



# Course Outline

EDMED7133 PRACTICUM IN SPECIAL SETTINGS

**Title:** PRACTICUM IN SPECIAL SETTINGS

**Code:** EDMED7133

**Formerly:** TM937

**School / Division:** School of Education

**Level:** Advanced

**Pre-requisites:** (EDMED7032 or TM936)

**Co-requisites:** Nil

**Exclusions:** (TM937)

**Progress Units:** 30

**ASCED Code:** 070303

## Objectives:

This course is designed to enable students to:

- develop sound knowledge and expertise in teaching children with a range of special needs in both mainstream and specialist settings
- practise teaching children with special needs and receive feedback regarding their teaching performance
- develop and demonstrate adaptation of the curriculum for a range of abilities
- develop and demonstrate effective classroom management
- work collaboratively with multidisciplinary teams and specialist personnel in the support of individual children with special needs
- develop responsibility for the development and effective implementation of individual education plans
- develop goals and effective learning outcomes for children with a range of abilities and needs
- monitor and report on children's learning
- reflect upon their own teaching practice and deepen their understanding of inclusive teaching and learning practices

After successfully completing this course, students should be able to:

## Content:

Topics may include:

- contemporary policies, programs and reporting systems relating to the teaching of children with special needs in both mainstream and specialist settings
- effective teaching approaches and strategies for children with a range of abilities and



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needs, including disabilities, chronic health conditions, emotional and behavioural disorders and other special needs

- planning and implementation of Individual Education Plans and the role and function of program support groups
- assessment of disabilities, disorders and learning difficulties
- use of information and communication technologies to assist the learning and communication of children with special needs
- principles and models of effective classroom management strategies and techniques
- social skills development and peer support systems
- working with children with special needs and other relevant stakeholders such as parents, community support groups, allied health professionals, integration aides and disability support agencies

### Learning Tasks & Assessment:

Methodology:

Practical teaching experience (45 days) under the guidance of teacher-mentors

Seminars on reflecting upon teaching practice and philosophy.

References:

Arthur, M., Gordon, C. & Butterfield, N. (2003). Classroom management: Creating positive learning environments. Southbank, Victoria: Thomson.

Ashman, A. & Elkins, J. (2002). Educating children with diverse needs. Frenchs Forest, NSW: Pearson.

Dodd, S. (1994). Managing problem behaviours: A practical guide for parents and teachers of young children with special needs. Botany Bay, NSW: MacLennan & Petty.

Grossman, H. (2004). Classroom behavior management for diverse and inclusive schools (3rd ed.). Lanham, Maryland: Rowman & Littlefield.

Marsh, C. (2004). Becoming a teacher: Knowledge, skills and issues (3rd ed.). Frenchs forest, NSW: Pearson.

McCarney, S., Wunderlich, K. & Bauer, A. (2001). The pre-referral intervention manual. Columbia, MO : Hawthorne Educational Services.

Rogers, B. (2004). Behaviour recovery (2nd ed.). London: Paul Chapman.

Sattler, J. (2001). Assessment of children: Cognitive applications (4th ed.). San Diego: Jerome P. Sattler Publisher Inc

Learning Task	Assessment	Weighting
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<p>1. Actively plan, teach and evaluate lessons and learning activities on a daily basis relating to children with a range of abilities and needs</p> <p>2. Develop and coordinate individual education plans for children with a range of abilities in different settings</p> <p>3. Monitor and report on the learning of individual children with a range of special needs</p> <p>4. Analysis and reflect upon the development of their own teaching practice and philosophy</p>	<p>Practical experience (45 days) in a range of settings, including in both mainstream and specialist settings, assessed by school-based teachermentors</p> <p>Reflection upon their own teaching practice and philosophy (format of assessment task by negotiation)</p>	<p>100% ungraded</p>
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### Adopted Reference Style:

### Library Website:

[http://www.ballarat.edu.au/aasp/student/learning\\_support/generalguide/](http://www.ballarat.edu.au/aasp/student/learning_support/generalguide/)