Vision Specific Synthesis Domain 3 Professional Specialist Knowledge

## Eye conditions and anatomy

Good knowledge of the main vision issues is required and also knowledge of where to get information quickly on new conditions and the implications of that condition. It is an essential part of the role to be able to share this with parents, whānau, children (as appropriate) and other professionals. Knowledge of the eye condition and anatomy of the eye helps understanding the functional vision a student has from this the best environments in the classroom and the best choices of adaptation can be made.

## Optics and optical devices

Knowledge of optics and optical devices helps the learner get the most out of their equipment, this means more access to curriculum > access and equity are important here.

## Functional Vision Assessment (FVA)

FVA reports suggest strategies and adaptations to the curriculum and environment. Adaptations help ensure access to curriculum for the student. They influence everything we do with a child. An issue is that with some degenerative and changing eye conditions the FVA quickly becomes out of date.

## Strategies for teaching concept development

Learning concepts tactually takes a lot more repetition than for a child who uses vision. It is very easy for concepts to become disjointed and generalisations between concepts may be missed.

Strategies: Active learning, hands-on real experiences, concrete experiences, encouraging collaborative learning, well set-up environment, real materials, much repetition, hand under hand technique.

## Braille

The Specialist Teacher Vision needs a knowledge of braille and to adopt a positive attitude toward promoting braille as a valid literacy mode. We need to ensure that our young people leaving school have some form of literacy and/or a working knowledge of (adaptive) technology.

## Technology

Knowledge of adaptive technology is important especially when it comes to literacy and mobility. Technology provides access and helps to create quality, equitable learning environments.

## Ophthalmology Reports

The ability to interpret the eye report for families and for teachers is part of the Specialist Teacher Vision role in providing guidance through collaboration.

## Implications of Blindness and Low Vision on Development

Understanding the influence of blindness or low vision on development is essential in setting goals and outcomes and in adapting curriculum to best meet the learners needs. Without this knowledge the adaptations will not provide access to the curriculum and will ‘miss the mark’.