

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: INQUIRY INTO PRACTICE 1

Unit ID: EDMAS6027

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070303

Description of the Unit:

This unit is designed to provide pre-service teachers (PSTs) with insights into the relationship between effective teaching and practitioner inquiry. PSTs will recognise the importance of inquiring into their own teaching as a way of engaging in professional learning and will become familiar with methods for conducting inquiries. PSTs are expected to frame a practitioner inquiry that they will undertake in the companion unit Inquiry into Practice 2. Through this unit PSTs will understand the dispositions activated through practitioner inquiry, how practitioner inquiry can improve student learning, and how inquiries are conducted in ethical ways. PSTs will examine how an inquiry into practice can include a focus on their area of specialisation.

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

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.** Develop understandings about practitioner inquiry, what it is and how it differs from other forms of inquiry and builds ongoing professional learning.
- K2.** Recognise the role of inquiry in framing the constitution of good teaching.
- K3.** Develop a deep personal understanding about the purpose of becoming an inquirer of practice.
- K4.** Critically examine and theorise the chosen methodology and its relationship to the inquiry
- K5.** Develop clear understandings about ethical inquiries into practice and the ways in which this is determined
- K6.** Examine a broad range of strategies for evaluating teaching programs in order to improve students' learning.
- K7.** Understand the use of informal and formal assessment strategies to gather data about student learning and teaching practice and the links to decision-making about next steps
- K8.** Examine the use of the Graduate Teacher Standards in identifying professional learning needs.

Skills:

- S1.** Demonstrate familiarity with the use of a range of innovative research methodologies for conducting practitioner inquiries including self-study, narrative, action research and hybrid approaches.
- S2.** Analyse and synthesise concepts and contemporary issues in educational research.
- S3.** Write explanations and analyses that are clear, logical, convincing, concise and evidence-based.
- S4.** Develop the capacity to frame an ethically and methodologically sound practitioner inquiry that indicates understanding of how data is used to inform the inquiry.

Application of knowledge and skills:

- A1.** Construct an argument related to conducting practitioner inquiries in classrooms and examine the notion of developing an inquiry stance
- A2.** Present and refine a plan for a practitioner inquiry after critical feedback from peers and lecturers.

Unit Content:

- An examination of how practitioner inquiries are constituted as an ongoing and appropriate source of professional learning for teachers.
- The relationship between having an inquiry stance, improving the practice of teaching and student achievement, and education more broadly.
- Developing a broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
- Understanding the link between assessment strategies, including informal and formal approaches and the capacity to interpret data in order to evaluate students' learning and modify teaching practice.
- Developing a focus of inquiry that draws on learning from the program and school-based practice and makes explicit connections to the Graduate Teacher Standards
- Understanding key ethical principles as they relate to conducting practitioner inquiries.

- Refining proposed inquiry through peer review and reflection.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K6 S3, A1 APST 3.6, 6.2, 6.4	Construct an argument related to conducting practitioner inquiries in classrooms and examine the notion of developing an inquiry stance in order to evaluate teaching programs to improve student learning.	Written argument	20-40%
K1, K2, K3, K4, K5, K6, K7, K8 S1, S2, S3, S4, A2 APST: 3.6, 6.1, 6.2, 6.4, 7.1	Prepare a proposal for a practitioner inquiry that is ethical, linked to the Graduate Teacher Standards, draws upon personal interests, peer review and feedback from the previous placement, and which can be conducted in the final placement.	Practitioner inquiry proposal	60-80%

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](#)

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

Attribute	Assessed	Level
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Yes	Introductory
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	Introductory
6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.	Yes	Introductory
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	Introductory
7. Engage professionally with colleagues, parents/carers and the community		
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	Introductory