



School of Education

EDST 5117 Professional Inquiry

Term 1 2021

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### IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website,

<https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

## **1. LOCATION**

Faculty of Arts, Design & Architecture  
School of Education  
EDST 5117 Professional Inquiry (6 units of credit)  
Term 1 2021

## **2. STAFF CONTACT DETAILS**

Course Coordinator:

## STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify and analyse the nature and scope of the multiple challenges facing teachers in their area of specialisation in the first year of professional practice	1,2,3
2	Identify practices that contribute positively to the professional trajectories of new teachers, including for example, mentoring, peer support, group problem-solving, collaborative planning, shared narratives, dialogue, and critical reflection	1,2,3
3	Implement strategies for addressing particular issues arising in the first years of professional practice by completing a professional Action	





Ginns, I., Heirdsfield, A., Atweh, B., & Watters, J. (2001). Beginning teachers becoming professionals through action research. *Educational Action Research Journal*, 9(1), 109-131.

Groundwater-Smith, S., & Ewing, R. (2010). Seeing practice through practice: learning through ~~10~~ 101.

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
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**Assessment 1: A reflective narrative (1000 words)**

You are required to write a reflective narrative of ongoing issues focused on a particular aspect of, or issue in, professional practice in your area of specialisation, using the Reflective Thinking Tool as a scaffold / structure, and with links to the literature on reflective practices as appropriate and weekly guided discussion on a Moodle discussion forum. The Reflective Thinking Tool will be available as a resource on Moodle.

In crafting your response, you will need to consider:

- Definition of the problem or issue

- Contextual issues, underlying factors or other dilemmas framing the problem or issue

- Relevant personal core qualities (beliefs, identities, ideals) and disciplinary content



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Student Name:

Student No.:

Assessment Task 1: **A reflective narrative**

<b>SPECIFIC CRITERIA</b>	(-)				h (+)
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>‡ Detailed record of reflective activities focused on a particular aspect/s or issue relevant to the professional practice of the novice teacher in their area of specialisation</li> </ul>					

**Depth of analysis and/or critique in response to the task**

- ‡ Use of critical reflection for analysis and evaluation;
- ‡ Evidence of developing ability to make insightful connections between reflection on practice, research findings, and ongoing development as a

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