



Action Research: Modules 1 & 2

Sydney School of Education and Social Work



The Action Research modules have been designed to meet the needs of teachers seeking to learn about and conduct their own action research project in their local context. The modules provide professional learning hours for teachers seeking to maintain accreditation at the level of Proficient Teacher, as well as for teachers who wish to build an evidence base before applying for accreditation at Highly Accomplished.

Accreditation at the Highly Accomplished Teacher level requires that teachers assemble evidence that they can support and assist less experienced colleagues with all aspects of professional knowledge, practice and professional engagement. Compiling evidence of these skills is a component of this course.

Each module will contribute 20 hours of professional development at the Highly Accomplished Teacher level, comprising 5 x two-hour workshops plus 10 hours of project time developing a portfolio and conducting a professional learning project.

Participants must attend all online synchronous sessions and successfully complete all assigned tasks to have their professional learning hours recognised.

Completion of Action Research - Module 1 is a pre-requisite for enrolment in Action Research - Module 2.

Presenter

Dr Debra Talbot, Sydney School of Education and Social Work, The University of Sydney

Debra Talbot is a Senior Lecturer in Education. She has extensive experience as a classroom teacher, head of department in government and independent sectors, and professional learning consultant. Debra's research explores the nexus between theoretical understanding, pedagogical practice, and learning across initial and ongoing teacher education. Her work and research with teachers in schools relates to curriculum, pedagogy, student learning, and social justice.

Fees & Registration

\$770 per person (including GST). Individual schools or communities of schools that can guarantee a minimum of 20 participants qualify for a reduced rate.

Modules will be offered and delivered on demand upon enquiry.

For enquiries please contact:

Rachel Payne | Office of Professional Learning
Sydney School of Education and Social Work
Faculty of Arts and Social Sciences

T +61 2 9351 8520

E rachel.payne@sydney.edu.au

During COVID-19 restrictions our commitment to teachers is to continue to provide quality professional learning opportunities. In order to maintain the safest environment in which to do this, our programs will be available for participation by Zoom only until further notice.

Action Research - Modules 1 and 2 provide 20hrs each of Teacher Professional Development, addressing Highly Accomplished Teacher Standard Descriptors 6.1.3, 6.2.3, and 6.3.3 from the Australian Professional Standards for Teachers.

Action Research | Module 1 Tuesdays 4.00-6.00pm

Modules will be offered and delivered on demand upon enquiry.

This module focuses on developing the research skills necessary to support an action research inquiry. Participants read and critique a range of prior research with a focus on schools and classrooms. They utilise a range of data collection strategies and methods of analysis appropriate to educational contexts. In conjunction with using the Australian Professional Standards for Teachers they annotate evidence and critically reflect on their learning. Participants will create an annotated portfolio of evidence that constitutes an audit of their learning about action research methodology as they develop throughout the module.

Throughout the module, participants will be asked to bring their draft portfolio entries to discuss and reflect on with peers during the workshops. It is expected that the entries will be completed progressively across the course. Because this is a master's-level unit of study, participants will need to use American Psychology Association (APA) referencing throughout the portfolio entries when analysing readings. The portfolio will be due approximately two weeks after the final session of the module.

Participants' commitment

- Attend **all** online synchronous workshop sessions. It is recommended that pairs or small groups of participants who intend to conduct action research together enrol in this course together.
- Complete data collection and analysis activities for discussion in workshop sessions.
- Complete weekly assigned readings.
- Further analyse evidence of research practises and annotate against Professional Teaching Standards, engage in feedback discussion with colleagues and presenter.
- Develop a possible focus for an action research project
- Complete an ongoing professional portfolio (total = 3000 words) that includes the annotated documents, reflection about research practises and links to associated readings

Requirements for completion of of the professional portfolio of evidence

- Personal profile of participant (400 words)
- 4 x evidence samples of research practise accompanied by critical analyses/journal entries linking the evidence of research practises, readings and the AITSL standards (each one approximately 550 words)
- outline of a possible action research project (200 words)
- self-evaluation statement (200 words)
- reference list

Action Research | Module 2 Tuesdays 4.00-6.00pm

Modules will be offered and delivered on demand upon enquiry.

Successful completion of Action Research Module 1 is a prerequisite for enrolment in Module 2. Module 2 builds on the content of Module 1 to support teachers to develop and lead an action research project of their own design. Participants work with the presenter and colleagues to refine the problematic for their research project, design appropriate data collection strategies, analyse data and report on findings. Workshop content will be collaboratively designed with participants to meet their learning needs and the demands of their project design. This may include a workshop session on writing for publication to assist participants to share their work with the broader education community.

Upon completion of both Mentoring Modules 1 & 2 that make up the unit of study, participants may request to have this course assessed for credit towards a Master of Education. Conditions and additional fees apply. Because this is a master's-level unit of study, participants will need to use American Psychology Association (APA) referencing throughout the inquiry report entries when analysing readings. The inquiry report will be due approximately two weeks after the final session of the module.

Participants' commitment

- Attend **all** online synchronous workshop sessions.
- Establish an action research team or partnership.
- Negotiate regular research activity in line with the timeline for the project
- Collect, analyse and discuss data and findings with facilitator and colleagues.
- Complete an ongoing action research report (equivalent to 3000 words) that documents the inquiry process related to the identified focus.

Requirements of the action research report (equivalent to 3000 words)

- Introduction
- Yourself
- Your situation
- The participants
- Your research problematic and the reasons for choosing it
- An account of the design and what happened in each cycle of research action
- Critical analysis/reflection on the issues encountered
- Conclusion
- What you learned
- Your recommendations for change
- Suggestions for further action inquiry

