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## Season's Greetings and Happy New Year

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Although, as usual the year seems to have sped by, for many of us it has been tough year of balancing diminishing budgets and meeting increased demands. So we wish all of you an easier (well we can hope!) and more prosperous 2013.

### News

#### The Robyn Murray Awards

In honour of the memory of Robyn Murray, former manager of Japara Neighbourhood House and Glen Park Community Centre; the CHAOS Network established the Robyn Murray Award in 2011, to recognise individuals, projects or organisations that embrace and practice inclusiveness.

This year's award recipients, including excerpts from their nominations, were:

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#### Fit Kids Club: Yarra Centre, Yarra Junction

Fit Kids Club, through its diverse participation encourages the inclusion of both children with and without disabilities providing children with disabilities the opportunity to make friends and for children without a disability to participate in an activity that indorses inclusion by being inclusive.

#### Avenue Neighbourhood House@ Eley

"People of all abilities, ethnicity, socio-economic, religious and cultural backgrounds are actively encouraged and supported to participate in all areas of the House. We actively seek to widen our connection with all areas of the local community, while promoting and encouraging staff, volunteers and participants to value and respect diversity."

#### Healesville Men's Shed: Healesville Living and Learning Centre

The program leaders ensure that the individual contributions by the diverse membership are valued and that their personal needs and circumstances are turned into new opportunities to be embraced.

#### ALA partnership

You may have noticed the new logo at the top of this newsletter. This is because the ACE DisAbility has formed a new partnership with Adult learning Australia, which we are expecting to be productive and exciting for both organisations.

## **ACE DisAbility Network in 2013- A new focus**

Following an invigorating planning session earlier this year, the ACE DisAbility Network has revised its Business Plan. We will now focus on training delivery as the core business of the Network. This will include delivering tailored disability workshops. From 2013 we will be offering a new training Calendar of disability focussed workshops and professional development. Look out for our exciting 2013 Disability Training calendar or contact us to plan training tailored to your needs.

## **The ACE DisAbility Network Do-It-Yourself Training Manual**

**Your comprehensive disability education resource.**

**The Manual comprises 14 modules:**

1. What is disability?
2. How does the disability/mental health sector work?
3. Working with the disability/mental health sector
4. Legislative requirements
5. Dispelling myths
6. Understanding inclusion
7. Communicating with people with disability
8. Impacts of disability on learning and strategies to meet them
9. Pre course interviewing
10. Classroom management
11. Working with support workers
12. Disability action planning
13. Duty of Care
14. Managing volunteers with disability

*The manual is suitable for teaching all disability types and is available electronically or hard in copy (postage and copy fee to be added)*

Each module is \$ 50 ACEDN members \$35 or 4 modules for \$ 100 (special). Whole manual cost \$ 350 or ACEDN members \$ 300.

For more information contact Judy on [judy.buckingham@yooralla.com.au](mailto:judy.buckingham@yooralla.com.au) or order through our website: [www.acedisability.org.au](http://www.acedisability.org.au)

## **Disability policies**

We are sometimes asked to advise on policies regarding people with disability. As a rule we would recommend that the following policies are adopted:

- Enrolment or equivalent
- Access and equity or equivalent
- Harassment
- Support worker
- Code of Conduct
- Grievance/Complaints

Over leaf is a check list of what should be contained in these. Otherwise the ACE DisAbility Network has **sample policies** we would be happy to share or you can contact Judy or Olympia to discuss your specific policy needs.

## Codes of Conduct

### Organisational code of conduct

This is simply a list of those conditions e.g. not smoking on premises, not disrupting classes or those using the facilities. They should be given to every person who attends (not just people with disability) and also contain consequences of breaching the code –usually a warning and then suspension until such time as the person concerned feels able to conform. Some places require participants to sign the code before commencing.

Note: nobody should be permanently excluded and there should always be a mechanism for people to appeal if the code is seen to be unfair.

### Classroom code of conduct

This is not a draconian requirement but rather a participative activity which can reassure students about the level of control in the class.

Ideally it should be a 30 minute activity undertaken at the commencement of the course, as follows:

- Introduce the activity explaining the need for a shared understanding of ground rules
- Students work as a group to discuss and record answers to the question: *“What I expect from my fellow students to create a positive environment in which I can learn”*
- The teacher also records answers to *“What I expect from students to create a positive learning environment”*
- If there are non-negotiable conditions these should be stated
- Students and teacher read, compare, discuss and edit the results to create a workable set of rules
- Students and teacher also discuss the consequences for breaches of the rules. These are usually a warning followed by suspension until such time as the rules can be obeyed
- The rules are typed up and distributed or displayed with the provision that any student or teacher can ask for a revision of the rules and the exercise to be repeated
- Again, nobody should be permanently excluded and there should always be a mechanism for people to appeal if the code is seen to be unfair.

Where there is lack of time for such an exercise a provisional set of rules can be drawn up by the teacher and distributed. Students are asked to agree or amend these in a 10 minute discussion. Again students may ask for revision at any time.

## Disability policy check list

ITEM	CHECK
<b>Enrolment Policy</b>	
States that enrolment is the same irrespective of disability, ethnicity, gender etc.	
States that disability or medical condition does not have to be disclosed but asks student to inform where a condition may affect participation so that reasonable adjustment may be made	
States that reasonable adjustment will be discussed with the student	
States that students may enrol in any activity provided: <ul style="list-style-type: none"> <li>• Class numbers have not been filled</li> <li>• Student has any stated pre requisite stated on the brochure</li> </ul>	
Does <b>not</b> include requirements for people with disability not expected of other participants	
<b>Access and equity</b>	
States that all activities and facilities are available irrespective of disability, ethnicity etc.	
States that program activities will be flexible to meet the needs of all participants	
States that support will be provided where reasonable and after discussion with the participant	
States that programs will be designed to be inclusive of people with disability etc.	
States that teaching and delivery methods will be adjusted to meet the needs of people with disability	
<b>Harassment Policy</b>	
States that harassment of any kind will not be tolerated	
Outlines procedures for anyone experiencing harassment	
Details action taken should harassment occur	
<b>Support worker policy</b>	
Expectations organisation has of tasks support workers will undertake e.g: <ul style="list-style-type: none"> <li>• When to withdraw</li> <li>• Working with tutors</li> <li>• Working with other students</li> </ul>	

## General

ITEM	CHECK
Code of conduct is given to all participants with and without disability	
All policy documents are in Plain English	
All policies are made available to all participants	