



# Master of Education – Special Education

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PROFESSIONAL EXPERIENCE HANDBOOK 2019



UNIVERSITY  
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AUSTRALIA



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## Contact Details

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## Sonia

### WHAT IS SONIA ONLINE?

The School of Education uses Sonia, an online student placement system, to manage Student Teacher professional experience placements. Sonia is primarily used to:

- Maintain a database of Student Teachers, placement venues (eg. schools) and contacts within the venues
- Provide Sonia Online access to Student Teachers, placement venues and contacts
- Communicate with Student Teachers, placement venues and contacts via email
- Administer professional experience placements

Sonia Online is where Student Teachers, venue contacts (Supervising and Cooperating Teachers and In-school Coordinators) and University Advisors log in to access professional experience placement details, documents and resources and complete administrative tasks such as submitting reports and forms.

The Professional Experience Unit (PEX Unit) will organise individuals with Sonia Online accounts as required. If you believe your Sonia Online access has been overlooked or you have difficulty with access please contact the PEX Unit.

For a Supervising Teacher to be able to access their Student teacher's timesheets, reports and forms, they must be linked in Sonia.



# Professional Experience in Special Education

## OVERVIEW

The field of special education is changing rapidly both in Australia and internationally. There is a requirement for teachers to be flexible, being able to teach and work across sectors, with children, and adolescents in special education contexts. The professional experience is also a requirement of employer bodies.

EDGS930 emphasises the development of teachers' skills and understandings of teaching in these contexts. It is developed based on the belief that the acquisition of special education teaching expertise is gained through sequential and cumulative experiences and that the development of those skills would help enhance a teacher's ability to be a facilitator of students with special needs learning.

## OBJECTIVES/OUTCOMES

The aim of the professional experience is to provide a guided introduction to the classroom application of special education teaching methodology and to provide an assessed professional experience which meets the teaching practice requirements for employment in special education settings in schools. You will undertake observations and teaching in special education contexts in primary or secondary schools, develop portfolios of work and evaluate aspects of the teaching and learning you observe.

By the end of the professional experience you should be able to:

- Describe, determine and evaluate aspects of learning programs and implementation in special education contexts
- Demonstrate knowledge of and ability to cater for individual needs in teaching/ learning and to create positive learning environments
- Demonstrate an understanding of learner/ teacher roles and support personnel roles
- Demonstrate effective classroom organisation and management in the special education context
- Demonstrate an understanding of a range of teaching strategies, of assessment and programming and of resource development in special education
- Demonstrate ability to critically reflect on teaching and learning, your own professional development experiences and growth as a Special Educator

## STUDY SCHEDULE

Everyone's professional experience will be different in some way as the specific arrangements, the timing of the various aspects of the professional experience and the length of the individual lessons will depend on the context of the teaching institution where the professional experience takes place.

In all cases, however, there are some general requirements regardless of previous teaching experience. Class contact is expected to be equivalent to 20 days. You should spend time in discussion with your Supervising Teacher and participate in classroom and school activities.

Employer bodies have many different requirements for professional experience. The professional experience hours in this subject are sufficient for most employer bodies but you should check with the specific organisation/s for which you intend working. It is your responsibility to find out the required professional experience hours if you intend to work outside NSW. Please contact the subject coordinator if you find that you need a greater number of supervised teaching hours/days.

# Information for Supervising Teachers

## HELP DESK

Professional Experience Unit

Email: [pex-enquiries@uow.edu.au](mailto:pex-enquiries@uow.edu.au)

Phone: 02 4239 2380

## SONIA ONLINE ACCESS

- To access placement information and resources you will need Sonia Online access
- If you have an existing Sonia account please use those log in details. If you have forgotten your password, please contact the Help Desk as soon as possible
- You will receive an email shortly before commencement or on the first day of the placement with instructions and a *Quick Start Guide for Supervising Teachers* explaining how to log in to Sonia
- We will 'link' you to your student so that you can see their placement details and resources when you log in
- After the student has notified us of the placement details you will receive an email with instructions to:
  1. Log in to Sonia
  2. Complete a *Special Education - Confirmation of Professional Experience* Placement form

## DURING PLACEMENT

- **The University of Wollongong Code of Practice - Student Professional Experience** sets out what is expected from Students, the University and Placement Providers: <http://www.uow.edu.au/about/policy/UOW058662.html>. Students are also required to comply with any code of conduct relevant to your institution
- As a result of extenuating circumstances or professional misconduct the student may be asked by your institution or the University of Wollongong to leave the institution, terminating the professional experience

## RESOURCES AND SUPPORT

**Resources** and forms for the placement can be accessed by you and the student by logging into Sonia. You must access and use the following available resources to fulfil your obligations for the professional experience:

- **Special Education Professional Experience Handbook**
- **Supervising Teacher (Special Education) Lesson Observation Feedback**

**Support** is provided to you by the following people:

- **Subject Coordinator**- details are found under Contact Details (pg.3)

**Unsatisfactory Progress Remediation Procedure** is for students who are not meeting teaching and/or professional conduct expectations. **To identify unsatisfactory progress** refer to the following:

- The relevant Code of Conduct/s
- Program requirements- outlined in the Professional Experience Handbook
- Completed Supervisor's Lesson Observation Reports
- Lesson plans submitted by the student

**It is vital the support is implemented promptly** so please refer to the *Unsatisfactory Progress Remediation Procedure* located in Sonia if you have identified unsatisfactory progress. Implementing the procedure is the best way to support your student.

## ATTENDANCE AND TIMESHEETS

- Please refer to Information for Students Teachers (pg. 10) for details on the requirements of your student
- You will need to approve your Student Teacher's timesheet entries in Sonia. Please refer to the *Quick Start Guide for Supervising Teachers* for detailed instructions

## PROFESSIONAL EXPERIENCE, FEEDBACK, REPORTS & ELECTRONIC FORMS

**Lesson Feedback** – Regular oral and written feedback should be provided throughout the professional experience.

**The Supervising Teacher (Special Education) Lesson Observation Feedback** - A **minimum of six** of these templates should be completed throughout the professional experience. The first one should be completed on the first day of teaching. A completed template is also required for each of the last three lessons given by the Student Teacher, which are then used for an assessment task.

**Reports** – A final report will need to be completed at the end of the professional experience. Refer to the *Quick Start Guide for Supervising Teachers* to:

1. Log into Sonia to access the *Special Education Final Professional Experience Teaching Report*
2. Complete and submit the report electronically
3. Inform the Student Teacher that the report has been submitted so they may log into their own Sonia account to read the contents and submit their section



**Electronic Forms-** You may need to complete/sign-off additional online forms in Sonia (Illness/Misadventure/Special Leave or Unsatisfactory Progress forms). Please refer to the *Quick Start Guide for Supervising Teachers* for instructions.

## **PAYMENT**

- **Supervising Teacher:** \$30 per student per day
- **Documentation and claiming procedures** will be provided via Sonia





# The Supervising Teacher - Roles and Expectations in Detail

The Supervising Teacher has the major role in fostering a Student Teacher's professional growth. The Supervising Teacher's organisation, routines, discipline procedures, management, planning, teaching and evaluation methods are strong influencing models for students, in addition to specifics for individuals at various levels of the course. The credibility of a teacher's comments and assessment of a student's performance, to a large extent, will depend upon the model projected.

## WHAT IS SUPERVISION?

Four functions required of the supervisor are identifiable:

- Supporting function
- Guiding function
- Monitoring function and
- Evaluating function

These are present in almost every situation, although the emphasis will vary at different times with different situations. It is important that the emphasis intended by the supervisor is always apparent to the student:

- Supporting the Student Teacher includes: encouraging, praising building confidence, providing opportunities for success, guiding reflection
- Guiding the Student Teacher includes: discussing all aspects of planning according to the lesson note format prescribed; advising on content selection, suggesting alternative learning experiences, acting as a resource for information, solving problems, clarifying procedures
- Monitoring the Student Teacher's performance includes: giving feedback to the Student Teacher, gaining feedback from the Student Teacher providing oral and written comments, observing performance in one skill, observing the lesson as a whole
- Evaluating performance includes: measuring, gathering evidence of performance, discussing the evidence, making judgements based on the evidence, observing children's reactions to the Student Teacher's performance, reporting observations, completing the written lesson observation guides and writing the professional experience teaching report

## SUPERVISORS CAN ASSIST IN PROFESSIONAL DEVELOPMENT BY:

- Being a believable source. Modelling is a powerful teaching strategy. Feedback should be reflected in classroom practices
- Providing descriptions of behaviour. When giving feedback describe why performance was seen to be judged that way e.g. *"Your questioning was excellent. You varied the types of questions, children had time to think, you listened to their response, you ..."*
- Providing clear evidence of improvement. An example would be: *"Your management of the lesson is improving — materials were well prepared and ready for use, directions were clear. Children generally remained on task"*
- Providing opportunities for success. Opportunities should be challenging, but of such a nature that the Student Teacher feels that he/she will be able to cope well and experience success. Avoid asking the Student Teacher to undertake teaching tasks where inexperience is likely to lead to failure
- Providing contingency plans. The supervisor should be prompt or ready to answer Student Teacher's questions, such as *"What will I do if ...?"* Some beginning Student Teachers may be unlikely to ask such questions; the teacher should make suggestions to prompt the thinking of the Student Teacher along this line
- Providing constructive feedback. This best occurs when strengths and successes are listed first and last, with suggestions (perhaps 2 or 3) for improvement "sandwiched" in the middle

## EXPECTATIONS OF SUPERVISING TEACHERS

- Outline and explain classroom and school/institution procedures to assist the Student Teacher to fulfil the objectives of the practice
- Give detailed advice and feedback on lesson preparation, presentation, evaluation and reflection
- Guide in the selection of (and if necessary allocate) teaching experiences which range across different skills in the special education classroom
- Provide oral and written comments on work to facilitate the development of teaching and management skills
- Provide further regular feedback on teaching experiences by using the Lesson Observation Reports
- Complete three final written Lesson Evaluations
- Complete the *Special Education Final Professional Experience Teaching Report* at the end of the professional experience



## EVALUATING TEACHING PERFORMANCE

The evaluation of teaching performance is a most significant component of practice teaching. In providing feedback that identifies strengths and weaknesses, it establishes a platform on which to build further improvement, and provides recognition that the intended outcomes have been achieved. It also provides the School of Education with information that assists in its continuing efforts to improve the quality of teacher education programs.

Student Teachers are to be evaluated at two levels - through continuing feedback and in a final report at the end of the professional experience.

In the first instance, throughout the practice, Student Teachers should be provided with regular feedback that may be given as both oral and written comments indicating his/her strengths and weaknesses.

## LESSON OBSERVATION OF STUDENT TEACHERS BY SUPERVISING TEACHER

Student Teachers need day-to-day feedback about their teaching. This usually takes the form of discussions as situations arise and as written comments on individual lessons. As a further means of evaluation, Supervising Teachers are encouraged to use the **(Special Education) Lesson Observation Feedback** that provides a structure for observing, reporting and commenting on particular lessons. This report has the advantage of helping the Supervising Teacher to identify a wide range of teaching skills. The completed report should be given to and discussed with the student after the lesson, thus providing an on-going indication of specific strengths and weaknesses.

## PROFESSIONAL EXPERIENCE TEACHING REPORT

The *Special Education Final Professional Experience Teaching Report* is written for the student and the records of the School of Education. Therefore, statements which are made should be consistent with actual performance and convincing to the reader.

The report should contain:

- Clear descriptions of the student's performance (*eg. displays... , exhibits... , shows....*)
- Some sample of behaviour to support or provide evidence of the description (*eg. by..., through..., from..., when*)
- An indication of the frequency of the behaviour (*eg. never, seldom, often, frequently, promptly, always, many, each day, on every occasion, on four separate instances*)





# Principles of Teaching

The following principles may be helpful to refer to when evaluating the performance of Student Teachers or writing the final report.

## PROFESSIONAL ATTRIBUTES

Commitment, enthusiasm, confidence, task completion, initiative, cooperation, acceptance of advice, rapport with staff, willingness to be involved in extra-curricular activities, appropriate dress/appearance, knowledge/acceptance/conformity to school policies.

## COMMUNICATION

Appropriate use of voice, gives clear helpful directions, effective verbal/non-verbal communication, appropriate questioning, speaks fluently, encourages/listens to learner, models correct written communication, uses appropriate language for learning situations.

## CLASSROOM MANAGEMENT

Enthusiasm, warmth, supportiveness, awareness of different learning situations, rapport, recognizes/reacts to problems, commands/expects respect, provides appropriate feedback, anticipates potential situations and adjusts teaching accordingly, sets realistic goals for learner behaviour, establishes and maintains effective routines, takes appropriate action.

## PREPARATION

Initiative, planning completed on time, appropriate purpose and sequence, documentation clearly presented. Lesson activities clearly planned, student participation appropriate. Suitable content, linkage to prior learning experiences, aids/materials appropriate and organised prior to teaching, use of a variety of teaching resources, consideration of across curriculum perspectives

## IMPLEMENTATION

Selection and implementation of procedures to open and close lessons, appropriate questioning, use of appropriate/variety teaching strategies, lessons well-paced and fluent, successful lesson transitions, consideration/catering for individual differences, consideration/variety of class organisation (whole-class, small group), monitors and provides feedback, promotes creativity and imagination.

## REFLECTION

Able to self-reflect, evaluates teaching/classroom management, honest/helpful evaluations, acts upon reflection, willing to change practice if needed.



# Information for Student Teachers

## HELP DESK

Professional Experience Unit

Email: [pex-enquiries@uow.edu.au](mailto:pex-enquiries@uow.edu.au)

Phone: 02 4239 2380

## PROFESSIONAL CONDUCT

- **The University of Wollongong Code of Practice-Student Professional Experience** sets out what is expected from Student Teachers, the University and Placement Providers: <http://www.uow.edu.au/about/policy/UOW058662.html>
- You are also required to comply with the code of conduct relevant to the institution you are placed in. It is your responsibility to locate and familiarise yourself with these codes and/or policies prior to your professional experience
- As a result of extenuating circumstances or professional misconduct you may be asked by the institution or the University of Wollongong to leave the institution, terminating the professional experience

## ENROLMENT

**Enrol** in your professional experience subjects as early as possible. Placement information will be emailed to you via Sonia and you must be enrolled to be included on the mailing list.

**Contact the Subject Coordinator** to discuss your placement options **before** approaching any schools or institutions (contact details pg. 3).

**Finding a Placement** - You need to find your own placement and **your Supervising Teacher must be a Special Education accredited teacher**. They must have specific special education qualifications at post-graduate level (for example Graduate Diploma in Special Education, Graduate Certificate in Special Education or higher) or have extensive teaching experience in special education. If uncertain of accreditation, contact the Subject Coordinator.

1. Use the *Letter of Introduction - Master of Education (Special Education)* to officially approach an institution requesting a placement
2. Complete the online *Special Education - Notification of Professional Experience Placement* form in Sonia

**Placement Restrictions** - For ethical and professional reasons you are not permitted to undertake professional experience at a school where you work, or have relatives (partner, child, parent or other close relative) employed or enrolled.

## CONFIRMATION OF PLACEMENT

Within 3 business days of you completing the *Special Education - Notification of Professional Experience Placement* form the Professional Experience Unit will email your Supervising Teacher to request they complete the online *Special Education-Confirmation of Professional Experience Placement* form.

Your Supervising Teacher will be provided with a Sonia Online log in so they can access your placement details, resources, forms and reports.

You will not be officially allocated to your placement until your Supervising Teacher completes the *Special Education-Confirmation of Professional Experience Placement* form in Sonia and you have met all mandatory checks.

## MANDATORY STUDENT CHECKS

You must complete all mandatory checks to be eligible to undertake professional experience. The following is required to be completed before commencing your professional experience placement:

- Special Education Placement Acknowledgement Form
- Professional Experience (PEX) Online Orientation (via e-Learning tab in Moodle)

If your professional experience is in an Australian primary or secondary school setting:

- NSW Working With Children Check or equivalent for other states and territories (or its state/territory equivalent)
- NSW Department of Education and Communities Child Protection Awareness Module (or its state/territory equivalent)
- Anaphylaxis online training module

Please ensure you have met all statutory requirements before commencing your placement. It is best to check with the school or institution where you wish to undertake your placement for any additional checks that you need to be met, and notify the PEX Unit of these additional checks.

Instructions for completing these mandatory checks and the frequency at which they must be updated can be found in Sonia. Mandatory check requirements may be subject to change and additional mandatory checks may be introduced by the School of Education.

## RESOURCES & SUPPORT

**Resources** and forms for the placement can be accessed by you and the Supervising Teacher by logging in to Sonia. You must access and use the available resources to fulfil your obligations for the professional experience.

The following documentation can be accessed by logging into Sonia:



- **Letter of Introduction - Master of Education (Special Education)**
- **Special Education Professional Experience Handbook**
- **Supervising Teacher (Special Education) Lesson Observation Feedback** - A **minimum of six** Lesson Observation Reports should be provided throughout the professional experience. The first one should be completed on the first day of teaching. Please note that a Lesson Observation Report is required for each of the last three lessons given by the Student Teacher, which are then used for an assessment task
- **Student Lesson Self-Reflection Form**

**Support** is provided to you by the following people:

- **Supervising Teacher** - your primary support person
- **Subject Coordinator** - details are found under Contact Details pg. 3
- **Unsatisfactory Progress Remediation Procedure** will be implemented if you are not meeting teaching and/or professional conduct expectations

It is important that you make yourself familiar with the *Unsatisfactory Progress Remediation Procedure* located in Sonia. If you have any questions do not hesitate to contact your designated support people.

## ATTENDANCE & TIMESHEETS

You must meet the attendance requirements of your professional experience to pass the subject. You are required to:

- Attend the total number of scheduled professional experience days which is the equivalent of 20 days
- Be punctual at all times and arrive at least 30 minutes prior to lessons
- Make-up any days missed to illness/misadventure

### Timesheets

- Record your attendance using the Timesheet function in Sonia. Log in to Sonia for detailed instructions
- Your Supervising Teacher will log in to Sonia to approve your timesheets.
- You must have the required number of days entered and approved in Sonia for your final report to be valid

### Illness/Misadventure/Special Leave Procedure

1. Telephone and email your Supervising Teacher as soon as possible
2. Negotiate with your Supervising Teacher to make up absences (this cannot be during study weeks or when lectures or tutorials are scheduled)
3. Complete and submit an *Illness/Misadventure/Special Leave Form* (found under Forms in Sonia) ASAP. Ask your Supervising Teacher to complete their designated section of the form when the make-up days have been completed

## PROFESSIONAL EXPERIENCE REPORTS

A final report will need to be completed by your Supervising Teacher at the end of the professional experience. You need to:

1. Help your Supervising Teacher to access Sonia and locate the report template
2. Log in via Sonia to view your report once it is written and submitted by your Supervising Teacher
3. Complete and submit your designated section of the reports
4. Make sure all your Timesheet entries are submitted and approved by your Supervising Teacher
5. Keep a digital or hard copy of your Professional Experience Reports for later use (including accreditation purposes)



# Development of Teaching Skills in Special Education

## CLASS OBSERVATIONS

During professional experience you will be observing a range of lessons. This aims to familiarise you with learners, teachers and special education settings and to help develop basic teaching skills and understandings.

You should pay particular attention to the following:

### GENERAL OBSERVATION

- Present level of achievement
- Learner profile: IEP
- Learning environment – dealing with School
- Learning environment - Dealing with School Learning Support Officers
- Dealing with School Learning Support Teachers (If there is one)

### THE LEARNER: ATTENDING TO THE LEARNER

- Observing the learner
- Learner motivation
- The learner as “doer”

### THE LESSON

- Planning
- Openings and closures
- Phases and transitions
- Breakdowns

### CLASSROOM INTERACTION

- Patterns of interaction
- Questioning strategies
- Giving feedback

### TEACHING SKILLS AND STRATEGIES

- Presenting the curriculum
- Eliciting: teacher prompts
- Eliciting: teacher responses
- Giving Instructions
- Managing errors

### CLASSROOM MANAGEMENT

- Managing pair and group work
- Teacher and learner roles
- Timing and pace
- Dealing with different behaviours
- Implementation of Individual Education Plans and Individual Behaviour Plans

### MATERIALS AND RESOURCES

- Board/ screen
- Comment on implementation of any technology and how it relates to the curriculum
- Learner as resource
- Materials for the whole-class

This stage enables you to continue development through observation and micro-teaching, and then progress to whole-class teaching. At the later stage of the observation phase, you should be provided opportunities to work with small groups or individual students.

## WHOLE-CLASS TEACHING - GUIDELINES

The following guidelines might be useful for you and your Supervising Teacher:

- You must spend time observing the class
- Teaching professional experience should fit in with the Supervising Teacher's and the centre/school's program
- Written lesson plans together with materials/tasks should be presented to the Supervising Teacher for feedback at least one day before the lesson to allow sufficient time for feedback and appropriate adjustments to be made
- The Supervising Teacher may initially provide help with lesson planning and implementation. The teacher's assistance should be reduced gradually. You should demonstrate the ability to plan, implement and evaluate lessons independently for the final lessons
- You should complete a reflective journal after teaching each lesson. The reflection is to be discussed with the Supervising Teacher
- The Supervising Teacher will provide oral or written feedback on each lesson



# Assessment Task Overview

## ASSESSMENT TASKS

This subject is assessed as either Satisfactory or Unsatisfactory. No grades or marks are awarded. The main assessment for this subject is made by the Supervising Teacher in your chosen or allocated institution. The Supervising Teacher will be asked to inform both you and the Subject Coordinator as early as possible if progress does not seem satisfactory.

Account will be taken of your Assessment Tasks/documents as outlined in the Course Outline in determining the final grade. The following documents will be considered in awarding the final grade:

1. Supervising Teacher (Special Education) Lesson Observation Feedback
2. Special Education Final Professional Experience Teaching Report
3. Lesson plans submitted to your Supervising Teacher before each lesson
4. Assessment
  - Task 1: Situational Analysis: 1800 words: see Course Outline for details
  - Task 2: Observation Report: 1800 words: See Course Outline for details
  - Task 3: Reflective Analysis of Teaching: 2400 words: See Course Outline for details

*You can also keep a Reflective Journal for your own professional development.*

You are encouraged to critically reflect on observations and experiences in institutions. Keeping a reflective journal assists you to think constructively about your professional teaching experience.

Using the Student Lesson Self Reflection form will assist you to reflect on your lessons, set goals for future lessons and promote professional dialogue with your Supervising Teacher.

When reflecting on teaching you should consider:

- What went well? Why did the lesson go well?
- What didn't go well? Why?
- Areas for improvement in the next lesson



## ■ SPECIAL EDUCATION: SUMMARY OF REQUIREMENTS

Professional Experience Dates	<b>Individually negotiated by the Student Teacher and the Supervising Teacher</b>
Required Number of Days	Total of 20 days Supervised Professional Experience
Subject Number	EDGS930
Feedback and Reporting Requirements	Regular oral and written feedback should be provided, with a minimum of six <b>Supervising Teacher Lesson Observation Feedback</b> sheets completed throughout the PEX. <b>Special Education Supervising Teacher's Report - due at the completion of the placement</b>
Minimum Teaching Allocation	<b>Days 1-4: Planning and teaching of 5 x 20-30 minute lessons</b> <b>Days 5-9: Planning and teaching of 5 x 60 minute lessons</b> <b>Days 10-20: Planning and teaching up to 0.8 of a full teaching load</b>
Observation and Experiences	When not directly teaching, Student Teachers should be observing lessons, planning and preparing for lessons, and collecting data and evidence to support Assessment Task 2 (Observation Reports) and 3 (Reflective Analysis of Teaching).
Lesson Preparation and Reflection	Student Teachers must create and deliver their own lessons. Student Teachers must consult with their Supervising Teacher when planning their lessons. Student Teachers must: <ul style="list-style-type: none"> <li>• Plan every lesson taught</li> <li>• Present completed lesson plans in written form to the Supervising Teacher before the lesson is taught with sufficient time (minimum 24 hours) to allow for discussion of comments and suggestions for implementation prior to teaching</li> <li>• Complete regular lesson self-reflections (the <i>Supervising Teacher Lesson Observation Form</i> would be beneficial to use)</li> <li>• Maintain copies of all lesson plans for later reflection and to assist in preparation for future teaching</li> </ul>
Assessment Requirements	Assessment 1 – <b>Situational Analysis</b> (Due at the completion of Days 1-4) Assessment 2 – <b>Observation Report</b> Assessment 3 – <b>Reflective Analysis of Teaching</b> * Due dates to be determine with the Subject Coordinator.
Outcomes	At the conclusion of the Professional Experience Student Teachers will be able to: <ul style="list-style-type: none"> <li>• describe, determine and evaluate aspects of program design and implementation</li> <li>• demonstrate knowledge of and ability to cater for individual needs in teaching and learning, and create positive environments</li> <li>• demonstrate an understanding of learner/teacher roles, organisation and management in the Special Education classroom</li> <li>• demonstrate an understanding of a range of teaching strategies, assessment, programming and materials development in Special Education</li> <li>• demonstrate the ability to critically reflect on teaching and learning, personal professional development experiences and growth as a Special needs educator</li> </ul>





UNIVERSITY  
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## Professional Experience Unit

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