

Lifelong Learning Centre



Public Engagement Seminar Series



Jackie Salter

Programme Tutor, University of Leeds

Rob Arrowsmith

Vice Principal, North West Leeds Specialist Inclusive Learning Centre

**Understanding the learning experience for deaf* students:
Working with secondary school Teaching Assistants to improve learning outcomes**

Thursday 5 February 2015

5.30 - 7.30pm

(refreshments available from 5.00pm)

*Any level of hearing loss that affects a pupil's ability to hear what is being said in quiet and noisy environments.

Recent research involving deaf students in mainstream secondary classrooms has revealed a diverse range of influences that impact on their learning experiences. These include cognitive differences, emotional and social issues, and influences from outside the classroom. This seminar will consider and explore the potential impact of these factors on deaf pupils' learning experiences and the implications for classroom practice.

Introductory remarks will be made by Rob who will set the context for Jackie's presentation by discussing the importance of the role of the TA (Teaching Assistant) in raising the achievement of pupils with SEN (Special Educational Needs).

This seminar will be of particular interest to Teaching Assistants, SENCOs (Special Educational Needs Coordinators) and managers in schools, and those who support deaf and hearing-impaired children and young people in a variety of other contexts for example as parents and family support workers.

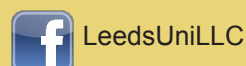
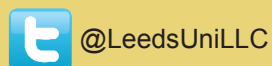
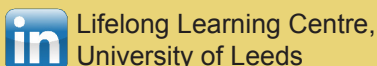


Jackie Salter

Jackie Salter qualified as a primary school teacher in 1985 and became a qualified Teacher of the Deaf in 2002. She has worked with deaf pupils in a variety of different settings and been involved with training professionals who work with deaf children since 2008. In 2011 she was awarded a University Research Scholarship enabling Jackie to undertake her PhD studies full-time. In January 2015 Jackie will take up the post of Programme Leader for the MA (Deaf Education) TOD (Teacher of the Deaf) course at the University of Leeds.

Rob Arrowsmith

Since starting teaching in 1995 Rob has worked across many differing sectors of education, in mainstream, independent, FE, non-maintained and maintained special schools. This has included working as a teacher in a large social care residential institution that included secure accommodation, a residential special school and one of the largest independent schools in northern England. Rob was part of the now-defunct Qualifications and Curriculum Authority teacher review group, linked to the national pilot for computer-based ICT testing.



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