

# Course Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Course Title:</b>	TEACHER AS RESEARCHER
<b>Course ID:</b>	ECCEL4003
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(EDECE4003 and EEZED4712)
<b>ASCED:</b>	070101

## Description of the Course:

This course is designed to introduce Pre-Service Teachers (PSTs) to the growing body of national and international research in the area of teaching in early childhood and primary education. PSTs will be informed about the need for PSTs to be capable practitioner researchers as part of their role as educators. PSTs will examine the implications of international and national research on educational contexts; and the processes of ethical research. PSTs will become familiar with a range of research methodologies and methods. PSTs will critique and reflect on research on early childhood and primary teaching practice with a focus on their own practice in teaching either Science or English. PSTs will explore how research informs policy, contemporary theory and practice through the review of current research and the various ways research is reported and disseminated.

This course supports the final year professional experience in the Bachelor of Education (Early Childhood and Primary) in which students complete 20 days in the education setting specified below for their program. Students are required to complete the activities outlined in Professional Experience Assessment Report (Form A). This will take place in collaboration with their Mentor Teacher in the education setting in which the placement occurs (as indicated below). The students will also document their professional learning in Professional Experience Pre Service Teacher Learning Log (Form B) supported by their assigned University Mentor.

## Education Setting

- Bachelor of Education (Early Childhood and Primary): **Primary**
- Bachelor of Education (Primary): **Primary**
- Bachelor of Education (Primary and Secondary P-10): **Primary or Secondary**
- Bachelor of Education (Joint Degrees): **Secondary - Major and Minor**
- Bachelor of Health and Physical Education: **Secondary - Major and Minor**

- Bachelor of Secondary Education: **Secondary - Major and Minor**
- Bachelor of Secondary Education (Health and Physical Education Teaching): **Secondary - Major and Minor**

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Work Experience:**

Wholly by work experience with Charge: Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider.

**Does Recognition of Prior Learning apply to this course?** No

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Learning Outcomes:**

**Knowledge:**

- K1.** Explain why educational research is conducted.
- K2.** Locate a range of different approaches used in researching teaching in early childhood and primary education.
- K3.** Assess the strengths and limitations of different research approaches and their efficacy in educational contexts.
- K4.** Analyse the ethical conduct of research, particularly methodologies that include children or disempowered groups.
- K5.** Articulate the importance of reflecting on professional practice embedded in educational theory.

**Skills:**

- S1.** Self-reflect on teaching practice as a means for continual improvement.
- S2.** Articulate clear rationale for educational research.
- S3.** Analyse and critique current research in early childhood and primary education teaching practices.
- S4.** Frame appropriate questions for the purpose of investigating issues for research in learning and teaching of Science or English in early childhood and/or primary context.
- S5.** Identify professional networks, critical friends, and stakeholders to support research design.

**Application of knowledge and skills:**

- A1.** Reflect on personal knowledge, skills, and values to identify their own teaching and learning gaps.

**A2.** Review and critique current research related to Science or English teaching and learning.

**A3.** Develop a research plan applicable to learning and teaching of Science or English.

### Course Content:

Topics to include

- Relationship between research and practice: researching to improve practice; professional knowledge and learning
- Current research, particularly in Science and English teaching practice Reports of research, critical reflection on and analysis of research reports Current trends in research in early childhood
- Children's voices in research Ethics in research
- Collaborating with others: stakeholders, professional community Research methodology and methods
- Research design
- Data collection and analysis strategies
- Identifying and using online resources in research.

### FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	K1, K3, K5; S1 S2, A1	AT1, AT2
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	K3, K4, S1, S4, S5 A1, A2, A3	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving</li> </ul>	K3, K4, S1, S3, A1,A2	AT1, AT2
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities</li> </ul>	K1, K2, K3, K4, K5 S1, S2, S3, S5.A1, A2, A3	AT1, AT2
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K1, K5, S3, S4, K4, A1, A2.	AT1, AT2

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
APST 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0.	Placement component Complete Professional Experience Assessment Report (Form A) in collaboration with mentor teacher Reflect and evaluate learning goals and professional learning against the Australian Professional Standards for Teachers in Pre Service Teaching Learning Log (Form B) Completion of 20 days placement in the education setting specified for their particular program	Hurdle	S/U
K2, K3, K5, S1, S3, A1, A2 APST 1.2	Research, review and critique relevant academic articles to explore key issues in learning and teaching in Early Childhood education with a focus on Science or English. Critique the perspectives, methods, and findings of research.	Academic Essay	40% - 60%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S2, S4, S5, A3 APST 1.2, 6.3, 7.4	Design a research plan to improve teaching and learning of Science or English, justifying the perspectives, ethics and methodology.	Research Plan	40% - 60%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

**MICS Mapping has been undertaken for this course**                      No

Date:

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

**Professional Standards / Competencies:**
**Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial**

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Yes	Advanced
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Advanced
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Yes	Advanced
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Yes	Advanced
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Yes	Advanced
1.6 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	Yes	Advanced
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Advanced
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Advanced

<p>2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p>	<p>Yes</p>	<p>Advanced</p>
<p>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>	<p>Yes</p>	<p>Advanced</p>
<p>2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p>	<p>Yes</p>	<p>Advanced</p>
<p>2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p>	<p>Yes</p>	<p>Advanced</p>

#### Professional Practice

#### 3. Plan for and implement effective teaching and learning

<p>3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p>	<p>Yes</p>	<p>Advanced</p>
<p>3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p>	<p>Yes</p>	<p>Advanced</p>
<p>3.3 Use teaching strategies Include a range of teaching strategies.</p>	<p>Yes</p>	<p>Advanced</p>
<p>3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p>	<p>Yes</p>	<p>Advanced</p>
<p>3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p>	<p>Yes</p>	<p>Advanced</p>
<p>3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p>	<p>Yes</p>	<p>Advanced</p>
<p>3.7 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.</p>	<p>Yes</p>	<p>Advanced</p>

#### 4. Create and maintain supportive and safe learning environments

4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Advanced
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	Yes	Advanced
4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.	Yes	Advanced
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Yes	Advanced
4.5 Use ICT safely, responsibly and ethically Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Yes	Advanced
5. Assess, provide feedback and report on student learning		
5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Advanced
5.2 Provide feedback to students on their learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Yes	Advanced
5.3 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Yes	Advanced
5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Yes	Advanced
5.5 Report on student achievement Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Yes	Advanced
Professional Engagement		
6. Engage in professional learning		
6.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Yes	Advanced



6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.	Yes	Advanced
6.3 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Yes	Advanced
6.4 Apply professional learning and improve student learning Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Yes	Advanced
<b>7. Engage professionally with colleagues, parents/carers and the community</b>		
7.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Yes	Advanced
7.2 Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Yes	Advanced
7.3 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Yes	Advanced
7.4 Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Yes	Advanced