



Supported by

Welcome to 2014

Here we are well into 2014. This year we are experimenting with sending our newsletter electronically. Let us know how you feel about this. Our first big news is the launch of our

"All In" E-learning modules

Check these out for FREE on our website www.disability.net.au

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Affordable Video Production & Duplication Services

Challenge Multimedia provides low cost professional video production and editing duplication and associated services

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Ph: 9916 5834 or email michael.christofas@yooralla.com.au

Challenge Multimedia is a Yooralla enterprise that supports people with disabilities...



Modules include:

- Working with people who are deaf or hard of hearing
- Working with people who are blind or have low vision
- Working with people with physical disability
- Working with people with short term memory loss
- Working with people with speech impairment
- Critical incident management
- Pre course interviewing



Still photograph from "Working with People with Short Term Memory Loss"

What you get:

- Short video on each of the topics listed above
- Self-assessment questions
- Further information

Some Legal Requirements for Adult Educators



Legislation exists both federally and in the States to protect people from discrimination based on disability. The Federal Disability Discrimination Act and each of the State Acts aim to protect people with disabilities from discriminatory treatment in a range of areas including education, employment, and access to services, facilities and public areas.

The Disability Discrimination Act 1992 (DDA)

The Federal Disability Discrimination Act 1992 (DDA) provides protection for everyone in Australia against discrimination based on discrimination.

Discrimination

If a person believes that they are being discriminated against on the basis of their disability they may make a complaint under the DDA of direct discrimination, indirect discrimination or harassment.

Disability discrimination is unlawful in the areas of education; employment; accommodation; goods, services and facilities; clubs and associations; and commonwealth laws and programs.

Case Studies

1. Anna informs her teacher at her cookery class that she has been in contact with a person with TB. Her teacher says she can no longer attend the class. Anna has been discriminated against.

2. Carl is refused entry into a food store with his assistance dog. This is direct discrimination.

3. A local kindergarten states that children who are not nappy free should not attend. This is indirect discrimination against children with developmental delay.

4. Don uses a wheelchair and would like to join a Bridge Club. However the clubroom has no wheelchair access. Don is being indirectly discriminated against.

Complaints made under the DDA are handled by the Australian Human Rights Commission, formerly Human Rights and Equal Opportunity Commission.

Disability Standards for Education 2005

The Disability Standards (Section 31) of the DDA apply to all education providers including ACE providers.

The Standards are an integral part of the DDA and specify how education and training are to be made accessible to people with disabilities. They cover standards for:

- enrolment
- participation
- curriculum development, accreditation and delivery
- student support
- harassment and victimization.

What the Standards say:

- People with disability should be able to enrol and participate in the same way that any other student may
- They should have access to the same curriculum
- They should be taught and assessed at the same level as other students
- They should have the same supports as other students
- They should be free from harassment and victimization.

Case study

Sabine, who has vision impairment, wants to enrol in a computer class. The teacher is worried that Sabine may not be able to see the computer screen. However, under the Education Standards, Sabine must be enrolled in the class and it is up to the provider to find adjustments to make sure that Sabine is taught the same curriculum, can participate and is assessed as others are. This may require something as simple as adjusting the screen to large print options, or it might require screen reading software.

Terminology

Some terms within the legislation may need explanation:

Reasonable adjustment

Providers are asked under the Education Standards to make “reasonable adjustment” to enable students to be fully included. Reasonable adjustments could include:

- Large print texts
- Adaptive hardware such as trackballs on a computer
- Screen reading software
- Learning support.

Case Study

Ahmed would like to study accountancy at his local community centre. However he has dyslexia and finds writing difficult. His education provider has offered to provide him with a video recorder instead of having to take notes. This is reasonable adjustment.

Unjustifiable hardship

Unjustifiable hardship exists when every accommodation and adjustment has been tried and failed. Each claim of unjustifiable hardship must be considered individually and the onus is on the education provider to establish that all avenues have been considered. Unjustifiable may, but does not always, involve financial considerations.

Case Studies

1. *Angelo, who uses an electric wheelchair, wants to enrol for a computer class as a local neighborhood house. The house is an old building and the computer room is very small and cannot accommodate his wheelchair. In order to create sufficient space the house would have to knock down a load bearing wall. This might constitute unjustifiable hardship.*
2. *Sheila, who also uses a wheelchair, wants to attend a Discussion Group at a Community Centre owned by the local Council but the sole access to the room where the discussion takes place is only accessible by steps. The Centre management have various options such changing the room to one that is accessible, or by getting the Council to build a ramp since they own the building and cannot claim financial hardship. It would be doubtful if the Centre could claim unjustifiable hardship.*

Making Connections...skills for working and living

A pre-accredited program for people with mild intellectual or learning difficulties. The program will develop employability and life skills, including literacy, numeracy, and basic computer through a range of activities and experiences.

Dates: 4 February—2 December 2014 **potential to join after start date*

Days: Tuesday and Thursday

Time: 9.30am—12.30pm

Duration: Semester 1: 19 weeks

Semester 2: 19 weeks (note: no classes on school/public holidays)

Statement of Fees: Concession: \$50 (annual), Full Fee: \$240 (annual)+Service and Amenities Fee

For more information contact PRACE on 9462 6077 or visit www.prace.vic.edu.au

Your space

Do you have anything you would like to share with others via this newsletter? It goes out quarterly to a wide range of recipients. Just email either judy.buckingham@yooralla.com.au or Olympia.tzanoudakis@yooralla.com.au with your information.