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Learn to support students in all environme (o)0.5 (n)w6st

Welcome

Welcome to our Professional Experience courses. Our Teacher Education degree programs could not exist without your support as partners in the conduct of our professional experience curriculum.

The professional experience curriculum in our degree programs is highly valued by our students. In turn, all academic staff members in our school recognise the importance of professional experience by acting as liaisons between our school and yours. Through these liaison visits, our staff make connections for our students between what is taught on campus and what they learn in your school.

Our professional experience curriculum is supported by a skilled, diligent and responsive Professional Experience Team. We hope the information provided here is informative and clear, but please don't hesitate to contact our team if you need clarification.

Yours in partnership in professional experience,

Tony

Associate Professor Tony Loughland
Head of School
School of Education
UNSW Australia

Contacts

UNSW SCHOOL OF EDUCATION

COURSE COORDINATOR

Joanne Danker

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Overview of

Overview of EDST5118 Special Education Professional Practice

Summary of Course

Roles and Responsibilities

Principal or Director of Studies

Where a Special Education student is placed in a mainstream school or other educational organisations, they come under the administrative responsibility of the Principal or their equivalent and under the direction of the staff to whom the Principal delegates responsibilities. S/he has executive responsibility for matters of educational quality and equity related to the Special Education Professional Practice placement.

The Principal is a strong advocate for school/university partnerships and ensures there is appropriate support for each Special Education student. S/he ensures supervisors have the necessary experience and skills to fulfil their role. The Principal is responsible for decisions relating to claims of grievance or harassment, for the resolution of disputes and for decisions about the withdrawal of a Special Education student from the placement.

Mentors

Your mentor can include principals, deputy principals, special education teachers, coordinators and other qualified teacher colleagues. It is expected that they will be responsible for the observation of the Special Education Professional Practice placement.

- x [Working With Children Check Declaration for Child -Related Work – Tertiary Practicum Students](#) .
A screenshot of the confirmation email once the 'Tertiary Practicum Student Application Form' has been verified by the probity unit.
 - ¾ If are employed in a DoE school you should already be registered with the Probity Unit; if

sourced placements, the WIL Office recommends commencing the placement period as early as possible in the enrolment term to ensure any placement activities align with related assessment due dates.

Concerns about performance

If there is concern the Special Education student will not meet the expected standards by the end of the placement, the student is at risk of failure. Please refer to the [Concerns Regarding Student](#) and, if required, the [Process for Students Requiring Additional Support and/or At Risk of Failure](#) documents to determine the next steps required.

There needs to be an open discussion with all concerned. The UNSWLiaison (usually the Course Convenor) should be contacted immediately. Often, timely intervention can lead to improved performance.

Unprofessionalism

In an extreme situation of demonstrated unprofessionalism, the university may withdraw the Special Education student immediately from the school or organisation. This may happen if the Special Education student demonstrates:

1. Inability to cooperate with staff and work effectively in the school environment
2. Attitudes and actions antithetical to the profession of teaching
3. Absence from Special Education Professional Practice without adequate explanation or documentation

Schools can ask for a Special Education student to be withdrawn from the school based on unprofessional behaviour. Special Education students who receive an 'Unsatisfactory' grade due to unprofessionalism will need to "show cause" as to why they should be allowed to re-enrol. In the first instance, this is referred to the Course Coordinator, who may consult with the Head of School to determine further action.

Loss of Special Education Professional Practice due to industrial action of one day or part of a day that occurs in a school will need to be made up, as will any absences due to illhealth or carer responsibilities.

Appendix 1 - Attendance Record

INSTRUCTIONS

This report is to be submitted as part of a course assessment; please refer pEDST

STANDARD3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	ND	D	E
3.1.2 Set explicit, challenging and achievable learning goals for all students.			
3.2.2 Plan and implement			

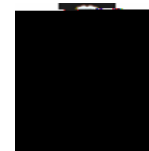
STANDARD6 – ENGAGEIN PROFESSIONAL LEARNING	ND	D	E
6.1.2 Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.			
6.2.2 Participate in learning to update knowledge and practice targeted to professional needs and school and/or system priorities.			
6.3.2 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.			
6.4.2 Undertake professional learning programs designed to address identified student learning needs.			
Comments:			
STANDARD7 – ENGAGEIN PROFESSIONAL WORK WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	ND	D	E
7.1.2 Meet codes of ethics and conduct established by regulatory authorities, systems and schools.			
7.2.2 Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.			
7.3.2 Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.			
7.4.2 Participate in professional and community networks and forums to broaden knowledge and improve practice.			
Comments:			
PERSONAL LANGUAGE COMPETENCIES			

The student can use the English language appropriately and accurately

Student's name

Student's signature _____ Date _____

Appendix 3 - Lesson Plan Template



INSTRUCTIONS

This Standard Lesson Plan Template is to be completed for every lesson taught during the Professional Experience Placement.

LESSON DETAILS

Teacher Education Student		School	
Lesson duration		Topic	Date
Lesson Title/Focus			
Learning Intentions (at the end of this lesson students will... knowledge, skills, attitudes, understandings)			
Assumed Knowledge (i.e., topic, conceptual understandings, language structures and features, literacy and numeracy skills)			
Syllabus Outcomes			
Differentiation			
Resources			

TEACHING AND LEARNING SEQUENCE

Timing	What teacher does and says	What students do and say	Assessment strategies
Introduction			
Body			
Conclusion			
Lesson Reflection: Consider – purpose and outcomes achieved, student engagement, questioning and discussion points clearly articulated, grouping, catered for individuals, timing			

Appendix 4 - UNSW School of Education Lesson Feedback and Reflection Form for Supervising Teacher and UNSW Liaison

Name of observer				Supervising teacher		University Liaison	
Course: PE1 PE2/Internship Advanced Professional Practice							
Teacher Education Student							
Date		Year		Subject			

UNSW Teacher Education Students highlight one to three criteria from the following graduate standard descriptors as their goals for this lesson. Please note these criteria are only a selection of criteria that can be assessed within a lesson and the ensuing post-lesson discussion. The complete set of graduate standard descriptors in the final report can be assessed using other artefact such as lesson plans, professional conduct and interactions outside of the classroom. [Consult these exemplars](#) to calibrate the assessment of your proficiency.

Criteria	Criteria
<i>Demonstrate understanding of research into how students learn and the implications for teaching (1.2.1)</i>	<i>Evaluates and improve teaching plans (3.6.1)</i>
<i>Knows content area (2.1.1)</i>	<i>Supports student participation (4.1.1)</i>
<i>Selects and organises content (2.2.1)</i>	<i>Manages classroom activities (4.2.1)</i>
<i>Structures and sequences lessons (2.3.1)</i>	<i>Manages challenging behaviour (4.3.1)</i>
<i>Demonstrate understanding of and respect for ATSI histories, cultures and languages (2.4.1)</i>	<i>Assesses student learning (5.1.1)</i>
<i>Incorporates literacy and numeracy</i>	

OPTIONS (A POST LESSON DISCUSSION BETWEEN THE OBSERVER AND THE TES)

Examine the evidence from the previous section as well as looking at student work samples if they are available. Use

WHERE NEXT? (TO BE COMPLETED BY THE TEACHER EDUCATION STUDENT)

For these students in the next lesson...

For you as the teacher: what professional learning goal do you need to focus on in your next lesson with their class?

Appendix 5 - 25 Day Self-Reflection Template

Instructions: For each of the 25 days, students reflect and write a short paragraph on the following:

- x Goal: *What was your goal for that lesson/day?*
- x Reality: *What actually happened? Use data from student work samples, your observations or those of your peers.*
- x Options: *Engage in critical*

Day 12 Goal: Reality Options: What's Next:
Day 13 Goal: Reality Options: What's Next:
Day 14 Goal: Reality Options: What's Next:
Day 15 Goal: Reality Options: What's Next:

Day

Day

Appendix 6 - Reflective Problem-Solving Diary - Teaching as Inquiry Action Plan Template

Class:

Date:

Instructions: Answer all of the questions in the template.

Focusing Inquiry

What is important (and therefore worth spending time on) given where my students are at?

What is not working well? What do I want to change?

What is the evidence – achievement data, student