

EDUC 4060: Special Education Internship

Callaghan

Semester 2 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

Requires the student to undertake 50 days of full-time school-based experience in two different special education settings. 30 days in Placement ONE and 20 days in Placement TWO. The interns will be responsible for half the colleague teacher's teaching load. Interns will be expected to interact within the school and its community. Conditional teachers (Waiver B) will be responsible for 100% teaching load.

Review of Progress Requirements

This course is a compulsory program requirement for students in the following program(s):

- Bachelor of Teaching (Primary) / Bachelor of Arts
- Bachelor of Teaching (Primary) (Honours)
- Bachelor of Teaching (Humanities) (Honours)
- Bachelor of Teaching (Health and Physical Education) (Honours)
- Bachelor of Teaching (Science) (Honours)

In addition to meeting the University's overall requirements for academic progression, students enrolled in these program(s) must satisfactorily complete this course in order to progress in their program.

Requisites

Students must have successfully completed or be concurrently enrolled in EDUC4063 and EDUC4064 and EDUC4065.

Students must have successfully completed the following courses to enrol in this course:

- (EDUC2185 or EDUC2186 or EDUC2195 or EDUC2196) and
- (EDUC3185 or EDUC3186 or EDUC3195 or EDUC3196) and
- EDUC4002

Students must be active in one of the following programs to enrol in this course:

- Bachelor of Teaching (Primary) (Honours) [12367]
- B Teach(Hlth & Phys Ed) (Hons) [12370]
- B Teaching (Science) (Honours) [12372]

Assumed Knowledge

Students must have successfully completed 270 units. The successful completion of LANTITE is required prior to enrolling in final Internship/Placement course (<https://teacheredtest.acer.edu.au/>).

Contact Hours

Lecture

Online live recorded Zoom lecture
8 hour(s) per Term Full Term

Practicum *

Face to Face Off Campus
5 day(s) per Week for 10 Weeks
50-day Internship

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

Tutorial *

Face to Face On-Campus/ Online live recorded Zoom tutorial
12 hour(s) per Term Full Term

Students must attend 6 two-hour lectures that contain information directly pertinent to their placement. Check the course CANVAS site for days and times of these must-attend lectures.

**Unit Weighting
Workload**

* This contact type has a compulsory requirement.
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Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10-unit course.

CONTACTS

Course Coordinator

Callaghan

Mr Nate Rutherford
Nate.Rutherford@newcastle.edu.au
Consultation: via email

Teaching Staff

Other teaching staff will be advised on the course Canvas site.

School Office

School of Education

V Building
Callaghan
Education@newcastle.edu.au
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SYLLABUS

Course Content

The subject requires 50 days of school-based experience in different special education settings. Students are expected to demonstrate competency in: general professional attributes, content studies; teaching and learning - planning, implementation, and management; assessment and evaluation; literacy and communication; and working in schools, systems and communities.

**Course Learning
Outcomes**

On successful completion of this course, students will be able to:

1. Demonstrate a detailed understanding of the role of the special education teacher as a professional;
2. Analyse community, school and class contexts and identify the need for planning;
3. Demonstrate the ability to plan, implement, manage, assess and evaluate teaching and learning in both short and long term in multiple contexts within the environment of the school;
4. Demonstrate the ability to communicate with students, colleague teacher, school staff and community members;
5. Demonstrate a detailed understanding of teachers' work in school systems; and
6. Demonstrate the ability to critically reflect on their own practice.

Course Materials

Required Text:

- Placement Guidebook - 2023

COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Contact Hour Requirements:

- Lecture There is a compulsory attendance requirement in this course
- Tutorial There is a compulsory attendance requirement in this course.

Course Assessment Requirements:

- Assessment 1 - Report: Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 2 - Portfolio: Pass Requirement - Students must pass this assessment item to pass the course.

Pre-Placement Requirements:

- Child Protection Awareness Induction Training
- Child Protection Update Certificate for current year
- Anaphylaxis E-Training (ASCIA)
- NSW Working with Children Check (volunteer). Note: PAID WWC required for internship.
- Declaration for Child Related Work – Tertiary Practicum Student *
- Students who have placements confirmed in Catholic schools in the Maitland-Newcastle Diocese will be contacted by the PEU to complete further documentation
- Completion of all PEU placement selection forms, including Adverse Circumstance online applications, if required
- Entry of correct first and additional teaching areas (SONIA) (if applicable)
- Update Professional Experience Unit (PEU) via email of ALL ineligible schools (see PEU webpage link)
<https://www.newcastle.edu.au/faculty/education-arts/professional-experience-and-wil/education>

**The most time-consuming part of the mandatory checks process is the requirement to have each student's "Declaration for Child Related Work" processed by the Department of Education's Probity Unit.
This process takes is completely reliant on the Probity Unit's workload, which has resulted in a turnaround of **6+ weeks at times**. Students are not permitted on-site at schools until all mandatory checks have been passed, which is why we only arrange placements for students who are fully compliant.*

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
S1 W8	24 Apr	Course and site overview	Knowledge checks	Participation and submission
S1 W9	1 Apr	APSTs and goal setting	Develop SMART goals relating to APSTs	As above
S1 W10	8 Apr	Applying for teaching positions	Practise writing selection criteria	As above
S1 W11	15 Apr	Teacher wellbeing	Develop a self-care plan	As above
S1 W12	22 Apr	NTPA	Practice and understand for internship and NTPA	As above
S1 W13	29 Apr	Special Education and evidence & annotations	Adjustments and annotations for APSTs and evidence.	As above
Semester Break				
Semester Break				
S2 W1	17 Jul	Placement ONE – 30 days		
S2 W2	24 Jul			
S3 W3	31 Jul			
S2 W4	7 Aug			
S2 W5	14 Aug			
S2 W6	21 Aug			
S2 W7	28 Aug	Placement TWO – 20 days		
S2 W8	4 Sep			
S2 W9	11 Sep			
S2 W10	18 Sep			
Examination Period				
NTPA DUE on Oct 7				

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Professional Experience Report*	Two reports due on completion of internship Placement ONE and TWO, submitted through SONIA to the PEU	Individual	100%	1, 2, 3, 4, 5, 6
2	E portfolio*	A Teacher Performance Assessment (NTPA) is to be submitted through Canvas two weeks after internship	Individual	100%	1, 2, 3, 4, 5, 6

* This assessment has a compulsory requirement.

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Professional Experience Report

Assessment Type	Report
Purpose	To be able to demonstrate at a satisfactory level a special education professional experience placement. Students are examined according to the Australian Professional Standards for Teachers
Description	Students experience a special education internship in two settings. A report is generated at the completion of both placements and students must pass every standard and submit a Teacher Performance Assessment (NTPA) to receive an ungraded pass.
Weighting	100%
Compulsory Requirements	Pass Requirement - Students must pass this assessment item to pass the course.
Due Date	Two reports due on completion of internship Placement ONE and TWO. A Teacher Performance Assessment (NTPA) is to be submitted through Canvas two weeks after internship.
Submission Method	Online
Assessment Criteria	<p>Students receive internship reports with specific criteria completed by school in consultation with Tertiary supervisors. Reports are sent to professional experience office and forwarded to students on successful completion. The Teacher Performance Assessment (NTPA) assessed according to School of Education guidelines.</p> <p>Using the platform required, you are required to submit the ePortfolio/NTPA documents as discussed in lectures/as outlined in the ePortfolio/NTPA material on Canvas.</p> <p>* ePortfolio/NTPA should be developed using artefacts from your EDUC4060 professional placement experience</p> <p>* further details will be available via lectures and on Canvas</p> <p>* Ungraded Pass for the Internship/ePortfolio/NTPA must be attained to pass EDUC 4060</p>
Return Method	Specific Location
Feedback Provided	
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment. re attempt not allowed

Assessment 2 - E portfolio

Assessment Type	Portfolio
Description	
Weighting	100%
Compulsory Requirements	Pass Requirement - Students must pass this assessment item to pass the course.
Due Date	A Teacher Performance Assessment (NTPA) is to be submitted through Canvas two weeks after internship
Submission Method	Online
Assessment Criteria	<p>* All ePortfolio/NTPA documents are to be submitted via the required platform and feedback will be provided in Canvas</p> <p>* full assessment criteria will be available in the ePortfolio/NTPA folder in the Assessment folder in Canvas</p>
Return Method	
Feedback Provided	
Opportunity to Reattempt	Students WILL be given the opportunity to reattempt this assessment.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Grade	Description
Ungraded Pass (UP)	There are no marks associated with this result and you have met the level requirements to pass the course.
Fail (FF)	Failure to satisfactorily achieve assessment objectives or compulsory course requirements. A fail grade may also be awarded following disciplinary action.

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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NEWCASTLE TEACHER PERFORMANCE ASSESSMENT (NTPA) RUBRIC		Developing	Partially Achieved	Achieved	Exceeded Expectations	Total Score
<p><i>The TPA is a competency based assessment. Thus, you must PASS each section to PASS the TPA, and to receive a PASS you must have ACHIEVED or EXCEEDED EXPECTATIONS in each focus area of the standards listed below. If you receive a score in the resubmit range for each section, you will be offered the opportunity to rework the problematic annotations and/or evidence provided for that aspect of your TPA.</i></p>		There was a lack of evidence that the student had met the standard and the annotation provided was not clearly supported by the evidence.	There was an issue with either the evidence provided or the annotation offered by the candidate.	The annotation clearly demonstrated the candidate's meeting of the standard and appropriate evidence was provided that supported the candidate's analysis.	The annotation exhibited advanced analysis and reflection in demonstrating the candidate's meeting of the standard and provided high-quality evidence that supported the analysis.	
Selected Teaching Standard Graduate Level						
PLANNING PASS SCORE: 3+ in each standard	1.2.1 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1	2	3	4	/16
	2.3.1 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1	2	3	4	
	3.1.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	1	2	3	4	
	3.2.1 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	1	2	3	4	
TEACHING PASS SCORE: 3+ in each standard	1.3.1 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	1	2	3	4	/24
	1.5.1 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1	2	3	4	
	2.5.1 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1	2	3	4	
	4.1.1 Identify strategies to support inclusive student participation and engagement in classroom activities.	1	2	3	4	
	4.2.1 Demonstrate the capacity to organise classroom activities and provide clear directions.	1	2	3	4	
	6.3.1 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1	2	3	4	
ASSESSING PASS SCORE: 3+ in each standard	5.1.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	1	2	3	4	/16
	5.2.1 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	1	2	3	4	
	5.3.1 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	1	2	3	4	
	5.4.1 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	1	2	3	4	