

EDUC4167: 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 fulltime school-based experience in two different special education settings in Semester One. Students will complete 6 weeks, thirty (30) days in Placement ONE and twenty (20) days in 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).

Requisites

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

Students must have successfully completed the following courses to enrol in this course: 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 Education (Primary) [40106]
- Bachelor of Education (Secondary) [40107]
- Bachelor of Education (Secondary) (Honours) [40108]

The successful completion of LANTITE is required prior to enrolling in final Internship/Placement course
<https://teacheredtest.acer.edu.au/>

Assumed Knowledge

To enrol in this course students must have completed 270 units.

Contact Hours

Lecture *

Online
8 hour(s) per Term Full Term
Attendance will be recorded for online lectures

Practicum *

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

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

Tutorial

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

* This contact type has a compulsory requirement.

Unit Weighting 30

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: online, in-person

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

SYLLABUS

Course Content The subject requires fifty (50) days of school-based experience in different special education settings from Kindergarten through to Year 12. School-based special education experiences can include placement in special schools; placement in support classes in regular schools, independent schools and classes for students with disability; and placements with Learning and Support Teachers in regular schools. This course will build on students' knowledge, understandings and skills in working with children with disability.

Specific topics to be covered include:

- General professional attributes,
- Teaching and learning practices (specific to Special Education settings and subject content),
- Lesson and program planning, implementation, and management,
- Assessment and evaluation,
- Literacy and communication,
- Working in schools, systems and communities.

Course Learning Outcomes

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

1. Communicate the role of the special education teacher as a professional;
2. Plan, implement and evaluate evidence-informed programs for improving learning in special education schools and contexts;
3. Utilise effective communicate skills when working with students, teachers, school staff and community members in diverse special education schools and contexts;
4. Engage in critical reflection of their own practice in supporting students with diverse needs across diverse settings;
5. Apply a diverse range of disability specific resources and supports for students that utilise the requirements of the Australian Curriculum.

Course Materials

Required Text:

- Placement Guide 2024

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. Attendance Requirement - Students must attend all lectures

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)
- 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
- 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)	Module 1 on Canvas.
2	4 Mar	Essential attributes for a positive placement	APSTs and goal setting (Module 2).	Module 2 on Canvas.
3	11 Mar	Student responsibilities on Placement.	Applying for teaching positions (Module 3).	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.
Mid Term Break				
Mid Term Break				
8	29 Apr	Internship placement ONE 6 weeks (30 days) 29 th April to 7 th 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 th June to 5 th July		NTPA due: 19 th July
Examination Period				
Examination Period				

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 x 2*	Two ST professional reports due on completion of each Internship placement. Submit on Canvas from Sonia	Individual	50%	1, 2, 3, 4, 5
2	E Portfolio*	Teacher Performance Assessment (NTPA) is to be submitted through Canvas two weeks after internship	Individual	50%	1, 2, 3, 4, 5

* 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 x 2

Assessment Type	Report
Purpose	Students are examined according to the Australian Professional Standards for graduate teachers to demonstrate competency at 2 Special Education settings.
Description	Students experience a special education internship in two settings. A supervising teacher professional experience report is generated at the completion of both placements and students must pass every standard and upload to Canvas to receive an ungraded pass.
Weighting	50%
Compulsory Requirements	Pass Requirement - Students must pass this assessment item to pass the course
Due Date	Two reports due on completion of each Internship placement.
Submission Method	Online SONIA System - the school will send the electronic report to the University's Professional Experience Unit
Assessment Criteria	Successful completion of a 50-day Internship in two school settings (30 days and 20 days). Demonstration of quality planning, teaching, assessment and evaluation that incorporates a variety of strategies and technologies and displays the application of principles and practices that establish and maintain a productive learning community at a graduate teacher level.
Return Method	Specific Location
Feedback Provided	
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment. No reattempt available for this assessment task.

Assessment 2 - E Portfolio/NTPA

Assessment Type	Portfolio
Purpose	To demonstrate evidence of successful attainment of all Teaching Standards. Evidence will be provided in the Teacher Performance Assessment framework. The E-portfolio must be submitted for students to pass EDUC4167.
	Please Note: This portfolio is in addition to the Professional Experience Reports and all must be satisfactorily completed in order to pass the course.
Description	To be collated whilst on and after finishing Internship and submitted in Canvas
Weighting	50%
Compulsory Requirements	Pass Requirement - Students must pass this assessment item to pass the course by scoring 3 or above in each of the 14 professional standards.
Due Date	Two weeks after the completion of Internship
Submission Method	Online via Canvas
Assessment Criteria	Detailed rubric on Canvas
Return Method	Online
Feedback Provided	Online
Opportunity to Reattempt	Students WILL be given the opportunity to reattempt this assessment. 1 re-attempt allowed

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 for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

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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