

TEAC 4010 RESEARCHING PROFESSIONAL PRACTICE

Credit Points 10

Legacy Code 102657

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Description The subject is designed to develop students' skills and expertise in investigating their own teaching in Science and Technology. The subject facilitates a researcherly disposition towards their own professional practice. Students will focus on a specific aspect of their teaching practice related to the concept of engagement and critically reflect upon their own evolving professional identity, philosophy and practice. The subject draws upon key principles and methods of participatory action research to facilitate students' skills and expertise as teacher-researchers. Students will plan an action research proposal that could be implemented in their future practice.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 4 subject

Restrictions

Students must be enrolled in the 1876 Bachelor of Education (Primary) or 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education and have successfully completed 240 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand contemporary approaches to teaching and learning, with a specific focus on issues and practices surrounding student engagement and quality teaching;
2. Apply these contemporary approaches through the analysis and critique of professional teaching practice;
3. Apply technological, curriculum content and pedagogical knowledge and skills learnt in previous units to inform investigations of their own teaching practices and research process;
4. Demonstrate an understanding of principles and methods of action research to inform teaching plans and evaluation of teaching;
5. Design an action research project utilising principles of participatory action research and self-reflective practice, focusing on own self as pre-service teacher;
6. Demonstrate an appreciation of research as part of professional practice.

Subject Content

1. Critical self-reflective practice and analytical skills
2. Principles and methods of participatory action research and the research cycle
3. Relationship between researcher and practitioner

4. Fair Go Pedagogies: The MeE Framework of substantive student engagement
 - engaging discourses (links with other units challenging dominant discourses)
 - individual Motivational strategies

Prescribed Texts

- McNiff, J. (2016). You and your action research project. Milton Park, Abingdon, England: Routledge. Taylor & Francis Group. (ESPECIALLY Chapters 5-6-7-8.)
- Munns, G., Sawyer, W., & Cole, B. (Eds.). (2013). Exemplary teachers of students in poverty. Abingdon, UK: Routledge.
- Sawyer, W., Munns, G., Zammit, K., Attard, C, Vass, E. & Hatton, C. (2018). Engaging Schooling: Developing Exemplary Education for Students in Poverty. Abingdon, UK: Routledge.

Teaching Periods