

Course Outline (Higher Education)

School:	School of Education
Course Title:	REFLECTIVE INQUIRY: TRANSFORMING EDUCATIONAL CULTURE
Course ID:	EDECE6006
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070303

Description of the Course:

This course examines influential theories, models and concepts in the field of reflection and reflective inquiry. The course 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 course 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 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 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.

Course 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

Values:

- V1.** Recognise and make connections between reflective inquiry, professional learning and the continual improvement of teaching practice.
- V2.** Through reflective practices develop an awareness of the ethical, political, social and cultural influences on teaching and learning.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, S1, S2, A1, A2	AT1, AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1, K2, S1, S2, A1, A2	AT1
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, K3, S1, S2, A1, A2	AT1, AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, K3, S1, S2, A1, A2	AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, K2, K3, S1, S2, A1, A2	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)