



School of Education

EDST5118
Advanced Professional Practice
In Special Education

Term 3, 2019

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

1. LOCATION

Faculty of Arts and Social Sciences

School of Education

EDST 5118 Advanced Professional Practice in Special Education (6 units of credit)

Term 3, 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Geraldine Townend

Office Location: Morven Brown Building

Email: g.townend@unsw.edu.au

Availability: Email for an appointment

3. COURSE DETAILS

Course Name	Advanced Professional Practice in Special Education
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Plan, implement and critically evaluate challenging and original lessons and units of work using a range of different strategies to meet expected curriculum outcomes and varied student needs and interests;	2
2	Design and critically evaluate appropriate programs, including needs analysis, syllabus design, program organisation and processes of assessment and evaluation in Special Education.	1, 2
3	Monitor, document and report on a range of students' development and implement appropriate feedback mechanisms to enhance learning and teaching;	1, 2
4	Reflect on, describe and critically evaluate one's own professional practice and take responsibility in collaboration with others to identify and address their own learning needs.	1, 2
5	Able to operate independently both within the classroom and within the wider school community and interact effectively with colleagues and members of the wider school community	1, 2

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of inclusive education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
2	Research-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual	

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Field - based work is a critical component of effective teacher education, not only providing an essential forum for generating concrete problems and issues and applying new knowledge and skills, but also enabling the development of an integral link between theory and practice. The equivalent 25 days of teaching practice is also a mandated component of any specialist teaching method for schools and adult educational institutions nationally. **You must have current accreditation to teach in NSW schools to undertake this course.**

5. TEACHING STRATEGIES

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Assessment Details

Assessment 1 – due 5pm 4 October 2019:

A written IEP and Behaviour Plan for one student, to be completed by the

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5118 ADVANCED PROFESSIONAL PRACTICE IN SPECIAL EDUCATION

Student Name:

Student No.:

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5118 ADVANCED PROFESSIONAL PRACTICE IN SPECIAL EDUCATION

Student Name:

Student No.:

Assessment Task 2: Practicum Notebook (teaching performance, lesson plans, logbook, self-reflection, attendance record form, evidence of professionalism form)

SPECIFIC CRITERIA	(-) → (+)				
<p>Understanding of the question or issue and the key concepts involved Understanding of the task and its relationship to relevant areas of theory, research and practice in special education Clarity and accuracy in use of key terms and concepts in special education</p>					
<p>Depth of analysis and/or critique in response to the task Demonstration of knowledge, and respect for, the diverse social, ethnic, cultural, and religious background of students and the effects of these factors on learning</p>					
<p>Familiarity with and relevance of professional and/or research literature used to support response Evidence of having read and understood a range of research and professional literature on education theory to support performance</p>					