



SPED8910

Critical Reflection and Professional Experience for Teachers in Sensory Disability

Session 1, In person-placement, On location 2022

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Alison Hawkins-Bond

alison.hawkins-bond@mq.edu.au

Contact via 0419227368

NextSense Institute, North Rocks

8.30-4.30 Monday to Thursday

Administration

Lena Karam

lena.karam@nextsense.org.au

Contact via 02 98720303

NextSense Institute, North Rocks

9.00-4.00 Monday to Friday

Course Director

Susan Silveira

susan.silveira@mq.edu.au

Contact via 0477 202 129

NextSense Institute, North Rocks

9.00-4.00 Monday to Friday

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 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 Arial, 12-point font and **SINGLE** spacing for ePortfolio.
- All assignments must be submitted through Turnitin as an accessible word document – **do not submit as a pdf.**
- It is the responsibility of the student to ensure that all assignments are successfully submitted through Turnitin (<https://students.mq.edu.au/support/technology/systems/ilearn>).
- Faculty assignment cover sheets are NOT required but a complete ePortfolio checklist must be included.

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.
- 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.
- For written assignments in SPED8910 a **Turnitin Similarity Report is NOT required** to be submitted.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful 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/my-study-program/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 - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g., quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.
- If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- 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.
- Grades are *standards referenced* and effort is NOT a criterion.

University policy on grading

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
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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.
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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 the Course Director Sue Silveira on 0477202129 or susan.silveira@mq.edu.au, prior to withdrawing, 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%	Yes	by week 8
ePortfolio (Block 2)	50%	Yes	Week 13- 05/06/2022

ePortfolio (Block 1)

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 25 hours

Due: **by week 8**

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.

ePortfolio (Block 2)

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 25 hours

Due: **Week 13- 05/06/2022**

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. All requirements for this unit begin Session 1 Week 1, 2022, but the iLearn site can be accessed to 2 before the start of the session to complete Mandatory requirements. Students are expected to access the iLearn site and engage with unit materials regularly during session 1.

Support resources

Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, we have great supports within the university. Please refer to the comprehensive list of support services [here](#).

Access and technical assistance

Information for students about access to the online component of this unit is available at <https://students.mq.edu.au/support/study/tools-and-resources/ilearn>. You will need to enter your student username and password.

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

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. Any student completing their final placement after week 13 of the session is required to comment on 2 blog before the end of week 13.

Week	Week Begins	Activities and Assessments	Due Dates
1	21 Feb	<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>	Mandatory checks and Task 1 and 2 due midnight 27 Feb
2	28 Feb	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	7 Mar	Assessment 1 Start Block 1 Practicum	The placement dates outlined here are only a guide to assist you in ensuring that you will finish by the end of the Session.
4	14 Mar	Practicum	Ensure Block 1 dates have been authorised/ signed approval given by Professional Experience Coordinator midnight 27 March
5	21 Mar	Practicum	
6	28 Mar	Placements submission of Block 1 ePortfolio, as a guide only	<p>BLOCK 1 MUST BE SUBMITTED FOR MARKING BEFOR STARTING BLOCK 2.</p> <p>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>
7	4 Apr	Practicum Complete mid-session online reflection (as part of block 1 ePortfolio) and comment on at least 2 other student's reflections.	Ensure Block 2 dates have been authorised/ signed approval given by Professional Experience Coordinator
		University Recess Practicum	starts Monday 11 Apr
		University Recess Practicum	starts Monday 18 Apr
8	25 Apr	Practicum	
9	2 May	Practicum	
10	9 May	Practicum	

11	16 May	Practicum	
12	23 May	Practicum	
13	30 May	<p>Assessment 2 Submission of Block 2/FINAL ePortfolio.</p> <p>Complete end-session online reflection (as part of block 2 ePortfolio) 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 enrol in the course. Final date for submission of ePortfolio is midnight 5 June. NOTE: Submission after this date will delay release of final grades.</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](#)
- [Assessment Procedure](#)
- [Complaints Resolution 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

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

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

External Students

- A fully accessible Zoom information session will take in week 1 of the session. Details and the link will be available on iLearn. Students are expected to attend or inform the Unit Convenor if unable to attend. A recording of the session will be made available at a later date.

Unit Expectations

- Students are expected to review all learning content on time and to contribute to online discussion in a timely way
- Students are expected to make effective use of the online component of the unit and access iLearn regularly. Keep up to date with checking Announcements on at least a 3x a week basis.

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

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

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

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. For school placements this must be verified by supervising teacher overseeing the placement before you visit the school .
- 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
- Mandatory Child Protection online training
- Evidence of COVID-19 vaccination - see SONIA for where you must submit your immunization evidence.

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.

Passing a Professional Experience Unit

In order to pass a Professional Experience unit, students must achieve a satisfactory result for their professional experience placement AND achieve a satisfactory result overall for their academic assessment tasks (where applicable) in the unit.

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/>

The Writing Centre

The [Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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.

5 Rs Framework

5 R's Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your course. Your use of the 5Rs Framework will help you develop the capabilities that will make your 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.