



SPED8910

Critical Reflection and Professional Experience for Teachers in Sensory Disability

Session 2, Infrequent attendance, On location at placement 2021

Macquarie School of Education

Contents

<u>General Information</u>	3
<u>Learning Outcomes</u>	4
<u>General Assessment Information</u>	4
<u>Assessment Tasks</u>	7
<u>Delivery and Resources</u>	9
<u>Unit Schedule</u>	9
<u>Policies and Procedures</u>	11
<u>5Rs Framework</u>	15

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with](#)

mandatory on-campus classes/teaching activities.

Visit the MQ COVID-19 information page for more detail.

General Information

Unit convenor and teaching staff

Administration

Lena Karam

lena.karam@nextsense.org.au

Contact via 0298720303

NextSense Institute, North Rocks

9.00-4.00 Monday to Friday

Course Director

Susan Silveira

susan.silveira@mq.edu.au

Contact via 0298720248

NextSense Institute, North Rocks

9.00-5.00 Monday to Friday

Lena Karam

lena.karam@mq.edu.au

Credit points

10

Prerequisites

Admission to MDisabilityStud and 40cp from SPED units at 8000 level and permission by special approval

Corequisites

Co-badged status

Unit description

This unit provides students with the opportunity to observe, plan, implement, manage and evaluate teaching programs as part of undertaking 16 days of professional experiences. Central to this professional experience is a critical reflection model that guides and highlights the student's awareness regarding the role that research plays in strengthening their professional skills and knowledge. Using critical reflection students will demonstrate professional practice that optimises outcomes for people with sensory disability.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Investigate research in sensory disability and synthesise findings to make improvements in identified focus areas for improvement.

ULO2: Critically reflect on level of competency of the Australian Professional Standards for Teachers (and relevant elaborations) in order to formulate an improvement teaching plan

ULO3: Create, and deliver lesson sequences using knowledge of student learning and evaluate effectiveness of implemented teaching strategies

ULO4: Apply understanding of assessment strategies, including formal and informal, diagnostic, formative and summative approaches to assess and report on student learning.

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- **All assignments must comply with the NextSense Institute Accessible Style Guide**
- The assignment title page should include the student name, student number, unit code, title of the assessment and submitted word count.
- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font .
- All assignments must be submitted through Turnitin as a single accessible word document – **do not submit as a pdf**.
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin (<https://students.mq.edu.au/support/technology/systems/ilearn>).
- Faculty assignment cover sheets are NOT required, but a completed ePortfolio Checklist must be included.

If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment

- the [Learning Skills Unit](#) for academic skills support.

Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation.

Draft Submissions & Turnitin Similarity Reports

- Students must use the Turnitin Similarity Report as a learning tool to improve their academic writing and, in consideration of the report outcome, attend to any potential academic integrity issues, prior to submission of the final version of the assignment.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain a Similarity Report.
- The Similarity Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Similarity Report is generated every 24 hours up to the due date.
- Students are **NOT required to submit the Similarity Report** for this Professional Experience unit.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful, contains ALL items on the ePortfolio Checklist and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions: Unless a Special Consideration request has been submitted and

approved, (a) a penalty for lateness will apply and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.

- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be an unchanged grade.
- Grades are *standards referenced* and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

SPED8910 is a pass/ fail unit. In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Students who demonstrate a 'Graduate' level of competency in their Professional Experience will be awarded an Ungraded Pass.

Students will be awarded a Pass/ Fail grade according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

Assignments will be awarded a grade according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

The following generic grade descriptors provide university-wide standards for awarding final grades.

P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: *If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so, as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree. Please also contact Sue Silveira on 0298720248 or sue.silveira@nextsense.org.au, prior to withdrawing and for advice related to your progression.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
ePortfolio (Block 1)	50%	No	on completion of Block 1
ePortfolio (Block 2)	50%	Yes	Week 13 07/11/2021

ePortfolio (Block 1)

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 25 hours

Due: **on completion of Block 1**

Weighting: **50%**

Practical experiences in the field of sensory disability

On successful completion you will be able to:

- Investigate research in sensory disability and synthesise findings to make improvements in identified focus areas for improvement.
- Critically reflect on level of competency of the Australian Professional Standards for Teachers (and relevant elaborations) in order to formulate an improvement teaching plan
- Create, and deliver lesson sequences using knowledge of student learning and evaluate effectiveness of implemented teaching strategies
- Apply understanding of assessment strategies, including formal and informal, diagnostic, formative and summative approaches to assess and report on student learning.

ePortfolio (Block 2)

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 25 hours

Due: **Week 13 07/11/2021**

Weighting: **50%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Practical experiences in the field of sensory disability

On successful completion you will be able to:

- Investigate research in sensory disability and synthesise findings to make improvements in identified focus areas for improvement.
- Critically reflect on level of competency of the Australian Professional Standards for Teachers (and relevant elaborations) in order to formulate an improvement teaching plan
- Create, and deliver lesson sequences using knowledge of student learning and evaluate effectiveness of implemented teaching strategies
- Apply understanding of assessment strategies, including formal and informal, diagnostic, formative and summative approaches to assess and report on student learning.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

SPED8910 has a full web presence through iLearn. The iLearn site is available ahead of Session 2 to facilitate the completion and uploading of all Mandatory Check Forms. All other requirements for this unit begin Session 2 Week 1, 2021. Students are expected to access the iLearn site and engage with unit materials regularly during Session 2.

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password. <http://ilearn.mq.edu.au/login/MQ/>

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- Internet access: The *iLearn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.
- Uploading of assessment tasks to iLearn.

Unit Schedule

Unit Schedule for SPED8910

The unit is divided into a series of topics; the materials are open for the entirety of the session:

- Completion of Critical Reflection Tool (**prior** to starting Professional Experience block 1)
- Completion of Focus Area planning, setting of individual SMART learning goals and outline of literature review (**prior** to starting Professional Experience)
- Professional Experience (practicum) in 2 blocks of 8 days
- Submission of block 1 ePortfolio with mid-term reflection post and block 2/ FINAL ePortfolio with end-session reflection post

Note: **reflection blogs** (mid session and end of session) should be posted no later than **1 week after completion of placement** to enable sufficient time for students to comment on each others

blogs.

Week	Week Begins	Activities and Assessments	Due Dates
1	26 Jul 27 Jul	<p>Activity 1 Completion of Critical Reflection Tool</p> <p>Activity 2 Completion of Focus Area planning, setting of individual SMART learning goals (based on Focus Areas to improve) and outline of proposed initial literature review/research</p> <p>Zoom Information Meeting for ALL students Tuesday 27.7.21 at 7 pm -9 pm Sydney time/ EST</p>	Mandatory checks and Task 1 and 2 due midnight 1 August
2	2 Aug	Ongoing Focus Area planning and reading of identified literature. Initial references submitted are to be added to throughout the Prof Exp. as you deepen your understanding or your chosen Focus Areas for improving.	
3	9 Aug	Assessment 1 Start Block 1 Practicum	The practicum dates outlined here are <u>only a guide</u> to assist you in ensuring that you will finish by the end of the Session.
4	16 Aug	Practicum	Ensure Block 1 dates have been authorised/ signed approval given by Professional Experience Coordinator midnight 22 August
5	23 Aug	Practicum	
6	30 Aug	<p>Placements submission of Block 1 ePortfolio, <u>as a guide only</u></p> <p>Mid-session online reflection to be completed no later than 1 week after finishing block 1 and comment on at least 2 other student's reflections.</p>	BLOCK 1 MUST BE SUBMITTED FOR MARKING BEFORE STARTING BLOCK 2.
7	6 Sep	Practicum	NOTE: Ensure 2-week gap between submission of Block 1 ePortfolio and starting of block 2, to allow sufficient time for marking and feedback.
		<p>University Recess</p> <p>Practicum can continue</p>	<p>starts Monday 13 Sept</p> <p>2 hour Zoom Tutorial see iLearn for time, date and link (replaces day 7 of block 2)</p>
		<p>University Recess</p> <p>Practicum can continue</p>	starts Monday 20 Sept
8	27 Sept	Start Practicum Block 2	Ensure Block 2 dates have been authorised/ signed approval given by Professional Experience Coordinator

9	4 Oct	Practicum	
10	11 Oct	Practicum	
11	18 Oct	Practicum	
12	25 Oct	Practicum	
13	1 Nov	<p>Assessment 2 Submission of Block 2/FINAL ePortfolio.</p> <p>Complete end-session online reflection no later than 1 week after finishing block 2 and comment on at least 2 other student's reflections.</p>	<p>As stated in the handbook all coursework needs to be completed and submitted for marking in week 13 of the Session in which you enroll in the course. Final date for submission of ePortfolio is midnight 7 November 2021</p> <p>General Assessment Information</p> <p>Students requesting an extension for the final assignment should submit this at https://ask.mq.edu.au/. The Professional Experience Coordinator should be notified prior to the submission being made.</p>

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of

Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Professional Experience Unit Placement Expectations

Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.

To be eligible to commence the placement component of this unit:

Students must be able to present evidence of completion of the following prior to Week 2:

- Proficiency in **Auslan** (through completion of SPED8935) or **Braille** (through completion of SPED8923)
- A Working with Children Check or State/ Territory equivalent
- Anaphylaxis training (practical and online training). Please note that Anaphylaxis training is only current for 2 years so students will need to update this, if lapsed
- Child Protection online training

Students are responsible for ensuring that their evidence is current. Please be aware that you may need to update your training or credential prior to beginning your first placement. Students may need to withdraw from this unit if this has not been obtained in time.

- Students must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block.
- Students must meet the participation requirements for the unit.
- Feedback from Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of any assessments or bookwork prior to submission.
- If a Student is identified being **in need of additional support** for Professional Practice the [Department's 'Additional Support' procedure](#) will be activated and they will not be able to withdraw themselves from this Unit.
- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

Fitness to practice requirements:

- Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression>

Twice Fail Rule for Professional Experience Units

General Coursework Rule 10(7) stipulates that if a student fails a required unit twice in a professional program listed on Schedule 2, they may be permanently excluded from further enrolment in that program.

In order to meet the Professional Experience placement expectations of this unit, students must:

- attain a 'Graduate' level for their Practicum Assessment Tool (PAT) in all competencies, **AND**
- attain a 'Satisfactory' grade for their Professional Experience ePortfolios based on the

marking rubric, **AND**

- post (within 1 week of completing the placement) and contribute to online reflection posts in a timely manner

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Students are encouraged to contact the SPED8910 Unit Convenor directly via email or phone to discuss any supports and adjustments required to ensure a successful learning experience for themselves and the school students during their Professional Experience.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling. In this unit, you will learn using the 5Rs framework in the following important ways:

	Resilient	Reflexive	Responsive	Ready to learn	Research engaged
SPED8910	Students gain knowledge about the critical role they play in facilitating resilience in school students who are Deaf/Hard of Hearing or Blind/ Low Vision. Students are proactive in planning ahead to meet the demands of their professional experience placement and show self-belief in their ability to overcome any challenges (teacher self-efficacy).	Students are encouraged to critically reflect in the context of themselves as specialist teachers, on their previous and future professional experiences and make changes to their practice as a result of this reflection.	Students are expected to be responsive to the feedback from their supervisors by implementing improvements to their practice; and responsive to the ideas of peers through providing meaningful and supportive feedback.	Students are encouraged to reflect and then identify their own learning needs for their context and career stage (based on NAATD/ SPEVI competencies), to pursue learning that achieves great outcomes for the school students they work with now and into the future. Students take responsibility for learning independently as well as fostering collaborative learning in other students.	Students engage with literature and base their practice on evidence. Students practice academic integrity as they learn to explore contemporary and relevant literature.