

## EDSP388 Overview

The following information regarding the EDSP388 Educational Intervention for Students with Learning Difficulties and Disabilities Professional Experience (20 days) placement requirements support the teacher education student (TES) and their supervisor to guide the teacher education student according to these requirements and guidelines based on the skills they demonstrate as the placement progresses.

This is the third professional experience placement (out of five) in UNE's Bachelor of Education Special and Inclusive Education degree and follows the preparatory, 10-day online professional experience unit (EDUC106) and second, 15-day beginning placement (EDUC206).

**This placement is specifically linked to an assessment task where the main focus is intervention (one-on-one or small group) including an individual who has been identified with learning difficulties or a disability ('EDSP388 Assessment Task 2 Intervention Case Report'). The intervention process is included as part of the required teaching load which by weeks three and four of the placement, will build to no less than 12 hours per week.**

The process for intervention will be negotiated in Week One of the placement and implemented in Weeks Two to Four. It is expected the teacher education student will create meaningful links between the intervention and their planning for whole class learning.

The TES will be required to engage fully in the school experience as well as plan and teach across Key Learning Areas/subjects relevant to the *Australian Curriculum, Assessment and Reporting Authority (ACARA)*, to the extent of the study they have completed thus far during their degree.

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; marking and assisting with classroom activities; shadowing another teacher or teacher aide; or consulting professionals involved in support services for students with disabilities or learning difficulties.

Teacher education students are required to 'shadow' their supervising teachers each day, including timely arrival and departure from the school, yard duties, staff meetings and extra-curricular activities (where appropriate). Lesson plans **must** be sighted and approved by the supervising teacher prior to lesson delivery.

### **EDSP388 (20 days) at a glance – Weekly Guide**

<b>Week 1</b>	<i>Classroom immersion focussing on building professional rapport with students, small-group and team-teaching, assisted planning and teaching of up to two lessons per day by Days Four and Five. Identifying the student for intervention and establishing how the process will unfold through the use of baseline data gathered throughout the week.</i>
<b>Week 2</b>	<i>Increasingly independent, formal planning and teaching of two lessons each day building to whole sessions (e.g., morning, middle, afternoon). Begin implementation of intervention, confer with class teacher about impact in first few sessions.</i>
<b>Week 3</b>	<i>Mostly independent planning and teaching of up to 12 hours per week (including intervention work). Continue intervention, monitoring through assessment activities in the sessions.</i>
<b>Week 4</b>	<i>Independent planning and teaching for a 12-hour teaching load, taking full responsibility for classroom organisation, students' learning and engagement. Complete intervention, reporting to teacher on progress.</i>

## EDSP388 Specific Placement Requirements

*The information presented in the Specific Placements Requirements is a suggested guide and aligns with the teacher education student's current level of teacher training. Supervising teachers and teacher education students may negotiate an increased load as the candidate's confidence and skills develop throughout the placement.*

*As part of the assessment for EDSP388, teacher education students will be required to demonstrate developing competency against a suite of [Standard Descriptors](#) from the Australian Professional Standards for Teachers, relating specifically to special and inclusive education. Teacher education students are required to become familiar with each Descriptor prior to the placement whilst consolidating their knowledge of others learnt to date:*

**Standard One - 1.1.1, 1.2.1, 1.3.1, 1.5.1 1.6.1**

**Standard Two - 2.2.1, 2.3.1,**

**Standard Three - 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.6.1**

**Standard Four - 4.1.1, 4.3.1,**

**Standard Five - 5.1.1, 5.4.1,**

**Standard Six - 6.2.1, 6.3.1,**

**Standard Seven - 7.3.1**

*Should you have any questions about the requirements for this placement, please contact the OPL through [AskUNE](#) or by phone on 02 6773 3898.*

### Prior to the placement

For handy hints about starting your placement, visit the Pre-Placement tile in the PREXUS.

### The Teacher Education Student will:

- Set up a meeting by phone, email or face-to-face to discuss with the supervisor how to best prepare for the scheduled placement:  
*e.g. What student will be targeted for the purpose of implementing the intervention? What are the specific needs of the student and of other students who could be involved in a small group intervention? What topics/units of work will be covered during the placement? What resources may be used? What is the dress code for staff? What is the timetable for the week? \*(see ice-breaker questions in the PREXUS site)*
- **Check the supervisor has received the email containing the professional experience documents.**
- Complete and then discuss the **Pre-Placement Goal Setting Sheet** with the supervising teacher.  
*e.g. What are the goals for linking intervention for the targeted individual to whole class learning? How will baseline data be gathered in week one to prepare for the process of intervention in weeks two to four? What teaching methods/strategies and activities could be effective for connecting the intervention to the classroom learning?*
- Update their **Professional Experience Folder**. In this placement they will continue to use this folder to gather resources such as copies of lesson plan examples, administrative letters, lesson plan/program templates, written reflections, lesson evaluation sheets, formal feedback and copies of student work samples (in line with Privacy laws).
- Negotiate a mutually suitable time to confer about the intervention, to analyse the monitoring assessment information, and to make decisions about the subsequent sessions and their links to the classroom program.

It is essential that meetings take place every week in to provide both the teacher education student and the supervising teacher with a set time to discuss their progress to date. Should either of you

	<p>have concerns, please remember to contact the OPL immediately. Concerns can be raised at any time throughout the placement using the <a href="#">Assistance Request Form</a>.</p>
<p><b>WEEK 1</b></p> <p><b>Days 1 to 5 of the placement</b></p>	<p><b>The Teacher Education Student will:</b></p> <ul style="list-style-type: none"> <li>- Familiarise themselves with the school's code of conduct, motto and ethos. Read the school's behaviour management policy and learn the school's process for roll-marking.</li> <li>- Meet with the supervising teacher to see the classroom etc. and will show their <b>Professional Experience Folder</b> from the previous placement.</li> <li>- Introduce themselves to the teaching and office staff before or at the start of the placement. Introductions should proceed in a friendly and positive manner, establishing their role as a teacher-in-training whose expectations for the students' learning are the same as the supervising teacher's.</li> <li>- Endeavour to build a professional rapport with the students and learn their names as quickly as possible (through a game or engaging activity).</li> <li>- Collaborate/discuss with the supervising teacher the targeted student for intervention.</li> <li>- In consultation with the supervising teacher, prepare resources for whole class learning ready for the following weeks.</li> <li>- In consultation with the supervising teacher, and any other professionals involved in casework with the target student, plan the intervention.</li> </ul> <p><b>Suggested Classroom Activity:</b></p> <p>Classroom immersion; small-group and team-teaching activities, increasing to taking responsibility for two (2) lessons per day by days four and five.</p> <p><b>Recommendations for supervising teacher:</b></p> <ul style="list-style-type: none"> <li>- Establish how the teacher education student's teaching load will increase over the four weeks, based on the requirement for whole class and individual (intervention) teaching.</li> <li>- In this first week, the supervising teacher will guide the teacher education student in the initial planning of formal lesson plans and provide examples of their own programming where applicable. The supervising teacher may recommend this week's lessons be based on existing programming.</li> <li>- Collaborate with the teacher education student to clarify the purpose of the intervention and start gathering information about them to use as baseline data.</li> <li>- Where possible, schedule a time to meet with the targeted student's parents (this must be in the presence of the supervising teacher).</li> </ul>
<p><b>WEEK 2</b></p> <p><b>Days 6 to 10 of the placement</b></p>	<p><b>The Teacher Education Student will:</b></p> <ul style="list-style-type: none"> <li>- Build to teaching two (2) lessons each day (or equivalent) with an increasingly independent approach to planning and organisation of resources as the week progresses. Then build to teaching whole sessions each day (e.g., morning, middle or afternoon).</li> <li>- Present lesson plans to the supervising teacher <b>in advance</b> of each lesson taught.</li> <li>- Negotiate the ratio of teaching load for whole class and individual (intervention) teaching.</li> <li>- Ensure lessons are well structured and logically sequenced in order for students to achieve realistic outcomes.</li> <li>- Demonstrate the ability to spell accurately and use grammar correctly, in the appropriate context in all Key Learning Areas/subjects.</li> <li>- Focus on effective classroom management through explicit communication and keen organisation along with quality preparation of lessons (and related resources).</li> </ul>

	<ul style="list-style-type: none"> <li>- Explore a range of teaching strategies with clear learning goals and demonstrate the capacity to apply constructive feedback from the supervisor in order to improve teaching practice.</li> <li>- Continue to participate in all the routines and activities of the school day.</li> <li>- Share ideas with the supervisor and ask for their feedback. What worked well in the lesson and what will work better next time and why? Was the intervention student engaged through the planned learning goals or should further consideration be given to how these can be achieved?</li> <li>- Seek permission to try out some of their ideas where appropriate.</li> <li>- Consult with supervising teacher, and other professionals as appropriate, about the progress of the intervention.</li> <li>- Discuss and Complete the <b>Interim Report</b> in collaboration with the supervising teacher, this will help guide the remaining time of the placement to help know how some of the Standard Descriptor can be better met.</li> </ul> <p><b>Recommendations for supervising teacher:</b></p> <ul style="list-style-type: none"> <li>- Provide ongoing, meaningful feedback about the teacher education's progress and model teaching methods and strategies to assist teacher education student's teaching practice.</li> <li>- Discuss with the teacher education student about the progress of the intervention.</li> <li>- Complete the <b>Interim Report</b> in collaboration with the TES. This would have been sent as a link in a separate email to the confirmation package.</li> <li>- Please contact <a href="mailto:oplreports@une.edu.au">oplreports@une.edu.au</a>, if you have yet to receive access to the <b>Interim Report</b>.</li> </ul>
<p><b>Mid-point (Day 10) of the EDSP388 professional experience</b></p> <p>At this point of the placement, the supervising teacher will advise the teacher education student (while completing the <b>Interim Report</b>) if there are Australian Professional Standard for Teacher (APST) focus areas requiring attention to improve or successfully proceed with the remainder of the placement. If significant improvement is needed, the supervising teacher need to (or may have already) alert/ed the OPL by submitting the <a href="#">Assistance Request Form and received an 'At Risk' Action Plan</a>. The OPL and supervising teacher will support the teacher education student by working with them to achieve goals negotiated in an <b>'At Risk' Action Plan</b>, as required.</p>	
<p><b>WEEK 3</b></p> <p><b>Days 10 to 15 of the placement</b></p>	<p><b>The teacher education student will:</b></p> <ul style="list-style-type: none"> <li>- Begin mostly independent planning, linking class activities to specific goals and learning outcomes aligned with the NSW or <a href="#">Australian Curriculum</a>.</li> <li>- Teach up to 12 hours over the week and transitioning students between sessions (where appropriate).</li> <li>- Continue intervention with the individual student, now with a focus on their empowered learning by integrating them into daily classroom activities through planning that incorporates their specific learning needs.</li> <li>- Seek constructive feedback and recommendations from the supervisor.</li> <li>- Work to assist individual pupils and the whole class to meet learning outcomes whilst ensuring their well-being and safety at all times.</li> <li>- Engage students in their learning by using a variety of resources including ICT.</li> <li>- Continue writing reflections in the Professional Experience Folder about their progress to date.</li> <li>- Consult with supervising teacher, and other professionals as appropriate, about the progress of the intervention.</li> </ul> <p><b>Recommendations for supervising teacher:</b></p> <ul style="list-style-type: none"> <li>- Ensure the teacher education student is teaching the required load and is taking increasing responsibility for the planning and resourcing of lessons.</li> </ul>

	<ul style="list-style-type: none"> <li>- Provide ongoing, meaningful feedback about the teacher education's progress and model teaching methods and strategies to assist teacher education student's teaching practice.</li> <li>- Discuss with the teacher education student about the progress of the intervention</li> </ul>
<b>WEEK 4</b>  <b>Days 15 to 20 of the placement</b>	<p><b>The teacher education student will:</b></p> <ul style="list-style-type: none"> <li>- Engage in independent planning and teaching of a minimum of 12 hours for the week.</li> <li>- Demonstrate an awareness of how to differentiate students' learning by adapting their planning to their specific needs. Consider the theories you have learnt to date, underpinning reasons why students learn differently.</li> <li>- Display an increasing command of content knowledge and related outcomes across subject areas should be evident at this stage of the professional experience.</li> <li>- Take full responsibility for lessons from start to finish with increasing skills in effective pacing and timing.</li> <li>- Demonstrate Finalisation of intervention activities planned for the individual student and gathering of information to formulate a written report. Further collaboration with the supervising teacher as a way of reflecting upon the efficacy of the process for intervention.</li> <li>- Check they have gathered as many resources as possible for their Professional Experience Folder to take with them after they have completed the placement. This folder is for personal use as part of their portfolios.</li> </ul> <p><b>The supervising teacher will:</b></p> <ul style="list-style-type: none"> <li>- Ensure the teacher education student is teaching the required load and is taking increasing responsibility for the planning and resourcing of lessons.</li> <li>- Discuss the finalisation of the intervention activities with the teacher education student.</li> <li>- Complete the <b>Final Professional Experience Report</b>.</li> </ul> <p>Please contact <a href="mailto:oplreports@une.edu.au">oplreports@une.edu.au</a>, if you have yet to receive access to the <b>Final Report</b>.</p>
<b>IMPORTANT</b>  <b>Final day or days of the professional experience placement</b>	<ul style="list-style-type: none"> <li>- The TES will meet with the supervising teacher regarding the outcome of their final <b>Professional Experience Report</b> to review and discuss areas for improvement for future teaching and use the <b>Goal Setting Form</b> to document this meeting.</li> <li>- Ensure the supervising teacher is provided with the <b>Attendance Sheet</b> (if required) so it can be included as part of the final <b>Professional Experience Report and placement assessment</b>.</li> <li>- The TES will complete the <b>Preservice Teacher Response</b> section within the <b>Final Professional Experience Report</b>, to acknowledge the completion of the Report.</li> </ul> <p><b>The Professional Experience Report must be submitted within two weeks of the final day of the placement</b></p> <p>Please contact <a href="mailto:oplreports@une.edu.au">oplreports@une.edu.au</a>, if any difficulties are experienced regarding access to the <b>Final Report</b>.</p>

Document updated May 2025