Flinders University

School of Education

Faculty of Education, Humanities and Law

Graduate Entry

Bachelor of Education (Special Education)

Program Handbook

2014
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Flinders University has offered Bachelor and Master of Education degrees in Special Education for 40 years. Degrees are offered both on campus and in distance mode. Students enrolled in our internal and distance mode programs come from a range of countries including Canada, New Zealand, India, Indonesia, Botswana, Malaysia, Hong Kong, Norway, Vietnam, Bangladesh, UAE, Saudi Arabia, Japan and Singapore. Given the location of Singapore to Australia and the concentration of its citizens in a defined region it was possible to enhance our distance mode programs by offering intensive in-country lecturing and tutor support. We commenced this mode of delivery in 2000 and since this time have had over 150 graduates from the Bachelor of Education(Special Education) program. In January 2005 we commenced the Master of Education (Special Education) as many graduates from the Bachelor of Education (Special Education) wished to further their study with Flinders University.

In 2007 Flinders University commenced offering short courses in special education with the then newly established Social Services Training Institute (now Social Service Institute). Given the need for greater numbers of qualified teachers in special schools in Singapore the Social Service Training Institute (SSTI) agreed to collaborate with Flinders University to deliver the Bachelor of Education (Special Education) in Singapore. The Bachelor of Education (Special Education) is a unique program as it is designed for people who have successfully completed previous tertiary studies but wish to qualify as teachers specialising in working with students with disabilities or learning difficulties in either special schools or mainstream settings. The program provides an option for people wishing to change to, or commence, a career in special education teaching, and also for people who have completed the Diploma in Special Education through the National Institute of Education and desire to upgrade their qualifications to a degree level. The program is also recommended for Diploma holders working in the field of early intervention who wish to extend their expertise through a Bachelor of Education qualification.

To date four cohorts of students have completed the Bachelor of Education (Special Education) in Singapore with many moving into leadership positions and contributing to the improved quality of special education in Singapore. We are delighted to welcome our fifth cohort to the Bachelor of Education (Special Education) in Singapore. We hope to share in an exciting learning journey with you and ultimately to enhance the educational experience of children and young adults with a disability or learning difficulty, and to contribute to new initiatives in the field of special education locally and internationally. We wish you every success in your study.

Professor David Giles  Dr. Kerry Bissaker  Ms Belinda Tan
Dean  Associate Dean (International & Communities)  Director
School of Education  School of Education  Social Service Institute
Flinders University  Flinders University  Singapore
The following staff members are an integral part of the Bachelor of Education (Special Education) program. Please contact appropriate staff members with your queries. We are unable to provide assistance if we are not aware that you have a problem.

Anne Bayetto – Director of Bachelor of Education (Special Education) in Singapore
Telephone: +61 8 82012291
Email: anne.bayetto@flinders.edu.au

Please contact Anne if you have any problems relating to your academic program. For example, you may wish to apply for credit or seek exemption from a topic. Your initial contact for academic problems associated with topics should be to your Topic Coordinator. However, if you experience difficulty in reaching your Topic Coordinator or have a topic problem that cannot be resolved you should contact Anne.

Elena Sanchez–Administrator (Initial Teacher Education Programs)
Telephone: +61 8 82013366
Email: elena.sanchez@flinders.edu.au

Please contact Elena if you have any queries or problems with administration issues, including enrolment in topics, payment of fees, or difficulty in contacting staff at the university.

Mohammed Farhan Zainudeen (Senior Executive)
Telephone: 6589 5565
Email: Farhan_ZAINUDEEN@ncss.gov.sg

Please contact Farhan if you have any queries or problems associated with attendance at lectures, access to the SSI library, or difficulty in contacting staff at the university.

Profiles of other staff members who will be teaching topics can be found at the following website: http://www.flinders.edu.au/ehl/education/staff-list/staff-list_home.cfm

Tutors
We will be employing tutors to support your learning in the program and names and details of these people will be provided at the commencement of each topic. In general, tutors are graduates of Flinders University’s School of Education courses at either the Bachelor or Masters level. All have extensive experience in the field of special education in Singapore as well.
All students use the web to enrol in the required topics for their course.

All new students need to access the following website to get a copy of their personalised 5 step enrolment guide.
https://stusyswww.flinders.edu.au/welcome.taf

If you have difficulty using the 5 step enrolment guide please refer to the links below.

**Obtain your FAN**
FAN is your *Flinders Authentication Name*. You can obtain your FAN from the following website.

**Activate Your FAN**
You will need to set up a new password for your FAN. Please check the criteria for password first.

**Update your personal details**
Please go to the enrolment website.
https://stuadmin.flinders.edu.au/login/t1tbmain.asp

Your login is your **Student ID Number** and your password is your **new FAN password**.

Before you enrol into any topics, check and update all personal information (including changing your preferred mailing address from SSI to your home address) and contact details on the “My Details” menu.

**Enrol on line**
Please select “My Enrolment” and then “Enrol in Topics”. Read and accept the Declaration and choose your Course - Bachelor of Education (Special Education).

You then select the topics that are being taught in NS1 or NS2 (Non-semester topics). Please make sure you choose topics that have Attendance Mode of *Internal* and location of *Singapore*.

If you encounter any difficulties when enrolling online, press the help button. This takes you to the *Frequently Asked Questions* website.

If you have any other questions, please contact Elena Sanchez. elena.sanchez@flinders.edu.au

You can also access your Enrolment, Email, FLO and Library details from one place.
http://i.flinders.edu.au/portal/page/portal/ifdev/iflinders/login
As an offshore international student you are charged a fee per topic, which is fixed for the normal duration of your course. Payment information, including your fee per topic, is provided on your offer letter.

Payments for individual topics should be paid two weeks prior to the commencement date of each topic as outlined in your offer letter. If payment is not made prior to the topic census date a sanction will be enforced that limits access to Flinders services, prohibits enrolment in further topics and could result in cancellation of enrolment from the unpaid topic. Students whose enrolment is cancelled will lose access to Flinders Learning Online (FLO) for the relevant topics. Reinstatement of enrolment will incur a charge of $100.00. Outstanding debts do not prevent students from withdrawing or using their FAN and password to access iFlinders, student email, or the Student Information System. Some information in the Student Information System will not be available:

- A student with an outstanding debt will not be issued with an official or unofficial academic transcript.
- Results are not available to students who have outstanding debts. Results will be available on the Student Information System on the day after the debt is paid.
- A student with an outstanding debt will be unable to receive their award.

Details of students with outstanding debts may be referred to the University's debt collection agency to initiate debt recovery action (including legal action, if appropriate), where:

- Students do not respond to University requests for payment; or
- Students do not comply with agreed repayment arrangements.

Refer to the Policy on Students with Outstanding Debts

Census dates appear on your Confirmation of Enrolment. This can be printed from the Student Information System website by selecting Current Enrolment from the My Enrolment menu. Census dates for individual topics can also be viewed via the following website.
http://stusyswww.flinders.edu.au/topic.taf

How to pay your fees
Your Fee Account can be viewed online within the Student Information System. To view details of the fees you owe, use the My Finances tab in the Student Information System. Click on View Financial Transactions, then click on the Search button for a list of outstanding and/or paid fees. You can email a copy of your Fee Account to your University email address. Individual Fee Accounts will only be mailed on request.

You need your Payment Reference Number to pay your account [see the top right hand corner of your Fee Account].

Credit card on the web https://i.flinders.edu.au
Login to the Student Information System via iFlinders to pay your student account using your Visa or MasterCard.

Mail Cashiers Office, GPO Box 2100, Adelaide SA 5001
Send cheques or bank drafts to the above address payable to Flinders University. You must quote your Student ID number or Payment Reference Number on the reverse of your cheque/bank draft.
Flinders University provides off-shore and distance education courses and therefore relies heavily on email contact with students. On enrolment every student is provided with an email account (accessed via your Flinders Authentication Number or FAN). Please check your university email account on a regular basis.

You can forward your Flinders email to another email account if you prefer, using the instructions below. If you are not going to check your Flinders email account regularly, please ensure that you re-direct your Flinders email to another email account that you do check regularly.

Your student email address can be linked to your private email address.
2. Put in your User name and Password. Click Login.
3. Complete the electronic form: Forward your email to a different email address. Submit the form.
4. Do a test email to your Flinders email address. If your test email redirects to your private email, your link has worked.

More information about your Flinders email account and Flinders University’s policies relating to the use of email.

**Email policy of the School of Education**

Email is the primary means of professional communication within the School of Education and with schools in the community. The School of Education aims to support students to use email appropriately in professional contexts by providing the following guidelines:

Please link your preferred account to your Flinders account.
(Be aware that emails which are not sent from your Flinders domain may be treated as ‘spam’ by the University’s filters.)

Whenever possible, complete the ‘subject’ line so your reader knows the purpose of the email.

Where the reader, or their position, is known, use a salutation (eg. Dear Principal; Dear Coordinator).

Use conventional spelling, grammar and punctuation so that your message can be understood clearly by the reader, and use an appropriate tone.

When emailing University staff, include your full name (ie. given and family names); student ID and the course in which you are enrolled (eg., BEDSE - Singapore).
Although we attempt to provide you with as much information as possible through this handbook there are many policies and procedures relating to students and these can be located on-line. http://www.flinders.edu.au/ppmanual/student/student_home.cfm?aaa

Remember help is available, but we do not necessarily contact you to point out that-
- Your enrolment pattern is incorrect
- That you are at risk of failing a topic
- That you have not submitted your assignment

It is up to you to seek out such advice. One good starting point is the Student Learning Centre website where you can find many references to support your study skills. http://www.flinders.edu.au/current-students/slc/slc_home.cfm

Academic integrity and plagiarism are taken very seriously at Flinders University and you are advised to be familiar with the policy on, and consequences of, academic dishonesty. Refer to the following website for more details. http://www.flinders.edu.au/teaching/quality/aims/information-for-students.cfm

Full details of the University’s assessment and grading policy can be found at the following website: http://www.flinders.edu.au/ppmanual/student/assessment-policy.cfm
APPLYING FOR CREDIT or EXEMPTION

Specified and unspecified credit may be granted for work undertaken at another tertiary institution that has not been used to gain entry into the Bachelor of Education (Special Education). In particular:

- Specified credit may be awarded when the work presented is of substantially the same standard and has substantially the same syllabus as an equivalent topic offered in the Bachelor of Education (Special Education) program.
- Unspecified credit may be awarded for work of a similar standard to work at this University, but for which there is no topic equivalent. This is unlikely to be the case for the Bachelor of Education (Special Education) as all topics are considered core to program completion.

Students may also apply for exemption from a topic if they feel that they have completed a topic to a similar standard and with substantially the same syllabus but have used this topic as part of their entry requirements into the program. In this situation the students will be exempted from the topic but required to take another topic in its place. This will be achieved via accessing one of many Flinders University distance topics.

Applications for credit must be made on the standard form and submitted to the Program Director, Anne Bayetto. You are advised to discuss your application for credit with Anne before submitting the form. The form can be located online.

http://www.flinders.edu.au/future-students/how-to-apply/credit-transfers.cfm

APPLYING FOR LEAVE FROM STUDY

If you wish to take leave from a course for a full academic year, you must apply for leave. Failure to apply for leave may result in higher topic fees on recommencement of study.

For more information about applying for leave, contact your Program Director, Anne Bayetto.

anne.bayetto@flinders.edu.au
ASSUMED KNOWLEDGE

The following will be assumed knowledge from the commencement of year 1 of the graduate-entry program. It is the responsibility of all students to ensure that they have the requisite knowledge by this time.

**Literacy**
A high level of personal literacy is assumed. This encompasses knowledge of, and the ability to use, conventional grammar, spelling and punctuation, as well as the ability to write well-structured, cohesive and fluent texts. Students who do not meet these requirements may be at risk when they begin their study.

**Information and Communications Technology (ICT)**
Teaching and learning today encompasses information and communications technology. It is expected that teachers today will use ICT to:

- Word process (and use grammar/spell checks)
- Manipulate data and present information
- Communicate using digital media
- Integrate into their classroom practice

Some knowledge in these areas will be assumed, and students will be expected to use these skills with increasing complexity.
Flinders University's Bachelor degree programs aim to produce graduates:

- **Who are knowledgeable**
  We expect our students to develop an extensive and well-founded knowledge in their field of study. This includes the ability to acquire and understand, using current technologies and effective learning strategies, information and ideas that underpin this knowledge.

- **Who can apply their knowledge**
  We expect our students to develop the ability to use their knowledge to plan, to analyse, to think critically, logically and creatively, to reflect upon and evaluate ideas, options, and potential solutions to problems, and to make and implement decisions.

- **Who communicate effectively**
  We expect our students to learn to convey clearly and fluently their knowledge, understanding, reasoning and decisions. We expect them to be able to do this in written and spoken form, as appropriate to the particular audience and setting. We also expect them to listen well and to respond constructively.

- **Who can work independently**
  We expect our students to take responsibility for, and become self-reliant in, their learning and their work. This includes organising their activities, prioritising their tasks and managing their time productively. It also includes recognising that the world is dynamic and changing, and therefore being prepared to take responsibility in the years ahead to review, update and adapt their knowledge and skills.

- **Who are collaborative**
  We expect our students to interact effectively and properly with others in a variety of settings. This includes, where appropriate, working cooperatively and productively within a group or team towards a common outcome. It also includes showing respect to others and to their ideas and perspectives, and learning to negotiate and resolve conflict or difficulties constructively.

- **Who value ethical behavior**
  We expect our students to act with integrity in all matters. We also expect them to become aware of the ethical complexities and implications of various issues that can arise within their field of study, and to appreciate the need for themselves and others to act ethically and to learn how to arrive at ethical solutions to problems.

- **Who connect across boundaries**
  We expect our students to engage positively with people and ideas beyond the limits of their own geographical, disciplinary, social, cultural or other boundaries, and to span the boundary between the world of study and the world of work.
Graduating Class-Second Cohort-2011
This Course Handbook is an important document which you should keep and refer to throughout your degree.

Other publications are also very valuable and supplement information contained in this book.

**2014 Timetable**
http://stusyswww.flinders.edu.au/timetable.taf

**Important and Critical Dates**
http://www.flinders.edu.au/studentinfo/important_dates.htm

**Student Related Policies and Procedures**

**Academic Integrity**

**Workload** (Appendix B)

**Equal Opportunity and Cultural Diversity**
http://www.flinders.edu.au/eo_unit/

**Assessment and Grades**
Full details on Assessment are contained in the *Student Related Policies and Procedures Manual* in the section “Assessment and Teaching”.

See additional information about assignments and grading on page 31 of this handbook.
Memories from the one of the Adelaide Study Tours – start saving for your tour in June 2015
Teaching is a very complex profession in which we continue to develop over time often in response to new initiatives, new positions and new expectations. In many countries professional teaching standards are now being used as a form of self assessment and performance management. The professional standards for Australian teachers can be found at the following website.


The Bachelor of Education (Special Education) program is designed so that graduates can achieve the seven professional teaching standards. Given the majority of students undertaking the Bachelor of Education (Special Education) in Singapore will continue to teach in Singapore some standards may not apply and so will not be a primary focus of this course. However, students who aspire to teach in Australia must keep in mind they will need to provide evidence of meeting all of the professional standards prior to being granted registration to teach in Australia. Registration to teach in Australia also requires applicants to produce evidence of completion of a Responding to Abuse and Neglect course, Basic Emergency Life Support (BELS) qualification, and a Police Clearance. The courses are available on arrival in Australia.

Professional standards are designed so that teachers can continually reflect on their knowledge and practice with a view to improving the quality of educational experiences they provide for their students. Developing a professional portfolio is one way of providing evidence of achieving the professional standards identified for teachers and it will grow and change over time. A professional portfolio is a reflection of your professional self at any point. In this program you are encouraged to commence and develop your own professional portfolio by making use of your assignments and additional work as evidence of your skills and abilities. Professional portfolios will be a focus of the final topic EDUC4820: The Professional Educator so commencing your portfolio early will assist achievement of successful outcomes in this topic as well.

Additional information about professional experience, particularly in relation to requirements of teaching in South Australia can be found at the following website.

http://www.flinders.edu.au/ehl/education/professional-experience/professional-experience_home.cfm
The **course aims** to produce graduates who:

- are aware of the links between curriculum, pedagogy, assessment, policies and practices designed to improve learning outcomes and well-being for students with special needs
- have developed in-depth knowledge of teaching students with special needs
- can effectively teach within, and across, Learning Areas
- understand both the complexity of teachers’ work and the importance of educating all students in developing active and healthy attitudes, values, knowledge, skills and understandings

**Learning Outcomes**

On completion of the course graduates will be able to:

- translate and apply knowledge gained from reading, discussion, and writing into educational practices
- plan and utilise a range of effective instructional strategies to assist students with special needs to achieve learning objectives, with an emphasis on generalization of knowledge and skills across environments and settings
- develop individualized learning programs anchored in curricula
- recommend and implement adaptations to classroom, school and community environments that promote inclusive practices.


To qualify for the Bachelor of Education (Special Education), a student must complete 72 units with a grade of P or NGP or better in each topic, according to the specified program as set out below. Except with the permission of the Board no topic may be taken more than twice and Professional Experience topics may not be attempted more than once.

**Topics in proposed sequence of delivery**

- EDUC1224 Foundations of Special Education 4.5 units
- EDUC4731 Assessment and Programming in Special Education 4.5 units
- DSRS1215 Communication and Language 4.5 units
- EDUC3629 Students with Learning and Behavioural Difficulties 4.5 units
- DSRS3221 Positive Behaviour Support 4.5 units
- EDUC3641 Professional Experience 1: Primary (40 days) 4.5 units
- EDUC2323 Students with Numeracy Difficulties 4.5 units
- EDUC2423 Students with Literacy Difficulties 4.5 units
- EDUC3524 Health and Physical Education Curriculum Studies 4.5 units
- EDUC3523 Expressive Arts Curriculum Studies: Visual Arts, Drama Media, Music and Dance 4.5 units
- EDUC4732 Functional Curriculum Design for Students with Disabilities 4.5 units
- DSRS2234 Direct Instruction 4.5 units
- EDUC4721 Differentiation for Diverse Learners (Primary) 4.5 units
- DSRS3220 Family & Professional Partnerships 4.5 units
- EDUC4820 The Professional Educator 4.5 units
- EDUC4741 Professional Experience: Final Assessment (PrimaryR-7) 4.5 units
EDUC1224 Foundations of Special Education

Special education is a complex and constantly evolving field. This topic provides students with an overview of the field of special education and its development in a broader historical and social context. Students are introduced to key terminology and foundational concepts, and a variety of perspectives and models of assessment, intervention and support in special education. Students explore a philosophy of inclusion and its associated practices in and implications for contemporary schools and service settings. Students engage with a range of contemporary and topical issues related to Special Education, critically analysing their depiction in society and the media and evaluating relevant current research.

Educational Aims
This topic aims to introduce students to the field of special education and to develop students’ understanding of the following broad special education principles:

- the field of special education is an evolving discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have influenced and continue to influence the field and the education and treatment of individuals with exceptional needs both in school and society
- the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community
- inclusive educational practices promote access to, participation in and achievement in relation to quality curriculum for all students
- the special educator’s selection, adaptation, and creation of materials and instructional variables is guided by an understanding of the implications of an individual's unique characteristics and of the relationships of special education to the organisations and functions of schools, school systems, and other agencies
- professionals work collaboratively to promote transdisciplinary teaming as an integrated approach to teaching and learning

Expected Learning Outcomes
On completion of this topic, students will be able to:

- discuss historical and social developments that have shaped the field of special education
- define key terminology, concepts, roles and service models in special education
- discuss legal and ethical professional practice standards and relevant policies and their implications for students across a range of settings
- critically analyse research evidence and evaluate contemporary claims related to special education
- evaluate the extent to which specific learning environments foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement and encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with diverse learning needs
EDUC4731 Assessment and Programming in Special Education

This topic will examine theories of learning, formal and informal assessments, curriculum design, and effective teaching strategies for students with special learning needs. Practical application in educational settings is required.

Educational Aims
This topic aims to:

- examine general principles of learning, assessment and curriculum design for students with special learning needs

Expected Learning Outcomes
On completing of this topic students will be able to:

- describe processes of learning and connections with effective teaching and assessment strategies
- analyse formal and informal assessment tools and strategies
- apply knowledge gained from formal and informal assessment to design effective learning programs for students with special needs
- design and evaluate appropriate curriculum and teaching strategies to meet the needs of students with problems in learning

DSRS1215 Communication and Language

This topic will examine the normal development of communication and language in young children. It will consider the effects of various disabilities on language development, as well as the theoretical and practical considerations in designing programs to teach language to people with special needs. The aims of this topic are to develop an understanding by students of the normal development of communication and language, and how a disability can affect that process.

Educational Aims
The aim of this topic is to develop an understanding by students of the normal development of communication and language, and how a disability can affect that process.

Expected Learning Outcomes
On completion of this topic students will be able to:

- provide succinct descriptions of communication, language, and speech
- provide a clear description of normal language acquisition
- demonstrate the relationship between motor and language development
- define receptive and expressive language
- describe the relationship between receptive and expressive language
- define the stages in the development of expressive language
- describe, with examples, the components of language (form, content, & use)
- describe the development of literacy skills
- define and demonstrate, with examples, different methods of evaluating communication and language skills
- relate the knowledge of normal language development to people with disabilities
EDUC3629 Students with Learning and Behavioural Difficulties

This topic introduces students to the characteristics and identification of a range of learning difficulties, specific learning disabilities and emotional and behavioural disorders and their implications for individual children and adolescents in educational settings. Students will explore relationships between individual and environmental factors that may influence developmental, behavioural and educational outcomes for children at risk of learning and behavioural difficulties, and consider how to manage learning environments to promote learning, positive behaviour and emotional wellbeing.

Educational Aims

This topic aims to introduce students to the characteristics and identification issues associated with a range of learning difficulties and emotional and behavioural disorders. The topic will also develop students' understanding of the following broad special education principles:

- the experiences of individuals with diverse learning needs can impact the ability to learn, interact socially, and live as a fulfilled contributing member of the community
- inclusive educational practices promote access to, participation in and achievement in relation to quality curriculum for all students
- the educational elements of curriculum, instruction, assessment, learning, engagement and behaviour are interdependent
- professionals work collaboratively to promote transdisciplinary teaming as an integrated approach to teaching and learning

Expected Learning Outcomes

On completion of this topic, students will be able to:

- describe characteristics and possible causes of a range of learning difficulties, specific learning disabilities, and emotional and behavioural disorders and their potential impact for individuals on learning, behaviour and wellbeing
- describe a continuum of practices that maximise task engagement and promote positive interaction and behaviour for students at risk of learning and behavioural difficulties
- identify policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with learning and behavioural difficulties, including those from culturally and linguistically diverse backgrounds
- analyse the implications for educational practice of alternative approaches to identification of specific learning disabilities

DSRS3221 Positive Behaviour Support

This is the final topic in a sequence of topics that focus on instructional and support procedures for learners with diverse abilities. Positive Behavioural Support will provide information on the theory and implementation of the "most promising practices" for assisting people with "challenging" patterns of behaviour to access desirable environments, social interactions and community activities.
Educational Aims
The course is designed to support students to explore and learn about

- Behaviour of individuals and its management across a range of environments
- Skills in undertaking functional assessment and collecting data
- Principles and practices advocated by alternate conceptual approaches to managing behaviour
- A range of non-aversive strategies to facilitate individuals with a disability to develop the skills that underpin positive behaviour
- Approaches to support that focus on preventing or reducing challenging behaviour, and develop safe and positive communities for the individual and those who care or support them.

Expected Learning Outcomes
On completion of this topic students will be able to:

- Identify differences between socially motivated and non-socially motivated challenging behaviours.
- Demonstrate an understanding of the relationship between communication and challenging behaviours and be able to identify the communicative function served by challenging behaviours.
- Conduct a functional analysis of problem behaviours.
- Structure positive, supportive environments and demonstrate an understanding of the components of a comprehensive behavioural support plan, including monitoring and evaluating behaviour support programs.
- Identify the ethical and professional issues surrounding the use of behavioural interventions.
- Communicate support principles and procedures to relevant community members (e.g. parents, care-givers and support workers).

EDUC3641 Professional Experience 1: Primary (40 days)

Professional Experience 1 in the first year of the program.

Educational Aims
For pre-service teachers to:

- appreciate the range of professional and other roles that contribute to a working educational community
- engage in co-operative and effective professional relationships with students, colleagues and where appropriate with parents
- draw connections between theoretical understandings about learning, teaching and a range of classroom practices

Expected Learning Outcomes
On successful completion of this topic, pre-service teachers should have:

- demonstrated an understanding of a teacher's various roles and responsibilities within an educational context
- shown an ability to develop effective professional relationships with students and colleagues
- demonstrated an understanding of the links between how students learn and teaching methodology
- identified factors which influence the selection of curriculum content and teaching methodologies for particular students
EDUC2323 Students with Numeracy Difficulties

In this topic students will examine the causes of learning difficulties in numeracy. Students will begin to develop skills in administration and interpretation of selected numeracy assessments, in planning a teaching program, and selecting appropriate teaching resources.

Educational Aims
Through engaging in the topic participants will:

- be aware of current numeracy research focused on students with learning difficulties
- understand how selection and interpretation of numeracy assessments can inform program planning
- develop knowledge and skills about how numeracy intervention programs for students with learning difficulties may be implemented

Expected Learning Outcomes
At completion of this topic students are expected to:

Understand:
- major theories of numeracy acquisition
- key skills and knowledge needed for development of numeracy
- that the educational elements of curriculum, instruction, assessment, learning, engagement and behaviour are interdependent
- that the special educator's selection, adaptation, and creation of materials and instructional variables is guided by an understanding of the implications of an individual's unique characteristics

Know:
- processes and contexts of learning
- factors which may inhibit numeracy development
- a range of effective empirically-valid instructional strategies
- appropriate technologies that support instructional planning and individualised instruction

Demonstrate that they are able to:
- administer assessments to monitor students' progress and to identify supports and adaptations required for students with learning difficulties to access the curriculum
- evaluate and justify the selection of instructional strategies in the light of research evidence
- select classroom organisational options for developing numeracy
- prepare materials that meet the diverse learning needs of students with learning difficulties

Exhibit professional attributes including:
- active engagement in activities that foster professional growth and keep them current with evidence-based literacy practices
- capacity to reflect critically on different teaching theories and practices, on their own teaching, and on their lives, in order to strive for excellence, creativity and continuous improvement in their teaching role
- knowledge of their own limits of practice and willingness to practice within those limits
- sensitivity to the many aspects of diversity of individuals with disabilities and their families
EDUC2423 Students with Literacy Difficulties

In this topic students will examine the causes of learning difficulties in reading, writing and spelling. Students will begin to develop skills in administration and interpretation of selected literacy assessments, in planning a teaching program, and selecting appropriate resources.

Educational Aims
Through engaging in this topic participants will:

• be aware of current literacy research focused on students with learning difficulties
• understand how selection and interpretation of literacy assessments can inform program planning
• develop knowledge and skills about how literacy intervention programs for students with learning difficulties may be implemented

Expected Learning Outcomes
On completing this topic students will be able to:

• describe major theories of literacy acquisition
• identify key skills and knowledge needed for development of literacy
• understand that the educational elements of curriculum, instruction, assessment, learning, engagement and behaviour are interdependent
• recognise that the special educator’s selection, adaptation, and creation of materials and instructional variables is guided by an understanding of the implications of an individual’s unique characteristics

It is expected that as a result of work in this topic students will:

• understand processes and contexts of learning
• identify factors which may inhibit literacy development
• be aware of a range of effective, empirically-valid instructional strategies
• recognise appropriate technologies that support instructional planning and individualized instruction

It is expected that on completion of the topic students will have:

• administered assessments to monitor students’ progress and identified supports and adaptations required for students with learning difficulties to access the curriculum
• evaluated selection of instructional strategies in the light of research evidence
• selected classroom organisational options for developing literacy
• prepared materials that meet the diverse learning needs of students with learning difficulties.

EDUC3524 Health and Physical Education Curriculum Studies

This topic addresses the preparation for teaching Health and Physical Education in primary school (R-7) settings. It encompasses the nature, rationale, aims, content, teaching methodology and assessment methods appropriate for this learning area. Health and Physical Education is unique in that it is the only learning area emphasising explicitly the dimensions of Learner Wellbeing and Personal and Social Development as strands of learning. Current philosophies of Health Education and Physical Education such as Health Literacy, Physical Literacy and Sport Literacy are also introduced and explored.
Educational Aims
To give students the opportunity to:

- explore the Health Promoting and Active Schools concepts
- develop a working familiarisation with relevant curriculum frameworks and curriculum development processes for Health and Physical Education
- discuss and practise relevant teaching approaches
- explore legal, gender and equity issues and their impact upon curriculum and pedagogy
- practise class management in 'laboratory' physical education activity settings
- critically analyse assessment and reporting in health and physical education
- consider choices of teaching resources
- develop unit and lesson planning skills

Expected Learning Outcomes
That students can:

- explain the value and place of Health and Physical Education in the primary years (R-7) curriculum
- demonstrate an understanding of how to use current Health and Physical Education curriculum documentation
- demonstrate knowledge of the Health Promoting and Active Schools concepts
- demonstrate knowledge of fundamental movement skill learning and assessment principles and the principles involved in skill learning and performance
- plan, prepare, conduct and evaluate effective physical education and health units of work and lessons appropriate to R-7 school children
- identify, appraise and use appropriate health and physical education teaching resources
- explain and demonstrate how to modify learning activities to meet the needs of learners
- select and implement a range of appropriate curriculum models and instructional/pedagogical approaches

EDUC3523 Expressive Arts Curriculum Studies: Visual Art, Drama, Media, Music and Dance

Through an integrated teaching approach this topic introduces an understanding of the role of creative expression in society. Creative development is linked to theories of child development and to the importance of providing every child with the opportunity to practise and develop in creative expression. The themes of analysis, response and practice are explored in relation to the different forms of creative expression and in different cultural and vocational contexts. Students are introduced to a variety of appropriate teaching methodologies and resources, the importance of organisation and materials management in the learning environment, the use of information and communication technologies and to necessary practical skills for teaching in the areas of the expressive arts. Current curriculum frameworks are used for planning for learning, and students address long-term planning for teaching encompassing rich, integrated learning, inclusive teaching practices, and the embedded use of information and computer technology.

Educational Aims
That pre-service teachers:

- will develop an understanding of the role of creative expression in society
- are introduced to a variety of relevant and innovative teaching methodologies and resources
• develop the ability to use inclusive teaching practices when planning for teaching and learning in the expressive arts

Expected Learning Outcomes
On completion of this topic students will have:

• developed resources and a range of methodologies and skills for teaching the expressive arts
• demonstrated an ability to plan for effective and developmentally appropriate teaching in the expressive arts
• demonstrated an ability to use inclusive teaching practices when planning for teaching and learning in the expressive arts

EDUC4732 Functional Curriculum Design for Students with Disabilities

This topic examines research in the area of curriculum development for individuals with developmental disabilities. The topic presents literature with a focus on outcomes-based curriculum development from an ecological perspective and how this influences educational programming. Students will demonstrate the process of designing a functional curriculum based on ecological assessment of current and future environments using a variety of assessment tools. Through this process students will develop and prioritize learning objectives and demonstrate an understanding of how functional skills can be embedded within the general curriculum to promote inclusive practice.

Educational Aims
This topic aim to:

• develop an understanding of the process of instructional programming
• develop an understanding of outcomes based, individualised educational programming and planning

Expected Learning Outcome
On completion of this topic students will:

• demonstrate the ability to develop outcomes-based educational programming through design of an individualised functional curriculum for a student with developmental disabilities
• prioritise functional skills and present them as embedded skills within the context of the general curriculum for an individual student

DSRS2234 Direct Instruction

This topic continues students’ exposure to important principles of learning and instruction and assumes some understanding of basic principles of human learning. In this topic, emphasis is placed on events both preceding and following the development of actions of interest to the instructor. Specific issues addressed include: stimulus control, encouraging choice-making, negative and positive consequences, self-management, active support of learning, cognitive methods of instruction, development of social skills, and generalisation and maintenance of adaptive living skills.
**Educational Aim**
This topic aims to provide students with the opportunity to explore and learn about

- Principles of direct instruction for a diverse range of people across the lifespan.
- Strategies for applying the principles of instruction presented with a focus on supporting and managing environmental contexts to facilitate learning.
- A range of models of instruction such as "active support".
- Principles of developing a program or learning plan to increase opportunities for learning and independence for individuals living with disability.

**Expected Learning Outcomes**
On completion of this topic students should be able to:

- Demonstrate the ability to develop, implement and evaluate various instructional procedures which are appropriate for different outcomes (e.g. tasks, skills, concepts, or affective goals).
- Demonstrate the ability to write ecologically valid educational goals and instructional objectives that specify individual actions, conditions and criteria for performance.
- Describe how an "Active Support" model draws on direct instructional approaches and how this model may be implemented when working with people with a disability.
- Demonstrate a theoretical and practical understanding of various self-management and cognitive strategies.
- Identify instructional methods to promote generalisation and maintenance of learned skills.
- Describe how various consequence procedures may be used to reduce actions of concern.
- Describe various methods for promoting social skills and choice-making capabilities of individuals with diverse abilities.

**EDUC4721 Differentiation for Diverse Learners (Primary)**

Increasingly, contemporary classrooms are characterised by multiple forms of diversity among learners. Effective teachers are responsive to this diversity as they facilitate inclusive learning environments and enable all students to access quality curriculum in a variety of ways. In this topic, students will engage with key principles underlying differentiation for diverse learners and examine inclusive practices across a range of contexts. Students will synthesise and build upon their understanding of individual and group differences in learning and development, and environments that support learning, as they critically examine the rationale for differentiating curriculum. They will consider the teacher’s role in assisting individuals with special educational needs to engage with curriculum and they will further develop their skills in the design of curriculum and assessment to support learning for all students.

**Educational Aims**
This topic aims to help students:

- deepen their understanding of diverse learners and educational contexts
- appreciate the interdependence between learning environments, curriculum, instruction, assessment and student engagement and learning
- develop knowledge and skills related to differentiating curriculum and instruction to maximise learning for all students
- understand and manage the complexities of a flexible, responsive, and inclusive learning environment
**Expected Learning Outcomes**
In completing this topic, students are expected to:

- articulate a rationale for differentiation based on knowledge of learner differences, inclusive practice and effective pedagogy
- demonstrate understanding of key principles of effective differentiation and how these may be reflected in a range of educational practices
- design differentiated learning tasks suitable for a range of students within a diverse classroom, in the context of one or more curriculum areas
- incorporate appropriate technologies into a differentiated learning task in order to facilitate students’ access to curriculum
- evaluate specific lesson plans, learning tasks and/or classroom scenarios in relation to key principles of effective differentiation
- reflect upon the experience of implementing a differentiated learning task in order to identify factors that can facilitate or impede effective differentiation in different contexts

**DSRS3220 Family & Professional Partnerships**

This topic introduces students to the family issues associated with having a member with disability and the role of the professional in supporting families to meet the needs of the individual

**Educational Aims**
This topic aims to:

- Explore the concept of family, the application of a systems theory approach and the value of a social ecological model in relation to families who have a member with a disability.
- Examine the impact of having a family member with a disability from the perspective of mothers, fathers, siblings, grandparents and others within the extended family.
- Examine the Indigenous and multicultural variables associated with having a family member with a disability.
- Examine the family support needs and the role of professionals in meeting these needs, within the context of a developing partnership.
- Explore the concept of quality of life in relation to individuals with a disability and their families and examine how family professional partnerships can maximise quality of life for both individuals with disability and their families.

**Expected Learning Outcomes**
At the completion of the topic it is expected that students will be able to:

- Demonstrate an understanding of a systems theory approach and its application to supporting families who have a member with a disability.
- Demonstrate an appreciation of the variability of families in both structure and culture.
- Identify the possible impact on families who have a member with a disability.
- Describe specific issues associated with particular disabilities.
- Demonstrate an understanding of support needs across the lifespan of families with a member who has a disability.
- Identify the strategies that will assist in developing a partnership with families to maximise quality of life for individuals with disabilities and other family members.
- Identify ethical issues associated with working in partnership with families.
EDUC4820 The Professional Educator

In the final semester of the course of study this topic is designed to provide students with the opportunity to reflect on, draw together and use knowledge developed across the earlier years of the degree. Students will be challenged to investigate significant contemporary educational issues and to use their educational and curriculum knowledge to explain and justify the positions they adopt in relation to these issues. This process will assist students to explore and make explicit their personal professional philosophy of education. In turn this will be used by students as they explore the nature of the profession they are preparing to enter.

Educational Aims
This topic is designed to:

- Assist students to bring their educational and curriculum knowledge to bear on the investigation of contemporary educational issues.
- Introduce students to procedures that can be used to critically analyse selected contemporary educational issues.
- Enable students to use these procedures to propose and justify policy positions and/or practices relevant to the selected issues.
- Facilitate further exploration of teaching as a profession and introduce students to significant features of the early years of teaching.

Expected Learning Outcomes
It is expected that as a result of work in this topic, students will:

- Articulate a personal professional philosophy of teaching and education by synthesising and critically evaluating relevant beliefs, knowledge and skills.
- Analyse and critique policy and practice related to selected educational problems and issues.
- Explain and justify their recommendations for action in relation to the selected educational problem.
- Explore the roles of teachers as members of profession.
- Examine key features of the process of entering the teaching profession and of the early years of teaching.

EDUC4741 Professional Experience: Final Assessment (Primary R-7)

Professional Experience 2 occurs toward the end of the program. The 40 days are spent in the same school.

Emphasis is placed on the planning, implementation and evaluation of extended teaching programs. Pre-service teachers will work primarily with their own class or with a supervisor in a different school. Close links are maintained between the school and the university. At the conclusion of this teaching experience a report will be written outlining the student’s readiness to enter the teaching profession.

Educational Aims
To provide an opportunity for pre-service teachers to:

- demonstrate the skills of teaching and a clear understanding of the requirements of the teaching profession;
- form co-operative and effective professional relationships with students, colleagues and parents;
- make connections between theoretical understandings about learning and teaching and their classroom practices;
• identify themselves as educators, reflecting on their own strengths, interests and areas for professional and personal growth in relation to professional standards for teachers;

**Expected Learning Outcomes**
On successful completion of this topic, pre-service teachers should have:

• demonstrated an understanding of how students learn in their teaching methodologies;
• planned appropriate curriculum and instructional materials for given students;

• assessed and recorded student learning;
• demonstrated skills in managing the learning environment for extended periods of time;
• developed professional and effective relationships with the students, teachers and parents of the school;
• practised using inclusive teaching methodologies;
• evaluated the effectiveness of their educational programs;
• critically reflected on their performance as a teacher;
• acted in ways that show a clear understanding of the professional and ethical requirements of a teacher;
• demonstrated the teaching competence that is appropriate and necessary for a beginning teacher.
Timetable for delivery of topics

The following timetable provides an overview of the topics and delivery dates. These may be subject to change but notice of any changes will be provided.

<table>
<thead>
<tr>
<th>Proposed dates for delivery</th>
<th>Topic code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-15 April 2014</td>
<td>EDUC1224</td>
<td>Foundations of Special Education</td>
</tr>
<tr>
<td>12-15 July 2014</td>
<td>EDUC4731</td>
<td>Assessment and Programming in Special Education</td>
</tr>
<tr>
<td>16-19 July 2014</td>
<td>DSRS1215</td>
<td>Communication and Language</td>
</tr>
<tr>
<td>27-30 Sept 2014</td>
<td>EDUC3629</td>
<td>Students with Learning and Behavioural Difficulties</td>
</tr>
<tr>
<td>1-4 Oct 2014</td>
<td>DSRS3221</td>
<td>Positive Behaviour Support</td>
</tr>
<tr>
<td>Feb 2015</td>
<td>EDUC2323</td>
<td>Students with Numeracy Difficulties</td>
</tr>
<tr>
<td>Feb 2015</td>
<td>EDUC2423</td>
<td>Students with Literacy Difficulties</td>
</tr>
<tr>
<td>Feb-April 2015</td>
<td>EDUC3641</td>
<td>Professional Experience 1: Primary (40 days)</td>
</tr>
<tr>
<td>April 2015</td>
<td>EDUC3524</td>
<td>Health and Physical Education Curriculum Studies</td>
</tr>
<tr>
<td>April 2015</td>
<td>EDUC3523</td>
<td>Expressive Arts Curriculum Studies: Visual Arts, Drama, Media, Music and Dance</td>
</tr>
<tr>
<td>June 2015</td>
<td></td>
<td>Study Tour in Adelaide as part of Professional Experience 2</td>
</tr>
<tr>
<td>July 2015</td>
<td>EDUC4732</td>
<td>Functional Curriculum Design for Students with Disabilities</td>
</tr>
<tr>
<td>July 2015</td>
<td>DSRS2234</td>
<td>Direct Instruction</td>
</tr>
<tr>
<td>Sept 2015</td>
<td>EDUC4721</td>
<td>Differentiation for Diverse Learners (Primary)</td>
</tr>
<tr>
<td>Sept 2015</td>
<td>DSRS3220</td>
<td>Family and Professional Partnerships</td>
</tr>
<tr>
<td>Feb 2016</td>
<td>EDUC4820</td>
<td>The Professional Educator</td>
</tr>
<tr>
<td>Feb-May 2016</td>
<td>EDUC4741</td>
<td>Professional Experience : Final Assessment (Primary R-7)</td>
</tr>
</tbody>
</table>

Tutorials for each topic will generally commence a fortnight after the final lecture and be conducted on a fortnightly basis for a period of between 2 and 4 weeks. Some tutorials will require students’ presentation for assessment. Attendance at all tutorials is mandatory.
Flinders University use Flinders Learning Online (FLO) to enhance communication and information access for students and staff. Each topic offered by the University has an online information page. Access to topic pages are only available to those students enrolled in the topics. Different lecturers use FLO in different ways. Each lecturer will provide details of how they will use FLO in their topics. The entry page to FLO can be found at the following website.

https://flo.flinders.edu.au/

Please make use of FLO as much as possible as it will allow you to stay connected with your lecturer, other students, and University news.
ASSIGNMENTS & GRADING

The following descriptions should assist in understanding requirements for achieving different grades. However, many topics will also provide students with specific rubrics to assist in constructing assignments. Examples of assessment rubrics for essay writing have been included. Please note this is only an example and individual lecturers will amend rubrics to meet the desired outcomes of the topic.

Final Grades

**Pass Level (P)** - The grade will be awarded where there is evidence that a student has undertaken the required core work for the topic and has demonstrated at least an adequate level of knowledge/understanding/competencies/skills required for meeting topic objectives and satisfactorily completing essential assessment exercises.

The student would normally have attained an adequate knowledge of matter contained in set texts or reading materials, and demonstrated familiarity with major academic debates, approaches, methodologies and conceptual tools. A score in the range of 50-64 will be awarded.

Pass is the highest grade which can be achieved in a supplementary assessment granted on academic grounds.

**Credit (CR)** - The grade will be awarded where there is evidence that a student has undertaken all of the required core work for the topic and additional work in wider areas relevant to the topic, and has demonstrated a sound level of knowledge/understanding/competencies/skills required for meeting topic objectives and completing assessment exercises at a proficient standard.

The student would normally have attained a sound knowledge of matter contained in set texts or reading materials and have done wider reading, and demonstrated familiarity with and the ability to apply a range of major academic debates, approaches, methodologies and conceptual tools.

Students should have a reasonable opportunity of reaching this grade provided they have completed all course requirements, demonstrated proficiency in the full range of course objectives and shown considerable evidence of a sound capacity to work with the range of relevant subject matter. A score in the range of 65-74 will be awarded.

**Distinction (DN)** - The grade will be awarded where there is evidence that a student has undertaken all of the required core work for the topic at a high level and considerable additional work in wider areas relevant to the topic, has demonstrated advanced knowledge/understanding/competencies/skills required for meeting topic objectives and completing assessment exercises at a high standard.

The student would normally have attained an advanced knowledge of matter beyond that contained in set texts or reading materials and have done considerable wider reading, and have demonstrated a broad familiarity with and facility at applying a range of major academic debates, approaches, methodologies and conceptual tools.

The grade should reflect very high quality work which shows the student generally works at a level which is beyond the requirements of the assessment exercise and is developing a capacity for original and creative thinking. A score in the range of 75-84 will be awarded.

**High Distinction (HD)** - The grade will be awarded where there is evidence that a student has undertaken the required core work for the topic at a high level and considerable additional work in wider areas relevant to the topic, has demonstrated the acquisition of an advanced level of knowledge/understanding/competencies/skills required for meeting topic objectives and passing the range of topic elements at the highest level.

The student would normally have attained an in-depth knowledge of matter contained in set texts or reading materials and undertaken extensive wider reading beyond that which is required or expected. The student would have consistently demonstrated a high level of proficiency at applying a range of major academic debates, approaches, methodologies and conceptual tools and combining a knowledge of the subject matter of the topic with original and creative thinking.

The grade will be awarded in recognition of the highest level of academic achievement expected of a student at a given topic level. A score in the range of 85-100 will be awarded.

**Non-Graded Pass for Satisfactory Performance (NGP)** - The grade will be awarded in a topic that is assessed only on a pass or fail basis, where a satisfactory level of performance and participation has been achieved. The grade may be awarded to reflect:

- that the student has achieved mastery of the topic content; and
- that the student has satisfactorily completed topic requirements or contractual requirements where these form a prerequisite or condition of passing, or continuing with a program of study.

The Non-Graded Pass is awarded on a pass/fail basis and a score would not normally be assigned. The grade may encompass any level of achievement from satisfactory performance through to outstanding performance (ie scores from 50 to 100). A topic assessed as NGP will not be counted for the purposes of applying Grade Point Average to the grading system.

**Fail (F)** - The grade will be awarded if a student is unable to demonstrate satisfactory academic performance in the topic or has failed to complete essential topic elements or required assessment tasks at an acceptable level, in accordance with topic objectives. A score in the range of 0-49 will be awarded.
Submission of Assignments
Students must keep a copy of their assignments.

All assignments are submitted through FLO. Information on how to do this can be found on this website.

Return of Assignments
Your assignments will be returned via FLO unless the Topic Coordinator or lecturer makes different arrangements.
The Library information and resources that support educational scholarship and teaching at Flinders University, can be accessed via your topic page on FLO (Flinders Online Learning).

These resources and services include your Education Liaison Librarian Peggy Brooksby who acts as the link between students and the Library resources for education topics of study and can help students with researching information and using the library databases.

In addition to the Liaison Librarian Service, you can view your Topic Readings, access Databases, and view the Library Online Catalogue for electronic journals.

If you have a brief reference question, you can use the "Ask a Librarian" service via the electronic service desk, but for more in depth questions, it is recommended you contact, via email, your Education Liaison Librarian. Peggy.brooksby@flinders.edu.au

If you require journal articles that are not available in the Library, they may be ordered through the Flexible Delivery Service. Masters/Postgraduate students must register to use the online service.


For more information please contact your Education Liaison Librarian for the School of Education. Email: Peggy.brooksby@flinders.edu.au

Please note: The Social Service Institute holds a collection of reference materials for students of Flinders University.
The Bachelor of Education (Special Education) is recognized as a teaching qualification because it contains a major professional experience component. Successful completion of Professional Experience 1 & 2 is mandatory. Some students commencing the degree already have registration as a teacher in Singapore and may receive credit for Professional Experience 1. However, registration as a teacher in Singapore does not automatically qualify a person for registration in Australia or other parts of the world. Curriculum varies between countries and you may be required to undertake bridging study if seeking registration in a country other than Singapore.

There are two Professional Experience topics in this program with the first being designed to provide you with opportunities to experience a range of educational settings. Students will be required to keep a log of their placements using a designated form that will be provided. In PE1 students will be required to complete the equivalent of 40 days in educational settings. This may include visits and observations in settings such as special schools, tuition centres, preschools, adult workshops, learning support centres in mainstream schools and professional associations, for example, the Singapore Dyslexia Association and Autism Youth Centre. If you are unsure of the suitability of your selection please check with Anne Bayetto.

- There is a letter in the appendix which you may use when approaching different organizations for a placement. However, in most cases staff at SSI will organize these placements for you.
- Students are also provided with the opportunity to complete a two week professional experience placement in Adelaide in June 2015. More details on this opportunity will be provided in the Professional Experience handbook.

In Professional Experience: Final Assessment you will be involved in a special education placement for a period of 40 days. During this time you will be expected to engage in all the tasks required of a full time special education teacher. Students with an existing qualification will be able to complete this placement in their current setting through undertaking a professional experience project. More details of this project will be made available prior to commencement of the topic.

Expectation of students and their roles and responsibilities will be made available prior to the commencement of Professional Experience 1.

Additional information regarding registering as a teacher in Singapore

If you are commencing this program without teacher registration in Singapore or wish to change the status of your registration you may be interested in the information below.

Singapore does not have a central authority that accords recognition to qualifications and courses of study. MOE is not an accreditation authority on qualifications. Recognition and/or acceptance of certification for employment/further studies are entirely at the discretion of the individual prospective employer/academic institution. When considering suitability for appointment to a post/job vacancy, employers take into consideration a range of factors, including the character and conduct of the applicant; his/her academic track records; reputation and academic standing of the educational institutions where the applicant studied, relevance of the applicant's qualifications, experience, in relation to the position/job applied for etcetera.

For candidates who do not possess the Singapore National Institute of Education's Diploma in Special Education, the attainment of this degree does not guarantee the candidate to be registered as a Ministry of Education (MOE) Special Education School Teacher. However, candidates can apply directly to MOE upon which approval will be on a case-by-case basis. If you are unsure as to whether your undergraduate qualification together with successful completion of the Bachelor of Education (Special Education) is appropriate for registration as a teacher please check with the specific organisation with which you are seeking employment.
APPENDICES

1. Introduction letter for seeking placement with schools/sites
2. Permission letter for case study work
To whom it may concern

Please let me introduce _____________________, a student currently studying in the Bachelor of Education (Special Education) program offered by Flinders University in conjunction with the Social Service Institute (affiliated with the National Council of Social Services Singapore). This program is a two year graduate entry teacher qualification which requires all students to engage in professional experiences across a range of settings. Students are also required to complete assignments based on working directly with students who have special learning needs. Many of the students in this program have prior teaching experience and are undertaking the qualification to specialize in special education.

Students are required to seek a range of placements for their Professional Experience 1 and have been asked to select a range of settings to undertake observations, interview staff members about their roles and responsibilities, and if spending an extended period of time in the setting, assisting in appropriate ways either through supporting teachers as they work with students or working directly with students individually or in small groups. Students are required to keep a reflective log of their experience which will be assessed.

I would be very grateful if you are able to provide an opportunity for ______________ to spend some time in your organization. The student has a proforma which needs to be signed by you to indicate the time spent in your organization. In addition you are invited to make a comment about the student's time with you. You could consider his/her level of interest in the way your organization operates, the level of understanding about the needs of the clients that your organization serves, and any use of initiative or specific skills they may have demonstrated if working with clients.

I greatly appreciate your and your organization’s support in making a placement available, no matter how brief. The aim of this program is to provide students with a broad understanding of the area of special education and the many services and organizations that support children and people with disability in Singapore. In this way we hope our graduates will be able to contribute significantly to enhancing the quality of special education services and programs in Singapore.

If you have any further queries about the Bachelor of Education (Special Education) program in Singapore please do not hesitate to contact me by email or telephone (see above for contact details).

Yours sincerely,

Anne Bayetto

Director of Bachelor of Education (Special Education) - Singapore
To parents and /or caregivers

As part of studies in the Bachelor of Education (Special Education) students are required to conduct case study work with a child or person with special learning needs. Your child has been selected by a student as focus for a case study. To successfully complete the case study, the student will need to gather relevant background information about your child from you, your child (if possible), and from other professionals, for example teachers. All details of your child will be kept confidential at all times, and you are invited to read a final copy of the case study if you wish. The student must indicate they have received permission from parents or primary caregivers prior to commencing their case study. Please complete the permission form below if you are willing to involve your child in a case study.
Contact me if you require any further information.

Yours sincerely,
Anne Bayetto
Director of Bachelor of Education (Special Education) Singapore

I,_____________________, give permission for my child __________________, to be the focus of a case study conducted by ______________________, who is undertaking the Bachelor of Education (Special Education) program with Flinders University.

I understand all details of my child’s identity will be kept confidential at all times and I can withdraw my child from the case study at any time. I may read a final copy of the case study report if desired.

Signature: ____________________  Date:_________________________