



SPED8910

Critical Reflection and Professional Experience for Teachers in Sensory Disability

Session 2, In person-placement, On location 2022

Macquarie School of Education

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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.

General Information

Unit convenor and teaching staff

Unit Convenor

Alison Hawkins-Bond

alison.hawkins-bond@mq.edu.au

Contact via 0419227368

NextSense Institute

8.30-4.30 Monday to Thursday

Master Disability Studies Course Director

Susan Silveira

susan.silveira@mq.edu.au

Contact via 0477202129

NextSense Institute

9-5 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:

- The assignment title page should include the student's 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 a minimum of Arial, 12-point font and 1.5 spacing.
- All assignments must be submitted through Turnitin as an accessible word document – **do not submit as a pdf.**
- Faculty assignment cover sheets are **NOT** required.
- 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/assignments-grades>).

Draft Submissions and 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 assignment 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.

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.
- 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.
- For written assignments in SPED8910 submission of a Turnitin Similarity Report is **NOT** required.

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.

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.

Late Assessment Submission Penalty

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm.

A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings, etc.). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs, etc.) will only be addressed by the unit convenor in a Special Consideration application. Special Consideration outcome may result in a new question or topic.

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://policies.mq.edu.au/document/view.php?id=17>

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.

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	11.55pm 25/09/2022
ePortfolio (Block 2)	50%	Yes	11.55pm 06/11/2022

ePortfolio (Block 1)

Assessment Type [1](#): Portfolio

Indicative Time on Task [2](#): 25 hours

Due: **11.55pm 25/09/2022**

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.

ePortfolio (Block 2)

Assessment Type [1](#): Portfolio

Indicative Time on Task [2](#): 25 hours

Due: **11.55pm 06/11/2022**

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

Information about the unit iLearn site

SPED8910 has a full web presence through iLearn. All requirements for this unit begin Session 2 Week 1, 2022. Students are expected to access the iLearn site and engage with unit materials regularly during session 2. Students will need regular access to a computer and the Internet to complete this unit.

Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. 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

Unit schedule

The unit is divided into a series of topics and the materials are open for the entire 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	25 Jul	Activity 1 Completion of Critical Reflection Tool 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	Mandatory checks and Task 1 and 2 due midnight 31 July
2	1 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	8 Aug	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	15 Aug	Practicum	Ensure Block 1 dates have been authorised/ signed approval given by Professional Experience Coordinator midnight 28 Aug

5	22 Aug	Practicum	
6	29 Aug	Placements submission of Block 1 ePortfolio, as a guide only	<p>BLOCK 1 MUST BE SUBMITTED FOR MARKING BEFORE 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	5 Sep	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	starts Monday 12 Sep
		University Recess	starts Monday 19 Sep
8	26 Sep	Practicum	
9	3 Oct	Practicum	
10	10 Oct	Practicum	
11	17 Oct	Practicum	
12	24 Oct	Practicum	
13	31 Oct	<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 6 Nov.</p> <p>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](#).

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. 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.

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 Additional Support Procedure (<https://www.mq.edu.au/faculty-of-arts/departments-and-schools/macquarie-school-of-education/professional-experience/at-risk-process>) will be activated and the student 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.

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

Compulsory Zoom Meeting

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. Two fully accessible Zoom tutorial session will take place after block 1 and block 2. All students need to attend and present in order to pass the course. The 2 tutorials will make up the final day of your block 1 and block 2 placements. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with checking Announcements on a weekly basis.

Fitness to Practice requirements

Academic Senate has approved the development of a Fitness to Practice (FTP) procedure to provide further clarity to students enrolled in practical, clinical and professional programs who have not met the requirements of the General Coursework Rules. It establishes how the University will manage the progression of students enrolled in practical, clinical or professional (PCP) programs or units listed on Schedule 3 of the Academic Progression Policy, with embedded placements and/or registration, accreditation or other mandated requirements.

The Procedure is governed by [General Coursework Rules](#), and the [Academic Progression Policy](#) and is supported by the [Inherent Requirements Framework](#). It provides the process to identify, notify, intervene, support, monitor and exclude when required, those students who are not meeting the FTP requirements of their program.

FTP is the demonstration of 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.

Students must ensure they meet Inherent Requirements before enrolling in their program; that they have the physical, cognitive, communication and behavioural capacity to complete the program. Students with a disability or chronic health condition may have reasonable adjustments made. Students must also demonstrate that they are fit to practice and demonstrate the capabilities and professional behaviours required of that profession.

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.

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.

The 5R's 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
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 practice academic integrity as they learn to explore contemporary and relevant literature. Students engage with literature and base their practice on evidence.

Changes since First Published

Date	Description
29/06/2022	Additional information on Fitness to Practice