



**2011**  
**PROFESSIONAL PRACTICE MANUAL**

**MASTER OF EDUCATION**  
**(Specific Learning Difficulties)**

**EDUC 90277 Professional Practice (Specific Learning Difficulties) 1**

**EDUC 90276 Professional Practice (Specific Learning Difficulties) 2**

*MGSE - Professional Practice*  
[www.education.unimelb.edu.au/currentstudents/profprac](http://www.education.unimelb.edu.au/currentstudents/profprac)

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## INTRODUCTION

The teaching staff in the Melbourne Graduate School of Education extend a warm welcome to students undertaking the two professional practice subjects for the Masters of Education (Specific Learning Difficulties). We are strongly committed to cooperating closely with students, centres and practising professionals in the field. This cooperation will provide a sound, professional practice experience that succeeds in nurturing students' developing practice skills in special education.

This manual aims to provide students [*and settings*] with information and guidance to assist them to undertake the professional practice subjects. It is essential to complete both of these two practicum subjects to be awarded the Masters of Education (Specific Learning Difficulties) by the University.

### KEY GRADUATE SCHOOL STAFF

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#### **Professional Practice Website**

(Manual and assessments documents can be downloaded from this site.)

**[www.education.unimelb.edu.au/currentstudents/profprac](http://www.education.unimelb.edu.au/currentstudents/profprac)**

## PROFESSIONAL PRACTICE SUBJECTS

It is necessary for educators undertaking Professional Practice subjects to recognise the learning differences that exist amongst students and to demonstrate the ability to work with the learning characteristics of each student. To experience a range of approaches to educational provision for learners who have learning disabilities, students will undertake Professional Practice in **multiple settings**, design and implement a Placement Project and attend Professional Enhancement Workshops (PEWs).

There is a strong relationship between the academic subjects covered in the course and the practicum subjects. Students will need to have completed the subject **EDUC90195 Learning Disabilities : Literacy** before commencing any practicum placement.

### **The Trans-Disciplinary Nature of the Field**

Educational provisions for students who have learning disabilities requires the expertise of both classroom teachers and specialists from a range of professions. The two practicum subjects address the trans-disciplinary nature of provision for learning disabled students.

### **Requirements of Practicum**

To be recognized as a specialist in the field of specific learning difficulties, students enrolled in the Master of Education (SLD) are required to complete five academic subjects and two practicum subjects. The practicum component requires students to complete 45 days of supervised professional practice in two different settings.

The 45-days experience will be distributed in the following way:

**Professional Practice 1: (15 days).** Students will undertake 15 days of supervised experience in a specialist or inclusive setting. The focus for the experience is described in Professional Practice 1 Requirements on page 8 - 10.

**Professional Practice 2: (24 days).** Students will undertake 24 days of supervised experience in a specialist or inclusive setting. The focus for the experience is described in Professional Practice 2 Requirements on page 11 - 14.

**To support students in their placement, principals/centre managers need to appoint an supervisor / mentor who will guide and facilitate the “student/employee” during their project.**

The following table outlines the practicum requirements for each subject, the number of days to be undertaken and tasks to be completed.

|  | <b>No. of days</b> | <b>Location</b>   | <b>Task to be completed</b>   |
|--|--------------------|---|---|
| <b>EDUC90277<br/>Professional Practice (SLD) 1</b> | 15                 | Approved specialist or inclusive setting. May be undertaken in the student's workplace.<br>Placement arranged by Professional Practice Coordinator (Administration) | Written assignment of 1,500 words set by practicum coordinator.             |
| <b>EDUC90276<br/>Professional Practice (SLD) 2</b> | 24                 | Approved specialist or inclusive setting.<br>Placement arranged by Professional Practice Coordinator (Administration)   | A 3,000 word Placement 2 Project designed and implemented in the placement. |
| <b>Professional Enhancement Workshops (PEWs)</b>   | 6                  | Parkville Campus  | A 3,000 word paper.   |

All practicum experiences and the Placement 2 Project will be documented into a Practicum Portfolio. The requirements of this portfolio are explained in the section titled Professional Enhancement Workshops.

## **PLANNING AND ARRANGING YOUR PROFESSIONAL PRACTICE**

Both practicum subjects are year long. This means that you can take up to one academic year to complete each subject. You need to plan your academic year carefully so that you can meet all the requirements of your enrolled course. You should consider and plan, in advance, your availability for placement. Your placement cannot be arranged by the Professional Practice Coordinator (Administration) without firm dates in writing, with at least six weeks notice, of your availability for practicum.

### **Census Dates**

Please refer to the deadlines for course and subject changes on the MGSE website.

### **Planning your Practicum**

Prior to the commencement of the academic year, practicum interviews will be held with the Professional Practice Coordinator (Academic). At this interview students will discuss their areas of interest and options for Professional Practice.

### **Professional Practice 1**

You can undertake this placement in your workplace if you can be supervised by a teacher with a Special Education qualification. If you are not working you should contact the Professional Practice Coordinator (Administration) to discuss the placement possibilities. You must give your preferred dates of availability in writing with at least six weeks notice.

### **Professional Placement 2**

You should contact the Professional Practice Coordinator (Administration) to discuss the options for this placement. Once again, you should give at least six weeks notice in writing of your availability for this placement. The Professional Practice Co-ordinator (Administration) will contact your choice of settings and negotiate a placement. The Co-ordinator (Administration) will provide you with details about your placement and the contact person for your practicum.

### **Professional Practice Process for Students**

- Step 1** At the commencement of your course you should discuss your practicum with the Professional Practice Coordinator (Academic).
- Step 2** Provide the Professional Practice Coordinator (Administration) with your availability for your placement. In writing, with at least six weeks notice.
- Step 3** Professional Practice Coordinator (Administration) organises placement on your behalf. Placement details and documentation regarding the placement will be posted to the setting.
- Step 4** Professional Practice Coordinator (Administration) will notify the student of the confirmed placement details. Details will also be made available through the university's Student Portal – *My School Experience Placements*.
- Step 5** Placement commences.
- Step 6** Complete self-evaluation in Professional Practice Manual and send this with the task requirements to the Professional Practice Coordinator (Academic).

## GENERAL INFORMATION FOR STUDENTS

### Professional Conduct

Because all students in this course are already qualified teachers and most have professional teaching experience, it is considered unnecessary to detail here the standards of acceptable professional conduct that are required of you during your practicum placements in educational settings or special educational centres. Nevertheless, you should be mindful that your personal and professional conduct during your practicum placement reflects not only upon your own performance in this setting but also upon the good name of our University.

### Confidentiality

Students are reminded of the issue of confidentiality. Discussions between teachers, professionals and parents are private and confidential and must be respected at all times. Children's files and developmental histories are also private and permission to access information from these sources requires parental permission. Any breach of confidentiality is considered serious and unprofessional. Students should discuss matters with the supervising teacher or Professional Practice Coordinator (Academic). In some instances, written tasks may require the need to observe a child and collect data for use as a case study. In this case, parental permission must be sought before commencing the task. A standard consent form is included in the appendix of this manual that can be copied and used when needed.

### Self Evaluation Reports

As part of the evaluation process, students are given the opportunity to reflect on their teaching experiences during each placement. The self-evaluation reports illustrate a development of skills that extend further through each placement. For the self-evaluation related to this subject students must complete each report and return this form, together **with the written task** of the practicum. Students are advised to complete the self-evaluation report **before** the final discussion with the supervising teacher. For your convenience, the self-evaluation report for each placement is included manual.

### Task Requirements

The assessed task for each practicum subject is linked to content addressed during semesters and can be found at the end of each practicum description. For a full-time student the final mark, for practicum subjects will be the marks given by the supervising teacher at each setting. Although practicum subjects are year-long subjects, students are strongly advised to complete their written tasks as soon as the practicum is completed. The Placement 2 Project is a task that will take time to design, plan and implement, and so will take students a greater proportion of time to complete in the year. **Students will submit all tasks in the form of a practicum portfolio, not as separate pieces of work.** Students will be advised of the final date for the submission of the portfolio.

## **Student Teacher Insurance Cover**

Students are covered by the University's Personal Accident, Public Liability and Professional Indemnity insurance policies whilst they are participating in, and travelling directly to, or from, relevant and authorised professional practice placements.

Student Teachers are **not** eligible for Workcover because they are not employees of the University or of any school/setting in which they are placed. There may be an exception when students are completing placements in their own workplace.

A Student Teacher injured in a road accident is eligible to claim for benefits under the Victorian Compulsory Third Party Bodily Injury Insurance Scheme.

Students can only be covered by the University's insurance policies if Professional Practice Placement is undertaken with the knowledge and consent of the University.

For further information please contact the **Insurance Office (Tel: 8344 3444 Fax: 8344 4497 Email: [ins-office@unimelb.edu.au](mailto:ins-office@unimelb.edu.au))**.

## **Professional Practice in your Workplace**

The purpose of the practicum is to diversify student's experiences in learning disabilities diagnosis and intervention. Students can undertake Professional Practice (SLD) 1 in their place of employment as long as there is a member of staff who has Special Education qualifications and who will supervise you during the placement.

## **Victorian Institute of Teaching Registration**

Students who are currently registered with the Victorian Institute of Teaching (VIT) are required to provide a photocopy of their registration card. If you are not registered you are required to provide a Working With Children Check.

## **Working with Children Check**

In 2006, the Victorian Government introduced a new checking system to help protect children under 18 years of age from physical or sexual harm. The Working with Children Check (WWC Check) creates a mandatory minimum checking standard across Victoria. If we do not receive a copy of your WWC card (or evidence of your lodgment – the application receipt) you will be unable to commence any of the practicum requirements of your course. Therefore, you will be unable to complete any degree, diploma or certificate with a practicum requirement.

\* If you have current registration with the Victorian Institute of Teaching you are not required to obtain a Working With Children Card but you must provide a copy of this card to the Education Student Centre.

For instructions on how to apply for a Working With Childhood Check please go to **[www.education.unimelb.edu.au/currentstudents/profprac/html/wwc\\_info.html](http://www.education.unimelb.edu.au/currentstudents/profprac/html/wwc_info.html)**

For further information please contact Sue Muir on 03 8344 0355 or [smuir@unimelb.edu.au](mailto:smuir@unimelb.edu.au)

## GENERAL INFORMATION FOR SUPERVISORS

### Supervisor

Each student has a supervisor in each placement who supports and guides them. The supervisor has the main responsibility for the student's program. This supervision will be guided by the objectives set out in this manual for each placement. A university staff member will not usually visit the student at the placement. If the supervisor is concerned about a student's progress the Professional Practice Coordinator (Administration) should be contacted immediately. Visits have been replaced by Professional Enhancement Workshops which are mandatory and count towards practicum days.

### Assessment Report

The evaluation of the student by the supervisor carries the greater percentage of the total mark for the practicum subjects. The comments and final marks given by each supervisor are very important in each student's evaluation. The Assessment Report form will be provided with the placement documentation. The report should be discussed with the student prior to the completion of the practicum. **The supervisor (or Student Teacher Coordinator) sends the completed Assessment Report form with the Supervision Claim form to the MGSE – Professional Practice.**

### University Staff Support

During each professional practice, necessary communication with the University will be via email or phone. The University can organise a visit to a placement if required. During this visit, time is allocated to meet and discuss the placement with the supervisor and to meet with the student. The University representative will contact the placement to arrange a suitable time.

## **REQUIREMENTS FOR PROFESSIONAL PRACTICE 1**

For this subject students are required to undertake a 15-day placement.

### ***Objectives for this Placement***

On completion of this subject, students should be able to demonstrate:

- An understanding of the effects of a range of disabilities and other 'at risk' factors on the development and learning of literacy.
- An ability to observe, identify, assess and diagnose the learning characteristics of students whose literacy development is atypical or who have special literacy learning needs.
- An ability to apply data collecting techniques to diagnose the literacy learning difficulties of students, to recommend appropriate teaching and curriculum interventions.
- Ability to interact appropriately with students with a range of special needs in ways that optimize their learning progress.
- Increasing knowledge and skills in the planning and implementation of individual programmes for children with a range of special needs and small group learning programs.
- Increasing ability to guide classroom teachers to facilitate the learning progress of these students, to act in an advisory-consultative role.
- An awareness and understanding of a range of service options available to young children and students with disabilities.

### ***Expectations of this Placement***

- To observe and interact with children who have literacy learning needs.
- To collect data in a selected area of literacy learning.
- To plan and implement teaching and other intervention activities in a selected area of development for one child within the group.
- To monitor the effectiveness of the teaching, evaluate its effectiveness and discuss teaching strategies with the supervising teacher and other professionals.

### ***Requirements of Key Personnel***

| <b>Student</b>   | <b>Supervisor</b>   |
|--|---|
| <ul style="list-style-type: none"><li>• Attend 15 days of a supervised practicum placement.</li><li>• Complete task requirement for this subject.</li><li>• Complete a self-evaluation report (include with your portfolio).</li></ul> | <ul style="list-style-type: none"><li>• Supervise the student during the 15 days of the practicum.</li><li>• Complete a Professional Practice Evaluation Report.</li><li>• Send evaluation report to Professional Practice.</li></ul> |

### ***Assessment for Professional Practice (SLD) 1***

Satisfactory placement and attendance of 15 days in an approved setting,

**and**

Submission of a 1,500 word assignment as arranged by the Professional Practice Coordinator (Academic) of this subject.

Your report will describe:

1. relevant details of the child (use an alias), a description of how you collected your data and why, and an explanation of your results and what they mean for intervention and programming.
2. the teaching program you implemented; the teaching procedures, the ways in which you engaged student learning, the ways in which you monitored progress.
3. what you learnt about how the student/s learnt.
4. how you monitored and assessed the effectiveness of the teaching program
5. how you shared the findings of the program with the child's teacher/s and parent/caregiver. This may include a written summary of the findings for the parents to read.

Students should discuss all requirements with the Professional Practice Coordinator (Academic), Associate Professor John Munro.

## PROFESSIONAL PRACTICE 1

### STUDENT SELF EVALUATION

High quality professional work requires continuous self-evaluation and the setting of personal targets for improvement. This is an opportunity for you to evaluate your own professional practice. For each question, rate yourself out of a maximum score of 5. Enter N/A for those questions which are not applicable. For each question enter a target for your self improvement.

|    | Question   | Score |
|----|--|-------|
| 1  | Have I examined and familiarised myself with the philosophy, organisation, aims and practices of the programme?              |       |
| 2  | Have I been able to observe and understand different teaching strategies used?   |       |
| 3  | Have I established good rapport with the children, parents and staff?  |       |
| 4  | Have I demonstrated an understanding of the developmental needs of the children?   |       |
| 5  | Have I demonstrated the ability to observe and assess accurately the special needs of the children?                          |       |
| 6  | Am I developing confidence in my ability to identify high priority teaching and learning needs for individual children?      |       |
| 7  | Have I shown the ability to plan appropriate individualized learning activities based on observation and assessment?         |       |
| 8  | Have I been able to adapt my expectations?   |       |
| 9  | Have I created opportunities to further my understanding of the work carried out in this setting?                            |       |
| 10 | Have I been able to work collaboratively with parents, teachers and support staff?   |       |
| 11 | Have I used libraries and other resources to expand my knowledge about theories and practices related to early intervention? |       |
| 12 | Have I been able to apply with confidence a range of teaching strategies?  |       |
| 13 | Am I demonstrating improving skills in planning and implementing a programme within a developmental framework?               |       |

## REQUIREMENTS FOR PROFESSIONAL PRACTICE 2

For this subject students undertake a 24-day placement and complete a project.

### *Objectives for this Placement*

On completion of this subject students should be able to demonstrate:

- the ability to maintain professional relationships with students who have learning disabilities, their parents, teaching and support staff.
- Competence in appropriate researching, planning, teaching and assessing students whose learning progress and social skills are at risk.
- the ability to adapt and modify teaching and curriculum provision for students who have learning disabilities.
- The ability to recommend and provide intervention programmes for the support teams of /students who have learning disabilities.
- The ability to contribute to family service plans/program support groups within a multidisciplinary team.
- An understanding of the special needs of students who have learning disabilities and the families of these students.
- An increasing ability to evaluate the efficacy of intervention programmes for students who have learning disabilities.

### *Expectations of this Placement*

- To observe and interact with children.
- To collect data in a range of areas associated with learning disabilities.
- To plan and implement teaching and other intervention activities to meet a range of factors associated with learning disabilities for one child or a group, to monitor the effectiveness of these interventions and to take responsibility for them.
- To discuss teaching strategies with the supervising teacher.
- Where appropriate to discuss with parents the priorities for their child in conjunction with and under the supervision of the supervising teacher.

## *Requirements of Key Personnel*

| <b>Student</b>   | <b>Supervisor</b>   |
|--|---|
| <ul style="list-style-type: none"><li>• Attend 24 days of a supervised practicum placement.</li><li>• Complete a Placement 2 Project for this subject.</li><li>• During the practicum present the project at a staff meeting.</li><li>• Attend Professional Enhancement Workshops.</li><li>• Complete a self-evaluation (include with your portfolio).</li></ul> | <ul style="list-style-type: none"><li>• Supervise and support the student during design, implementation and evaluation of the project.</li><li>• Make arrangements for student to present the project at a staff meeting</li><li>• Complete the Assessment Report form.</li><li>• Send the Assessment Report form to Professional Practice.</li></ul> |

### *Assessment Professional Practice (SLD) 2*

Satisfactory placement and attendance for 24 days,

**and**

A 3,000 word report for the Placement 2 Project. The second placement requires you to apply in greater depth and more broadly the concepts and practices you have covered or are covering in content taught in the Master of Education (Specific Learning Difficulties) course.

During the placement you are required to take more responsibility for teaching and program planning based on your determination of students' learning characteristics. This may include you applying, trialling and modifying research-based procedures and tasks in the design of a learning support program.

Your report will:

1. Include relevant learning details of the child or children (use an alias), a description of how you collected your data and why, and an explanation of your results and what they mean for intervention and programming. The student profile should be broader than for literacy learning and provide a clear learning profile of the 'whole' student. It would include extensive diagnostic data as well as referral data, classroom observational data, etc.
2. Describe the teaching program you implemented; the teaching procedures, the ways in which you engaged student learning, the ways in which you monitored progress and the student learning outcomes. The description should indicate clearly how you mapped the student/s 'learning profile/s into the program you developed and the issues that you saw as important in planning and developing the program. Identify clearly the key aspects of student learning you intended to target, the measures you used to monitor how successfully this happened and how you modified the teaching learning program. The aim here is that you show your skills as a strategic learning disabilities educator, able to make teaching and curriculum decisions systematically and in an evidence based, clinical way.

3. Describe what you learnt about how the student/s learnt and the most effective teaching procedures.
4. Describe how you communicated the teaching-learning outcomes with the student/s involved and with teachers in the school. The aim here is that you show how you understand the student/s learning in the context of their school and the steps you take to optimize continuity between individual learning- teaching support and successful learning in the classroom. Steps you take to gather data in the classroom, to consult with and advise classroom teaching and to monitor transfer and learning progress in the classroom are relevant here.
5. Describe the responses of staff in the school to your work and proposals.
6. Describe how you presented the findings to the students and to their parent/guardians. This may include a written summary of the findings for the parents to read.

## PROFESSIONAL PRACTICE 2

### STUDENT SELF EVALUATION

High quality professional work requires continuous self-evaluation. For each question, rate yourself out of a maximum score of 5. Enter N/A for those questions which are not applicable. For each question enter a target for your self improvement.

|    | <b>Question</b>   | <b>Score</b> | <b>Comments</b> |
|----|---|--------------|-----------------|
| 1  | Have I shown the capacity to identify a relevant topic for my classroom, school/program?        |              |                 |
| 2  | Have I demonstrated the ability to communicate to others my ideas and the research in the area? |              |                 |
| 3  | Have I demonstrated sound and effective research techniques?                                    |              |                 |
| 4  | Have I effectively maintained my duties while designing and implementing this project?          |              |                 |
| 5  | Have I shown the ability to adapt research methods according to my current situation?           |              |                 |
| 6  | Have I maintained ethical standards during all stages of the project?                           |              |                 |
| 7  | Have I established realistic timelines and achieved them?                                       |              |                 |
| 8  | Have I confidently set myself new challenges?   |              |                 |
| 9  | Have I accepted ideas and direction offered to me by my colleagues?                             |              |                 |
| 10 | Have I demonstrated the ability to apply research skills which will benefit the school/program? |              |                 |

## **PROFESSIONAL ENHANCEMENT WORKSHOP (PEW)**

1. Aim: to enhance your understanding of professional practice by providing learning opportunities for you to reflect on research aspects of professional practice in addition to your work and your experiences in the practicum placement contexts.

You will need to show the outcomes of this reflection and research in the report format described at the end of this statement.

In the context of PEW, the term 'student' is used to refer to the spectrum of preschoolers, primary and secondary level students and adults.

2. Professional practice in Learning Disabilities involves a number of key aspects:
  - 2.1 Understanding diversity in learning and how teaching needs to make assumptions about how students learn. Understanding how a range of influence impact on the development and learning of students and may lead to learning disabilities or lead to students being 'at risk' of these. These include cognitive and social skills. The assumptions made by the teaching may not be appropriate.
  - 2.2 Need to foster trust, belief that students, teachers can learn and teach successfully and develop this in parallel with mutual respect. Competence in building and maintaining professional relationships with students, parents, teaching and support staff. This includes the ability to interact appropriately with students who have a range of special needs and to contribute to family support from a learning perspective within multidisciplinary team work.
  - 2.3 Importance of use of data both for collection and interpretation. Understanding and using strategically a range of relevant data collection procedures such as assessment, screening and diagnostic procedures to describe particular learning needs. This includes the ability to observe, identify and assess atypical learning in areas such as literacy, numeracy, how to learn and social interaction skills. Need both formative data (assessment for learning) and summative data (how much has been learnt).
  - 2.4 Plan and implement teaching that matches individual approaches to learning. Options for planning and implementing learning programmes that are evidence based for children with a range of special needs ability. This includes (1) adapting and modifying the conditions and climate in the learning environment for particular students and groups; (2) implementing sequentially ordered teaching programmes; (3) evaluating the efficacy of individual programmes for students who have learning difficulties; and (4) competence in monitoring the effectiveness of learning programs and modifying these as required.
  - 2.5 Procedures for describing the development of students' knowledge using conventional tools such as VELs. Interpret curriculum innovations such as VELs to match individual learning needs.
  - 2.6 The skill to participate in and contribute to multidisciplinary teams that may be targeting family service plans/program support groups.

- 2.7 Guiding and informing classroom teaching and curriculum provision. Competence in supporting student learning in a range of learning contexts. This may involve advising, guiding and assisting teachers who are not trained to work with students who have learning disabilities. The guidance may include assisting teachers to adapt and modify classroom conditions in the learning environment for students who have these difficulties to optimise their functional participation. Facilitate knowledge transfer for students / teachers / specialists.
- 2.8 Assisting and guiding a school or a department / faculty in a school to establish policy and implementation plans in catering for the needs to students who have learning disabilities at a school level.
- 2.9 Working with a range of service options and providers available to young children and students with disabilities.

### 3. ***What you will need to do***

For the workshops your task is to reflect constructively on what you have learnt on each of the aspects 2.1 – 2.9 above, research the aspect further and compile a description that indicates your current knowledge. To assist you with this it is recommended that you explore and research each aspect in contexts beyond the practicums and your work context. You may -

- 3.1 Research ideas you see as relevant by further reading and on-line exploration. In your presentation you can include summaries of recent papers and books you have read.
- 3.2 Attend conferences, seminars and professional development activities. In your presentation you can note the key ideas presented and the empirical support for them.
- 3.3 Review recent professional experiences such as interesting radio or video interviews, or visits you have organised to particular locations such as a focus camp or community literacy activities.
- 3.4 Conduct your own small scale action research project, for example, run a short study to see if teaching students to visualize improves reading comprehension.
- 3.5 Interview relevant stakeholders, for example, parents, colleagues, students.
- 3.6 Describe your awareness of recent issues or emerging problems or trends in learning disabilities, for example, only recently you may have become aware of the literacy learning difficulties of students who have Fragile X.
- 3.7 Describe how recent trends, policies and curriculum relate to the education of students who have learning difficulties, for example, VELS, assessment and reporting, POLT, models of professional learning.

In your report you note how these have caused you to reflect on and modify your understanding of professional work in accommodating the learning needs of students who have specific learning difficulties. What problems / issues could they assist you deal with

more effectively? How did they fit with, extend, challenge or contradict what you already knew or did? How will the ideas influence your future practice in this area? How has your competence in researching, planning, programming, teaching and evaluating increased for students who have learning difficulties?

- 4 **Workshop time commitments:** Because this activity essentially involves you synthesizing, evaluating and reflecting on your personal theories, experiences, beliefs and opinions, group classes are not programmed. Instead, prior to submitting your final report you are encouraged to arrange one or more individual discussion sessions with me.
- 5 **Your report** Your report, of approximately 3,000 words, should present your current thinking and understanding of professional work in accommodating the learning needs of students who have specific learning difficulties. You can use each of the points 2.1 - 2.9 to develop the aspects of this role and the activities in 3.1 - 3.7.

## STANDARD CONSENT LETTER

Date:

Dear Parent/Guardian,

I am a student from The University of Melbourne and I am enrolled in the Master of Education (Specific Learning Difficulties) course. As a requirement of this course I am undertaking a practicum placement at your child's setting.

The main focus for this practicum placement is to observe and develop programs for some children. In order to gain a better understanding of the children, I will need to do the following:

- Look at your child's developmental history and current Individual Program Plan/Individual Education Program. Your child's file will not be removed from the setting and copies of any material will not be made.

If you do not have any objection with the above, please sign the consent form below and return it to your child's teacher.

Your assistance is greatly appreciated.

## CONSENT FORM

*Child's Name:* \_\_\_\_\_

1. I give/I do not give permission for the student from The University of Melbourne to access my child's file.

Parent/Caregiver's signature: \_\_\_\_\_

Parent/Caregiver's signature: \_\_\_\_\_

Parent/Caregiver's signature: \_\_\_\_\_

*Thankyou*

## **STANDARD CONSENT LETTER FOR PLACEMENT 2 PROJECT**

Date:

Dear Parent/Guardian,

I am a student from The University of Melbourne and I am enrolled in Master of Education (Specific Learning Difficulties) course. As a requirement of this course I am undertaking a practicum placement at your child's setting.

The main focus for this practicum placement is to complete a Placement 2 Project in which I am required to observe and collect information on your child. I will use one or more of the following techniques: observation, child assessment currently used by your child's teacher or other informal checklists. Your child's name will not be used in the final assignment that I submit to my subject coordinator. In order to gain a better understanding of your child, I will also need to look at your child's developmental history and current Individual Program/Individual Education Program. Your child's file will not be removed from the setting and copies of any material will not be made.

If you do not have any objection with the above, please sign the consent form below and return it to your child's teacher.

Your assistance is greatly appreciated.

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Child Name: \_\_\_\_\_

I give/I do not give permission for the student from the University to access my child's file for the purpose of this practicum task.

Parent/Caregivers signature: \_\_\_\_\_

