



**UNSW**  
SYDNEY

Australia's  
Global  
University



# **EDST5118**

## Professional Practice for Special Education

Semester One // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Joanne Danker	j.danker@unsw.edu.au	Fridays 2pm – 4pm (by appointment)	John Goodsell, 133	93851785

### School Contact Information

School of Education  
Arts and Social Sciences  
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### Attendance Requirements

#### Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

### Academic Information

All students must make a valid attempt at all assessments in order to pass the course.

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information,

see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Course Details

### Credit Points 6

### Summary of the Course

This course is a core requirement for qualified practicing teachers who wish to gain a formal qualification in the area of special education and who already have the approved subject knowledge background in the field. This course comprises of 25 days of advanced professional practice, including high-level teaching, observation and critical reflection in the area of special education, together with peer observations and school-based fieldwork. It provides a teaching method at a more advanced level of complexity and depth than that is offered in pre-service courses, ensuring all graduates of the program meet the Institute of Teachers' standards for professional competence.

### At the conclusion of this course the student will be able to

1. Plan, implement and critically evaluate challenging and original lessons and units of work using a range of different strategies to meet expected curriculum outcomes and varied student needs and interests
2. Design and critically evaluate appropriate programs, including needs analysis, syllabus design, program organisation and processes of assessment and evaluation in Special Education
3. Monitor, document and report on a range of students' development and implement appropriate feedback mechanisms to enhance learning and teaching
4. Reflect on, describe and critically evaluate one's own professional practice and take responsibility in collaboration with others to identify and address their own learning needs
5. Able to operate independently both within the classroom and within the wider school community and interact effectively with colleagues and members of the wider school community

## Teaching Strategies

### Rationale:

Field - based work is a critical component of effective teacher education, not only providing an essential forum for generating concrete problems and issues and applying new knowledge and skills, but also enabling the development of an integral link between theory and practice. The equivalent 25 days of teaching practice is also a mandated component of any specialist teaching method for schools and adult educational institutions nationally. Students must have current accreditation to teach in NSW schools to undertake this course.

### Teaching Strategies:

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers.

Thus, teaching strategies used during the course will include:

- Small group cooperative learning to address teaching and learning goals
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice

- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings and web links on the LMS and associated web-based resources.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

## Australian Professional Graduate Teaching Standards

Standard	Description
1.2.2	Structure teaching programs using research and collegial advice about how students learn.
1.3.2	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
3.3.2	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
4.1.2	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
7.1.2	Meet codes of ethics and conduct established by regulatory authorities, systems and schools.

## Assessment

### Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
IEP and behaviour plan	40%	2,3,4,5	1.3.2,3.3.2,7.1.2	09/04/2018 05:00 PM
Logbook, evaluations and diary	60%	1,2,3,4,5	1.3.2,1.2.2,3.3.2,4.1.2,7.1.2	18/05/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

### Assessment Details

#### Assessment 1: IEP and behaviour plan

**Start date:** Not Applicable

**Details:** Task 1 - Individual Education Plan and Behaviour Management Plan- 2400 words Students will receive written feedback within three weeks of submission.

#### Additional details:

A written IEP and Behaviour Plan for one student to be completed (templates provided if necessary).

#### Assessment 2: Logbook, evaluations and diary

**Start date:** Not Applicable

**Details:** Task 2 - Portfolio - 3600 words Logbook of lesson plans, performance and evaluations whilst on placement Students will receive written feedback within three weeks of submission. This is the final assessment.

#### Additional details:

Successful classroom performance and the ability to operate independently both within the classroom and within the wider school community as judged by UNSW staff, demonstrated by satisfactory completion of:

1. *lesson plan logbooks that includes three lesson plans of the best lessons **that you have taught** along with three observations of classes **that you have observed**. The observation form is provided on Moodle,*
2. **25 self-evaluations** (one for each day) at the end of each lesson. You will provide this in the

*form of a short paragraph of how the lesson went and what can be done to improve it if necessary. The self-evaluation form is provided on Moodle.*

3. **at least** one peer-evaluation (a form will be provided),

4. a reflective problem-solving diary. You are expected to define one challenge you are facing in your classroom. This challenge could be academic, behavioural, or institutional. You will study the identified issue in the current professional literature (5 peer-reviewed journal articles minimum, published between 2009-2018) and prepare an action plan.

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

## Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,



\* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

## Resources

### Prescribed Resources

- Disability Standards for Education (2005)

### Recommended Resources

- Caruana, V. (2015). Accessing the Common Core Standards for students with learning disabilities: Strategies for writing standards-based IEP goals. *Preventing School Failure*, 59, 237-243. doi: 10.1080/1045988X.2014.924088
- Konrad, M., Keesey, S., Ressa, V. A., Alexeeff, M., Chan, P. E., Peters, M. T. (2014) Setting clear learning targets to guide instruction for all students. *Intervention in School and Clinic*, 50, 76-85. doi: 10.1177/1053451214536042
- Twachtman-Culen, D., & Twachtman-Bassett, J. (2011). *The IEP from A to Z. How to create a meaningful and measurable goals and objectives*. San Francisco: Jossey-Bass, A Wiley Imprint. (ebook is available in the library)

Please also ensure you read your school and education systems inclusive education policies and guidelines

## Course Evaluation and Development

This unit is responsive to unique school contexts and it strives to provide appropriate supervised advanced professional practice in a key specialist teaching area as defined by the Institute of Teachers, and its interstate equivalents, as part of a systematic programme of upgrading and/or re-skilling of practicing teachers.

Student feedback will be gathered via the MyExperience survey.

### Image Credit

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### CRICOS

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