



Course Outline (Higher Education)

School:	School of Education
Course Title:	INQUIRY INTO PRACTICE 1
Course ID:	EDMAS6027
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070303

Description of the Course :

This course 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 course Inquiry into Practice 2. Through this course 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, etc.)

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"/>
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.

Course 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.

Values:

- V1.** Understand that practice should be informed and reflected upon by evidence-based research in teaching and learning to better understand practice, and its impact on students.
- V2.** Appreciate that inquiries into practice develop new approaches that involve deep theoretical knowledge and understanding.
- V3.** Understand that research requires an awareness of diversity and recognition of the special considerations that need to be taken into account when working with disempowered groups especially children
- V4.** Recognise that the professional role of teacher includes the processes of making judgements, interpreting information, and planning and implementing actions to promote the learning of students.

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)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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; K3; K4; K6; K7; K8; S1; S2; S3; A1; A2	A	AT1; AT2	A
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.	K6; K7; S1; S2; A1; A2	A	AT1; AT2	A
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.	K3; K5; S4; A2	A	AT2	A
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.	K5; S3; A1; A2	A	AT1; AT2	A
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; K3; K6; K7; S1; A1; A2	A	AT1; AT2	A

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
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%

Adopted Reference Style:

APA

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