169	247
Bay of Plenty East	11	11	7	65	94
Bay of Plenty West	7	3	2	71	83
Gisborne East Coast	7	2	3	39	51
Central Hawkes Bay	8	6	8	51	73
Central - Palmerston Nth	19	22	11	119	171
Taranaki/Wanganui	6	16	6	88	116
Hutt Wairapapa	13	17	3	118	151
Wellington	8	8	13	98	127
Nelson/Malb/Westland	14	19	7	95	135
Canterbury	33	34	30	226	323
VADEC		23	8	1	32
Otago	2	15	7	45	69
Southland	4	8	4	53	69
Total	258	362	220	1949	2789

Table 7

Notes:

1. This census data is likely to be most accurate in the Early Intervention, High Need and Very High Need categories. The lack of consistent criteria means that there are variations between regions in the census information collected in the non verified categories.
2. No Early Childhood children appear in this census as being on the rolls of Kelston and van Asch Deaf Education Centres because they had already been included in the Early Childhood figures for the respective region.
3. A breakdown of the figures according to the boundaries as identified through the Deaf Education Centres show in Table 8.

Breakdown by Deaf Education Centre regions

DEC Region	Total	Percentage
Auckland Northland	1048	37.5
Waikato Bay of Plenty	424	15.2
Central	689	24.7
South	628	22.5

Table 8

Table 9 shows data if the country is divided according to the Ministry of Education's boundaries:

Breakdown by Ministry of Education regions

MOE/GSE Region	Total	Percentage
Northern	1048	37.5
Central North	548	19.8
Central South	565	20.2
Southern	628	22.5

Table 9

4. The greater Auckland region alone has 32.6% of New Zealand's deaf and hearing impaired children and young people
5. Since 1999 when the first census took place there has been an increase of 599 children and young people included in the figures (22%). For the same time period the New Zealand population increased by 7%.
6. The current number (2789) is closer to the figure of 2975 as estimated using the prevalence data as mentioned previously. The close correlation between estimated data and actual data is worth noting. Because of the late age of diagnosis in New Zealand not all preschoolers will be identified even in the 3-5 year age group at present.
7. Other reasons for the increase maybe accounted for by the circumstances in 1999 where there was a change in policy, and a number of children and young people were seen by GSE personnel other than Advisers on Deaf Children at

the time. It was also suggested that those with mild and unilateral losses are now being fitted with hearing aids more frequently than in the past.

8. Regions showing a significant increase of more than 50 children and young people since 1999 include Tai Tokerau (51), Auckland North West (113), Manukau (55), Waikato (52), and Canterbury (145).
9. Regions with a decrease in numbers include Bay of Plenty West (34) and Wellington (41). Both of these regions have lacked audiological services for some years.

Ethnicity

Ethnicity	Deafness Database 2004 (%)	NZ Population 2001 Census Those under 19 (%)
NZ European	42	64.1
Maori	39	19.5
Pacific Island	16	8.9
Asian	3	6.7

Table 10

10. The table shows the ethnicity of children identified to the Deafness Detection Database in 2004 and compares this with the 2001 New Zealand Census Data. In Education, there are no statistics available to show the ethnic composition of all the children captured in the snapshot.
11. The proportion of Maori and Pacific Island children and young people with a hearing loss (55%) is very high when compared with the fact they only form 28.4% of the population.

Deaf and hearing impaired/Blind

12. The Vision Education Agency Database identifies 20 children and young people as Deafblind. This figure is though to be understated as many identified as having multiple disabilities rather than Deafblind or low vision.

Children and Young People serviced by Teachers of the Deaf

Children and young people Visited by Resource Teachers	EC	High Need	Very High Need	Moderate/Non ORRS	Total
Northland/Auckland	35	48	18	117	218
Waikato/Bay of Plenty	8	48	12	58	126
KDEC		59	74	18	151
Central	27	48	32	80	187
VADEC		23	8	1	32
South	17	50	44	46	157
Total	87	276	188	320	871

Table 11

*** includes 7 currently on the waiting list.**

13. The chart shows the total number of children and young people for each ORRS verification status, and in addition, the figure showing how many of those are visited by Teachers of the Deaf either through the Schools for the Deaf or through their Mainstream setting.
14. From the total of 2789 children and young people in Table 7, 834 (30%) access services from the teacher of the deaf. Children under 3 years generally do not receive services from teachers of the deaf.
15. The remaining 70% (1955) are on the caseload of Advisers on Deaf Children with some requiring minimal contact.

Cochlear Implant

16. Those with a cochlear implant form 6.2% of the current population

Children and Young People with Cochlear Implant	Early Childhood	5 years to leaving school	Total
Northern Cochlear Trust	27	64	91
Southern Cochlear Trust	16	66	82
Total	43	130	173

Table 12

Teachers of the Deaf

Teachers	KDEC	VADEC
Base school/class including ORRS teachers	31.59*	11.77
Preschool Teachers	2	2.5
Itinerant/Resource teachers	39.9	56.46
Regional Coordinators	2	2
Total	75.49	81.26

Table 13

*KDEC is required to transfer an additional 3.12 positions to the host schools of the satellite classes.

17. Kelston Deaf Education Centre in Auckland has 151 pupils with 31.59 teachers. Van Asch Deaf Education Centre has 32 pupils and 11.77 teachers.
18. The Preschool/Early Intervention Centres at Kelston and van Asch Deaf Education Centres have 2 and 2.5 teachers respectively.
19. Kelston and Van Asch Deaf Education Centres employ the Resource Teachers of the Deaf in their regions.

Region	Number of students	Number of RTD's
KDEC	333*	39.9
VADEC	334	56.46

Table 14

There are four regions nationally.

20. The Hearing House (a private provider based in Auckland) employs three teachers in their Preschool which is also open for hearing children. The deaf or hearing impaired children are included in the census figures for their respective region. They may be receiving services from other service providers also.
21. There are 24.5 Advisers on Deaf Children employed by the Ministry of Education Group Special Education nationally.

Additional teaching and paraprofessional staff

22. ORRS Scheme staffing: based on the entitlement of verified students in the census it is estimated that there are an additional 80.2 FTTE teachers generated nationally. It is not known how this is used. in addition, it is estimated that there is an additional \$5.28m to purchase teacher aide time and additional services for deaf and hearing impaired children and young people. Some of these services may be required for issues other than the child's hearing loss. Additional funds are provided through the Special Education Grant provided to the child's school to meet the needs of those identified as Moderate needs students.

23. Specialist Resource staff are available through the Deaf Education Centres via their Resource contract. In addition, The Hearing House in Auckland provide services to the Early Childhood sector through private funding to those who chose to use Auditory Verbal Therapy with their child.

Specialist Resource Personnel

Specialist Resource Person	KDEC	VADEC	HH	GSE
Adviser on Deaf Children		1.4		24.5
Audiologist	1	1	1	
Auditory Verbal Therapist		1	4	
Cochlear Audiologist		2	1	
Cochlear Implant Habilitationists		2		
Counsellor/social worker	1	1	1	
Deaf Mentor/Resource Person	1	3		
Educational Interpreters	4	0		
Hearing Aid Technicians	1	1		
Interpreters/Communicators		1		
Educational Psychologists	Contract	0		
Language Assistant	3	0.8		
NZSL Tutors	3	0		
Resource Centre Librarian	1.5	2		
Resource Centre Computer IT	1	1		
Graphic Artist	1	2		
Archivist	.5			
Early Intervention Teacher				As required
Kai Takawaenga				As required
Occupational Therapist				As required
Physiotherapist				As required
Psychologist				As required
Special Education Adviser				If required
Speech Language Therapist				As required
Specialist Resource Teacher Speech (Speech Language Therapists)	1 + contract	2		
Specialist Resource Teacher Literacy		1.8		
Specialist Resource Teacher Visual		1		
Deaf Resource Coordinator - Language		1		
Curriculum Support – speech language		1		
Curriculum Support – literacy		1		

Table 15

24. This does not include staff employed by the health section or through separate contracts

Residential

25. Residential services are available for students from outside the major urban centres to attend the school for deaf in Auckland or Christchurch.

National Plan 2005

	KDEC	VADEC	Total
No. beds available	23	20	43
Occupancy	23	17	40 (93%)

Table 16

PART 3 Summary of Principles

This National Plan sets out the aspirations of those involved in the education of deaf and hearing impaired children and young people. The aspirations are set out as 18 principles in the following section. For each principle a number of goals are set out. It will be the task of the Deaf Education Agency (DEANZ) to meet those aspirations and to work towards the achievement of those goals.

Special Education 2000 is the government policy for achieving an inclusive education system that provides learning opportunities of equal quality to all children and young people. The general principles were documented in Special Education Policy Guidelines, 1995. Those principles form the foundation of this Plan and are set out below.

This section summarises the principles of Special Education 2000 and the principles of the National Plan.

Special Education - Principles

- 1. Learners with special education needs have the same rights, freedoms and responsibilities as people of the same age who do not have special education needs.**
- 2. The primary focus of special education is to meet the individual learning and developmental needs of the learner.**
- 3. All learners with identified special education needs have access to a fair share of the available education resources.**
- 4. Partnership between parents/caregivers and education providers is essential in overcoming barriers to learning.**
- 5. All special education resources are to be used in the most effective and efficient way possible, taking into account parent choice and the needs of the learner.**
- 6. A learner's language and culture comprise a vital context for learning and development and must be taken into consideration in planning programmes.**
- 7. Learners with special education needs will have access to a seamless education from the time that their needs are identified through to post-school options.**

National Plan - Principles

- 1. Deaf children and young people have the same rights and requirements to education as their hearing peers but have distinctive needs.**
- 2. All deaf and hearing impaired children and young people have access to an education which meets their individual needs and will promote their being independent children and young people, and self-determining members of society.**
- 3. An equitable, cohesive, nationally coordinated education service for all deaf and hearing impaired children and young people is provided in a timely manner from birth to the completion of their school years.**
- 4. The education of deaf and hearing impaired children and young people is based on a partnership between children and young people, their families/whanau and those responsible for the provision of services.**
- 5. The education of deaf and hearing impaired children and young people is a collaborative effort shared between regular education and special education.**
- 6. The family is respected and their right to information, choice and empowerment honoured and that right will be acknowledged in programmes, services and resources for their deaf and hearing impaired children.**
- 7. The Deaf community is recognised and respected as a valued partner in the education of deaf and hearing impaired children and young people and in the development of its services. All deaf and hearing impaired children will be able to access New Zealand Sign Language and Deaf Culture. Deaf people are recognised as a natural community of interest and as a cultural resource in relation to deaf and hearing impaired children.**
- 8. The status of Maori as Tangata Whenua, as set out in the Treaty of Waitangi, is reflected in programmes, services and resources for deaf and hearing impaired children and young people.**
- 9. The multicultural nature of New Zealand society is reflected in programmes, services and resources for deaf and hearing impaired children and young people.**
- 10. Deaf and hearing impaired children and young people are identified as early as possible so that they can access specialist services.**
- 11. Comprehensive educational assessment services will be coordinated and presented by specialist personnel who are readily available to children**

and their families. Personnel will have appropriate expertise in assessing the needs of deaf and hearing impaired children and young people and will provide data to determine eligibility for, and the nature of, services.

- 12. All specialist teachers and specialist educators employed in the education of deaf and hearing impaired children and young people are appropriately qualified, competent in communicating with deaf children and young people, undertake ongoing professional development relevant to the needs of the children and young people.**
- 13. All regular classroom teachers and early childhood educators will have knowledge of the nature of hearing loss, acoustics, the basic education needs of deaf and hearing impaired children and young people and awareness of the relevant education services available and how they might be accessed.**
- 14. Deaf and hearing impaired children and young people will have access to the New Zealand Curriculum through the provision of appropriate technological devices such as hearing aids, cochlear implants, FM systems, computers and other assistive devices. Learning environments should be adapted to meet the communication needs of Deaf and hearing impaired children.**
- 15. Access to Te Whaariki and the New Zealand Curriculum is supported by adaptations to the communications environment, teaching and learning approaches, and curriculum where required.**
- 16. The equity and effectiveness of programmes and services for deaf and hearing impaired children and young people is determined through regular monitoring and evaluation.**
- 17. Research initiatives are undertaken to inform current practice, identify future trends and to enhance the body of knowledge in the education of deaf and hearing impaired children and young people.**
- 18. There will be positive collaboration between the Health and Education sector service providers and policy makers.**

PART 4 NATIONAL PLAN PRINCIPLES AND GOALS

PRINCIPLE 1

Deaf children and young people have the same rights and requirements to education as their hearing peers but have distinctive needs.

Goals

1. The goals for deaf children and young people will be the same as those for all other children and young people, that is, the reflection of a holistic, outcomes-based approach to education.
2. The particular needs of deaf children and young people will be recognised appropriately and accommodated so that access to Te Whaariki and the New Zealand Curriculum is guaranteed.
3. Deaf children and young people will have the same rights as their hearing peers to receive the education of their choice which best meets their identified needs.

PRINCIPLE 2

All deaf children and young people have access to an education which meets their individual needs and will promote their being independent children and young people and self-determining members of society.

Goals

1. In order to meet the individual needs of all children and young people and to support parental choice, a range of placement opportunities will be available. This may include a special school for deaf children and young people, special units and classes, and inclusion in regular classes with resource teacher and/or other specialist support.
2. Some residential placements will be available for deaf children and young people.
3. Specialist personnel will be available to ensure that parents/whanau are fully informed of all placement opportunities and to facilitate their decision making.
4. The IP (Individual Plan), IFP (Individual Family Plan) or IEP (Individual Education Plan) will ensure that the child and young person's programme meets that individual's/family's needs. Clear learning goals will be written and the child and young person's progress will be evaluated against these goals.
5. Educational, communication and developmental goals and programmes will

be based on current researched best practice and reflect the assessed and future needs of each child and young person in all areas of Te Whaariki and/or the New Zealand Curriculum.

6. Opportunities will be provided for children and young people of all ages to meet in various social settings with their peers who are deaf. As well, opportunities will be provided for children and young people to have contact with members of the adult Deaf community.
7. Specialist educators of deaf children and young people will communicate effectively using the child and young person's chosen communication mode.
8. Instruction in the New Zealand Curriculum programmes will address the distinctive needs of children and young people and be assisted by specialist educators of deaf children and young people.
9. Service standards will specify practice guidelines and systems to monitor the implementation of these. Service standards will include guidelines on:
 - referral procedures
 - service agreements
 - assessment
 - intervention
 - review/evaluation
 - documentation
 - coordination both internally and externally.
10. Accredited fundholders and alternative service providers will contract for the appropriate education services from service providers who specialise in the education of deaf children and young people.

PRINCIPLE 3

An equitable, cohesive, nationally coordinated education service for all deaf children and young people is provided in a timely manner from birth to the completion of their school years.

Goals

1. Early childhood services that focus on developmental, communication and education needs will be available to deaf children aged from 0 to 5 years throughout New Zealand.
2. There will be planned and coordinated procedures for the educational management of deaf children and young people throughout their early childhood and school years.
3. There will be planned and coordinated procedures for transition periods in the education of the child and young person, i.e., from home to early childhood

centre, starting school, moving from primary to intermediate school, intermediate to secondary and leaving school to participate in the community and/or tertiary education.

4. Collaboration and networking will occur between family/Whanau, Deaf community, service providers, agencies and the communities of interest to ensure the cohesion of services.
5. Guidance services will be available to meet the social and cultural needs of deaf children and young people and their families.
6. The role of specialist personnel will include guidance and support to families and students.
7. Resources will be allocated on the basis of the identified needs of the child and young person and in an equitable manner, irrespective of the location of the child and their family.

PRINCIPLE 4

The education of deaf children and young people is based on a partnership between children and young people, their families/whanau and those responsible for the provision of services.

Goals

1. Policies and procedures will be implemented to ensure the right of all parents to full participation and equal partnership in the education of their children.
2. Parents of deaf children and young people will be acknowledged as their child's prime educator and validation of their knowledge and experience will be evident within the partnership.
3. Partnerships will be developed among children, parents, educators and those responsible for administration that ensure effective communication, mutual respect and the provision of educational services with a child-centred focus.
4. Effective partnership with parents will be evident in all aspects of a child's education, including: identification of education services required; planning and evaluating individual education programmes; decision making; advocating for children and the verification application process for ORRS (the Ongoing Reviewable Resourcing Scheme) referred to by the acronym ORRS.
5. Parents will have access to:
 - regular support in developing communication skills and parenting strategies for their deaf child;
 - regular feedback on their child's progress;
 - all documentation relating to the education of their child;

- all available information which enables them to make informed decisions regarding their child's educational placement and programmes, with the right of final choice in the educational placement of their child;
 - counselling and support for personal issues relating to their child's hearing impairment;
 - other parents of children who are deaf for peer group support; and
 - Deaf adults.
6. Educational resources for parents will be created and disseminated, including the following:
 - information on deafness and hearing impairment together with the implications for the education of their child;
 - information on the full array of communication strategies;
 - information on the full array of educational opportunities;
 - a copy of the *National Plan for the Education of Deaf Children and Young People in Aotearoa/New Zealand*;
 - an explanation of the Individual Education Plan (IEP) process, including sample IEPs for deaf children and young people.
 - Interagency network information
 7. Parents' satisfaction levels with the IEP process and educational services will be regularly sampled and documented.
 8. The New Zealand Federation for Deaf Children, and other parent organisations, will promote increased collaboration among parents, professionals and government agencies in relation to the unique needs of deaf children.
 9. Education programmes for parents will be provided by specialist educators. Parents will contribute to courses for regular and specialist educators.
 10. Programmes will be developed that link experienced parents with families/whanau of newly detected deaf children and young people.
 11. All programmes of professional development, including teacher training, will include modules specific to developing positive relationships with parents of deaf children or young people.
 12. Family-centred conferences will be held which focus on advocacy related to the developmental, communication and educational needs of deaf children and young people.
 13. Parents and families/whanau will be involved in strategies to effect attitudinal and societal change.

PRINCIPLE 5

The education of deaf children and young people is a collaborative effort shared between regular education and special education.

Goals

1. A cooperative relationship will be fostered and maintained between regular educators and specialist educators of deaf children and young people in order to produce the best possible outcomes for children.
2. Specialist educators will work collaboratively with the teachers and hearing peers of deaf children and young people, to create a positive awareness of the implications of deafness and hearing impairment. This will promote the establishment of supportive and facilitative environments for learning.

PRINCIPLE 6

The family is respected and their right to information, choice and empowerment honoured and that right will be acknowledged in programmes, services and resources for their deaf and hearing impaired children.

Goals

1. Services and programmes will be planned and implemented in a manner which respects the values, beliefs and practices of the family.
2. Families will be actively encouraged to explore all options.

PRINCIPLE 7

The Deaf community is recognised and respected as a valued partner in the education of deaf and hearing impaired children and young people and in the development of its services. All deaf and hearing impaired children will be able to access New Zealand Sign Language and Deaf Culture. Deaf people are recognised as a natural community of interest and as a cultural resource in relation to deaf and hearing impaired children.

Goals

1. Partnerships will be developed among children, parents, educators and the Deaf community which ensure effective communication, mutual respect and the provision of educational services with a child-centred focus.
2. Deaf people will increase the understanding of the unique needs of deaf and hearing impaired children and young people through promotion and collaboration with parents, professionals, and government agencies.

3. The involvement of deaf people will be sought in the planning and delivery of programmes, services and resources for deaf and hearing impaired children and young people.
4. Programmes will be developed that link experienced members of the Deaf community with families/whanau of deaf and hearing impaired children and young people.
5. Children and young people will have access to New Zealand Sign Language from a young age. Programmes including the New Zealand Sign Language Curriculum, and personnel will be available for families and students.
6. Children and young people will have access to a nationally developed Deaf Studies Curriculum which will be delivered in a way that reflects a partnership between deaf people and hearing professionals.
7. Deaf Awareness programmes will be available to professionals, families and to the children and young people themselves.
8. Members of the Deaf community will contribute to courses for regular and specialist educators.
9. The Deaf community will be involved in strategies to effect attitudinal and societal change.

PRINCIPLE 8

The status of Maori as Tangata Whenua, as set out in the Treaty of Waitangi, is reflected in programmes, services and resources for deaf and hearing impaired children and young people.

Goals

1. Programmes and services for children and young people will reflect a bicultural awareness and the status of Maori as Tangata Whenua.
2. Service providers will work with Maori, including deaf and hearing impaired Maori, to provide appropriate services and to establish the capacity for specialist services to deaf and hearing impaired children and young people to be provided by Maori.

PRINCIPLE 9

The multicultural nature of New Zealand society is reflected in programmes, services and resources for deaf and hearing impaired children and young people.

Goals

1. Programmes and services for children and young people will reflect the multicultural nature of New Zealand society.

PRINCIPLE 10

Deaf and hearing impaired children and young people are identified as early as possible so that they can access specialist services.

Goals

1. Children and young people who have specialised educational needs because of deafness and hearing impairment will be identified and referred from a variety of sources, upon the approval of parents.
2. The establishment of a National New Born Hearing Screening Programme will be supported.
3. Any referral for developmental, communication and educational services is required to be with parental approval.
4. Parents will have the right to make an independent referral.
5. Children and young people and their families/whanau will be referred to an education provider that includes all communication options within five working days of detection of a hearing impairment throughout the year.
6. Information brochures will be developed for parents whose child has been detected as deaf or hearing impaired.
7. Parents and members of the Deaf community and hearing impaired people who are able to serve as contact persons will be identified.
8. To facilitate the early referral for specialist detection, there is the need to promote awareness of deafness and hearing impairment among all professional groups working with babies, young children and their families.
9. Materials regarding deaf and hearing impairment and referral procedures will be provided to a wide range of professional groups and to the community, including medical practitioners.
10. Specialist educators of deaf and hearing impaired children and young people will work with early intervention teams, other early childhood service providers and schools to develop effective referral systems.
11. Early childhood facilities and schools will have procedures for identifying and referring deaf and hearing impaired children and young people who may require special education. Procedures for responding to a referral from a deaf and hearing impaired ongoing screening programme will also be included.

PRINCIPLE 11

Comprehensive educational assessment services will be coordinated and presented by specialist personnel who are readily available to children and their families. Personnel will have appropriate expertise in assessing the needs of deaf and hearing impaired children and young people and will provide data to determine eligibility for, and the nature of, services.

Goals

1. Where relevant, there will be cooperation between agencies regarding assessment, in order to avoid unnecessary duplication of assessment.
2. Assessment of children and young people will be conducted in collaboration with parents by cross-disciplinary teams of personnel with at least one person having expertise in the education of deaf and hearing impaired children and young people.
3. The assessment will be comprehensive. All variables will be taken into account in the assessment. Assessment will encompass all areas of the curriculum and include communication and audition on a needs basis.
4. The assessed educational needs of deaf and hearing impaired children and young people will form the foundation for the choice of educational placement, developing the IEP, providing appropriate instruction, services, materials and equipment and developing curriculum and implementation strategies to meet those needs.
5. A national resource bank on the assessment of deaf and hearing impaired children and young people will be developed. The resource bank will:
 - contain a bibliography of resources, articles, books and tools addressing assessment issues;
 - identify exemplary assessment models and components and disseminate information describing them; and
 - establish a national list of providers of assessment.
6. Resources and information will be provided to training programmes in related service areas, such as physiotherapy and occupational and speech language therapy in order to facilitate and encourage the use of cross-disciplinary assessments.
7. Deaf and hearing impaired children and young people who are verified within ORRS or identified as having significant needs will be eligible to receive the appropriate education services from specialist educators. This entitlement includes children and young people in the early childhood sector.
8. Application for ORRS verification for deaf and hearing impaired children and

young people will be made collaboratively by parents and regular and specialist educators, in consultation with other relevant to the child and young person's special education needs.

9. An independent panel of appropriately qualified verifiers, appointed and funded by the Ministry of Education will determine those children and young people eligible for ORRS funding. A comprehensive set of criteria for eligibility will be developed and promoted.
10. Deaf and hearing impaired children and young people with on-going moderate needs will be identified and resourced to ensure equal access to the curriculum and the same learning opportunities as their hearing peers. A comprehensive set of criteria for identifying moderate needs children and young people will be developed and promoted.

PRINCIPLE 12

All specialist teachers and specialist educators employed in the education of deaf and hearing impaired children and young people are appropriately qualified, competent in communicating with deaf and hearing impaired children and young people, and undertake ongoing professional development relevant to the needs of the children and young people.

Goals

1. In conjunction with the Ministry of Education, accurate assessment will be made of the number and educational needs of deaf and hearing impaired children and young people to assist the determination of future educator requirements.
2. Accredited tertiary facilities will prepare a sufficient number of specialist educators of deaf and hearing impaired children and young people to meet personnel needs throughout the country. Emphasis will be given to the needs of Maori deaf and hearing impaired and their families for access to trained specialist educators.
3. In respect of accredited tertiary facilities:
 - courses and papers will be developed in a distance education mode to meet the varying circumstances of educators;
 - the number of students enrolled will not be a determining factor when offering courses in the education of deaf and hearing impaired children and young people;
 - training will relate to the unique needs of children and young people who are deaf and hearing impaired and be planned and reviewed in consultation with the community of interest and professional bodies to ensure it covers a full range of skills as required by the student.
 - opportunities will be provided for experienced teachers in regular education to undertake specialist postgraduate training to work with deaf and hearing impaired children and young people.

4. National standards for the training of specialist educators of deaf and hearing impaired students will be developed. These will be implemented by all relevant training providers.
5. Collaborative planning among special education service providers and teacher training providers will be encouraged to establish and provide professional development programmes.
6. An information base will be developed regarding different designs for training programmes and professional development which include, but are not limited to:
 - campus-based courses;
 - support groups;
 - independent study;
 - distance education;
 - mentoring programmes.
7. The following training needs will be addressed through strategic planning and the implementation of appropriate courses, some of which are yet to be established:
 - training of qualified, experienced teachers who wish to specialise in the education of deaf and hearing impaired children and young people;
 - ongoing training of practising specialist educators of deaf and hearing impaired children and young people at post graduate level;
 - training for Note-takers, Educational Interpreters, Teacher Aides, New Zealand Sign Language Tutors, , Auditory-Verbal Therapists, Education Support Workers, Cochlear Habilitationists, Residential Caregivers and Deaf Studies Educators (note, these roles are current)
 - training in New Zealand Sign Language will be available for all those working with deaf and hearing impaired children and young people (parents, teachers, teacher aides, deaf resource tutors and other relevant professionals).
8. Graduates from specialist programmes in the education of deaf and hearing impaired children and young people will be proficient and competent in communicating with and facilitating the learning of deaf and hearing impaired children and young people.
9. The specialist skills required by professionals and support staff working with deaf and hearing impaired children and young people will be recognised in appropriate qualifications by the education sector. The development and recognition of appropriate qualifications will need to be addressed.
10. Educators who are employed in specialist positions will have recognised and appropriate specialist qualifications and expertise in the education of deaf and hearing impaired children and young people.
11. Specialist educators working with early childhood students will have qualifications and expertise in both the education of deaf and hearing impaired children and young people and early childhood education.

12. Specialist educators of deaf and hearing impaired children and young people will have knowledge of current policies and practices in regular education.
13. Appropriate ongoing professional development will be undertaken by all practising educators of deaf and hearing impaired children and young people to ensure that all personnel have a high level of expertise. Such groups include regular class teachers, specialist educators, support staff and therapists. For regular class teachers who have a student who is deaf or hearing impaired placed in their class, training should be immediate and support ongoing.
14. In-service training for specialist educators will be ongoing and include input from visiting overseas professionals as well as regular national and international seminars and conferences. This is to ensure that the specialists educators of deaf and hearing impaired children and young people will benefit from ongoing, professional development and collegial support. Appropriate career and support structures will be fostered to encourage the retention of expertise in deaf education.
15. Professional development opportunities will be available for experienced specialist educators to undertake further full-time studies in the education of deaf and hearing impaired children and young people.
16. Information will be disseminated to practising educators and their employers regarding the importance of, and need for, ongoing professional development in relevant areas of study.
17. Guidelines will be developed covering the following areas of professional development of educators:
 - qualifications;
 - in-service training options, e.g., curriculum development, technology;
 - education of children with multiple special needs;
 - education in early childhood development
 - collegial support;
 - access to national and international conferences.
18. Support staff who are employed will be certificated in the support of the education of deaf and hearing impaired children and young people.

PRINCIPLE 13

All regular classroom teachers and early childhood educators will have knowledge of the nature of hearing loss, acoustics, the basic education needs of deaf and hearing impaired children and young people and awareness of the relevant education services available and how they might be accessed.

Goal

1. A generic special education paper will be included in all pre-service teacher

education with at least one session taken by people with expertise in the education of deaf and hearing impaired children and young people. In addition, the special education needs of children and young people will be an integral component of all teacher education programmes.

PRINCIPLE 14

Deaf and hearing impaired children and young people will have access to the New Zealand Curriculum through the provision of appropriate technological devices such as hearing aids, cochlear implants, FM systems, computers and other assistive devices. Learning environments should be adapted to meet the communication needs of deaf and hearing impaired children.

Goals

1. Technological resources will be provided to meet the assessed need of deaf and hearing impaired children and young people. Technological resources include hearing aids, cochlear implants, FM systems, sound field systems, computers, subtitled videos/DVD, and other communication tools. Health and Education professionals will work together to ensure that children's equipment needs meet both their audiological and educational requirements
2. Comprehensive technology assessments will be provided for children and young people with equipment needs. During this assessment, and in educational support planning and ongoing delivery, it needs to be recognised that technology will not replace human resources in terms of educational support.
3. Learning environments will be designed to facilitate communication. This means providing environments that enable both good visual and good auditory communication. Particular attention needs to be paid to room layout and acoustics and lighting levels
4. Specialist educators of deaf and hearing impaired children and young people will facilitate access to equipment and will ensure that appropriate and timely training is provided in the use of equipment.
5. Specialist educators of deaf and hearing impaired children and young people will maintain knowledge of developments in equipment technology.
6. Specialised equipment will be maintained by the appropriate agencies and staff and equipment should be maintained in good working order by children and families and the staff working with them.

PRINCIPLE 15

Access to Te Whaariki and the New Zealand Curriculum is supported by adaptations to the communications environment, teaching and learning approaches, and curriculum where required.

Goals

1. Facilities and teaching resources will be designed or modified to enhance the provision of instruction and services to meet the distinctive communication and education needs of deaf and hearing impaired children and young people.
2. Adaptations will be made to the learning environment to provide for access for deaf and hearing impaired children and young people. These may include:
 - a modified environment;
 - adapted teaching and learning approaches; and
 - the use of interpreters or other personnel

PRINCIPLE 16

The equity and effectiveness of programmes and services for deaf and hearing impaired children and young people is determined through regular monitoring and evaluation.

Goals

1. There will be standards and reporting procedures set for service delivery that will ensure children and young people receive a quality education in a cost effective manner.
2. The equitable allocation and distribution of resources to children and young people and their families will be monitored and reported upon.

PRINCIPLE 17

Research initiatives are undertaken to inform current practice, identify future trends and to enhance the body of knowledge in the education of deaf and hearing impaired children and young people.

Goals

1. Research in the provision of specialist services for deaf and hearing impaired children and young people, including tertiary training, will be carried out.
2. Evaluative research on current programmes and practice, methods of service delivery, teacher preparation programmes and curriculum will be undertaken.

3. Research will be carried out to assess and cost the educational needs of deaf and hearing impaired children and young people.
4. Materials to increase professional knowledge and practices will be disseminated. This will offset the high cost of working in a low incidence population. Dissemination activities include journal articles, conference presentations, marketing efforts, and in-service workshops for educators of deaf and hearing impaired children and young people.
5. There will be liaison with tertiary institutions and/or other agencies conducting research to encourage research into aspects of deaf and hearing impaired education.

PRINCIPLE 18

There will be positive collaboration between the Health and Education sector service providers and policy makers.

1. The roles of both the health and education sectors will be clear.
2. At policy levels, those responsible for service provision to the deaf and hearing impaired will collaborate and formulate complimentary policies
3. Health and educational professionals will communicate and consider all the information to ensure seamless services for the best outcome for the child or young person.
4. Educators will work to enable equitable access to paediatric and educational Audiological services is available to all deaf and hearing impaired children and young people according to a regular best practice schedule.
5. Each sector will inform the other of recent research or developments to ensure that both sectors are aware of recent developments.

Glossary

This Glossary sets out the meanings used in this report for a number of words and phrases. Some of these words and phrases have particular meanings for the Transition Working Group and the Deaf community.

Deaf	In acceptance of the contested nature of the constitution of the term 'deaf' the Group adopted a working definition of deaf that stated : in this document deaf and hearing impaired learners includes those with a range of hearing loss from mild to profound and to those with additional needs.
Deaf community	a group of people who identify themselves as being deaf and those who share the same cultural values.
Deaf culture	The shared and lived interests, language, history, values, art, traditions, life experiences and attitudes of deaf people which make up a way of life.
deaf and hearing impaired	this term is used to include those with a range of hearing loss from mild to profound and including those with additional needs.
Deaf Plus	Children who are deaf and have other disabilities.
New Zealand Sign Language	The natural or native language of the New Zealand Deaf community.
ORRS	Is used to refer to the Ongoing Reviewable Resourcing Scheme
Parents	Includes caregivers and other legal guardians.
Specialist Educators	Teachers or other professionals who work with deaf or hearing impaired learners including: <ul style="list-style-type: none">• Advisers of Deaf Children• Auditory-Verbal Therapists• Deaf Resource Tutors• Educational Interpreters• Education Support Workers• Interpreters• Language Assistants• Speech Language Therapists• Teacher Aides• Teachers of the Deaf

People who participated in the Transition Working Party as representatives or as substitutes.

*Alan Bensley	NZ Federation for Deaf Children
James Brodie	Specialist Education Services
*Rose Cameron	Adviser on Deaf Children Assoc NZ
Brian Coffey	Specialist Education Services
Tony Davies	Ministry of Education, latterly SES
Judi Devine	NZ Federation for Deaf Children
Christine Druce	Ministry of Education
*Brent Egerton	School Trustees Association
Fiona Fitzpatrick	Ministry of Education
Lynella Furby	Teacher of the Deaf
Fraser Gibbs	Ministry of Education
Shelley Harrison	Ministry of Education
Michael Heeney	Teacher of the Deaf
*Hilary McCormack	Deaf Association NZ
*Carole Hicks	NZEI
Sally Jackson	Ministry of Education
Millie Knox	Adviser on Deaf Children
Linda Little	Ministry of Education
Brent Macpherson	Deaf Association NZ
Sabine Muller	NZ Federation for Deaf Children
*Rachel Noble	Deaf Association NZ
Leslie Phillips	Primary School Principal
Neil Pouwels	Adviser on Deaf Children
Keith Scott	NZPPTA
*Eileen Smith	Kelston Deaf Education Centre
*Margaret Trotter	van Asch Deaf Education Centre
Isabel Williams	NZ Federation for Deaf Children
Janet Wilson	Teacher of the Deaf
*Ken Wilson	WEB Research
John Woods	Advisers on Deaf Children Assoc NZ

*Denotes member of the Small Working Group

During the year the following changes were made to membership of the Small Working Group.

- *Warren Williams replaced Alan Bensley
- *Margaret Cooper replaced Sabine Muller
- *Karen Wibley replaced Carole Hicks

*Ian Cocks replaced Margaret Trotter

Members of the 2005 Review Team

Julia McCully	Adviser on Deaf Children Assoc NZ
Sabine Muller	NZ Federation for Deaf Children
Rachel Noble	DEANZ
Barbara O'Neill	DEANZ
Adrian Tiopira	DEANZ
Oriole Wilson	Audiologist