



**UNSW**

## UNSW Course Outline

# EDST5118 Professional Practice for Special Education - 2024

Published on the 28 Jan 2024

## General Course Information

**Course Code :** EDST5118

**Year :** 2024

**Term :** Term 1

**Teaching Period :** T1

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Education

**Delivery Mode :** Multimodal

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Postgraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

In this course, you will complete 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. You will gain an advanced level of knowledge and

skills in teaching students with special needs, and as a graduate of the program, you will meet the Australian Professional Standards for Teachers in the area of professional practice.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : 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
CLO2 : Design and critically evaluate appropriate programs, including needs analysis, syllabus design, program organisation and processes of assessment and evaluation in Special Education
CLO3 : Monitor, document and report on a range of students' development and implement appropriate feedback mechanisms to enhance learning and teaching
CLO4 : 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
CLO5 : 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

Course Learning Outcomes	Assessment Item
CLO1 : 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	<ul style="list-style-type: none"><li>• Logbook, evaluations and diary</li></ul>
CLO2 : Design and critically evaluate appropriate programs, including needs analysis, syllabus design, program organisation and processes of assessment and evaluation in Special Education	<ul style="list-style-type: none"><li>• IEP and behaviour plan</li><li>• Logbook, evaluations and diary</li></ul>
CLO3 : Monitor, document and report on a range of students' development and implement appropriate feedback mechanisms to enhance learning and teaching	<ul style="list-style-type: none"><li>• IEP and behaviour plan</li><li>• Logbook, evaluations and diary</li></ul>
CLO4 : 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	<ul style="list-style-type: none"><li>• IEP and behaviour plan</li><li>• Logbook, evaluations and diary</li></ul>
CLO5 : 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	<ul style="list-style-type: none"><li>• IEP and behaviour plan</li><li>• Logbook, evaluations and diary</li></ul>

# Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

### 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.

# Other Professional Outcomes

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2.2	Structure teaching programs using research and collegial advice about how students learn.	1
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.	1, 2
3.3.2	Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.	1, 2
4.1.2	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	1
7.1.2	Meet codes of ethics and conduct established by regulatory authorities, systems, and schools.	1, 2

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
IEP and behaviour plan Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: 15/03/2024 05:00 PM Post Date: 02/04/2024 05:00 PM
Logbook, evaluations and diary Assessment Format: Individual	60%	Start Date: Not Applicable Due Date: 19/04/2024 05:00 PM Post Date: 06/05/2024 05:00 PM

## Assessment Details

### IEP and behaviour plan

#### Assessment Overview

Individual Education Plan and Behaviour Management Plan. 2400 words. Students will receive written feedback within 10 business days of submission.

#### Course Learning Outcomes

- CLO2 : Design and critically evaluate appropriate programs, including needs analysis, syllabus design, program organisation and processes of assessment and evaluation in Special

## Education

- CLO3 : Monitor, document and report on a range of students' development and implement appropriate feedback mechanisms to enhance learning and teaching
- CLO4 : 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
- CLO5 : 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

### Detailed Assessment Description

- Assessment 1 is a written IEP and Behaviour Plan for one student.
- See Moodle for more information, including templates.

### Assessment Length

2,400 words

## Assessment information

### RUBRIC/FEEDBACK SHEET

#### EDST5118 UNSW SCHOOL OF EDUCATION

##### Assessment Task 1: IEP and Behaviour Plan

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"><li>• Understanding of the task and its relationship to relevant areas of theory, research, and practice</li><li>• Clarity and accuracy in use of key terms and concepts</li></ul>	
Depth of analysis and critique in response to the task <ul style="list-style-type: none"><li>• Demonstration of knowledge, and respect for, the diverse social, ethnic, cultural, and religious background of students and the effects of these factors on learning</li></ul>	
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"><li>• Range of research and professional literature on education theory to support response</li><li>• Reference specifically to material, research, and ideas</li></ul>	
Structure and organisation of response <ul style="list-style-type: none"><li>• Appropriateness of overall structure of response</li><li>• Clarity and coherence of organisation, including use of section headings to enhance readability</li></ul>	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"><li>• Clarity, consistency, and appropriateness of conventions for quoting paraphrasing, attributing sources to information, and listing references (APA style)</li><li>• Clarity and consistency in presenting in tables and diagrams</li><li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length</li></ul>	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 40%
NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.	

#### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

## **Logbook, evaluations and diary**

### Assessment Overview

Logbook of lesson plans, performance and evaluations whilst on placement. 3600 words.

Students will receive written feedback within 10 business days of submission.

### Course Learning Outcomes

- CLO1 : 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
- CLO2 : Design and critically evaluate appropriate programs, including needs analysis, syllabus design, program organisation and processes of assessment and evaluation in Special Education
- CLO3 : Monitor, document and report on a range of students' development and implement appropriate feedback mechanisms to enhance learning and teaching
- CLO4 : 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
- CLO5 : 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

### Detailed Assessment Description

Assessment 2 requires you to demonstrate your successful classroom performance and your ability to operate independently both within the classroom and within the wider school community as judged by UNSW staff. This will be done by the satisfactory completion of:

- Lesson plan logbooks that include three lesson plans of the best lessons that you have taught along with three observations of classes that you have observed. Lesson observation templates will be provided on Moodle.
- 25 self-reflection (one for each day) at the end of each lesson. The self-reflection template will be provided on Moodle.
- At least one peer-evaluation. The peer-evaluation template will be provided on Moodle.
- A reflective problem-solving diary. You are expected to define one challenge that you are facing in the classroom. This challenge could be academic, behavioural, or institutional. You

need to study the identified issue in the current professional literature (5 peer-reviewed journal articles minimum, published in the last 10 years) and prepare an action plan. You will then evaluate the success of your intervention in your reflective problem-solving diary. The template will be provided on Moodle.

- You will also need to submit completed and signed copies (by your mentor) of the attendance record form and evidence of professionalism form. The templates will be provided on Moodle.

The assessment should be written in APA 7th edition style. The word count for Assessment 2 only applies to the reflective problem-solving diary.

**Assessment Length**

3,600 words

## Assessment information

### RUBRIC/FEEDBACK SHEET

#### EDST5118 UNSW SCHOOL OF EDUCATION

#### Assessment Task 2: Logbook, Evaluations and Diary

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"><li>• Understanding of the task and its relationship to relevant areas of theory, research, and practice in special education</li><li>• Clarity and accuracy in use of key terms and concepts in special education</li></ul>	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"><li>• Demonstration of knowledge, and respect for, the diverse social, ethnic, cultural, and religious background of students and the effects of these factors on learning</li></ul>	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"><li>• Evidence of having read and understood a range of research and professional literature on education theory to support performance</li><li>• Demonstration of knowledge of evidence-based classroom practices and procedures</li></ul>	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"><li>• Appropriateness of overall structure of response</li><li>• Clarity and coherence of organisation, including use of notebook sections to enhance readability</li></ul>	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"><li>• Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources to information, and listing references (APA style)</li><li>• Clarity and consistency in presenting in tables and diagrams</li><li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length</li></ul>	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 60%
NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.	

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## **General Assessment Information**

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](http://sed.unsw.edu.au).

### Grading Basis

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Online Activity	<ul style="list-style-type: none"> <li>• Introductory meeting</li> <li>• Module Focus Expectations What is an IEP? What should be in it and how do we select and write annual goals and objectives.</li> <li>• Post Workshop Activities Start developing Professional Practice portfolio to demonstrate competence on Practicum criteria Complete activities as set by lecturer</li> </ul>
Week 2 : 19 February - 25 February	Online Activity	<ul style="list-style-type: none"> <li>• Online training/discussion</li> <li>• Module Focus Strategies for lesson observation and ongoing self-reflection</li> <li>• Post Workshop Activities Complete activities as set by lecturer Arrange at least one peer evaluation of your teaching Arrange at least three observations of your peers Arrange visit by lecturer</li> </ul>
Week 3 : 26 February - 3 March	Online Activity	<ul style="list-style-type: none"> <li>• Online training/discussion</li> <li>• Module Focus Strategies for lesson observation and ongoing self-reflection</li> <li>• Post Workshop Activities Complete activities as set by lecturer Arrange at least one peer evaluation of your teaching Arrange at least three observations of your peers Arrange visit by lecturer</li> </ul>
Week 4 : 4 March - 10 March	Online Activity	<ul style="list-style-type: none"> <li>• Online training/discussion</li> <li>• Module Focus Strategies for lesson observation and ongoing self-reflection</li> <li>• Post Workshop Activities Complete activities as set by lecturer Arrange at least one peer evaluation of your teaching Arrange at least three observations of your peers Arrange visit by lecturer</li> </ul>
Week 5 : 11 March - 17 March	Online Activity	<ul style="list-style-type: none"> <li>• Online training/discussion</li> <li>• Module Focus Strategies for lesson observation and ongoing self-reflection</li> <li>• Post Workshop Activities Complete activities as set by lecturer Arrange at least one peer evaluation of your teaching Arrange at least three observations of your peers Arrange visit by lecturer</li> </ul>
Week 6 : 18 March - 24 March	Online Activity	<ul style="list-style-type: none"> <li>• Online training/discussion</li> <li>• Module Focus Strategies for program participation and enhancement of teaching</li> <li>• Post Workshop Activities Complete activities as set by lecturer</li> </ul>
Week 7 : 25 March - 31 March	Online Activity	<ul style="list-style-type: none"> <li>• Online training/discussion</li> <li>• Module Focus Strategies for program participation and enhancement of teaching</li> <li>• Post Workshop Activities Complete activities as set by lecturer</li> </ul>
Week 8 : 1 April - 7 April	Online Activity	<ul style="list-style-type: none"> <li>• Online training/discussion</li> <li>• Module Focus Strategies for program participation and enhancement of teaching</li> <li>• Post Workshop Activities Complete activities as set by lecturer</li> </ul>
Week 9 : 8 April - 14 April	Online Activity	<ul style="list-style-type: none"> <li>• Online training/discussion</li> <li>• Module Focus Strategies for program participation and enhancement of teaching</li> <li>• Post Workshop Activities Complete activities as set by lecturer</li> </ul>
Week 10 : 15 April - 21 April	Online Activity	<ul style="list-style-type: none"> <li>• Online training/discussion</li> <li>• Module Focus Strategies for program participation and enhancement of teaching</li> <li>• Post Workshop Activities Complete activities as set by lecturer</li> </ul>

## Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

# General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

# Course Resources

## Prescribed Resources

- Disability Standards for Education (2005)

## Recommended Resources

- See Moodle

## Course Evaluation and Development

- Student feedback helps to shape future iterations of the course.

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Joanne Dan ker		Ground Floor Morven Brown Building, Room G42		Email to arrange an appointment	No	Yes

# Other Useful Information

## Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;

- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

## 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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

## Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

### [Use of AI for assessments | UNSW Current Students](#)

## Submission of Assessment Tasks

### 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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

## School-specific Information

### Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](#).

### School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: [education@unsw.edu.au](mailto:education@unsw.edu.au)
- W: <https://www.arts.unsw.edu.au/education>