

## EDUC4060: Special Education Internship

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

### Course Description

This course requires the student to undertake fifty (50) days of full-time school-based experience in two different special education settings in Semester One. Students will complete 6 weeks (30) days in Placement ONE and 4 weeks (20) days in the Placement TWO.

Building on students' prior placement experiences and studies undertaken during their teacher education program, this course helps students refine their personal philosophy as an educator; explore the legal, social and ethical responsibilities of the teaching profession; and consider their responsibility as participants in local, national and global teaching communities.

The interns will be responsible for half the colleague teacher's teaching load, and will be expected to interact within the school and its community. Waiver B (conditional teaching) is for students who are contracted at a school and are available for 1 placement, at a full teaching load (subject to application and approval).

### 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]

Students must have successfully completed their [LANTITE](#) prior to enrolling in this course

# COURSE OUTLINE

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**Assumed Knowledge** Students must have successfully completed 270 units

**Contact Hours**

**Lecture \***

Zoom Lecture (recorded)  
8 hour(s) per Term Full Term

**Practicum \***

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

**Tutorial \***

Face to Face on Campus/recorded.  
12 hour(s) per Term Full Term

Students must attend 4 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.

\* This contact type has a compulsory requirement.

**Unit Weighting**

20

**Workload**

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**

Mr Nate Rutherford

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Consultation: email, in-person

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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 Guide- 2024

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# 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 (PAID). Note: This may require an update if you still have a WWCC (Volunteer) Declaration for Child Related Work – Tertiary Practicum Student \*
- Disclosure of Accessibility RAP at the start of the Semester, and Adverse Circumstance online applications, if required, as promptly as possible.
- COVID-19 declaration forms and Vaccination status/requirements as outlined by the PEU
- Entry of correct first and additional teaching areas (SONIA) (if applicable)

Update all conflicts of interest sites on SONIA and read through the Professional Experience Handbook, paying particular attention to COI on page 13

[https://www.newcastle.edu.au/\\_data/assets/pdf\\_file/0004/961033/Professional-Experience-Handbook-Updated-Jan-2024.pdf](https://www.newcastle.edu.au/_data/assets/pdf_file/0004/961033/Professional-Experience-Handbook-Updated-Jan-2024.pdf)

-View Placement dates and Placement policies via the PEU webpage and Sonia.

*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
1	26 Feb	Philosophy of Special Education and Self-awareness and preparation for placement.	Course overview	Module 1 on Canvas.
2	4 Mar	Essential attributes for a positive placement.	APSTs and goal setting.	Module 2 on Canvas.
3	11 Mar	Student responsibilities on Placement.	Applying for teaching positions.	Module 3 on Canvas.
4	18 Mar	Code of Conduct and school documentation.	Professionalism on Placement and teacher wellbeing.	Module 4 on Canvas.
5	25 Mar	Final Internship and NTPA.	Case study on planning, teaching and assessing evidence and annotations in the NTPA.	Module 5 on Canvas
6	1 Apr	Learning adjustments and working with APSTs	Develop learning plans/goals. Aligning teaching strategies with annotations on APSTs.	Module 6 on Canvas.
7	8 Apr			All CANVAS modules completed
<b>Mid Term Break</b>				
<b>Mid Term Break</b>				
8	29 Apr	Internship Placement ONE 6 weeks (30 days) 29 <sup>th</sup> April to 7 <sup>th</sup> of June		
9	6 May			
10	13 May			
11	20 May			
12	27 May			
13	3 June			
14	10 June	Internship Placement TWO 4 weeks - (20 days) 10 <sup>th</sup> June to 5 <sup>th</sup> July		NTPA due: 19 <sup>th</sup> July
<b>Examination Period</b>				
<b>Examination Period</b>				

# ASSESSMENTS

This course has two 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 ST Professional Experience reports due on completion of Placement One and Two. Submit on Canvas from Sonia.	Individual	50%	1, 2, 3, 4, 5, 6
2	E portfolio*	Teacher Performance Assessment (NTPA) is to be submitted through Canvas two weeks after internship	Individual	50%	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.

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## Assessment 1 - Professional Experience Report

<b>Assessment Type</b>	Report
<b>Purpose</b>	Students are examined according to the Australian Professional Standards for graduate teachers to demonstrate competency at 2 Special Education settings.
<b>Description</b>	Students experience a special education internship in two settings. A supervising teacher professional report is generated at the completion of both placements and students must pass every standard and upload to Canvas to receive an ungraded pass.
<b>Weighting</b>	50%
<b>Compulsory Requirements</b>	Pass Requirement - Students must pass this assessment item to pass the course.
<b>Due Date</b>	Two Professional Experience reports due on completion of internship (Placement One and Two). Each Supervising teacher professional report needs to be generated from Sonia and uploaded to Canvas.
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	<p>Students receive internship reports through Sonia 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>
<b>Return Method</b>	Specific Location
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment: reattempt not allowed.

## Assessment 2 - E portfolio/NTPA

<b>Assessment Type</b>	Portfolio
<b>Weighting</b>	50%
<b>Compulsory Requirements</b>	Pass Requirement - Students must pass this assessment item to pass the course by scoring 3 or above in each of the 14 professional standards
<b>Due Date</b>	A Teacher Performance Assessment (NTPA) is to be submitted through Canvas two weeks after internship
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	<p>* All ePortfolio/NTPA documents are to be submitted via Canvas and feedback will be provided</p> <p>* full assessment criteria will be available in the ePortfolio/NTPA folder in the Assessment folder in Canvas</p> <p>* an Ungraded Pass for the placements and ePortfolio/NTPA must be attained to pass EDUC4060</p>
<b>Opportunity to Reattempt</b>	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. Please see the [Student Academic Integrity Policy](#) for more information.

## 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](#)

## 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](#) 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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