

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	REFLECTIVE INQUIRY: TRANSFORMING EDUCATIONAL CULTURE
Unit ID:	EDECE6006
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070303

Description of the Unit:

This unit examines influential theories, models and concepts in the field of reflection and reflective inquiry. The unit will foster an appreciation of the value of embedding critical reflection into day-to-day practice within the education setting and the ways in which taken for granted assumptions and practices can be challenged. Students will investigate and apply models of reflective inquiry, to challenge their current understandings and transform practices. Critical reflection *in*, *on* and *for* action, will be fundamental to this unit and the inclusion of transformative learning theory will enable students to interpret and apply culture change within collaborative and diverse educational contexts.

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

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Critically examine a range of theories, models and concepts to gain an advanced understanding of reflective inquiry and transformational practice.
- K2.** Distinguish levels and processes of critical reflective inquiry and practice.
- K3.** Demonstrate an understanding of reflective practice in the context of legislated frameworks, professional codes and teacher standards.

Skills:

- S1.** Research and apply a variety of theories and approaches to promote sustained reflective practice.
- S2.** Critically reflect in, on and for action to transform teaching and learning.

Application of knowledge and skills:

- A1.** Examine and disseminate understandings of critical reflection and transformational learning including application to practice.
- A2.** Apply reflective inquiry to generate organisational culture change and continuous improvement.

Unit Content:

Critically reflective inquiry and practice
 Importance of reflection and reflective inquiry
 Influential theories and models
 Methods of scrutinising assumptions that underpin actions
 Link to ethical professional behavior and educational philosophy
 Transformative learning theory and practice
 Mindfulness & self-awareness
 Organisational culture change and continuous improvement
 Developing and sustaining a critically reflective culture in early childhood educational contexts
 Early Years Learning Frameworks, Code of Ethics, Teacher Standards and National Quality Standards
 Critically reflective thinking, writing and journaling
 Reflection-in ,on and for-action
 Critical analysis
 Engaging in professional collaborative reflection with colleagues, families and children
 Establishing routines for reflective inquiry

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1 ,K2, K3, A1	Analyse theories, models and concepts on critical reflection and reflective inquiry and their application in educational contexts.	Critical Essay	40-60%
K1, K3, S1, S2, A2	Engage in a series of reflective activities including a collaborative approach and select examples to analyse. The analysis should identify key issues, new insights and highlight opportunities for transformation of practices and organisational culture change.	Critically Reflective Journal	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 Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units 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 Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)