



**Specific Requirements for EDSP502  
 Planning and Effective Teaching in Special and  
 Inclusive Education Settings  
 Professional Experience (10 days)  
 Master of Education (Special Education)**

**EDSP502 - Overview**

The following requirements are for the teacher education student and their supervisor. The supervisor will determine the requirements for the teacher education student from these guidelines based on the skills they demonstrate as the placement progresses.

**In the Master of Education (Special Education) degree, in a special school, special education unit or an inclusive school environment, the teacher education student will be required to engage fully in the school experience. In this practical experience students will have the opportunity to focus on classroom teaching and also on educational casework and intervention for students who have identified disabilities or significant learning difficulties, or who have learning needs that are different to their age cohort because of giftedness.**

When a teacher education student experiences periods of non-teaching, this time can be negotiated for activities such as: immersion into other classes to gain a perspective of whole school teaching and learning; preparation; collection of data or resources; written reflection and self-evaluation or marking.

EDSP502 addresses the planning and delivery of effective, evidence-based teaching and intervention for students experiencing learning difficulties, those who have disabilities, or are gifted and talented. Within EDSP502 the written outcomes of this professional experience will be in three parts: 1) a report on the ten days of teaching and intervention, 2) a plan for the next stage of teaching to be shared with the continuing teacher, and 3) a reflection on professional learning as a result of the practical experience. These will be submitted as part of Assessment Task 2 for EDSP502.

Expectations for the ten days are divided into two sections: preparation and planning; and teaching and intervention.

<b>Expectations for EDSP502 (10 days) at a glance</b>	
<i>Days 1-3</i>	<b><i>Preparation and planning:</i></b> <i>Teaching practice will involve data collection, observation, connection with colleagues and families, and planning for classroom teaching for an individual focus on one targeted student.</i>
<i>Days 4-10</i>	<b><i>Teaching and intervention:</i></b> <i>Students will be expected to carry out classroom teaching as well as complementary small group or individual short-term intervention for the target student, with clearly specified intended learning outcomes, and built in assessment for monitoring and determining outcomes for the target students as part of the class. Reporting on the intervention, to the student, to the supervisor and to the family will happen on the final day.</i>

The supervising teacher will complete a Professional Experience Report for the University that references the Graduate and Proficient Teacher Standards in the context of special and inclusive education. Most students in the Master of Education (Special Education) are practising teachers who are building on their current classroom teaching expertise. The level of professional expertise expected will generally range between Graduate Standards and Proficient Standards depending on the stage of their career. It is also possible that some students will be more than Proficient, and may be demonstrating expertise that is Highly Accomplished.

The Graduate and Proficient Standards that are most pertinent for the professional experience are highlighted for the purposes of this report. To assist with the particular context for the MEd (Special Ed) students, the academic Learning Outcomes of EDSP02 are provided for the student and supervising teacher to use in negotiating responsibilities within the professional experience.

<b><i>Learning Outcomes of EDSP502 - Upon completion of this unit, teacher education students will be able to:</i></b>	
<b>1</b>	<i>Apply deep knowledge of theory and research that supports inclusive and special education for students experiencing barriers to their learning, including gifted students.</i>
<b>2</b>	<i>Demonstrate appropriate use of language and terminology as it relates to learning intervention for students with a diversity of needs, and when presenting assessment information about student learning needs.</i>
<b>3</b>	<i>Critically examine key issues and evidence bases in educational intervention in special and inclusive education and justify teaching decisions based on that evidence.</i>
<b>4</b>	<i>Demonstrate an advanced level of knowledge of legislative requirements and education system policies and provisions in regards to education of students with learning difficulties or disabilities, or are gifted and talented.</i>
<b>5</b>	<i>Demonstrate an advanced level of theoretical and research-based knowledge, and collaboration, when designing, implementing and evaluating educational intervention.</i>
<b>6</b>	<i>Demonstrate an advanced level of reflective skill and planning for professional learning to better support practice in educational intervention.</i>

**The Professional Experience Report is to be completed by the final day of the placement and emailed to the Office for Professional Learning [oplreports@une.edu.au](mailto:oplreports@une.edu.au)**