



# INTRODUCTION

- Martine Monksfield: QToD, Deaf bilingual, have a cochlear implant from the age of 19 years old, currently working as an Advisory Teacher of the Deaf for Haringey and Enfield.
- President role beginning March 19<sup>th</sup> for 2 years. BATOD is a professional organisation that supports its members. Not a union or campaign group.

# BATOD: BRITISH ASSOCIATION OF TEACHERS OF THE DEAF



- We will cover;
- History of Deaf Education in the UK
- CRIDE 2019 statistics
- BATOD Survey Jan 2021
- d/Deaf Teachers of the Deaf

# HISTORY OF DEAF EDUCATION

Deaf education has experienced many developments and changes since 1960;

- 1) New-born screening for deafness leading to much earlier identification
- 2) Technological developments of hearing aids including cochlear implants, digital aids, FM systems, Bone Conducting Hearing Implants (formerly known as BAHAs)
- 3) Many more deaf pupils being educated in mainstream school
- 4) Higher expectations of educational attainment



# HISTORY OF DEAF EDUCATION IN THE UK

- In the 1960s the oral approach to deaf education was dominant. Signing was frowned upon and there was no formal use of signing in schools, although in many schools for the deaf there was some informal use.
- Great stress was placed on the importance of teaching speech and language – at the expense of content of lessons
- Sign language or British Sign Language (BSL) only became officially part of the education provision for deaf pupils in the UK in the early 1990s.



# HISTORY OF DEAF EDUCATION CONTINUED...

- Throughout the early 1970s, early research (Stuckless and Birch, 1966, Meadow, 1968) had compared deaf children of deaf parents who grew up with signs and deaf children of hearing parents who grew up with spoken communication. The deaf children of deaf parents did better on a number of assessments including reading, arithmetic and spoken language although there was no significant difference in tests of speech and lip reading.
- However, such studies were open to criticism (Quigley, 1968, Moores, McIntyre and Weiss 1972) because of the difficulty of matching the children and their families to make comparisons valid. As is apparent, none of these studies can be seen as conclusive because of differences in sampling and controlling factors other than the use of sign or fingerspelling. Nevertheless they indicated that there could be some advantage in signs and/or fingerspelling and at very least it did no harm.
- Two significant meetings were held in the mid-1970s in the UK to discuss language and communication in the education of deaf children by the BDA and the RNID



# HISTORY OF DEAF EDUCATION CONTINUED....

In the 1980s though, the possibility of using full sign language in education was being discussed. This came about for a number of reasons

- 1) *The recognition of sign languages as full languages with all the properties of language.*
- 2) *The use of BSL increased in a number of areas beyond education.*
- 3) *Poor attainments under the oral approach in education.*
- 4) *Success of deaf children of deaf parents.*
- 5) *Changing ideas of bilingualism in general*

# HISTORY OF DEAF EDUCATION CONTINUED...

- **Natural Aural Group (NAG):** At the same time, greater understanding of how hearing children learn to talk led some Teachers of the Deaf to begin to develop approaches that incorporated aspects of this understanding into their teaching. The widespread use of video recorders made it easier for teachers and parents to track deaf children's language development.
- In 1981, a group of Teachers of the Deaf and course providers met and formed the **Natural Aural Group (NAG)** . The name reflects the emphasis placed on following the way that parents interact with young (hearing) children to promote their language development, hence 'natural' and the stress on listening, hence 'aural'. **Natural auralism developed as a teaching approach used with deaf children.**
- **Cued Speech**
- **Auditory Verbal Therapy**



# HISTORY OF DEAF EDUCATION CONTINUED...

- **In 2007, Sign bilingual education was re-defined as:** *A sign bilingual child is one who uses two or more languages in their daily life, at least one of which is a sign language. Sign bilingual education is an approach to the education of deaf children which, in the UK, uses BSL and English (Swanwick and Gregory, 2007)*
- **A move away from spoken language;** when sign bilingualism (80s/90s) was introduced in some areas there was no attempt to teach or encourage spoken language – the term ‘bilingual’ referred to the use of BSL and the written version of English rather than spoken. In the early days the sign bilingual approach grew in popularity and spread to a number schools and resourced bases.
- **BSL recognised by the UK Government in March 2003:** New tools for the assessment of children’s expressive and receptive BSL skills were developed. There was greater acceptance and recognition of the role of BSL in schools as evidenced by the number of hearing teachers who joined BSL classes and the increasing number of well qualified deaf professionals working in education.

# HISTORY OF DEAF EDUCATION CONTINUED...

Issues emerged with the practice of sign bilingual education;

- 1) Sign language vocabulary.
- 2) Literacy.
- 3) Training of staff.
- 4) Sign language and parents.
- 5) The role of Sign Supported English (SSE).

- The need for a BSL Act in England, like Scotland (2015) and Wales (recently agreed at Senedd in February 2021!) ?

Source: <https://www.batod.org.uk/information-category/history-of-deaf-education/>



## CURRENTLY...

- **Inclusion:** within education, an emphasis on “inclusive” practice grew and increasing numbers of schools for deaf children were closed.
- **Technology:** there were significant changes for deaf children themselves; technological advances including the internet and email, social networks, mobile phones etc. including subtitling on television. There were also technologies directly affecting access to sound such as digital hearing aids and FM systems. However, the major development influencing educational practice has been cochlear implants. They were introduced in the UK at about the same time as bilingual education was developing in the early 1990s.
- **Bilingualism:** while cochlear implants mean that there are many more deaf children who communicate using speech. Deaf young people who have implants and also sign tend to be more flexible in their approach to communication and talk about the communication needs of the situation rather than particular language practices (Wheeler et al., 2007).

# CRIDE (2019)



- Data still being collated for 2020 so am using 2019 responses
- There are at least 53,954 deaf children across the UK
- 78% of school-aged deaf children attend mainstream schools. 6% attend mainstream schools with resource provisions, 3% attend special schools for deaf children whilst 12% attend special schools not specifically for deaf children.
- 22% of deaf children are recorded as having some form of additional or special need.
- 64% of severely or profoundly deaf children communicate using spoken English or Welsh only in school or other education settings. 9% use British or Irish Sign Language. 22% use sign language alongside spoken English or Welsh.
- 50% of Teachers of the Deaf are due to retire in the next 10 to 15 years.
- There are 295 resource provisions across the UK.

Source: <https://www.ndcs.org.uk/media/6550/cride-2019-uk-wide-report-final.pdf>

# BATOD SURVEY 2020 DURING COVID



- BATOD carried out two surveys to assess how ToDs were managing in lockdown; the most recent survey can be found here, <https://www.batod.org.uk/wp-content/uploads/2021/02/BATOD-Members-Survey-Summary-February-2021.pdf>

As a result of the latest survey BATOD has identified areas to take forward;

- **Support for the profession**
- **Technology**
- **Support to ToDs in training through mentoring**
- **Positive developments**
- **Outcomes**

# DEAF TEACHERS



- Founded by Martine Monksfield and Dani Sive in June 2013, initially formed to provide a support network for d/Deaf ToDs.
- DToD closed group on Facebook formed 2015, a safe space for deaf teachers to share information, ideas and support. Minimum entry requirements are; 1) trainee teacher 2) d/Deaf 3) not a BSL teacher. Search for d/Deaf teachers on Facebook.
- Committee set up November 2016. Current Chair is Clare Nelder
- Twitter: @dDeafToD and Instagram: @dDeafToD



Created by James Merry, a deaf graphic designer.

# THAT'S ALL FOLKS!

- If you want to contact me....
- Email: [martinemonksfield@hotmail.com](mailto:martinemonksfield@hotmail.com)
- Twitter: martinemonks

