



Course Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Course Title: INQUIRY INTO PRACTICE

Course ID: EDMAS6226

Credit Points: 30.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): (EDMAS6126 and EDMAS6027)

ASCED: 070303

Description of the Course:

During this course PSTs will develop their understandings of the nature and value of practitioner inquiry and will demonstrate their understanding of the rationale for, application of, and articulation of practitioner inquiry as praxis-oriented, continued professional learning to improve student learning, their own learning, and the learning of colleagues.

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.

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	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	■	■	■	■	✓	■

Learning Outcomes:

On successful completion of the course, pre-service teachers will demonstrate their capacity to:

Knowledge:

- K1.** Demonstrate broad knowledge of practitioner inquiry cycles that can be used to evaluate teaching programs to improve student learning.
- K2.** Understand ways to effectively document, monitor and evaluate teaching programs to improve student learning and professional practice.
- K3.** Demonstrate understanding of informal and formal approaches to assess student learning for diagnostic, formative and summative purposes.
- K4.** Conceptualise and articulate the notions of data, evidence and impact that inform practitioner inquiry in the classroom.
- K5.** Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs and approaches.
- K6.** Conceptualise and articulate the value of praxis and practitioner inquiry as professional learning for teachers.
- K7.** Develop and articulate understandings of the impact of praxis and practitioner inquiry in educational contexts for students and teachers.
- K8.** Extend understandings of the dispositions and mind sets required to undertake practitioner inquiry.

Skills:

- S1.** Collect, analyse and evaluate documentation related to teaching and learning, to plan for improved student learning.
- S2.** Interpret student assessment data to evaluate student learning and modify teaching practice.
- S3.** Critically review and refine practitioner inquiry in the light of personal reflection and feedback from supervisors and teachers to improve teaching practices.
- S4.** Use strategies to ensure ethical requirements are met and, and if required, permission is gained from appropriate people.
- S5.** Plan and conduct a practitioner inquiry in ways appropriate to the educational context and using an inquiry cycle.
- S6.** Articulate and share new insights into professional practice, effective teaching strategies and the impact of the inquiry with colleagues on a regular basis.
- S7.** Reflect critically on the moral purpose of the practitioner inquiry.

Application of knowledge and skills:

- A1.** Explain the impact of practitioner inquiry within a school context including the influence of personal dispositions on learning and teaching.
- A2.** Present findings from personal inquiry including evaluation of data, modifications undertaken and their impact on teaching practice.

Course Content:

- The theoretical notion of praxis and its implications for conducting practitioner inquiries.
- Practitioner inquiry cycles that can be used to evaluate teaching programs to improve student learning.

- Informal and formal approaches to assess student learning for diagnostic, formative and summative purposes to collect analyse and evaluate data, evidence and documentation related to teaching and learning, to plan for improved student learning.
- Strategies to ensure ethical requirements are met and, and if required, permission is gained from appropriate people.
- Interpretation of student assessment data and the use of data to modify teaching practice.
- Presentation of practitioner inquiry and articulation of its implications for improved student learning and ongoing professional learning needs and interests.
- The value of relevant and appropriate sources of professional learning for teachers. Extend understandings of the dispositions required to undertake practitioner inquiry.

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 be 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 at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	S3	AT2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> • Creating and sustaining a collegial environment • Demonstrating a high level of self -awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations 	S3	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	<p>Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning 	K7	AT1, AT2
FEDTASK 4 Digital Literacy	<p>Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities 	Not applicable	Not applicable
FEDTASK 5 sustainable and Ethical Mindset	<p>Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life. 	K7, S7	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K4, K5, K6, K7, K8 S7 A1 APST: 3.6, 6.1, 6.2, 6.3, 6.4	A praxis-oriented personal response related to identifying the impact of the practitioner inquiry, the school context, Professional Standards for Teaching, and personal dispositions on professional learning and teaching practice.	Written Response	20-40%
K1, K2, K3, K4, K5, K7, K8 S1, S2, S3, S4, S5, S6, S7 A2 APST: 3.6, 5.1, 5.4, 6.2, 6.3, 6.4, 7.1	Formal presentation of practitioner inquiry that includes evaluation of data and evidence of student learning and modification of teaching practice.	Report, portfolio, narrative	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 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 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	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
5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	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
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	Advanced