

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	

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

New teachers are faced with multiple challenges and often find themselves ill-prepared and under- supported in facing the intellectual, social, emotional and physical challenges of first year teaching. The course identifies and examines the multiple challenges faced by new teachers in their area of specialisation and supports them in developing and implementing strategies to address these challenges. In so doing, it also aims to provide novice teachers with the conceptual models and the practical tools, including Action Research and Action Learning/Reflective Learning, to consolidate and extend the developmental trajectory of their careers as teachers in their area of specialization. This course examines how the action research process can be used to inform decision making and examines how practice can be informed through critically engagement with research literature and reflection on their practice. The teaching approach is premised on the belief that students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers.

5. TEACHING STRATEGIES

This course will involve a range of modes of engagement including teacher-student and student- student discussions, readings, videos, and online discussion forums.

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 1201.

8. ASSESSMENT

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Assessment Task	Length	Weight	Outcomes Assessed	Standards Assessed	Elaborations Assessed	Due Date

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

SPECIFIC CRITERIA			(-)		
Understanding of the question or issue and the key concepts involved	-				
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					

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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