

## **Considerations for hearing impaired prospective students at the Faculty of Education**

### **Entrance requirements**

All prospective students must sit a literacy and numeracy test as well as take part in an interview. Will you require assistance to complete these requirements? You may also bring a support person with you to the interview.

If you have previously completed a learning assessment that found your hearing loss affects your writing, you are eligible for extra time to complete the tests.

### **What is “reasonable accommodation”?**

As you study toward your teaching degree, Student Disability Services will endeavour to provide you with the support you need, including captioning assistance, speech language support, and note-takers. These supports are also available while you are on practicum.

### **Have you spoken to someone about career planning?**

All teachers need to consider their own safety and the safety of the children they teach. A Student Disability Services Careers Adviser can meet with you to discuss what you need to consider before embarking on a teaching career.

### **How will you communicate with hearing children?**

While you may intend to ultimately teach hearing impaired children, at some stage throughout your training you will be placed in a mainstream classroom. You will need to consider your classroom management style including:

- How will you ensure your students are safely working to tasks you set?
- How will you encourage children to communicate with you in a manner that suits everyone in the classroom?
- How will you ensure that you have received and understood all spoken conversations?
- What are some alternate ways that you could conduct running records?

There are myriad challenges that may arise, but there are many solutions available. You will need to be creative and proactive.

### **What are your communication needs?**

You will need to consider captioning, sign language, your own ability to read faces, and the needs of your students, teaching peers and your lecturers.

### **Expectations**

A successful relationship is based on mutual respect. Student Disability Services expects students to give plenty of notice for any captioning or note-taker requirements, to communicate regularly about your needs, and to attend all lectures. In turn, we will do our utmost to ensure you have access to all the supports and services necessary to help you achieve at University.

### **Practicum arrangements**

It is common practice to arrange a meeting among yourself, the Disability Coordinator and the Practicum Coordinator to discuss support options and classroom management. Student Disability Services can also arrange a "buddy" to attend triadic assessments with you.

### **Discrimination**

What are your rights when it comes to discrimination? Where can you go confidentially for help and advice? There are a range of options. A good starting point is the SDS Disability Coordinator, who can offer confidential advice and support. However, if you prefer, you can contact the National Foundation for the Deaf. The contact details for several organisations are listed below:

- Student Disability Services [www.disability.auckland.ac.nz](http://www.disability.auckland.ac.nz)
- National Foundation for the Deaf [www.nfd.org.nz](http://www.nfd.org.nz)
- New Zealand Teachers Council [www.teacherscouncil.govt.nz](http://www.teacherscouncil.govt.nz)

For more information about Student Disability Services at the Faculty of Education:

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