

## EDUC6056: Practicum for Teachers of Children Who are Deaf or Hard of Hearing

Online

Semester 2 - 2023



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

### Course Description

Qualified teacher wishing to specialise in Deaf Studies and Deaf Education within the Master of Special and Inclusive Education programme must complete a practicum. Depending on the relevant regulatory authority's accreditation requirements, the length of the practicum will vary. For most students, the practicum will be 20 days. Victorian DET Scholarship students enrolled in the Master of Special and Inclusive Education are required to complete a 30-day practicum.

### Requisites

Students must have successfully completed EDUC6052, EDUC6053, and have completed or be concurrently enrolled in EDUC6054 and EDUC6055 to be eligible to enrol in this course. Students must be enrolled in the Master of Special and Inclusive Education [40123] to be able to enrol in this course.

### Assumed Knowledge

EDUC6052; EDUC6053; EDUC6054; and EDUC6055 Certificate I (or equivalent) Auslan

### Contact Hours

#### Online

#### Practicum \*

Face to Face Off Campus

20 day(s) per Term Full Term

Qualified teachers in the MSpec & IncEd (Deaf Studies and Deaf Education Specialisation) are required to complete a minimum of 20 days of practicum.

\* This contact type has a compulsory requirement.

### Unit Weighting

10

### Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

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# CONTACTS

<b>Course Coordinator</b>	<b>Online</b> A/Pr Jill Duncan Jill.Duncan@newcastle.edu.au Consultation: contact via Canvas email
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Education</b> V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

# SYLLABUS

<b>Course Content</b>	Topics will include: <ol style="list-style-type: none"><li>1. Language and literacy assessment review;</li><li>2. Differentiation of habilitation / development and (re)habilitation / remediation;</li><li>3. Report writing;</li><li>4. Individual Education Plans / Individual Learning Plans;</li><li>5. Establishing short- and long-term goals;</li><li>6. Lesson planning;</li><li>7. Principles of teaching that facilitate language and literacy remediation/development;</li><li>8. Teaching behaviours that facilitate language and literacy development.</li></ol>
<b>Course Learning Outcomes</b>	<b>On successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. Demonstrate advanced knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities;</li><li>2. Demonstrate advanced knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area;</li><li>3. Organise content into an effective learning and teaching sequence;</li><li>4. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans;</li><li>5. Demonstrate understanding of applied literacy teaching strategies and their application in teaching areas;</li><li>6. Set learning goals that provide achievable challenges for students of varying abilities and characteristics;</li><li>7. Plan lesson sequences using knowledge of student learning, content and effective teaching strategies;</li><li>8. Demonstrate an advanced capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</li></ol>
<b>Course Materials</b>	<b>Lecture Materials:</b> <ul style="list-style-type: none"><li>- See Canvas course materials folder</li></ul>

# COMPULSORY REQUIREMENTS

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

## Contact Hour Requirements:

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## Course Assessment Requirements:

- Assessment 1 - Portfolio: 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.
- Assessment 3 - Report: Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 4 - Professional Task: Pass Requirement - Students must pass this assessment item to pass the course. Students provide evidence of successful completion of Auslan 2 (or equivalent)

## Pre-Placement Requirements:

- Anaphylaxis Training - Students must complete approved anaphylaxis training.
- Child Protection Awareness Training - Students must complete approved child protection awareness training.
- Prohibited Employment Declaration - Declaration that student is not a prohibited person in terms of the Child Protection (Prohibited Employment) Act 1998.
- Working with Children - A national criminal history check and review of findings of misconduct involving children, required for any child-related work.

# SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	17 Jul	Self-paced: Pedagogical practices for teachers of children who are deaf or hard of hearing	Over weeks 1-9, students are to undertake a 10-day practicum placement in consultation with the Professional Experience Unit	Canvas Zoom session at 6.30 pm on Tuesday, week 1
2	24 Jul	Self-paced: Pedagogical practices for teachers of children who are deaf or hard of hearing	Over weeks 1-9, students are to undertake a 10-day practicum placement in consultation with the Professional Experience Unit	
3	31 Jul	Self-paced: Pedagogical practices for teachers of children who are deaf or hard of hearing	Over weeks 1-9, students are to undertake a 10-day practicum placement in consultation with the Professional Experience Unit	Canvas Zoom session at 6.30 pm on Tuesday, week 3
4	7 Aug	Self-paced: Pedagogical practices for teachers of children who are deaf or hard of hearing	Over weeks 1-9, students are to undertake a 10-day practicum placement in consultation with the Professional Experience Unit	
5	14 Aug	Self-paced: Pedagogical practices for teachers of children who are deaf or hard of hearing	Over weeks 1-9, students are to undertake a 10-day practicum placement in consultation with the Professional Experience Unit	
6	21 Aug	Self-paced: Pedagogical practices for teachers of children who are deaf or hard of hearing	Over weeks 1-9, students are to undertake a 10-day practicum placement in consultation with the Professional Experience Unit	Canvas Zoom session at 6.30 pm on Tuesday week 6

7	28 Aug	Self-paced: Pedagogical practices for teachers of children who are deaf or hard of hearing	Over weeks 1-9, students are to undertake a 10-day practicum placement in consultation with the Professional Experience Unit	
8	4 Sep	Self-paced: Pedagogical practices for teachers of children who are deaf or hard of hearing	Over weeks 1-9, students are to undertake a 10-day practicum placement in consultation with the Professional Experience Unit	
9	11 Sep	Self-paced: Pedagogical practices for teachers of children who are deaf or hard of hearing	Over weeks 1-9, students are to undertake a 10-day practicum placement in consultation with the Professional Experience Unit	Canvas Zoom session at 6.30 pm on Tuesday week 9
10	18 Sep	Self-paced: Pedagogical practices for teachers of children who are deaf or hard of hearing	Over weeks 10-13, students are to undertake a 10-day practicum placement in consultation with the Professional Experience Unit	
<b>Mid Term Break</b>				
<b>Mid Term Break</b>				
11	9 Oct	Self-paced: Pedagogical practices for teachers of children who are deaf or hard of hearing	Over weeks 10-13, students are to undertake a 10-day practicum placement in consultation with the Professional Experience Unit	
12	16 Oct	Self-paced: Pedagogical practices for teachers of children who are deaf or hard of hearing	Over weeks 10-13, students are to undertake a 10-day practicum placement in consultation with the Professional Experience Unit	Canvas Zoom session at 6.30 pm on Tuesday week 12
13	23 Oct	Self-paced: Pedagogical practices for teachers of children who are deaf or hard of hearing	Over weeks 10-13, students are to undertake a 10-day practicum placement in consultation with the Professional Experience Unit	Teaching ePortfolio for placements 1 and 2 are due 11.59 pm on Friday week 13  Supervising Teacher's Professional Experience Reports for placements 1 and 2 are due 11.59 pm on Friday week 13  Auslan 2 certification is due 11.59 pm on Friday week 13
<b>Examination Period</b>				
<b>Examination Period</b>				

# ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Teaching ePortfolio Placement 1*	11.59 pm on Friday week 13	Individual	25%	1, 2, 3, 4, 5, 6, 7, 8
2	Teaching ePortfolio Placement 2*	11. 59 pm on Friday week 13	Individual	25%	1, 2, 3, 4, 5, 6, 7, 8
3	Professional Experience Report 1 & 2*	11.59 pm on Friday week 13	Individual	25%	1, 2, 3, 4, 5, 6, 7, 8
4	Auslan 2 (or equivalent)*	11.59 pm on Friday week 13	Individual	25%	no Learning Outcomes

\* 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 - Teaching ePortfolio Placement 1

### Assessment Type Purpose

Portfolio

Students are to demonstrate advanced knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities; advanced knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area; organise content into an effective learning and teaching sequence; use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans; understanding of applied literacy teaching strategies and their application in teaching areas; set learning goals that provide achievable challenges for students of varying abilities and characteristics; plan lesson sequences using knowledge of student learning, content and effective teaching strategies; advanced capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

### Description

In consultation with the supervising teacher, students are to choose one child and complete the following:

- five child learning observations,
- five one-on-one lesson plans,
- one 10-minute teaching video,
- one speech analysis,
- one language analysis,
- one reading analysis,
- one social skills analysis, and
- one practicum summary report.

### Weighting Compulsory Requirements

Student are to submit all items as one document and upload the ePortfolio.  
25%

Pass Requirement - Students must pass this assessment item to pass the course.

### Due Date Submission Method Assessment Criteria Return Method Feedback Provided Opportunity to Reattempt

11.59 pm on Friday week 13

Online

Non-graded

Online

Online - within three weeks of submission.

Students WILL be given the opportunity to reattempt this assessment.

1 re attempt allowed

## Assessment 2 - Teaching ePortfolio Placement 2

<b>Assessment Type</b>	Portfolio
<b>Purpose</b>	Students are to demonstrate advanced knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities; advanced knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area; organise content into an effective learning and teaching sequence; use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans; understanding of applied literacy teaching strategies and their application in teaching areas; set learning goals that provide achievable challenges for students of varying abilities and characteristics; plan lesson sequences using knowledge of student learning, content and effective teaching strategies; advanced capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
<b>Description</b>	<p>In consultation with the supervising teacher, students are to choose one child and complete the following:</p> <ul style="list-style-type: none"><li>-five child learning observations,</li><li>-five one-on-one lesson plans,</li><li>-one 10-minute teaching video,</li><li>-one speech analysis,</li><li>-one language analysis,</li><li>-one reading analysis,</li><li>-one social skills analysis, and</li><li>-one practicum summary report.</li></ul>
<b>Weighting</b>	Student are to submit all items as one document and upload the ePortfolio. 25%
<b>Compulsory Requirements</b>	Pass Requirement - Students must pass this assessment item to pass the course.
<b>Due Date</b>	11. 59 pm on Friday week 13
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Non-graded
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - within three weeks of submission.
<b>Opportunity to Reattempt</b>	Students WILL be given the opportunity to reattempt this assessment. 1 re attempt allowed

## Assessment 3 - Professional Experience Report

<b>Assessment Type</b>	Report
<b>Purpose</b>	Each of the two supervising teachers will complete a practicum report
<b>Description</b>	Using the "Teacher of the Deaf Elaborations of the Australian Professional Standards for Teachers developed by the National Association of Australian Teachers of the Deaf" supervising teachers will comment on student practicum pedagogical behaviours.
<b>Weighting</b>	25%
<b>Compulsory Requirements</b>	Pass Requirement - Students must pass this assessment item to pass the course.
<b>Length</b>	N/A
<b>Due Date</b>	11.59 pm on Friday week 13
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Non-graded Practicum Placement 2
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - within three weeks of submission.
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment. Students must pass this assessment item to pass the course.

## Assessment 4 - Auslan 2 (or equivalent)

<b>Assessment Type</b>	Professional Task
<b>Purpose</b>	Demonstrate basic Auslan competency
<b>Description</b>	Students must submit evidence of Auslan 1 and 2 completion.
<b>Weighting</b>	25%
<b>Compulsory Requirements</b>	Pass Requirement - Students must pass this assessment item to pass the course.
<b>Due Date</b>	11.59 pm on Friday week 13
<b>Submission Method</b>	Online Students must submit evidence of Auslan 1 and 2 before midnight on Friday week 13
<b>Assessment Criteria</b>	Non-graded
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - within three weeks of submission.
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment. Students must pass this assessment item to pass the course.

## 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:

### 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.

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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>

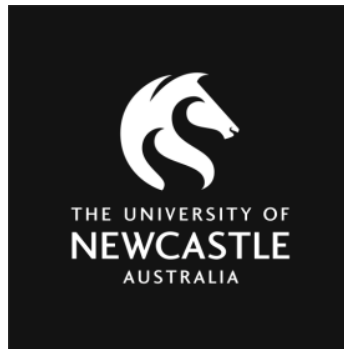
**Important Policy  
Information**

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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EDUC6056: Practicum for Teachers of Children Who are Deaf or Hard of Hearing

Teaching ePortfolio for Placements 1 and 2

**Semester 2, 2023**

Criterion	Ungraded Pass COMMENTS	Failure to Achieve Objectives COMMENTS
In consultation with the supervising teacher, students are to choose one child and complete the following:		
• five child “learning observations”		
• five one-on-one lesson plans		
• one 10-minute teaching video		
• one speech analysis		
• one language analysis		
• one reading analysis		
• one social skills analysis		
• one student practicum summary report		