DBC Renwick Centre is administered by the Royal Institute for Deaf and Blind Children in affiliation with the University of Newcastle, Australia (CRICOS Provider Number: 00109J)

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PART ONE
THE ROYAL INSTITUTE FOR DEAF AND BLIND CHILDREN (RIDBC)

The Royal Institute for Deaf and Blind Children (RIDBC) is Australia’s major independent special educator. RIDBC’s primary purpose is to provide high quality educational services to children who have significant hearing and/or vision impairment, including children who have additional disabilities. In affiliation with the University of Newcastle, RIDBC conducts a centre for research and professional development in the education of children with impaired hearing or vision. RIDBC is one of Australia’s major charities and is incorporated under the Royal Institute for Deaf and Blind Children Act 1998.

22nd October 1860 marked the humble origins of the Royal Institute for Deaf and Blind Children (RIDBC). In 1860, schooling was not compulsory and there were no services available for the education or specific care of Australia’s deaf or blind children. In 1905 an Act was passed in Parliament to incorporate the institution whose object was “…the education…and advancement in life…” of children with visual or hearing impairment and “…also to make provision for the instruction and training of teachers.”

RIDBC Mission Statement
To provide quality and innovative services, to achieve the best outcomes for current and future generations of Australians with vision and/or hearing loss.

Our Values
In everything we do, we are always
- Ethical
- Innovative
- Striving for High Quality
- Respectful to all People
- Sharing Knowledge
- Child & Family Focussed
RIDBC RENWICK CENTRE

Through the RIDBC Renwick Centre, RIDBC maintains a commitment to ensuring that research and professional education are central to the advancement of knowledge and skills in the education of children with hearing or vision impairment – both in Australia and internationally.

RIDBC Renwick Centre is a centre for research and professional studies in the field of education for children with sensory disabilities. In partnership with the University of Newcastle, the RIDBC Renwick Centre is committed to the provision of high quality teaching and learning opportunities for professionals in the area of Special Education for students with hearing or vision impairment, research in these same areas, and related community service.

The Renwick Centre is committed to the provision of high quality initial and on-going education for professionals engaged in the education of students with sensory disabilities, including students with vision impairment and students who are deaf or hearing impaired. The Centre currently provides programs leading to four postgraduate awards of the University of Newcastle. These are Graduate Certificate in Educational Studies, Master of Special Education Master of Philosophy, and Doctor of Philosophy. In 2014, 230 students were enrolled in RIDBC Renwick Centre/University of Newcastle degree programs. In 2014 the RIDBC Renwick Centre also offered 3,200 person-days of continuing education programs for internal and external teachers, therapists, professionals and parents concerned with the education of children with sensory disabilities.
HISTORY OF RIDBC

What is known today as the Royal Institute for Deaf and Blind Children (RIDBC) began in 1860 as a small school for deaf children at 152 Liverpool Street, Sydney. The first teacher and co-founder was Thomas Pattison, a profoundly deaf Scottish immigrant.

RIDBC enrolled its first blind students in 1869 and, in 1872, moved to a five acre, purpose-built premises at Darlington. Under the influence of Superintendents Samuel Watson (1871-1910) and Harold Earlam (1911-1947), RIDBC continued to grow. In 1944, a long-held dream came to fruition when school attendance by deaf and blind children became compulsory, as it had been for their non-impaired peers since 1880.

By the middle of the 20th century, both the Darlington premises and another RIDBC premises at Wahroonga had become unsuitable for the needs of staff and students. In the early 1960s, RIDBC moved to its current location at North Rocks.

RIDBC has continued to develop its array of innovative educational programs to fill the gaps in the education of children who are deaf or blind and those with additional disabilities.

Today, RIDBC’s programs include national early childhood and school age services, five preschools (including two in regional areas), three dedicated schools for either hearing or vision impairment, support for students attending mainstream preschools and schools, a paediatric audiology centre, community support services, and a university college for teacher training and research.

Throughout its history, the Royal Institute for Deaf and Blind Children has been strongly supported by an active management and fundraising committee. RIDBC is a charity, reliant partly on government funding, but primarily on the generous support of philanthropists, benefactors and the wider community.

Milestones

1860 - “Deaf and Dumb Institution, 152 Liverpool Street, near South Head Road. This Institution is to be conducted by Mr Thomas Pattison, late secretary and treasurer of the Edinburgh Deaf and Dumb Benevolent society. The School will open on Monday 22nd October. The Religious Meeting of the Mute Adults commences on Sunday the 28th instant. Worship at 2pm and 6pm”. Seven deaf children are enrolled in the fledgling school after this advertisement was placed in the Sydney Morning Herald. It would eventually become the Royal Institute for Deaf and Blind Children.

1869 - The first blind children to receive specialist services are enrolled. The Institution becomes The New South Wales Institution for the Deaf, Dumb and the Blind.

1871 - Samuel Watson is appointed Superintendent. He serves the Institution for the next 40 years.

1880 - The Public Education Act makes general education “free, secular and compulsory” but makes no provision for deaf and blind children. The Institution undertakes a steady campaign for compulsory education for all. Despite many appeals, the government stands firm on its decision not to pass such an Act. It will take until 1944 for education to be compulsory for deaf and blind children between the ages of six and eleven years.

1911 - Harold Earlam succeeds Samuel Watson as Superintendent. A progressive educationalist, Earlam introduces the notion that deaf children could be taught to speak. For blind students, he extends the use of braille within the school. He ensures the school has the most suitable braille books and that the latest braille equipment is purchased.

1957 - Her Majesty, the Queen honours the Institution by conferring the prefix “Royal” in its title. The name becomes The Royal New South Wales Institution for Deaf and Blind Children. The word ‘dumb’ is deleted. Stanley Swaine is appointed Chief Executive.

1963 - The North Rocks premises of the Royal New South Wales Institution for Deaf and Blind Children are officially opened by the Governor of New South Wales, Sir Eric Woodward.

1973 - A further name change results in the “Institution” being replaced by “Institute”.

Throughout the early 1970s, the Institute turns its attention to the specific educational needs of multi-handicapped children. Following intensive investigations both within Australia and abroad, a pilot program commences which leads to the establishment of the first school in Australia for multi-handicapped blind children in 1974. Known as The Special School for Multi-Handicapped Blind Children, the school provides accommodation as well as medical, educational and therapeutic facilities.

1978 - The first computerised Braille production unit in Australia is established at the Institute. Today, the Institute continues to produce Braille, large print and tactile diagrams for students.

1992 - The Royal Institute for Deaf and Blind Children and The University of Newcastle complete a Memorandum of Agreement to create the basis for Renwick College—a centre for research and professional education to be operated by the Institute in affiliation with the University.

1997 - The first 13 graduates of Renwick College receive their Master of Special Education (Sensory Disability) awards from the University of Newcastle.

2010 - A new RIDBC Renwick Centre is opened by Her Excellency, Governor Marie Bashir. The Royal Institute for Deaf and Blind Children celebrates its 150th Anniversary. The 500th graduate of programs operated by RIDBC Renwick Centre receives the degree of Master of Special Education.

2014 RIDBC provides:
• Support for over 1500 children people across Australia and vision and hearing screening to thousands more.
• Early intervention programs for children from birth to five years
• Five preschool programs for children aged three to five years based on a reverse integration model, and support in mainstream preschools
• Three schools as well as a school support service for children with hearing or vision loss who attend mainstream schools
• A regional or remote service where families and children are receiving services via videoconference
• Individual therapy sessions
• Assessment and planning services, including orthoptics and audiology
• Outreach programs in Indigenous communities
• A world class research program and postgraduate courses for professionals working with children with vision or hearing loss
• A professional development program for professionals working with children with vision or hearing loss

Throughout its history, the Royal Institute for Deaf and Blind Children has been strongly supported by an active management and fundraising committee. RIDBC is a charity, reliant partly on government funding, but primarily on the generous support of philanthropists, benefactors and the wider community.
PART TWO

GENERAL INFORMATION

Preface

In this document and all supporting documents, "Student" is used to describe a person who is enrolled in either the Master of Special Education (Sensory Disability, Deaf/Hard of Hearing or Blind/Vision Impaired) or the Graduate Certificate in Educational Studies (Deaf/Hard of Hearing Early Intervention). "Child" is used to describe a person (0-18 years) attending schools and/or services for children who have a hearing or vision impairment. "Cooperating Teacher" is used to describe the teacher in a school/facility with whom the Student will work during the practicum round and “Practicum Coordinator” is the RIDBC Renwick Centre Practicum Coordinator. The RIDBC Renwick Centre also provides postgraduate teacher education for teachers of students who have a hearing or vision impairment who are employed by Departments of Education in a number of Australian States and New Zealand. The term “Education Department Coordinator” is used to describe a person who liaises with Renwick Centre for this purpose. “Classroom/Class” can refer to a group or an individual setting.

In order to complete a practicum, Students undertake a series of practical experiences in schools and/or services for children who have a hearing or vision impairment. Skills in planning, implementing, managing, and evaluating programs will be assessed.

Student Information about Practicum

Before the Practicum

• Ensure that you meet the Mandatory Placement Requirements. See pages 90 – 95.

• Arrange Practicum Placement

   All Students are expected to find their own practicum placements. Support can be provided by the Practicum Coordinator. (However if a practicum is sought at RIDBC, contact the Practicum Coordinator who will complete an Interdepartmental Request Form.)

   Make sure you read the information on Pregnancy – Potential Risks and Requirements. See page 96.

• Send Information about placement to Practicum Coordinator on form “Practicum Details to be provided by Students". See page 97.

   Details of your practicum placement and details about compliance with Mandatory documentation must be sent to the Practicum Coordinator at least three weeks prior to commencing the practicum. This information is required by the University of Newcastle for insurance purposes.

During the Practicum

• Complete Prohibited Employment Declaration and take to your placement. See pages 92 – 95

• Students placed in schools and facilities are responsible to the Principal or Officer-in-Charge for the duration of the practicum round.
• Students must adhere to all School/Service policies and procedures.
• It is expected that Students maintain standards of dress appropriate to the setting, and adhere to regular staff hours of attendance at the school, including all duties and staff meetings (as dictated by the Cooperating Teacher’s schedule).
• Students must maintain a high level of professionalism during the placement. They should maintain a level of confidentiality about their experiences and be judicious about information conveyed to others outside the setting.
• Insurance - You are covered by the University's insurance policies if you are undertaking a professional placement that is a requirement of your course. Insurance policies do not cover you for paid work experience.
• Follow Guidelines for Practicum Placements. See more detailed information in Part 3 of this Handbook.

First Practicum Placement
At the beginning of the first placement, it is appropriate for the Student to be absorbed with observation and guided involvement in adjunct teaching activities (e.g. supervising group work, undertaking teacher directed tasks or supervision etc.). During subsequent days of an initial round it is a reasonable expectation that the Student undertake the planning and presentation of lessons (individual, group, or whole class) in line with their developing confidence and communication skills and as directed by their Cooperating Teacher. Guidelines for the documentation that needs to be presented at the end of the first placement can be found in Part 4 of this Handbook.

Second and Subsequent Practicum Placements
In the second and subsequent rounds, it is expected that Students undertake the planning and presentation of an increasing number of lessons. It could be expected that by the end of the final placement, the Student had “total program control”. The actual amount of “teaching” contact will be in line with their developing confidence and communication skills and as directed by their Cooperating Teacher and must meet the guidelines for the individual practicum related to the course in which the Student is enrolled. See Part 3 of this Handbook.

Responsibilities

Principal/Officer-in-Charge
Within each school/facility the Principal/Officer-in-Charge identifies staff who are eligible and willing to act as Cooperating Teachers.

Cooperating Teacher
The Cooperating Teacher is the host teacher to the Student and, as such, is the primary professional model for the Student during the practicum. The Cooperating Teacher supervises the Student throughout their practicum. The role of the Cooperating Teacher is two-fold:

1. To act as a model for the Student, demonstrating and explaining aspects of professional practice.
2. To facilitate practice teaching opportunities for the Student - assisting and advising the Student wherever necessary and constructively commenting upon this component of the Student's experience wherever possible and appropriate.

Both roles are extremely important and should be balanced by the opportunity for follow-up discussion and responses to specific questions. The emphasis on these roles will alter slightly over time with the Student becoming more involved in "hands on" experiences as the round progresses. However, within the general requirements outlined above, the organisation of actual teaching sessions is at the discretion of the Cooperating Teacher.

In general, the Cooperating Teacher can contribute toward a profitable and rewarding practicum round by:

- Demonstrating a range of classroom practices and teaching techniques as part of the daily routine;
- Reviewing and discussing aspects of lessons, classroom management and techniques used;
- Providing the Student with access to class records and responding to related questions;
- Providing the Student with access to class curriculum programs and discussing such aspects as assessment, developing objectives, program development, evaluation, and parent reporting;
- Providing the Student with opportunities to work with individuals, small groups and class groups over a range of areas and activities (acknowledging the minimum requirements outlined in Part 3 of this Handbook);
- Constructively commenting on the Student's work, indicating strengths and weaknesses and making suggestions for improvement and extension of skills;
- Reviewing the Student's performance relative to the evaluation format when approximately half of the practicum round has elapsed;
- Contacting the designated Practicum Coordinator if: (a) concerns arise regarding the Student's attitude or professional conduct, or (b) there is any other concern regarding the Student's performance;
- Participating in post-experience interviews in relation to the assessment of the Student's performance at the end of the practicum round, and completing with the Student the Practicum Evaluation Form, which needs to signed by both parties.

The Cooperating Teacher is entitled to receive payment for supervising a Student. (See Part 5 of this Handbook – Appendix II)

**Student**

It is the responsibility of the Student to arrange their Practicum placements by approaching, in the first instance, Principal/Officer-in-Charge within the school/facility where he/she would like to complete a placement. (However if a practicum is sought at RIDBC, contact the Practicum Coordinator who will complete an *Interdepartmental Request Form.*)
Students are responsible to the Principal or Officer-in-Charge for the duration of the Practicum round.

The Student can contribute toward a profitable and rewarding practicum round by:

- Being punctual both in arriving and in meeting set tasks and appointments;
- Becoming familiar with the routine and regulations of the classroom and the school;
- Seeking clarification if unsure about expectations, requirements, or directions;
- Becoming familiar with the routine and regulations of the classroom and the school;
- Maintaining a positive approach and indicating a willingness to be involved and of assistance;
- Being professional at all times and respecting the confidential aspects of the school and classroom;
- Acknowledging the Cooperating Teacher's professional status and responsibility for the class by not assuming control in situations other than those where it has been delegated;
- Being well prepared, including having lesson plans and materials available for viewing before the lesson;
- Being objective in evaluating personal performance;
- Being open to constructive comment and advice and prepared to respond with appropriate changes;
- Observing purposefully, recording observations and taking opportunities to discuss observations and ask pertinent questions;
- Being familiar with the Practicum Guidelines, University requirements, and the expectations of the school at all times;
- Contacting the Practicum Coordinator promptly if any concerns or conflicts arise.

Renwick Centre Practicum Coordinator

The Practicum Coordinator is Kay Hooper (telephone: 02 9872 0321 – 0419 696 317).

The Practicum Coordinator is responsible for:

- The publishing and continual updating of practicum guidelines and assessment forms;
- Ensuring that students are aware of requirements and expectations before practicum rounds commence;
- Ensuring academic rigour of the Practicum;
- Maintaining records of the Practicum placements as completed;
- Supporting Students during their Practicum if required;
- Liaising with Principals/Officers-in-Charge; Department of Education Coordinators; and Cooperating Teachers as required;
- Visiting the Student during their Practicum placement when required or reviewing a videotaped session submitted by the Student;
- Grading the Practicum ePortfolio, which must be submitted by the Student no later than the end of the final week of the Semester in which the Student is enrolled in either EDUC6666, EDUC6855 or EDUC6861.

Other Renwick Centre staff may be involved with providing mentoring and support of Students. If necessary, Fran Telec will support students in relation to questions
regarding teaching behaviours associated with the education of students with vision impairment. Fran will visit the Student when required or view a videotaped session submitted by the Student.

The Practicum Coordinator is available to Students, Cooperating Teachers, and Principal/Office in Charge at any time during the practicum round. Distance Education students in remote areas may be assigned a mentor in their area who will liaise with the Practicum Coordinator and assist with visiting the student while on a practicum round.

Placement Visit (where this is possible)
The purpose of the visit by the Practicum Coordinator is twofold:

1. To be a source of constructive feedback, relating aspects of the Student's performance (and the practical experience in general) to the University program. To this end, it is expected that the Student will be actively engaged in planned teaching activities for observation by the Practicum Coordinator for at least part of the time allotted for the visit. Subsequent to this, time should be made available during the visit for discussion between the Student and the Practicum Coordinator. At this time, it is expected that the Student make all written records (Practicum File, notes of previous lessons, any formal observation notes, etc.) available for discussion. In addition to the extra feedback provided, this process is a critical component of the overall assessment process.

2. To meet with the Cooperating Teacher and Student to discuss progress and aid in the resolution of difficulties should any have arisen.
PART THREE

COURSE REQUIREMENTS

MSpecEd EDUC6666 B/VI 
Pages 12 - 14
MSpecEd EDUC6666 D/HH 
Pages 15 - 18
MSpecEd Sensory Disabilities
Page 19

MSpecEd EDUC6855 B/VI 
Pages 20 - 23
MSpecEd EDUC6855 D/HH 
Pages 24 – 27

GradCertEd Studies EDUC6861 (D/HH EI) 
Pages 28
Practicum Details – General Information
(For Students with a teaching qualification*)

- For Students enrolled in the MSpecEd, EDUC6666 is a core course to which is attached a compulsory 20-day practicum.
- All Students, with the exception of Students requesting a placement at RIDBC, must organise their own placements.
- Practicum experiences must be in two blocks of ten days in a range of educational settings and with a range of children of different age groups and with two different Cooperating Teachers.
- A “block of 10 days” could be a two week block or the same day over 10 consecutive weeks or the same 2 days over five consecutive weeks etc.
- Students are fully supervised by the Cooperating Teacher throughout these days.
- No Student can begin accumulating practicum days until successful completion of four core Renwick Centre courses including EDUC6068 and EDUC6070.
  - Students may commence their practicum as soon as the marks have been submitted for the first four courses. Students may commence their practicum prior to enrolment in EDUC6666.
- A Practicum ePortfolio should be submitted electronically to the Practicum Coordinator at the completion of each ten-day practicum placement.
- Students must allow at least two weeks between each block to ensure that they receive feedback from the Practicum Coordinator before commencing their second practicum placement.
- Students must teach a minimum of five lessons in the first placement and a minimum of ten in the second placement (no less than fifteen lessons in total). A lesson is defined as a session of 30-60 minutes (working to support the child with sensory impairment) which is observed by the Cooperating Teacher.
- There can be no Prior Learning exemption related to current employment.
- Students are not permitted to receive salary on practicum days.

Assessment of EDUC6666
As the 20-day Practicum is a Compulsory Course Component attached to EDUC6666, the grades for this course will not be submitted to the University unless the Student has received an Ungraded Pass for the Practicum.

Grades
In order to receive a grade, the Student must have submitted their Practicum Assessment and their ePortfolio from each placement containing all the documentation (listed below) by the end of week thirteen in the semester in which they are enrolled in EDUC6666. The grade awarded for the Practicum is:
Incomplete (I) An incomplete grade will be given if ePortfolio documentation is incomplete and/or if the Student has not achieved “graduate level” status on all competencies by day 20 in which case additional days will be scheduled.

Fail (FF) The Student will Fail (FF) the Practicum if he/she receives - completely unsatisfactory ratings on all, or predominantly all competencies even after completing additional days, and has not met a satisfactory standard on all ePortfolio documentation.

Ungraded Pass (UP) In order to receive (UP) for the Practicum, the Student must achieve “graduate level” status on all competencies by day 20 (or after completing additional days) and meet a satisfactory standard on all ePortfolio documentation.

Practicum Assessment
At the end of each practicum block the Cooperating Teacher is asked to complete a Practicum Assessment. The assessment is competency-based and the Student must achieve “graduate level” status on all competencies by day 20 of their practicum or additional days will be scheduled. This Assessment is available for completion online. Once completed, it needs to be printed off, signed by both the Cooperating Teacher and the Student and posted by the Student to the Practicum Coordinator.

Practicum File
Although Students are only required to submit the ePortfolio with a minimum of documents, they are expected to maintain, in a Practicum File, records of all observations and session plans. Other resources collected during the practicum can also be placed in this file. This Practicum File should be available to be viewed by the Cooperating Teacher and the Practicum Coordinator as per necessary.

Practicum ePortfolio
Students prepare an ePortfolio for each of their placements. This is submitted via the Renwick Centre Resources Blackboard site (Practicum button), as one document, for review and assessment at the end of each placement. Below you will find items that must be included in the ePortfolio.

* Students enrolled in EDUC6666 who do not hold a teaching qualification, contact Claire Farrington (Coordinator of Student Affairs) claire.farrington@ribdc.org.au
1. First Placement/10 day increment
Each Student will need to choose, after discussion with their Cooperating Teacher, a Focus Child with mild to moderate low vision.

The Practicum ePortfolio must contain the following items:
- 5 Observation Notes (see template) consisting of:
  - observations of lessons/sessions of Cooperating Teacher working with five different children.
- A Child Profile of the Focus Child including but not limited to:
  - The Summary of Information for Child Profile (see template).
  - A report on the Focus Child where this is necessary to supplement the Summary pages.
  - 6 month IEP goals across all curriculum areas.
- A minimum of five comprehensive session plans (see template). At least 2 of these sessions need to be with the Focus Child.
- A completed Log of Days signed by the Cooperating Teacher (see template).

A Practicum Assessment Tool completed and signed by the Cooperating Teacher at the end of the ten day block needs to be also signed by the Student and posted to the Practicum Coordinator. The Assessment Tool can be completed online and then, printed, signed and posted. (A scanned document is not acceptable.)

2. Second Placement/10 day increment
Each Student will need to choose, after discussion with their Cooperating Teacher, a Focus Child who has severe vision impairment (preferably a braille user).

The Practicum ePortfolio must contain the following items:
- 5 Observation Notes (see template) consisting of:
  - observations of lessons/sessions of Cooperating Teacher working with five different children.
- A Child Profile of the Focus Child including but not limited to:
  - The Summary of Information for Child Profile (see template).
  - A report on the Focus Child where this is necessary to supplement the Summary pages.
  - 6 month IEP goals across all curriculum areas.
- A minimum of ten comprehensive session plans (see template). At least four of these sessions need to be with the Focus Child.
- A completed Log of Days signed by the Cooperating Teacher (see template).

A Practicum Assessment Tool completed and signed by the Cooperating Teacher at the end of the ten day block needs to be also signed by the Student and posted to the Practicum Coordinator. The Assessment Tool can be completed online and then, printed, signed and posted. (A scanned document is not acceptable.)
Summary of Guidelines  
MSpecEd (D/HH) EDUC6666  
Compulsory Course Component  
20-day Practicum

Practicum Details – General Information  
(For Students with a teaching qualification*)

- For Students enrolled in the MSpecEd, EDUC6666 is a core course to which is attached a compulsory 20-day practicum.
- All Students, with the exception of Students requesting a placement at RIDBC, must organise their own placements.
- Practicum experiences must be in two blocks of ten days in a range of educational settings and with a range of children of different age groups and with two different Cooperating Teachers.
  - This is also a requirement of the National Association of Australian Teacher of the Deaf for all Teachers of the Deaf seeking membership with a graduation of 2013 or after. ([http://www.naatd.org.au/competencies.html](http://www.naatd.org.au/competencies.html))
- A “block of 10 days” could be a two week block or the same day over 10 consecutive weeks or the same 2 days over five consecutive weeks etc
- Students are fully supervised by the Cooperating Teacher throughout these days.
- No Student can begin accumulating practicum days until successful completion of four core Renwick Centre courses including EDUC6663 and EDUC6664.
  - Students may commence their practicum as soon as the marks have been submitted for the first four courses. Students may commence their practicum prior to enrolment in EDUC6666.
- A Practicum ePortfolio should be submitted electronically to the Practicum Coordinator at the completion of each ten-day practicum placement.
- Students must allow at least two weeks between each block to ensure that they receive feedback from the Practicum Coordinator before commencing their second practicum placement.
- Students must teach a minimum of five lessons in the first placement and a minimum of ten in the second placement (no less than fifteen lessons in total). A lesson is defined as a session of 30-60 minutes (working to support the child with sensory impairment) which is observed by the Cooperating Teacher.
- There can be **no** Prior Learning **exemption** related to current employment.
- Students are not permitted to receive salary on practicum days.

Assessment of EDUC6666
As the 20-day Practicum is a Compulsory Course Component attached to EDUC6666, the grades for this course will not be submitted to the University unless the Student has received an Ungraded Pass for this Practicum.

Grades
In order to receive a grade, the Student must have submitted their Practicum Assessment and their ePortfolio from each placement containing all the
documentation (listed below) **by the end of week thirteen** in the semester in which they are enrolled in EDUC6666. The grade awarded for the Practicum is:

**Incomplete (I).** An incomplete grade will be given if ePortfolio documentation is incomplete and/or if the Student has not achieved “graduate level” status on all competencies by day 20 in which case additional days will be scheduled.

**Fail (FF).** The Student will Fail (FF) the Practicum if he/she receives completely unsatisfactory ratings on all, or predominantly all competencies even after completing additional days, and has not met a satisfactory standard on all ePortfolio documentation.

**Ungraded Pass (UP).** In order to receive (UP) for the Practicum, the Student must achieve “graduate level” status on all competencies by day 20 (or after completing additional days) and meet a satisfactory standard on all ePortfolio documentation.

**Practicum Assessment**
At the end of each practicum block the Cooperating Teacher is asked to complete a Practicum Assessment. The assessment is competency-based and the Student must achieve “graduate level” status on all competencies by day 20 of their practicum or additional days will be scheduled. This Assessment is available for completion online. Once completed, it needs to be printed off, signed by both the Cooperating Teacher and the Student and posted by the Student to the Practicum Coordinator.

**Practicum File**
Although Students are only required to submit the ePortfolio with a minimum of documents, they are expected to maintain, in a Practicum File, records of all observations and session plans. Other resources collected during the practicum can also be placed in this file. This Practicum File should be available to be viewed by the Cooperating Teacher and the Practicum Coordinator as per necessary.

**Practicum ePortfolio**
Students prepare an ePortfolio for each of their placements. This is submitted via the Renwick Centre Resources Blackboard site (Practicum button), as one document, for review and assessment at the end of each placement. Below you will find items that must be included in the ePortfolio.

* Students enrolled in EDUC6666 who do not hold a teaching qualification, contact Claire Farrington (Coordinator of Student Affairs) claire.farrington@rdbc.org.au
1. First Placement/10 day increment
Each Student will need to choose, after discussion with their Cooperating Teacher, a Focus Child.
The Practicum ePortfolio must contain the following items:
- 5 Observation Notes (see template) consisting of:
  - observations of lessons/sessions of Cooperating Teacher working with five different children.
- A Child Profile of the Focus Child including but not limited to:
  - A report on the Focus Child where this is necessary to supplement the Summary pages.
  - The Summary of Information for Child Profile (see template).
  - A language screen that has been analysed. (page 45)
  - 6 month IEP goals in English, (Auslan where appropriate), Audition, Speech, Cognition, Social/Emotional development.
- A minimum of five comprehensive session plans (see template). At least 2 of these sessions need to be with the Focus Child.
- A completed Log of Days signed by the Cooperating Teacher (see template).

A Practicum Assessment Tool completed and signed by the Cooperating Teacher at the end of the ten day block needs to be also signed by the Student and posted to the Practicum Coordinator. The Assessment Tool can be completed online and then, printed, signed and posted. (A scanned document is not acceptable.)

2. Second Placement/10 day increment
Each Student will need to choose, after discussion with their Cooperating Teacher, a Focus Child.
The Practicum ePortfolio must contain the following items:
- 5 Observation Notes (see template) consisting of:
  - observations of lessons/sessions of Cooperating Teacher working with five different children.
- A Child Profile of the Focus Child including but not limited to:
  - The Summary of Information for Child Profile (see template).
  - A report on the Focus Child where this is necessary to supplement the Summary pages.
  - A Speech screen and an Auslan screen where appropriate (pages 46, 47).
  - An assessment of listening skills (page 48).
  - A Classroom Acoustics Survey (page 49).
  - 6 month IEP goals in English, (Auslan where appropriate), Audition, Speech, Cognition, Social/Emotional development.
- A minimum of ten comprehensive session plans (see template). At least four of these sessions need to be with the Focus Child.
- A completed Log of Days signed by the Cooperating Teacher (see template) provided.
A Practicum Assessment Tool completed and signed by the Cooperating Teacher at the end of the ten day block needs to be also signed by the Student and posted to the Practicum Coordinator. The Assessment Tool can be completed online and then, printed, signed and posted. (A scanned document is not acceptable.)
**MSpecEd Sensory Disabilities Specialisation**

**Practicum Details**  
(For Students without a teaching qualification)

Students enrolled in EDUC6666 who do not hold a teaching qualification should contact Claire Farrington (Coordinator of Student Affairs)  
claire.farrington@ridbc.org.au
Summary of Guidelines
MSpecEd (B/VI) EDUC6855
Professional Experience in Sensory Disability – Extension

45-day Practicum

Practicum Details
(For Students with a teaching qualification*)

- All Students, with the exception of those requesting a placement at RIDBC, must organise their own placements - blocks of 10 to 15 practicum days to a total of 45 days.
- A minimum of 10 days must occur in a block (i.e. to ensure that one is teaching the same children for 10 days).
- A “block of 10 days” could be a two week block or the same day over 10 consecutive weeks or the same 2 days over five consecutive weeks etc.
- Practicum experiences must be in a minimum of two different educational settings and be with a minimum of two different age groups and with a minimum of two different Cooperating Teachers.
- Students are fully supervised by the Cooperating Teacher throughout these days.
- No Student can begin accumulating practicum days until successful completion of 4 core courses including EDUC6068 and EDUC6070.
  - Students may commence their practicum as soon as the marks have been submitted for the first 4 courses and may undertake some of their practicum requirements in each subsequent semester of their enrolment. Students normally enrol in EDUC6855 in the semester in which they can complete the full requirements for this course.
- A Practicum ePortfolio should be submitted electronically to the Practicum Coordinator at the completion of each practicum placement.
- Students must allow at least two weeks between each block to ensure that they receive feedback from the Practicum Coordinator before commencing their next practicum placement.
- The Student must teach a minimum of five lessons in the first placement and no less than 35 lessons in total for the complete practicum. A lesson is defined as a session of 30-60 minutes (working to support the child with sensory impairment) which is observed by the Cooperating Teacher.
- There can be no Prior Learning exemption related to current employment.
- Students are not permitted to receive salary on practicum days.

Assessment of EDUC6855
Grades
In order to receive a grade, the Student must have submitted their Practicum Assessment and their ePortfolio from each placement containing all the documentation (listed below) by the end of week thirteen in the semester in which they are enrolled in EDUC6855. The grade awarded for the Practicum is:

Incomplete (I). An incomplete grade will be given if ePortfolio documentation is incomplete and/or if Student has not achieved “graduate level” status on all competencies by day 45 in which case additional days will be scheduled.
Fail (FF). The Student will Fail (FF) the Practicum if he/she receives completely unsatisfactory ratings on all, or predominantly all competencies even after completing additional days, and has not met a satisfactory standard on all ePortfolio documentation.

Ungraded Pass (UP). In order to receive (UP) for the Practicum, the Student must achieve “graduate level” status on all competencies by day 45 (or after completing additional days) and meet a satisfactory standard on all ePortfolio documentation.

Practicum Assessment
At the end of each practicum block the Cooperating Teacher is asked to complete a Practicum Assessment. The assessment is competency-based and the Student must achieve “graduate level” status on all competencies by day 45 of their practicum or additional days will be scheduled. This Assessment is available for completion online. Once completed, it needs to be printed off, signed by both the Cooperating Teacher and the Student and posted by the Student to the Practicum Coordinator.

Practicum File
Although Students are only required to submit the ePortfolio with a minimum of documents, they are expected to maintain, in a Practicum File, records of all observations and session plans. Other resources collected during the practicum can also be placed in this file. This Practicum File should be available to be viewed by the Cooperating Teacher and the Practicum Coordinator as per necessary.

Practicum ePortfolio
Students prepare an ePortfolio for each of their placements. This is submitted via the Renwick Centre Resources Blackboard site (Practicum button), as one document, for review and assessment at the end of each placement. Below you will find items that must be included in the ePortfolio.

1. First Placement
Each Student will need to choose, after discussion with their Cooperating Teacher, a Focus Child with mild to moderate low vision.

The Practicum ePortfolio must contain the following items:

- 5 Observation Notes (see template) consisting of:
  - observations of lessons/sessions of Cooperating Teacher working with five different children.
- A Child Profile of the Focus Child including but not limited to:
  - The Summary of Information for Child Profile (see template).
  - A report on the Focus Child where this is necessary to supplement the Summary pages.
  - 6 month IEP goals across all curriculum areas.
- A minimum of five comprehensive session plans (see template). At least 2 of these sessions need to be with the Focus Child.
- A completed Log of Days signed by the Cooperating Teacher (see template).

A Practicum Assessment Tool completed and signed by the Cooperating Teacher at the end of the ten day block needs to be also signed by the Student and posted to the Practicum Coordinator. The Assessment Tool can be completed online and then, printed, signed and posted. (A scanned document is not acceptable.)

2. Second Placement
Each Student will need to choose, after discussion with their Cooperating Teacher, a Focus Child who has severe vision impairment (preferably a braille user).

The Practicum ePortfolio must contain the following items:
- 5 Observation Notes (see template) consisting of:
  - observations of lessons/sessions of Cooperating Teacher working with five different children.
- A Child Profile of the Focus Child including but not limited to:
  - The Summary of Information for Child Profile (see template).
  - A report on the Focus Child where this is necessary to supplement the Summary pages.
  - 6 month IEP goals across all curriculum areas.
- A minimum of ten comprehensive session plans (see template). At least four of these sessions need to be with the Focus Child.
- A completed Log of Days signed by the Cooperating Teacher (see template).

A Practicum Assessment Tool completed and signed by the Cooperating Teacher at the end of the ten day block needs to be also signed by the Student and posted to the Practicum Coordinator. The Assessment Tool can be completed online and then, printed, signed and posted. (A scanned document is not acceptable.)

Video of teaching session – Depending on feedback from the Student’s Cooperating Teacher or the Practicum Coordinator the Student may be asked to submit a video of one teaching session to the Practicum Coordinator for review. This will be returned to the Student with comments. (page 55)

Students need to adhere with the organisation’s policy on videotaping children and complete the Videotaping Consent Form (See Part 5 of this Handbook – Appendix III) which is submitted with the videotape.

3. Third and Subsequent Placements
Each Student will need to choose, after discussion with their Cooperating Teacher, a Focus Child.

The Practicum portfolio must contain the following items:
- 5 Observation Notes (see template) consisting of:
- observations of lessons/sessions of Cooperating Teacher working with five different children.
  - A Child Profile of the Focus Child including but not limited to:
    - The Summary of Information for Child Profile (see template).
    - A report on the Focus Child where this is necessary to supplement the Summary pages
    - 6 month IEP goals across all curriculum areas.
  - A minimum of ten comprehensive session plans (see template). At least four of these sessions need to be with the Focus Child.
  - A completed Log of Days signed by the Cooperating Teacher (see template).

A Practicum Assessment Tool completed and signed by the Cooperating Teacher at the end of the ten day block needs to be also signed by the Student and posted to the Practicum Coordinator. The Assessment Tool can be completed online and then, printed, signed and posted. (A scanned document is not acceptable.)

* Students enrolled in EDUC6855 who do not hold a teaching qualification, contact Claire Farrington (Coordinator of Student Affairs) claire.farrington@riddoc.org.au
Summary of Guidelines
MSpecEd (D/HH) EDUC6855
Professional Experience in Sensory Disability – Extension

45-day Practicum

Practicum Details
(For Students with a teaching qualification*)

- All Students, with the exception of those requesting a placement at RIDBC, must organise their own placements - blocks of 10 to 15 practicum days to a total of 45 days.
- A minimum of 10 days must occur in a block (i.e. to ensure that one is teaching the same children for 10 days).
  - This is also a requirement of the National Association of Australian Teacher of the Deaf for all Teachers of the Deaf seeking membership with a graduation of 2013 or after. ([http://www.naatd.org.au/competencies.html](http://www.naatd.org.au/competencies.html))
- A “block of 10 days” could be a two week block or the same day over 10 consecutive weeks or the same 2 days over five consecutive weeks etc
- Practicum experiences must be in a minimum of two different educational settings and be with a minimum of two different age groups and with a minimum of two different Cooperating Teachers
- Students are fully supervised by the Cooperating Teacher throughout these days.
- No Student can begin accumulating practicum days until successful completion of 4 core courses including EDUC6663 and EDUC6664.
  - Students may commence their practicum as soon as the marks have been submitted for the first 4 courses and may undertake some of their practicum requirements in each subsequent semester of their enrolment. Students normally enrol in EDUC6855 in the semester in which they can complete the full requirements for this course.
- A Practicum ePortfolio should be submitted electronically to the Practicum Coordinator at the completion of each practicum placement.
- Students must allow at least two weeks between each block to ensure that they receive feedback from the Practicum Coordinator before commencing their next practicum placement.
- The Student must teach a minimum of five lessons in the first placement and no less than 35 lessons in total for the complete practicum. A lesson is defined as a session of 30-60 minutes (working to support the child with sensory impairment) which is observed by the Cooperating Teacher.
- There can be no Prior Learning exemption related to current employment.
- Students are not permitted to receive salary on practicum days.

Assessment of EDUC6855
Grades
In order to receive a grade, the Student must have submitted their Practicum Assessment and their ePortfolio from each placement containing all the documentation (listed below) by the end of week thirteen in the semester in which they are enrolled in EDUC6855. The grade awarded for the Practicum is:
**Incomplete (I).** An incomplete grade will be given if ePortfolio documentation is incomplete and/or if the Student has not achieved “graduate level” status on all competencies by day 45 in which case additional days will be scheduled.

**Fail (FF).** The Student will Fail (FF) the Practicum if he/she receives completely unsatisfactory ratings on all, or predominantly all competencies even after completing additional days, and has not met a satisfactory standard on all ePortfolio documentation.

**Ungraded Pass (UP).** In order to receive (UP) for the Practicum, the Student must achieve “graduate level” status on all competencies by day 45 (or after completing additional days) and meet a satisfactory standard on all ePortfolio documentation.

**Practicum Assessment**
At the end of each practicum block the Cooperating Teacher is asked to complete a Practicum Assessment. The assessment is competency-based and the Student must achieve “graduate level” status on all competencies by day 45 of their practicum or additional days will be scheduled. This Assessment is available for completion online. Once completed, it needs to be printed off, signed by both the Cooperating Teacher and the Student and posted by the Student to the Practicum Coordinator.

**Practicum File**
Although Students are only required to submit the ePortfolio with a minimum of documents, they are expected to maintain, in a Practicum File, records of all observations and session plans. Other resources collected during the practicum can also be placed in this file. This Practicum File should be available to be viewed by the Cooperating Teacher and the Practicum Coordinator as per necessary.

**Practicum ePortfolio**
Students prepare an ePortfolio for each of their placements. This is submitted via the Renwick Centre Resources Blackboard site (Practicum button), as one document, for review and assessment at the end of each placement. Below you will find items that must be included in the ePortfolio.

**a. First Placement**
Each Student will need to choose, after discussion with their Cooperating Teacher, a Focus Child.

The Practicum ePortfolio must contain the following items:
- 5 Observation Notes (see template) consisting of:
  - observations of lessons/sessions of Cooperating Teacher working with five different children.
- A Child Profile of the Focus Child including but not limited to:
  - The Summary of Information for Child Profile (see template).
  - A report on the Focus Child where this is necessary to supplement the Summary pages.
  - A language screen that has been analysed. (page 45)
  - 6 month IEP goals in English, (Auslan where appropriate), Audition, Speech, Cognition, Social/Emotional development.
- A minimum of five comprehensive session plans (see template). At least 2 of these sessions need to be with the Focus Child.
- A completed Log of Days signed by the Cooperating Teacher (see template).

A Practicum Assessment Tool completed and signed by the Cooperating Teacher at the end of the ten day block needs to be also signed by the Student and posted to the Practicum Coordinator. The Assessment Tool can be completed online and then, printed, signed and posted. (A scanned document is not acceptable.)

b. Second Placement
Each Student will need to choose, after discussion with their Cooperating Teacher, a Focus Child.

The Practicum ePortfolio must contain the following items:
- 5 Observation Notes (see template) consisting of:
  - observations of lessons/sessions of Cooperating Teacher working with five different children.
- A Child Profile of the Focus Child including but not limited to:
  - The Summary of Information for Child Profile (see template).
  - A report on the Focus Child where this is necessary to supplement the Summary pages.
  - A Speech screen and an Auslan screen (where appropriate). (pages 46, 47)
  - An assessment of listening skills (page 48).
  - A Classroom Acoustics Survey (page 49).
  - 6 month IEP goals in English, (Auslan where appropriate), Audition, Speech, Cognition, Social/Emotional development.
- A minimum of ten comprehensive session plans (see template). At least four of these sessions need to be with the Focus Child.
- A completed Log of Days signed by the Cooperating Teacher (see template).

A Practicum Assessment Tool completed and signed by the Cooperating Teacher at the end of the ten day block needs to be also signed by the Student and posted to the Practicum Coordinator. The Assessment Tool can be completed online and then, printed, signed and posted. (A scanned document is not acceptable.)
Video of teaching session – Depending on feedback from the Student’s Cooperating Teacher or the Practicum Coordinator the Student may be asked to submit a video of one teaching session to the Practicum Coordinator for review. This will be returned to the Student with comments. (pages 55, 56)

Students need to adhere with the organisation’s policy on videotaping children and complete the Videotaping Consent Form (See Part 5 of this Handbook – Appendix III) which is submitted with the videotape.

c. Third and Subsequent Placements
Each Student will need to choose, after discussion with their Cooperating Teacher, a Focus Child.

The Practicum ePortfolio must contain the following items:

- 5 Observation Notes (see template) consisting of:
  - observations of lessons/sessions of Cooperating Teacher working with five different children.
- A Child Profile of the Focus Child including but not limited to:
  - The Summary of Information for Child Profile (see template).
  - A report on the Focus Child where this is necessary to supplement the Summary pages.
  - A language screen that has been analysed. (page 45)
  - A Speech screen and an Auslan screen (where appropriate). (pages 46, 47)
  - An assessment of listening skills (page 48).
  - A Classroom Acoustics Survey (page 49).
  - 6 month goals in English, (Auslan where appropriate), Audition, Speech, Cognition, Social/Emotional development.
- A minimum of ten comprehensive session plans (see template). At least four of these sessions need to be with the Focus Child.
- A completed Log of Days signed by the Cooperating Teacher (see template).

A Practicum Assessment Tool completed and signed by the Cooperating Teacher at the end of the ten day block needs to be also signed by the Student and posted to the Practicum Coordinator. The Assessment Tool can be completed online and then, printed, signed and posted. (A scanned document is not acceptable.)

* Students enrolled in EDUC6855 who do not hold a teaching qualification, contact Claire Farrington (Coordinator of Student Affairs) claire.farrington@ridbc.org.au
GradCertEd Studies (D/HH EI) EDUC6861
Optional Course Component

20-day Practicum

EDUC6861 includes a 20-day Practicum as an optional course component. Students enrolled in EDUC6861 and interested in completing the practicum, must contact Claire Farrington (Coordinator of Student Affairs) claire.farrington@ridbc.org.au
PART FOUR

WRITTEN DOCUMENTATION

Students enrolled in, or intending to enrol in a course with a practicum should make certain that they have contacted the Practicum Coordinator to ensure that they are aware of the requirements of this course. Students must begin to compile their Practicum File at the commencement of and throughout their practicum experience.

The Practicum File contains the documents for the entire practicum. It is a cumulative document and should be available at all times to the Cooperating Teacher and Practicum Coordinator. At the end of each placement the Student must submit a Practicum ePortfolio for review/assessment to the Practicum Coordinator online via Blackboard. [Submit via the Renwick Centre Resources Blackboard site - Practicum button.] (The documents that need to be submitted in each ePortfolio are detailed in Pages 14 - 27 in the summaries of the guidelines of each of the Practicums.) The final ePortfolio must be submitted for grading in week thirteen of the semester in which the Student is enrolled in the course with a practicum. Downloadable templates can be found at the following link:

Guidelines for Observation Notes – EDUC6666, EDUC6855

During the Practicum, it is expected that the Student will purposefully observe the operation of the class/one-to-one setting at a number of levels. It is expected that Students use the templates provided to record observations at all the sessions conducted by the Cooperating Teacher and that these form the basis of purposeful discussion of issues and information with the Cooperating Teacher.

Observation Notes Templates

EDUC6666 B/VI Pages 30 - 31
EDUC6666 D/HH Pages 32 - 33

EDUC6855 B/VI Pages 30 - 31
EDUC6855 D/HH Pages 32 - 33

These are available as Word documents at the above link.
Observation Notes B/VI

Name of Student (MSpecEd Student): ____________________ Date: ____________________

Name of Cooperating Teacher observed: ____________________

Details
Fill in/ or circle
Child’s initials: ____________________
Date of birth: ____________________
Class/group/Individual session: ____________________
Location: ____________________
V.J. Condition: ____________________
Visual Acuity: RE LE Both eyes open
Technology: ____________________
Alternate Format: Large Print/Braille/Electronic Note Specifics: ____________________

Goals/Objectives of the Session: ____________________

Implementation/Activities Observed: ____________________

Strategies used by Cooperating Teacher: ____________________

Seating position
- Distance from the board
- Distance from teacher’s desk
- Position in relation to peers

Lighting
- Natural
- Artificial
Organisational skills
- Classroom set-up to help student organise his/her materials
- Student’s skills in preparing for class, packing away, and organising personal items

Format used to access information across the KLAs and to complete homework (Braille, large print, electronic, mixture)

Writing skills and book work
- Neatness
- Up to date
- Time to complete assigned work

Other Comments:

What do you consider would be the next steps?
Observation Notes D/HH

Name of Student (MSpecEd/Grad Cert Student): Date:

Name of Cooperating Teacher observed:

Details
Fill in/ or circle
Child’s initials:
Date of birth:
Class/group/Individual session;
Location:
Hearing Loss:
Hearing Age:
Hearing Technology:

Goals/Objectives of the Session:

Implementation/Activities Observed:

Classroom Acoustics
Complete Checklist “Classroom-at-a-Glance” Observation Checklist

Strategies used by the Cooperating Teacher

Parent Guidance/Participation/Communication
Child’s Performance – Listening and Auditory Comprehension
(through the use of listening alone)

Child’s Performance – Speech and Spoken Language

Child’s Performance – Use of Sign

Other Comments:

What do you consider would be the next steps?

Observation sheet adapted from Attachment C-3
LSLS Certified-Verbal Therapist Application
©2011 AG Bell Academy for Listening and Spoken Language
Classroom—at-a-Glance: Observation Checklist

Child: __________________________ Age: ______ Grade: ______ Date: ______

School: _________________________ Teacher: ______________ Observer: ______________

I. Physical Characteristics

1. Type of School
   ☐ open space
   ☐ modified open space
   ☐ traditional
   ☐ other ________________

2. Room Size
   ☐ large
   ☐ medium
   ☐ small

3. Number of students in class ______

4. Number of Teacher Aides
   Part-time ___ Full-time ___

5. Type of Seating
   ☐ desks
   ☐ tables & chairs
   ☐ combination
   ☐ other ________________

6. Lighting
   ☐ adequate
   ☐ inadequate

7. Windows
   ☐ complete wall
   ☐ individual windows
   ☐ window/glare treatment
   ☐ other ________________

8. Floor Surface
   ☐ rubber tile
   ☐ concrete
   ☐ hardwood
   ☐ carpeting

9. Wall Surface
   ☐ concrete/brick
   ☐ wood
   ☐ wall board
   ☐ other ________________

10. Ceiling Surface
    ☐ acoustical tile
    ☐ other ________________

11. Writing Boards
    ☐ chalkboards
    ☐ white boards
    ☐ accessible to student

12. Room Location
    ☐ near external noise sources

13. Room Noise Level
    ☐ high O average O quiet

14. Classroom Technology
    ☐ captioning
    ☐ SmartBoard
    ☐ computers (# ___)
    ☐ other ________________

II. Teacher-Student Characteristics

15. Student’s Seating
    ☐ appropriate & flexible
    ☐ inappropriate

16. Teacher’s Speech/Voice Level:
    ☐ loud
    ☐ average
    ☐ soft
    Modulation: ☐ good
    Articulation: ☐ good
    Voice Quality:
    ☐ good
    ☐ problem Speech reading:
    ☐ good
    ☐ problem

17. Teacher’s Speaking Manner:
    ☐ faces student when speaking
    ☐ moves while speaking
    ☐ uses hand gestures
    ☐ talks with back to class

18. Student’s Attention to Speaker
    ☐ always
    ☐ usually
    ☐ sometimes
    ☐ rarely
    ☐ varies; describe: ________________

19. Student’s Speech/Voice Intelligibility: ☐ good
    ☐ problem
    Loudness: ☐ loud
    ☐ average
    ☐ soft

20. Student’s Speech reading Skills:
    ☐ does not speech read
    ☐ skills are effective
    ☐ skills are emerging

21. Student’s Class Participation
    ☐ volunteers information
    ☐ answers questions accurately most of the time
    ☐ answers questions inaccurately most of the time
    ☐ asks questions when he/she does not understand
    ☐ pretends to understand when he/she does not understand
    ☐ does not participate

22. Student’s Social Interactions
    ☐ tries to interact with other students
    ☐ other students try to interact with student
    ☐ joins group activities
    ☐ plays alone

23. Amplification
    ☐ none
    ☐ personal hearing instrument:
      ☐ HA
      ☐ CI
    ☐ other ________________
    ☐ HAT:
      ☐ personal FM system
      ☐ classroom ADS
      ☐ targeted-area ADS
      ☐ used consistently
      ☐ used inconsistently

ADS= Audio Distribution System/Sound Field System

Adapted from:
Guidelines for a Child Profile – EDUC6666, EDUC6855

It is expected that students compile a profile on at least one child during each practicum placement. Child profiles will differ according to the setting and the children involved.

The information will need to be de-identified and be accompanied by a Consent Form signed by the parents. (See Part 5 of this Handbook – Appendix IV)

The profiling exercise is intended to ensure that Students have the opportunity to examine the specific program requirements and program responses for the children in their practicum setting. Students should thoughtfully consider the link between the particular child's skills, abilities and needs and his/her current program. Detailed observation and discussion with the Cooperating Teacher are intended to provide valuable insights into the curriculum development and programming processes.

A Summary of Information Sheet for each Child Profile is required. Sometimes it may be necessary to write a brief report in addition in order to note relevant information about the child that cannot be covered by the Summary.

Do not include in your Child Profile copies of reports that have been written by other professionals. Summarise the pertinent information and include this on the Summary Sheet or in a report.
Child Profile Templates

EDUC6666 B/VI
Summary of Information Sheet
First Placement  Pages 37 - 38
Second Placement  Pages 39 - 40

EDUC6855 B/VI
Summary of Information Sheet
First Placement  Pages 37 - 38
Second Placement  Pages 39 - 40
Subsequent Placements  Pages 37 – 38 or Pages 39 - 40

EDUC6666 D/HH
Summary of Information Sheet
School aged child  Pages 41 - 42
Preschool Child  Pages 43 - 44
English Language Screen  Page 45
Speech Screen  Page 46
Expressive Auslan Screen  Page 47
Assessment of Listening Skills  Page 48
Classroom Acoustics Survey  Page 49

EDUC6855 D/HH
School aged child  Pages 41 - 42
Preschool Child  Pages 43 - 44
English Language Screen  Page 45
Speech Screen  Page 46
Expressive Auslan Screen  Page 47
Assessment of Listening Skills  Page 48
Classroom Acoustics Survey  Page 49

These templates are available as Word documents at this link:
Summary of Information for Child Profile B/VI – First Placement
(child with a mild to moderate vision loss)

Details
Child’s initials:
Date of birth:

Vision profile
Summary of the child’s eye diagnosis and visual status, i.e. visual acuity and a comment on the child’s functional visual ability.

<table>
<thead>
<tr>
<th>Child’s eye diagnosis</th>
<th>Documented information</th>
<th>Impact or potential impact in school environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child’s visual acuity</td>
<td>Right Eye</td>
<td>Left Eye</td>
</tr>
<tr>
<td>Child’s visual fields</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child’s observed functional visual ability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Developmental profile
Summary of the child’s developmental profile including any additional disabilities and/or health conditions and how these impact or have potential to impact in the school environment.

<table>
<thead>
<tr>
<th>Developmental level (physical, cognitive, social-emotional)</th>
<th>Documented information</th>
<th>Impact or potential impact in school environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Curriculum and classroom adjustments
Summary of the curriculum and classroom adjustments implemented by the classroom and vision support teachers

<table>
<thead>
<tr>
<th>Literacy medium used to access information across the KLAs and to complete homework (Braille, large print, electronic, mixture)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred font size for near reading tasks and board tasks</td>
</tr>
<tr>
<td>Assistive technology and low vision aids used in the classroom and at home</td>
</tr>
<tr>
<td>Other adjustments and modifications</td>
</tr>
<tr>
<td>Other comments</td>
</tr>
</tbody>
</table>
Summary of Information for Child Profile B/VI – Second Placement
(child with a severe vision impairment)

Details
Child’s initials:

Date of birth:

Vision profile
Summary of the child’s eye diagnosis and visual status, i.e. visual acuity and a comment on the child’s functional visual ability.

<table>
<thead>
<tr>
<th>Documented information</th>
<th>Impact or potential impact in school environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child’s eye diagnosis</td>
<td></td>
</tr>
<tr>
<td>Child’s visual acuity</td>
<td>Right Eye  Left Eye  Both eyes</td>
</tr>
<tr>
<td>Child’s visual fields</td>
<td></td>
</tr>
<tr>
<td>Child’s observed</td>
<td></td>
</tr>
<tr>
<td>functional visual ability</td>
<td></td>
</tr>
</tbody>
</table>

Developmental profile
Summary of the child’s developmental profile including any additional disabilities and/or health conditions and how these impact or have potential to impact in the school environment.

<table>
<thead>
<tr>
<th>Documented information</th>
<th>Impact or potential impact in school environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental level</td>
<td></td>
</tr>
<tr>
<td>(physical, cognitive, social-emotional)</td>
<td></td>
</tr>
<tr>
<td>Additional disabilities</td>
<td></td>
</tr>
<tr>
<td>Health conditions</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
**Curriculum and classroom adjustments**
Summary of the curriculum and classroom adjustments implemented by the classroom and vision support teachers

<table>
<thead>
<tr>
<th>Literacy medium used to access information across the KLAs and to complete homework (Braille, large print, electronic, mixture)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred font size for near reading tasks and board tasks</td>
</tr>
<tr>
<td>Assistive technology and low vision aids used in the classroom and at home</td>
</tr>
<tr>
<td>Other adjustments and modifications</td>
</tr>
<tr>
<td>Other comments</td>
</tr>
</tbody>
</table>
Summary of Information for Child Profile D/HH  
(school aged child)

Details
Child’s initials:
Date of birth:

Hearing profile  
Summary of the child’s hearing loss.

<table>
<thead>
<tr>
<th></th>
<th>Documented information</th>
<th>Impact or potential impact in school environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child’s hearing diagnosis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention history</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening check</td>
<td>Distance (in metres) at which Child can detect 6 Ling speech sounds whilst wearing amplification devices: [a] [o] [e] [m] [sh] [s]</td>
<td></td>
</tr>
</tbody>
</table>

Developmental profile  
Summary of the child’s developmental profile including any additional disabilities and/or health conditions and how these impact or have potential to impact in the school environment.

<table>
<thead>
<tr>
<th></th>
<th>Documented information</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Health conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Current Skills

<table>
<thead>
<tr>
<th></th>
<th>Documented information and instrumentation used to assess</th>
<th>Description based on observation and use of screening tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive language (English)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressive language (English)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auslan skills (where appropriate) (receptive-expressive)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audition/Listening skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Adjustments to enable child to access curriculum

<table>
<thead>
<tr>
<th></th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoken English</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Auslan/Sign (where appropriate)</td>
<td></td>
</tr>
</tbody>
</table>

Acoustics and Listening Environment  
Other
### Details

**Child’s initials:**  

**Date of birth:**

### Hearing profile

Summary of the child’s hearing loss.

<table>
<thead>
<tr>
<th></th>
<th>Documented information</th>
<th>Impact or potential impact in school environment</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td></td>
<td>[a] [oo] [ee] [m] [sh] [s]</td>
<td></td>
</tr>
</tbody>
</table>

### Developmental profile

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</tr>
<tr>
<td>Auslan skills (where appropriate) (receptive-expressive)</td>
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<td></td>
</tr>
<tr>
<td>Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audition/Listening skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Adjustments to enable child to access information in pre-school environment

### Language

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoken English</td>
<td></td>
</tr>
<tr>
<td>Auslan/Sign (where appropriate)</td>
<td></td>
</tr>
</tbody>
</table>

### Acoustics and Listening Environment

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
English Language Screen

Write a description to explain the Child’s current receptive and expressive language skills using:

a. Information from formal language assessment that has been conducted within the previous twelve months.

or

b. From a language screen which you have conducted as follows:

Write down samples of the actual words/sentences the Child is using. (Don’t write what the Child means to say but the actual words used.) Use the information on the TASL rating form and the reference form to write a description of the Child’s Expressive Language.

To purchase the TASL manual, email: claire.farrington@ridbc.org.au. Cost is approximately $50 including postage. To obtain the TASL forms (nil cost) download from the Renwick Centre student website at http://www.ridbc.org.au/renwick/practicum-handbook-assessment-tool

Teacher Assessment of Spoken Language (TASL)

### Speech Screen

**Paterson-Cole Phonological Evaluation Procedure (PCPEP)**

<table>
<thead>
<tr>
<th>Listen for:</th>
<th>Analyze:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Overall intelligibility: listener’s ease of understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Vocal quality: pleasant, unremarkable</td>
<td>Vocalization: ability to phonate breath support and control</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Oral/nasal contrast</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Relaxed not tense</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Smooth, not harsh</td>
<td></td>
</tr>
<tr>
<td>C. Rhythm: thought groups marked with appropriate pausing, rate unremarkable</td>
<td>Duration: ability to control length and onset/offset of phonation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pausing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vowel duration at ends of words or sentences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rate</td>
<td></td>
</tr>
<tr>
<td>D. Stress: Correct syllable in word or sentence emphasized; voice loudness unremarkable</td>
<td>Intensity: ability to vary subglottal pressure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Loudness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Word stress</td>
<td></td>
</tr>
<tr>
<td>E. Intonational contour: Statements, questions, imperatives, negatives, as well as effect, appropriately marked</td>
<td>Pitch: ability to vary vocal fold tension Pitch register modulated, not monotone</td>
<td></td>
</tr>
<tr>
<td>F. Articulation/co-articulation</td>
<td>Phonemes:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vowels and diphthongs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Consonants Manner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Oral/nasal contrast</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Frication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Plosive/stops</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Place (some variation) Voicing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Voiced/voiceless Blends</td>
<td></td>
</tr>
</tbody>
</table>
Auslan screen

Refer to school assessments of the Child’s Auslan proficiency or gather information from a fluent Auslan user (classroom teacher/parent/other) about the Child’s current skills in Auslan.

Write a description of the Child’s use of sign. The following descriptors may be helpful:

- Uses single signs
- Combines two or three signs
- Signs more complex ideas
- Can sustain a meaningful conversation with another Auslan user
- Fluent Auslan user

Auslan use includes expressive and receptive abilities, and encompasses skills in syntax, vocabulary development and pragmatics. The table below is an example of grammatical skill development.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Summary of acquisition of grammatical structures in sign language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure</td>
<td>Age $^a$</td>
</tr>
<tr>
<td>Babbling</td>
<td>0.7–0.10</td>
</tr>
<tr>
<td>First words</td>
<td>—</td>
</tr>
<tr>
<td>Word combinations</td>
<td>—</td>
</tr>
<tr>
<td>Two words</td>
<td>1.2–1.5</td>
</tr>
<tr>
<td>Basic word order</td>
<td>2.4–2.9</td>
</tr>
<tr>
<td>Pronouns</td>
<td>—</td>
</tr>
<tr>
<td>First person</td>
<td>1.5</td>
</tr>
<tr>
<td>Second person</td>
<td>1.0–2.0</td>
</tr>
<tr>
<td>Third person</td>
<td>3.6</td>
</tr>
<tr>
<td>Possessives</td>
<td>2.0</td>
</tr>
<tr>
<td>Negation</td>
<td>—</td>
</tr>
<tr>
<td>Negative signs</td>
<td>1.0</td>
</tr>
<tr>
<td>Negative-incorporated verbs</td>
<td>1.5</td>
</tr>
<tr>
<td>Negative sign with headshake</td>
<td>1.5</td>
</tr>
<tr>
<td>Negative-incorporated verb with headshake</td>
<td>2.0</td>
</tr>
<tr>
<td>Negative predicate with headshake</td>
<td>1.5–2.2</td>
</tr>
<tr>
<td>Questions</td>
<td>—</td>
</tr>
<tr>
<td>Yes/no facial grammar</td>
<td>1.0</td>
</tr>
<tr>
<td>Question signs</td>
<td>1.5–2.4</td>
</tr>
<tr>
<td>Non-manual markers over question signs</td>
<td>3.6</td>
</tr>
<tr>
<td>Facial adverbs</td>
<td>1.0–2.0</td>
</tr>
<tr>
<td>Topos</td>
<td>2.0</td>
</tr>
<tr>
<td>Conditionals</td>
<td>—</td>
</tr>
<tr>
<td>Conditional signs</td>
<td>3.0</td>
</tr>
<tr>
<td>Non-manual markers over signs</td>
<td>4.0</td>
</tr>
<tr>
<td>Verb agreement</td>
<td>—</td>
</tr>
<tr>
<td>Agreement verbs without inflection</td>
<td>2.0</td>
</tr>
<tr>
<td>Agreement verbs with inflection</td>
<td>3.0</td>
</tr>
<tr>
<td>AB verbs</td>
<td>6.0</td>
</tr>
<tr>
<td>Perspective shift</td>
<td>—</td>
</tr>
<tr>
<td>Shift roles with eye gaze</td>
<td>3.0</td>
</tr>
<tr>
<td>Direct quote</td>
<td>3.6</td>
</tr>
<tr>
<td>Non-manual markers</td>
<td>3.6</td>
</tr>
<tr>
<td>Classifiers</td>
<td>—</td>
</tr>
<tr>
<td>Figure (handshapes)</td>
<td>3.0</td>
</tr>
<tr>
<td>Use of space</td>
<td>3.0</td>
</tr>
<tr>
<td>Ground</td>
<td>4.0</td>
</tr>
</tbody>
</table>

$^a$Given in years/months.

$^a$ASL: American Sign Language; JSL: Japanese Sign Language; LSG: Quebec Sign Language; LIS, Italian Sign Language; SLN, Sign Language of The Netherlands; BSL, British Sign Language.

Assessment of Listening Skills

In order to assess the Child’s listening skills:
Use the Placement Test in the resource listed below or any appropriate tool available in school.

The NSW Department of Education and Training’s Auditory Skills Program for Students with Hearing Impairment contains a Placement Test on Page 25. This resource is available in many schools.

This resource “Listen Learn and Talk – Cochlear” is available on the web and contains stages of listening development for young children.
## CLASSROOM ACOUSTICS SURVEY WORKSHEET

Date ____________________ Student (MSpecEd Student) ____________________
Child ____________________  Grade ____________________
School ____________________  Room ____________________

### 1. OBSERVATION INFORMATION

A classroom observation is a preparatory step for making classroom acoustics measurements. The observation provides information about acoustic parameters of the classroom as well as the style of instruction, seating arrangement and the status of communication access.

#### Background Noise

Listen in the classroom and check for the following; a “yes” is an indicator of potentially excessive levels of noise.

<table>
<thead>
<tr>
<th>Classroom Features</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heating and ventilation system is audible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher choose to turn off any mechanical equipment he/she perceives as intrusive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noise from playground is audible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noise from automobile traffic is audible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noise from air traffic is audible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With heating and ventilation system turned off (where possible), sounds from other classrooms, learning spaces or hallway are audible</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Reverberation

Overall reverberation is determined by the volume of the room and the absorptive characteristics of the materials making up the classroom walls, floors and ceilings. Check the classroom for the following surfaces; a “yes” is an indicator of potential high reverberation times.

<table>
<thead>
<tr>
<th>Classroom Features</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A hard surface, flat ceiling without acoustic ceiling tiles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceiling height is over 3.5 metres</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acoustic ceiling tiles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acoustic ceiling tiles have been painted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walls are constructed of sound reflective materials (e.g., plasterboard, concrete, wood paneling)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floors are constructed of sound reflective materials (e.g., concrete, tiles, wood)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Current Technology in the Classroom (if used)

- Personal FM Number of students ____ Type ____________________
- Individual Audio Distribution System Type ____________________
- Classroom Audio Distribution System Type ____________________ (ADS/Sound Field System)

Teacher to Listener Distance:  Nearest ____ M  Farthest ____ M

### Classroom Style:

- Traditional
- Open
- Portable/Relocatable

### Primary Instruction Style:

- Lecture
- Large Group
- Small Group
- Individual
- Other ____________________

### Seating Arrangement:

- Clusters
- Rows
- U-shape or Circle
- Other ____________________

---

Guidelines for Lesson/Session Plans - EDUC6666, EDUC6855

Plans should be prepared for all scheduled teaching activities using the template provided.

Lesson plans should be made available to the Cooperating Teacher prior to the commencement of the session to allow ample time for discussion and suggestions to be considered.

Templates

MSpecEd B/VI Pages 51 - 52
MSpecEd D/HH Pages 53 - 54

These templates are available as Word documents at this link: http://www.ridbc.org.au/renwick/practicum-handbook-assessment-tool
### Session Plan Template - MSpecEd B/VI

<table>
<thead>
<tr>
<th>Teacher (MSpecEd Student)</th>
<th>Date &amp; Time allocated</th>
<th>Session Number</th>
</tr>
</thead>
</table>

#### Details
- Fill in/ or circle
- Child’s initials:
- Date of birth:
- Class/group/Individual session;
- Location:

<table>
<thead>
<tr>
<th>V.I. Condition:</th>
<th>Visual Acuity: RE</th>
<th>LE</th>
<th>Both eyes open</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology:</td>
<td>Alternate Format: Large Print/Braille/Electronic</td>
<td>Note Specifics:</td>
<td></td>
</tr>
</tbody>
</table>

#### Lesson Plan Goals/Outcomes (from their IEP)

#### Subject/Curriculum area (as being studied by the rest of the class)

#### Resources/materials

#### What will the teacher and child do? (planned prior to session)
- Include any adjustments that you will make to ensure the child (B/VI) can access the teaching methods and curriculum

#### What did the child do in relation to session goals? (recorded during session)
### MSpecEd B/VI

#### Session plan template (cont.)

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MSpecEd student reflection</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Cooperating Teacher’s comments/reflection</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ideas/follow up for next lesson</strong></td>
<td>This section to be completed by Student</td>
</tr>
</tbody>
</table>
# Integrated Session Plan Template - MSpecEd D/HH

<table>
<thead>
<tr>
<th>Teacher (MSpecEd Student)</th>
<th>Date &amp; Time allocated</th>
<th>Session Number</th>
</tr>
</thead>
</table>

<table>
<thead>
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<td></td>
<td></td>
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<td>Child’s initials:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date of birth:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class/group/Individual session</td>
<td>Location:</td>
<td></td>
</tr>
<tr>
<td>Hearing Loss:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing Age:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing Technology:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Integrated Lesson Plan Goals/Outcomes</strong> (from their IEP)</th>
<th><strong>Language</strong></th>
<th><strong>Cognitive</strong> (e.g. executive function, theory of mind, problem solving)</th>
<th><strong>Speech/Sign</strong></th>
<th><strong>Social-emotional</strong> (e.g. self-esteem, empathy, locus of control)</th>
<th><strong>Subject/Curriculum area</strong> (as being studied by the rest of the class)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audition/Listening</strong> (using listening alone)</td>
<td>--------------</td>
<td>----------------------------------------------------------------</td>
<td>---------------</td>
<td>----------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Speech/Sign</strong></td>
<td>--------------</td>
<td>----------------------------------------------------------------</td>
<td>---------------</td>
<td>----------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Social-emotional</strong> (e.g. self-esteem, empathy, locus of control)</td>
<td>--------------</td>
<td>----------------------------------------------------------------</td>
<td>---------------</td>
<td>----------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Resources/materials</strong></th>
<th><strong>What did the child do in relation to session goals?</strong> (recorded during session)</th>
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<tbody>
<tr>
<td></td>
<td>What will the teacher and child do? (planned prior to session)</td>
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<td>include any adjustments that you will make to ensure the child (D/HH) can access the information</td>
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### MSpecEd D/HH

**Session plan template (cont.)**

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<tr>
<td><strong>MSpecEd student reflection</strong></td>
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<tr>
<td><strong>Cooperating Teacher’s comments/reflection</strong></td>
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<tr>
<td><strong>Ideas/follow up for next lesson</strong></td>
<td><strong>This section to be completed by Student</strong></td>
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Guidelines for videotaped lesson

Students may be asked to submit a video of one teaching session

Students need to adhere with the organisation’s policy on videotaping children and complete the Videotaping Consent Form (See Part 5 of this Handbook – Appendix III) which is submitted with the videotape.

B/VI
Students may be asked to submit a video of one teaching session and the details of the session – using integrated lesson plan template. With this, the Student needs to present a review of the session:
   a) What worked
   b) What didn’t work
to the Practicum Coordinator for comment.

D/HH
Students may be asked to submit a video of one teaching session which they have rated using the Teaching Behavior Rating Scale A(R)TBRS (page 56). Students will need to submit the video, the Rating Scale and the accompanying session plan to the Practicum Coordinator for comment.
### Auditory (Re)habilitation Teaching Behavior Rating Scale

<table>
<thead>
<tr>
<th>Cognitive / Linguistic</th>
<th>NEVER</th>
<th>SOMETIMES</th>
<th>MOSTLY</th>
<th>ALWAYS</th>
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<tbody>
<tr>
<td>1. Plans and implements a range of integrated cognitive, linguistic, auditory, social and speech objectives based on stages of typical development</td>
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<tr>
<td>2. Converses with child/student slightly above his/her cognitive/linguistic level</td>
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<td>3. Communicates with child/student and caregivers in a manner that facilitates natural social discourse</td>
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<tr>
<td>4. Uses expectant pauses/wait time to encourage turn taking and auditory/cognitive processing</td>
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<td>5. Facilitates transfer of target language to informal social discourse</td>
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<td>6. Employs strategies to stimulate creative and independent thinking</td>
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<thead>
<tr>
<th>Auditory</th>
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<tbody>
<tr>
<td>7. Monitors hearing device function, uses device(s) properly and transfers responsibility to caregiver/student</td>
</tr>
<tr>
<td>8. Provides input through audition first and last</td>
</tr>
<tr>
<td>9. Varies auditory stimuli length using word and/or sentence and/or discourse activities</td>
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<tr>
<td>10. Maximizes audition in both formal and incidental context by minimizing visual or tactile cues</td>
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<tr>
<td>11. Uses acoustic highlighting appropriately by proceeding from more to less</td>
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<tr>
<td>12. Maximizes audition by positioning child/student/caregiver appropriately to encourage a listening attitude/posture</td>
</tr>
<tr>
<td>13. Develops and uses auditory feedback system to facilitate speech and spoken language production</td>
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<tr>
<th>Speech</th>
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<tbody>
<tr>
<td>14. Models and facilitates speech and spoken language with natural rate, rhythm and prosody</td>
</tr>
<tr>
<td>15. Accepts or facilitates child/student’s intelligible speech production, including effectively implementing appropriate strategies for development/remediation</td>
</tr>
<tr>
<td>16. Facilitates transfer of appropriate speech production into natural social discourse</td>
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<thead>
<tr>
<th>Caregiver/Student Guidance</th>
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<tbody>
<tr>
<td>17. Provides opportunities for caregiver/student to reflect and share relevant experiences</td>
</tr>
<tr>
<td>18. Describes objectives to caregiver/student before beginning of each activity</td>
</tr>
<tr>
<td>19. Models (demonstrates) and explains strategies and techniques clearly to caregiver/student</td>
</tr>
<tr>
<td>20. Discusses with caregiver/student the outcome of each activity throughout the session or at the conclusion</td>
</tr>
<tr>
<td>21. Identifies with the caregiver/student goals for future planning and carryover</td>
</tr>
<tr>
<td>22. Maintains rapport with caregiver/student through active and constructive listening techniques</td>
</tr>
<tr>
<td>23. Maintains active involvement/participation/practice of caregiver/student through coaching in a constructive and supportive manner while creating an environment which is enjoyable and motivating</td>
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<thead>
<tr>
<th>Instructional Presentation and Planning</th>
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</thead>
<tbody>
<tr>
<td>24. Seizes “learnable” moments through informal and incidental opportunities</td>
</tr>
<tr>
<td>25. Evaluates and reviews previous targets and sets new targets as required, incorporating caregiver/student feedback and suggestions</td>
</tr>
<tr>
<td>26. Uses diagnostic teaching techniques by incorporating ongoing informal appraisal of student performance and shares results with caregiver/students</td>
</tr>
<tr>
<td>27. Uses scaffolded teaching strategies such as modeling, recasting, explaining, questioning</td>
</tr>
<tr>
<td>28. Provides encouraging and appropriate feedback to caregiver/student</td>
</tr>
<tr>
<td>29. Maintains appropriate pacing that enables the caregiver/child/student to learn</td>
</tr>
<tr>
<td>30. Provides balance between child-led and adult-led activities, appropriate for the child’s age and stage of development</td>
</tr>
<tr>
<td>31. Selects and implements a variety of instructional materials, activities and/or strategies to accommodate needs, capabilities and learning styles of caregivers/students</td>
</tr>
<tr>
<td>32. Integrates appropriate pre-literacy/literacy activities linked to objectives</td>
</tr>
<tr>
<td>33. Employs positive behavior management techniques and transfers skills to caregiver/students</td>
</tr>
</tbody>
</table>

| 34. Maintains adequate documentation record keeping that ensures appropriate monitoring of the child’s/student’s development |

Total number of items: 1 point allowed

<table>
<thead>
<tr>
<th>Total number of items</th>
<th>Never</th>
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Guidelines for Log of Days

Students must maintain a log of Practicum days attended. This must be signed by the Cooperating Teacher.

EDUC6666  Page 58
EDUC6855  Page 59
# Log of Practicum Days - EDUC6666

### Student name: [Name]

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Location</th>
<th>Cooperating Teacher</th>
<th>Signature of CT</th>
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## Log of Practicum Days - EDUC6855

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Guidelines for Practicum Assessment EDUC6666, EDUC6855

At the completion of a practicum placement, the Cooperating Teacher is asked to complete the Practicum Assessment Tool in consultation with the Student. This Assessment Tool can be completed online. Both parties need to sign and date this Tool so if an online version has been completed, it will need to be printed for signature. Please note that Students are required to sign the form to indicate only that they have read the report. Signing the form does not indicate agreement with the report. It is the responsibility of the Student to post the signed original to the Practicum Coordinator at the end of each practicum placement.

Practicum Assessment Tool - MSpecEd (B/VI) Pages 61 - 74
Practicum Assessment Tool - MSpecEd (D HH) Pages 75 - 89

These documents are also available at this link: http://www.ridbc.org.au/renwick/practicum-handbook-assessment-tool
Practicum Assessment Tool - Master of Special Education (B/VI)

Name of Student: ........................................................................................................

Student Number: ........................................................................................................

Cooperating Teacher: ....................................................................................................

Dates of Practicum: ........................................................................................................

Year of Practicum: .........................................................................................................

Number of Days: ............................................................................................................

Agency/School: ..............................................................................................................

Please tick the relevant box

EDUC6666
☐ Block 1
☐ Block 2

EDUC6855
☐ Block 1
☐ Block 2
☐ Block 3
☐ Block 4

At the end of each practicum placement, Cooperating Teachers are asked to assess the Student according to 16 competencies as outlined in this Assessment Tool. You are asked to rate the performance level of the Student by placing a vertical line on the scale to represent your judgment of the Student’s level of learning. The points on the rating scale are more fully explained on the pages 71 - 72 - Levels of Student Learning.

The point “Graduate Level” indicates that the Student would be able to enter the workforce as a Teacher of the Vision Impaired. Students who are performing at a level of a more experienced professional would be marked in the “Above Graduate Level”

Below each competency there is a space to add comments if you wish to do so. However this is not mandatory. At the end of the Assessment Tool, there is room for you to indicate Yes/No to the question: Do you consider that the Student is at risk of failing to achieve “Graduate level” by the end of their overall Practicum experience. It is important that you respond “Yes” if this is your judgment so that support can be provided to assist the Student’s learning. As Cooperating Teacher, you are encouraged to contact the Practicum Coordinator if you have any concerns.

Students require different levels of support at different points in their learning. On page 73, you will find suggestions as to the level of support required by the Cooperating Teacher at different times in the Student’s journey.
PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

1. Establish child needs

For example:
- demonstrates the ability to interpret the causes and implications of vision impairments using clinical and functional vision reports
- uses a range of assessment strategies to establish individual child needs including children with additional/multiple disabilities (including informal and formal, diagnostic, formative and summative assessments to assess child learning (may involve interpretation of existing records only)
- understands how reports provided from other agencies support planning

2. Design and implement individual education plans

For example:
- maintains high expectations for all children in goal setting
- effectively plans and implements an Individual Education Plan (IEP) for a child with a vision impairment, in collaboration with your Cooperating Teacher, school Learning Support Team, parents/carers, and other agencies professionals
- implements explicit, challenging, and achievable learning goals for individual children with vision impairments that comply with curriculum requirements
3. Plan, structure and sequence learning programs

For example:
- effectively plans and implements effective teaching and learning programs that engage children and support individual learning needs in the following areas:
  - communication, literacy, and numeracy development using alternate formats (e.g. braille, large and bold print, electronic information; tactile graphics)
  - enhancement of visual skills and visual functioning
  - orientation and mobility and physical abilities within the school environment
  - social-interpersonal skills (e.g. socially acceptable behaviour, self-confidence, and self-advocacy)
  - life skills (e.g. organisational, time management skills, and decision-making skills)

4. Use teaching strategies/behaviours

For example:
- implements teaching strategies and environmental modifications to maximise the use of functional vision and to minimise the impact of vision impairment on child learning
- implements individualised teaching and instructional strategies that promote skill development, problem solving, and critical thinking in individual children
5. Evaluate and improve teaching programs

For example:
- develops effective evaluation of teaching methods and learning programs using evidence, including feedback from children, parents/carers and child data to inform planning
- monitors child’s use of skills learned and uses specific procedures to enhance skills (incidentally and/or in specific sessions)

6. Engage parents/carers in the educative process

For example:
- demonstrates professional practice and inclusive strategies by working collaboratively with parents/caregivers, professionals, multidisciplinary teams and relevant agencies to improve teaching, learning and support for children
- maintains rapport with caregiver/child through active and constructive listening techniques
CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

7. Support child participation

<table>
<thead>
<tr>
<th></th>
<th>Not Observed</th>
<th>Not Achieved</th>
<th>Beginner</th>
<th>Advanced Beginner</th>
<th>Graduate</th>
<th>Above Graduate Level</th>
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</table>

For example:
- demonstrates inclusive and positive interactions to engage and support children in meaningful learning activities
- promotes child use of age-appropriate social interaction with their peers
- supports child responsibility and independence for learning
- identifies and implements reasonable adjustments to the learning environment, and curriculum to support child’s full participation in the life of the school

8. Behaviour Management

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<tr>
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<th>Not Observed</th>
<th>Not Achieved</th>
<th>Beginner</th>
<th>Advanced Beginner</th>
<th>Graduate</th>
<th>Above Graduate Level</th>
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For example:
- identifies best practice in behaviour management, behaviour intervention and support systems
- understands the role inter-agencies play in supporting children and their families
- demonstrates competency in classroom management and implements behaviour management supports for individual children
- uses appropriate reinforcement procedures to manage child’s behaviour
9. Maintain child safety

For example:

- identifies and implements practices that support child’s safety and well-being
- understands child and family rights to confidentiality

10. Manage technology effectively

For example:

- uses and cares for access technologies and optical devices that facilitate child’s learning and research skills
- supports and promotes child's independent use of technology and responsibility for its care.
11. Provide feedback to children on their learning

Not Observed  Not Achieved  Beginner  Advanced Beginner  Graduate  Above Graduate Level

For example:

- demonstrates effective consultation with children and strategies to provide feedback for achievement in targeted areas

12. Make consistent and comparable judgments

Not Observed  Not Achieved  Beginner  Advanced Beginner  Graduate  Above Graduate Level

For example:

- uses a range of strategies to provide targeted feedback based on an informed and timely judgment of each child’s needs in order to progress learning.
- plans and conducts professional dialogues that inform consistent teacher judgment
13. Interpret child data

For example:
• evaluates child’s learning to modify teaching practice
• uses a range of data collection methods
• uses functional assessment tools

14. Report on child’s achievement

For example:
• writes informative notes/reports on child’s achievements for parents/carers
• uses appropriate oral and written reporting skills
• plans and conducts collaborative conferences and professional dialogues with children, teachers, families and other agencies to provide feedback on learning and curriculum adjustments for individual children
ENGAGE IN PROFESSIONAL LEARNING

15. Engage in professional learning

For example:
- engages in professional learning in order to improve practice
- works collaboratively with other staff to increase awareness of child’s needs
- reflects on practice and demonstrates ability to change performance
- contributes to a professional community by sharing professional knowledge

ENGAGE PROFESSIONALLY WITH COLLEAGUES, STUDENTS, PARENTS/CAREGIVERS AND THE COMMUNITY

16. Engage professionally

For example:
- establishes a culture of high expectations for all children
- displays behaviour consistent with codes of ethics for the teaching profession in professional interactions with children, families, colleagues and community members
- uses interpersonal skills to communicate effectively with staff
- communicates with parents and carers about their child’s learning and well-being in an effective, respectful, sensitive and confidential manner
- complies with relevant legislative, administrative and organisational requirements/policies
- works collaboratively with professionals, multi-disciplinary teams and relevant agencies to improve teaching, learning and support for students
- collaborates with the school Learning Support Team in the implementation of assessment and examination adjustments and accommodations
Do you consider that the Student is at risk of failing to achieve “Graduate level” by the end of their overall Practicum experience. **Yes/No**

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher/Practicum</td>
<td></td>
</tr>
<tr>
<td>Coordinator</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
</tr>
</tbody>
</table>

Copies: 1. Student  
2. Renwick Centre Practicum Coordinator
Levels of Student Learning

Not Achieved
- No understanding of theory or practice demonstrated. Student misses the point.

Beginner
- The Student makes simple and obvious theory to practice connections but does not demonstrate broad understanding.
- The Student’s response only focuses on one relevant aspect.
- The Student is governed by rules and has no experience of the situation on which to draw.
- The Student needs a high level of supervision and support to draw conclusions about the Child/Children, to develop appropriate learning goals and to problem solve.
- The Student’s use of time in planning and teaching is inefficient.
- The Student is more focussed on their own performance rather than on the Child or the effectiveness of their teaching.

Advanced Beginner
- The Student can understand several components but the understanding of each remains discrete. A number of connections are made but the significance of the whole is not determined. Ideas and concepts around an issue are disorganised and are not related together.
- The Student’s response focuses on several relevant aspects but they are treated independently and additively.
- The Student has had sufficient prior experience of a situation to deliver marginally acceptable performance.
- The Student continues to need support from Cooperating Teacher.
- The Student’s need for supervision is related to the complexity of the child/situation and their level of previous experience.
- The Student is able to recognize some aspects related to the situation and is able to draw some conclusions about the Child/Children, to develop some appropriate learning goals.
- The Student’s use of time in planning and teaching is somewhat efficient.
- The Student is becoming focussed on the Child and is developing an ability to use observation to assist planning and teaching.

---

Graduate

- The Student can indicate connection between facts and Graduate level theory, action and purpose.
- The Student shows understanding of several components which are integrated conceptually demonstrating understanding of how the parts contribute to the whole.
- The Student can apply theoretical concept to familiar problems or work situations.
- The Student is able to integrate theory and practice coherently.
- The Student makes deliberate plans based upon analysis and careful deliberation of situations.
- The Student is able to identify priorities and manage their own work and benefit from learning activities that centre around decision making, planning and co-ordinating.
- The Student can mostly perform independently and only seeks support in a complex situation.
- The Student is able to recognize meaningful aspects related to the situation and is able to use experience to problem solve and plan appropriately.
- The Student uses time efficiently and is able to prioritize.
- The Student is able to maintain focus on the child and the teaching situation.
Role of Cooperating Teacher
At Different Levels of Student Learning

Beginner
The Student is developing a consciousness of the experience. As the Student is confronted with a situation that is totally new and unfamiliar, the Cooperating Teacher facilitates observation and sets the scene for the Student to begin to explore.

Advanced Beginner
The Student is starting to explore and become involved in the experience. The role of the Cooperating Teacher is to help expand the knowledge base of the individual and facilitate the participation whilst providing constructive feedback on performance.

Graduate
The Student is actively participating. The Student develops competence and, as further practice follows, the subject matter is reinforced. The Cooperating Teacher’s role at this stage is that of moderator as the individual utilises concepts and observes the results of their actions through learning. Through structured discussion and informal interactions, further ramifications can be explored.

Definitions
In this document and all supporting documents, the following terminology applies:

"Student" is used to describe a person who is enrolled in the Master of Special Education (Sensory Disability) or Graduate Certificate in Educational Studies (D/HH EI).

"Child" is used to describe a person (0-18 years) attending schools and/or services for children who have a hearing or vision impairment.

"Cooperating Teacher" is used to describe the teacher in a school/facility with whom the Student will work during the practicum round.

"Practicum Coordinator" is used to describe the RIDBC Renwick Centre Practicum Coordinator.
Acknowledgement

Requirements of this MSpecEd (B/VI) Practicum were adapted from the Australian Institute for Teaching and School Leadership: National Professional Standards for Teachers (Professional Practice).

The MSpecEd (B/VI) Practicum Assessment Tool meets the SPEVI (2004) Principles and standards for the education of children and youth with vision impairments, including those with multiple disabilities

Dr Sue McAllister of Flinders University was instrumental in developing the associated assessment tool.
Practicum Assessment Tool - Master of Special Education (D/HH)

Name of Student:...........................................................................................................

Student Number:..........................................................................................................

Cooperating Teacher:....................................................................................................

Dates of Practicum:......................................................................................................

Year of Practicum:........................................................................................................

Number of Days:...........................................................................................................

Agency/School:.............................................................................................................

Please tick the relevant box

EDUC6666
☐ Block 1
☐ Block 2

EDUC6855
☐ Block 1
☐ Block 2
☐ Block 3
☐ Block 4

At the end of each practicum placement, Cooperating Teachers are asked to assess the Student according to 17 competencies as outlined in this Assessment Tool. You are asked to rate the performance level of the Student by placing a vertical line on the scale to represent your judgment of the Student’s level of learning. The points on the rating scale are more fully explained on the pages 86 - 87 - Level of Student Learning.

The point “Graduate Level” indicates that the Student would be able to enter the workforce as a Teacher of the Deaf. Students who are performing at a level of a more experienced professional would be marked in the “Above Graduate Level”

Below each competency there is a space to add comments if you wish to do so. However this is not mandatory. At the end of the Assessment Tool, there is room for you to indicate Yes/No to the question: Do you consider that the Student is at risk of failing to achieve “Graduate level” by the end of their overall Practicum experience. It is important that you respond “Yes” if this is your judgment so that support can be provided to assist the Student’s learning. As Cooperating Teacher, you are encouraged to contact the Practicum Coordinator if you have any concerns.

Students require different levels of support at different points in their learning. On page 88, you will find suggestions as to the level of support required by the Cooperating Teacher at different times in the Student’s journey.
PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

1. Establish child needs

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<th>Observed</th>
<th>Achieved</th>
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<tbody>
<tr>
<td>Not</td>
<td>Not</td>
</tr>
<tr>
<td>Beginner</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

For example:
- understands principles of communication and language development as applies to the learning context
- identifies instruments currently available to assess:
  - communication,
  - language,
  - speech/sign skills, and
  - functional listening
- uses a range of assessment strategies to establish individual child needs including children with additional/multiple disabilities (including informal and formal, diagnostic, formative and summative assessments to assess child learning (may involve interpretation of existing records only)
- understands how reports provided from other agencies support planning

2. Design and implement individual education plans

<table>
<thead>
<tr>
<th>Observed</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not</td>
<td>Not</td>
</tr>
<tr>
<td>Beginner</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

For example:
- maintains high expectations for all children in goal setting
- implements explicit, challenging and achievable learning goals for:
  - communication,
  - language,
  - speech/sign skills, and
  - functional listening
- implements individual education plans
3. Plan, structure and sequence learning programs

For example:
- structures learning and teaching programs that engage learners and promote learning
- presents lesson with appropriate variation of content/pace, incidental teaching, attention monitoring
- adjusts learning sequences to meet the needs of individual children
- facilitates generalization of skills across learning environments

4. Use teaching strategies/behaviours

For example:
- uses teaching behaviours that promote skill development in:
  - communication,
  - language,
  - speech/sign skills, and
  - functional listening
- uses teaching behaviours that promote, knowledge, problem solving and critical thinking
- uses appropriate techniques for gaining, directing and monitoring child’s attention
- models (demonstrates) and explains strategies and techniques clearly to caregiver/child
- uses a range of resources and equipment that engage child meaningfully in their learning
- demonstrates awareness of and responds to acoustic/visual conditions
5. Use effective communication

For example:
- uses verbal and non-verbal communication strategies to support child’s engagement
- develops auditory skills, sign language and/or alternative communication systems
- identifies strategies to maximize the use of functional hearing
- demonstrates knowledge and understanding of communication philosophies/approaches and shows competence in one or more of the following:
  - auditory-oral,
  - auditory-verbal,
  - Auslan,
  - bilingual/bicultural,
  - total communication,
  - sign-supported English,
  - alternate and augmentative communication systems

6. Evaluate and improve teaching programs

For example:
- develops effective evaluation of teaching and learning programs using evidence, including feedback from children, parents/carers and child data to inform planning
- monitors child’s use of skills learned and uses specific procedures to enhance skills (incidentally and/or in specific sessions)
7. Engage parents/carers in the educative process

For example:

- demonstrates professional practice and inclusive strategies by working collaboratively with parents/caregivers, professionals, multidisciplinary teams and relevant agencies to improve teaching, learning and support for children
- maintains rapport with parents/carers through active and constructive listening techniques

CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

8. Support child participation

For example:

- demonstrates inclusive and positive interactions to engage and support children in meaningful learning activities
- demonstrates awareness of and response to requirements of particular children
- adapts communication and programming for children with multiple disabilities and/or special needs
- promotes child’s use of age appropriate social interaction with their peers
- supports child’s responsibility and independence for learning
- identifies and implements reasonable adjustments to the learning environment, and curriculum to support the child’s full participation in the life of the school
9. Behaviour Management

For example:
- identifies best practice in behaviour management, behaviour intervention and support systems
- understands the role inter-agencies play in supporting children and their families
- demonstrates competency in classroom management and implements behaviour management supports for individual children
- uses appropriate reinforcement procedures to manage child’s behaviour

10. Maintain child safety

For example:
- identifies and implements practices that support child’s safety and well-being
- understands child and family rights to confidentiality
11. Manage assistive listening technology effectively

<table>
<thead>
<tr>
<th>Not Observed</th>
<th>Not Achieved</th>
<th>Beginner</th>
<th>Advanced Beginner</th>
<th>Graduate</th>
<th>Above Graduate Level</th>
</tr>
</thead>
</table>

For example:
- uses child's hearing devices - monitoring use and functioning
- uses other hearing technology - e.g. FM systems, induction loops, vibrotactile devices
- trouble shoots hearing technology
- supports student responsibility and independence for audiological management including assistive hearing technology

12. Provide feedback to child on their learning

<table>
<thead>
<tr>
<th>Not Observed</th>
<th>Not Achieved</th>
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<th>Graduate</th>
<th>Above Graduate Level</th>
</tr>
</thead>
</table>

For example:
- demonstrates effective consultation with children and strategies to provide feedback for achievement in targeted areas

ASSESS, PROVIDE FEEDBACK AND REPORT ON CHILD LEARNING
13. Make consistent and comparable judgments

For example:

- uses a range of strategies to provide targeted feedback based on an informed and timely judgment of each child’s needs in order to progress learning
- plans and conducts professional dialogues that inform consistent teacher judgment

14. Interpret child data

For example:

- evaluates child’s learning to modify teaching practice
- uses a range of data collection methods
- uses functional assessment tools
15. Report on child's achievement

For example:
- writes informative notes/reports on child's achievements for parents/carers
- uses appropriate oral and written reporting skills
- plans and conducts collaborative conferences and professional dialogues with children, teachers, families and other agencies to provide feedback on learning and curriculum adjustments for individual children

ENGAGE IN PROFESSIONAL LEARNING

16. Engage in professional learning

For example:
- engages in professional learning in order to improve practice
- works collaboratively with other staff to increase awareness of child's needs
- reflects on practice and demonstrates ability to change performance
- contributes to a professional community by sharing professional knowledge
ENGAGE PROFESSIONALLY WITH COLLEAGUES, CHILDREN, PARENTS/CAREGIVERS AND THE COMMUNITY

17. Engage professionally

<table>
<thead>
<tr>
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<th>Graduate</th>
<th>Above Graduate Level</th>
</tr>
</thead>
</table>

For example:
- establishes a culture of high expectations for all children
- displays behaviour consistent with codes of ethics for the teaching profession in professional interactions with children, families, colleagues and community members
- uses interpersonal skills to communicate effectively with staff
- communicates with parents and carers about their child’s learning and well-being in an effective, respectful, sensitive and confidential manner
- complies with relevant legislative, administrative and organisational requirements/policies
- works collaboratively with professionals, multi-disciplinary teams and relevant agencies to improve teaching, learning and support for children
Do you consider that the Student at risk of failing to achieve “Graduate level” by the end of their overall Practicum experience?  

Yes/No

Signatures

Cooperating Teacher/Practicum Coordinator

……………………………………  …………………

Student

……………………………………

Date

……………………………………

Copies: 1. Student
2. Renwick Centre Practicum Coordinator
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Graduate

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Graduate
The Student is actively participating. The Student develops competence and, as further practice follows, the subject matter is reinforced. The Cooperating Teacher’s role at this stage is that of moderator as the individual utilises concepts and observes the results of their actions through learning. Through structured discussion and informal interactions, further ramifications can be explored.

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“Practicum Coordinator” is used to describe the RIDBC Renwick Centre Practicum Coordinator.
Acknowledgement

Requirements of this D/HH EDUC6666 Mandatory Course Requirement: Practicum was adapted from the Australian Institute for Teaching and School Leadership: National Professional Standards for Teachers (Professional Practice).

This D/HH EDUC6666 Mandatory Course Requirement: Practicum meets the minimum competencies as set out by the National Association of Teachers of the Deaf (revised November 2011).

Dr Sue McAllister of Flinders University was instrumental in developing the associated assessment tool.
PART FIVE
APPENDICES & ADDENDA

Appendix I – Before the Practicum

Mandatory Placement Requirements

For Students completing their practicum in NSW
In order for students to attend a placement in a NSW Department of Education and Communities facility or other NSW School or Service, all students must meet the following criteria:

• Undergo a NSW Working with Children Check and have received a Working with Children Clearance number from the NSW Government, Office of the Children's Guardian.
• Confirm that they have attended Child Protection Awareness Training Child Protection Training of at least 4 hours duration.
  or
  Complete the online Child Protection Awareness training and obtain the automated Certificate.
• Complete the online Anaphylaxis e-training and obtain the automated Certificate.

Information about how to obtain the above documentation can be found on Page 91.

For Students completing their practicum in States other than NSW
Students who undertake their practicum in States other than New South Wales will need to meet that State's Child Protection requirements. Students should contact the Department of Education within the State in which they are seeking to undertake placement in to confirm mandatory requirements.

Obtain Agreement from Practicum Coordinator
Details of your practicum placement and details about compliance with mandatory documentation must be sent to the Practicum Coordinator at least six weeks prior to commencing the practicum using form on Page 97. This will be signed and returned to you

Sign a Prohibited Employment Declaration as defined in the Child Protection (Working with Children) Act 2012 and take it with you to your placement. See Pages 92 - 95
STUDENT INSTRUCTIONS for:
The Working With Children Check (Part A)
Online Training For:
  Child Protection Awareness (Part B)
  Anaphylaxis (Part C)

PART A: THE WORKING WITH CHILDREN CHECK

STEP 1: Fill in an application form online
  • Go to this web site www.newcheck.kids.nsw.gov.au Click on the Working with Children Check Start Here link.
  • Click on Apply. Complete the online Working with Children application. (NOTE: For the Purpose of Check item select Volunteer; For the Child related sector item select Education). Please make sure the details you provide are EXACTLY THE SAME as the details on your identity documents. Once you have submitted the form, you will receive an application number that looks like this: APP1234567V (the ‘V’ means it is only valid for unpaid work).
  Got a question re applying for the WWCC? contact 02 92867276 or email newcheck@kids.nsw.gov.au

STEP 2: Present proof of your identity at a motor registry
  • Go to a NSW motor registry with your application number AND proof of your identity (same as for a NSW Drivers licence refer http://www.rta.nsw.gov.au/licensing/proofofidentity/index.html ). Once you have been cleared to work with children, you will receive a letter that states your Working with Children Check number and clearance expiry date. Your WWC number will look like this: WWC1234567V.

PART B: CHILD PROTECTION AWARENESS TRAINING

  • If you have attended Child Protection Training of at least 4 hours duration and have a certificate of attendance, then you do not need to do Part B – you can go straight to Part C.
  • Students who do not have a child protection certificate, complete the online training. See below:

STEP 1: Do the training module and obtain your certificate.
  • Go to this website: https://www.det.nsw.edu.au/proflearn/cpat/index.html
  • Click on e-learning and follow the instructions to complete the course and the test (this can take up to two hours).
  • Print your certificate (and print some extra copies as backups). It does not need to be signed.
  • Scan a copy of your certificate as a pdf file and save it as “Child Protection Certificate_your student number”.
  • Now go to Part C.

PART C: ANAPHYLAXIS TRAINING

STEP 1: Do the training module and obtain your certificate.
  • Go to this website: http://etraining.allergy.org.au
  • Click on login (on the right hand side of the page).
  • Click on “Create new account” and enter your details (employment type = other; employer = University of Newcastle).
  • A few minutes later you will receive an email. Click on the weblink in the email.
  • A page will come up with enrolment options for the anaphylaxis training course. Select NSW Schools 3. Click on Enrol Me.
  • Follow the instructions for the training and complete the final test.
  • Print your certificate (and print some extra copies as backups). Your certificate does not need to be signed and you do not need to do any practical training yet.
  • Scan a copy of your certificate as a pdf file and save it as “Anaphylaxis Certificate_your student number”.

STUDENT INSTRUCTIONS for:
The Working With Children Check (Part A)
Online Training For:
  Child Protection Awareness (Part B)
  Anaphylaxis (Part C)
Prohibited Employment Declaration as defined in the Child Protection (Working with Children) Act 2012. (Complete pages 92 & 93 and take to your placement with Proof of Identity - see pages 94 & 95)

Appendix 5

Working with Children Check – Declaration for volunteers and contractors (other than contractors in the Assisted School Travel Program)

1. Subject to section 2 below, this declaration is to be completed by (i) volunteers who will have direct contact with children; and (ii) contractors (other than contractors in the Assisted School Travel Program) who will have direct contact with children in the provision of administrative, clerical or maintenance services or other ancillary services, however the work will not ordinarily involve contact with children for extended periods.

Once the person has completed and provided this declaration, along with Proof of Identity that meets the 100-point check (Appendix 6), the person can commence engagement as a volunteer or contractor. The completed declaration and Proof of Identity are to be filed in secure storage by the area engaging the volunteer or contractor.

2. This declaration does not apply to:
   (i) volunteers and contractors who will provide personal care services to children with disabilities involving intimate contact with those children (such as assistance with toileting, bathing or dressing), or mentoring services as part of a formal mentoring program provided by a government or non-government agency – who will be required to obtain a Working With Children Check (WWCC) Clearance Number (as issued by the NSW Children’s Guardian) as a condition of engagement. If they do not have this yet, they must apply to obtain this from the NSW Children’s Guardian (per Appendix 4: Information sheet for applicants).
   (ii) contractors in the Assisted School Travel Program, and all other contractors whose work will ordinarily involve direct contact with children for extended periods – these contractors will be required to have a WWCC Clearance Number as a condition of engagement. *

*Note: Transitional provisions apply to existing volunteers and contractors (i.e. those engaged as a volunteer or contractor, or placed on a volunteer or contractor engagement list, immediately prior to 15 June 2013). Refer to Appendix 3: Transitional arrangements for existing child-related workers.

<table>
<thead>
<tr>
<th>Surname</th>
<th>First Name</th>
<th>Middle Name</th>
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<tr>
<th>Other names/alias [include all names or aliases used currently or in the past]</th>
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<thead>
<tr>
<th>Date of birth (DD/MM/YYYY)</th>
<th>Place of birth (City, State &amp; Country)</th>
<th>Telephone</th>
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<tr>
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<th>State</th>
<th>Postcode</th>
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<tr>
<th>Work title</th>
<th>Work location:</th>
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Please provide the details of the approved documents according to the 100 point Proof of Identity check

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Issuing Agency</th>
<th>Reference number</th>
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Appendix 5 – 15 June 2013
Appendix 5

It is an offence for a disqualified person as defined in section 18 of the *Child Protection (Working with Children) Act 2012* to undertake or remain in child-related employment. Without limiting the application of section 18 of the Act, this includes persons who have been convicted of the following offences (including equivalent offences in other states):

- murder of a child;
- manslaughter of a child (other than as a result of a motor vehicle accident);
- an offence involving intentional wounding or causing grievous bodily harm to a child by an adult who is more than 3 years older than the victim;
- the common law offence of rape or attempted rape;
- an offence under the *Crimes Act 1900* relating to sexual assault, aggravated sexual assault, aggravated sexual assault in company, assault with intent to have sexual intercourse, indecent assault, aggravated indecent assault, or the attempt to commit any of these offences;
- an offence under the *Crimes Act 1900* relating to sexual intercourse-child under 12, Attempting, or assaulting with intent, to have sexual intercourse with child under 12, Sexual intercourse-child between 10 and 16, Attempting, or assaulting with intent, to have sexual intercourse with child between 10 and 16, Persistent sexual abuse of a child, Procuring or grooming child under 16 for unlawful sexual activity, Sexual offences-cognitive impairment, Sexual intercourse with child between 16 and 18 under special care;
- an offence under the *Crimes Act 1900* relating to incest, incest attempts, bestiality;
- an offence under the *Crimes Act 1900* relating to Sexual assault by forced self-manipulation, Causing sexual servitude, Conduct of business involving sexual servitude;
- kidnapping unless the offender is or has been the child's parent or carer;
- an offence under the *Crimes Act 1900* relating to Promoting or engaging in acts of child prostitution, Obtaining benefit from child prostitution, Premises not to be used for child prostitution, Production, dissemination or possession of child abuse material;
- an offence under the *Crimes Act 1900* relating to injuries to child at time of birth, Abandoning or exposing a child under 7 years;
- an offence under the *Crimes Act 1900* relating to Voyeurism, Filming a person engaged in private act, Filming a person's private parts;
- an offence under the *Crimes Act 1900* relating to installing device to facilitate observation or filming
- an offence under the *Criminal Code of the Commonwealth* relating to Sexual intercourse with child outside Australia, Aggravated offence—child with mental impairment or under care, supervision or authority of defendant, Persistent sexual abuse of child outside Australia;
- an offence under the *Criminal Code of the Commonwealth* including Procuring child to engage in sexual activity outside Australia, “Grooming” child to engage in sexual activity outside Australia;
- an offence under the *Criminal Code of the Commonwealth* relating to Sexual servitude offences against a child;
- an offence under the *Criminal Code of the Commonwealth* relating to Using a postal or similar service for child pornography material; or
- attempt, conspiracy or incitement to commit the above offences.

Declaration

I declare that I am not a disqualified person within the meaning of section 18 of the *Child Protection (Working with Children) Act 2012*

I am aware that providing false or misleading information in this document may lead to the following:

- the Department withdrawing any offer of engagement that it has made to me; or
- the Department terminating my engagement; and
- the Department considering any false or misleading information I provide, when considering any future applications by me for employment or engagement.

Signature

Date

Print Form

Appendix 5 - 15 June 2013

2
Appendix 6

Proof of Identity

NOTES:

1. All persons who are employed or engaged in child-related work are required to provide Proof of identity that meets the 100-point check. This document sets out the documents that may be provided, including the value of each document.

2. Other than Special Categories 4 and 5 provided below, the 100 points proof of identity documents must include ONE Category 1 document; or at least ONE Category 2 document containing a photograph. Collectively, these documents must, as a minimum, also provide evidence of the person’s date of birth and signature.

3. If a name used in one document is different from that shown on the other documents provided, evidence of the name change is to be provided (for example, Marriage or Change of Name Certificate, or divorce papers issued by the Family Court). These documents DO NOT count towards the 100 points.

4. All original documents must be sighted and certified by the relevant hiring manager or human resources/recruiting area. Alternatively, certified copies may be provided, as certified by a Justice of the Peace or a legal practitioner with a current practising certificate.

The suitable wording for certification of the copy would be: “I certify this is a true and unaltered copy of the original”.

The certification statement is to be written on the copy and then signed by the officer. In addition, the person must print their name and position.

Category 1 – 70 points
(Only ONE form of identification accepted from this category.)

- Birth Certificate/Birth Extract
- Australian Passport (Current, or expired within the previous two years, but not cancelled)
- Australian Citizenship Certificate
- International Passport (Current, or expired within the previous two years, but not cancelled)
- Other document of identity having same characteristics as a passport e.g. diplomatic/refugee (Photo or Signature)

Category 2 – 40 points
(More than one of the following documents may be counted. The initial document will score 40 points, and any additional documents will be awarded 25 points each.)

- Current Licence or Permit (Government Issued)
- Working With Children/Teachers Registration Card
- ASIC/MSIC Card
- Public Employee Photo ID Card (Government Issued)
- Department of Veterans’ Affairs Card
- Centrelink Pensioner Concession Card or Health Care Card
- Current Tertiary Education Institution Photo ID
- Reference from a Doctor (must have known the applicant for a period of at least 12 months)
Proof of Identity

Category 3 – 25 points
(More than one of the following documents may be counted; each will score 25 points.)

- Foreign/International Driver's Licence
- Proof of Age Card (Government issued)
- Medicare Card/Private Health Care Card
- Council Rates Notice
- Property Lease/Rental Agreement
- Property Insurance Papers
- Tax Declaration
- Superannuation Statement
- Seniors Card
- Electoral Roll Registration
- Motor Vehicle Registration or Insurance Documents
- Professional or Trade Association Card

To use more than one of the following documents, they must be from different organisations:

- Utility Bills (e.g. Telephone, Gas, Electricity, Water)
- Credit/Debit Card
- Bank Statement/Passbook

Special Category 4 – Aboriginal person or Torres Strait Islander resident in a remote area/community

The applicant will meet the 100-point requirement if the applicant is an Aboriginal person or Torres Strait Islander resident in a remote area/community, and the identity of the applicant is verified by two persons recognised as ‘Community Leaders’ of the community to which the applicant belongs.

Special Category 5 – Person under the age of 18

A child will meet the 100-point requirement if his or her identity is verified from ONE of the following:

- Birth Certificate/Birth Extract;
- Australian Passport (current, or expired within the previous two years, but not cancelled);
- Australian Citizenship certificate;
- International Passport (current, or expired within the previous two years, but not cancelled);
- Other document of identity having same characteristics as a passport eg. diplomatic/refugee (Photo or Signature); or
- A statement from an educational institution, signed by the principal or deputy principal, confirming that the child attends the institution (statement must be on the institution’s letterhead).
Pregnancy – Potential Risks and Requirements

- Pregnancy has potential risks during placement, from physically demanding activities, to exposure to diseases that can cause harm to unborn babies. Students who are planning to become pregnant or who are pregnant at the time they are due to go on their professional experience placement must consult their health professional and inform them that they will be in regular contact with children to understand how they can minimise the risks of injury or infections while on placement. Students who are planning to become pregnant or who are pregnant at the time they are due to go on their professional experience placement have the following options:
  - undertake the professional experience placement while pregnant; or
  - postpone the professional experience placement until an agreed time after the birth
- Students who choose to complete the professional experience placement while pregnant are required to provide a medical certificate stating their fitness to undertake the placement at the scheduled date to the Course Coordinator.
- Students who become pregnant whilst completing their placement can choose to withdraw from the placement without penalty, and arrange to complete the placement at an agreed later time. Alternatively they can choose continue with the placement.
- Students who choose to defer their placement due to pregnancy should be aware that this may delay the student's progress in the program. Such Students should discuss their program with the Program Convenor.
- Risks for pregnant Students on placement
  - Employees who are in contact with children in schools and early childhood centres can be at greater risk of contracting infections that can be potentially harmful to unborn babies. These infections include:
    - Rubella (German measles
    - Cytomegalovirus
    - Chicken Pox
    - Erythema Infectiosum
    - Toxoplasmosis
- Pregnant Students must also take extra care during manual handling of objects and children and ask for assistance. Other potential physical risks include workstation ergonomics, standing or sitting for long periods of time, and physically demanding or strenuous activities.
**Practicum Details to be provided by Students**

When Students have arranged their practicum, they will need to send the Practicum Coordinator the following information. Once this is received you will receive an email showing that this information has been noted.

Complete Section A

**and Section B if your practicum will be in NSW**

**or Section C if your practicum will be in another State.**

### SECTION A

<table>
<thead>
<tr>
<th>Name of Student</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Number</td>
<td></td>
</tr>
<tr>
<td>Coordinating Teacher</td>
<td></td>
</tr>
<tr>
<td>Teacher's Email Address <em>(see below)</em></td>
<td></td>
</tr>
<tr>
<td>Agency/School</td>
<td></td>
</tr>
<tr>
<td>Dates of Practicum</td>
<td></td>
</tr>
<tr>
<td>Number of days</td>
<td></td>
</tr>
<tr>
<td>Course Code:</td>
<td>Please enter the appropriate block</td>
</tr>
<tr>
<td>• EDUC6666 Block 1</td>
<td></td>
</tr>
<tr>
<td>• EDUC6666 Block 2</td>
<td></td>
</tr>
<tr>
<td>• EDUC6855 Block 1</td>
<td></td>
</tr>
<tr>
<td>• EDUC6855 Block 2</td>
<td></td>
</tr>
<tr>
<td>• EDUC6855 Block 3</td>
<td></td>
</tr>
<tr>
<td>• EDUC6855 Block 4</td>
<td></td>
</tr>
</tbody>
</table>

Return this form to the Practicum Coordinator who will sign it and return it to you.

Information noted by Practicum Coordinator

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On receipt of this information, you and your Coordinating Teacher will receive information about how to access the online version of the Practicum Assessment Tool and will be provided with a Password.

* In a situation where several teachers supervise your practicum, please provide the email address of the teacher who will complete the online Practicum Assessment. Even though they may collaborate in completing this Assessment, it is only possible to issue login details to one teacher and this will be via the email address that is provided above.

### SECTION B

I will be completing my practicum in New South Wales

Working with Children Check number .......................................................... clearance

expiry date ..........................................................

Delete the box item below that does not apply

- Online Child Protection Awareness Training Certificate number....................

or I have attended Child Protection Awareness Training Child of at least 4 hours duration.

- Online Anaphylaxis Training Certificate number...........................................

I have completed the mandatory requirements that apply in NSW

..........................................................  ..................................

Signature Date

..........................................................

### SECTION C

I will be completing my practicum in ..........................................................

State

I have completed the mandatory requirements that apply in that State

..........................................................  ..................................

Signature Date
Appendix II - Supervision Payments

Cooperating Teachers receive supervision payment from The University of Newcastle:

The Cooperating Teacher will receive a payment of $21.20 per day (for a maximum 20 days) upon submission of a completed claim form.

At the end of the Practicum, email the Practicum Coordinator (kay.hooper@ridbc.org.au) to inform me that you have supervised a Renwick Centre Student. Please provide me with the name of the Student and of your school/agency. I will forward you the Claim for Professional Assistance form which you can complete and return to the University of Newcastle's Professional Experience Unit (details of which will be on the form). All claimants who have not been paid by the University prior must provide a Tax File Declaration form for taxation purposes.
Appendix III - Videotape Consent

RIDBC Renwick Centre for Research and Professional Education is operated by the Royal Institute for Deaf and Blind Children (RIDBC) in affiliation with the University of Newcastle, Australia.

The videotape is a requirement of some Students enrolled in EDUC6855. The primary purpose of the videotape is to examine the Student's teaching behaviours.

<table>
<thead>
<tr>
<th>RIDBC Renwick Centre Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name</td>
</tr>
<tr>
<td>Age in Video Tape</td>
</tr>
<tr>
<td>Sensory Aid/Cochlear Implant Used</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent/Guardian</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name of Parent or Guardian</td>
</tr>
<tr>
<td>I hereby consent to my child being videotaped and understand that it will only be used for Student assessment.</td>
</tr>
<tr>
<td>Signature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand that the video of the above child will only be used for Student assessment.</td>
</tr>
<tr>
<td>Signature of RIDBC Renwick Centre Student</td>
</tr>
<tr>
<td>Signature of the Agency Program Director or School Principal</td>
</tr>
</tbody>
</table>
Appendix IV - Consent to Child Profile

RIDBC Renwick Centre for Research and Professional Education is operated by the Royal Institute for Deaf and Blind Children (RIDBC) in affiliation with the University of Newcastle, Australia.

The completion of a Child Profile is a requirement of Students enrolled in EDUC6666, and EDUC6855. The primary purpose of the Child Profile is to examine the Student’s competency in planning, implementing, managing, and evaluating programs for children with sensory impairment.

<table>
<thead>
<tr>
<th>RIDBC Renwick Centre Student</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name</td>
<td>Last Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name</td>
<td>Last Name</td>
</tr>
<tr>
<td>Date of Birth</td>
<td>Age of Diagnosis</td>
</tr>
<tr>
<td>Sensory Aid/Cochlear Implant Used</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent/Guardian</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name of Parent or Guardian</td>
<td>Last Name of Parent or Guardian</td>
</tr>
</tbody>
</table>

I hereby consent to the completion of a Child Profile of my child and understand that it will only be used for Student assessment.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**Signatures**

I understand that this Child Profile will only be used for Student assessment.

<table>
<thead>
<tr>
<th>Signature of RIDBC Renwick Centre Student</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>