

EDST5118

**Special Education Professional
Practice Handbook**

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Welcome

Welcome to our Professional Experience courses. Our Teacher Education degree programs could not exist without your support as partners in the conduct of our professional experience curriculum.

The professional experience curriculum in our degree programs is highly valued by our students. In turn, all academic staff members in our school recognise the importance of professional experience by acting as liaisons between our school and yours. Through these liaison visits, our staff make connections for our students between what is taught on campus and what they learn in your school.

Our professional experience curriculum is supported by a skilled, diligent and responsive Professional Experience Team. We hope the information provided here is informative and clear, but please don't hesitate to contact our team if you need clarification.

Yours in partnership in professional experience,

Tony

Associate Professor Tony Loughland

*Head of School
School of Education
UNSW Australia*

Contacts

UNSW SCHOOL OF EDUCATION

COURSE COORDINATOR

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GENERAL EDUCATION ENQUIRIES

School Enquiries

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MAILING ADDRESS

School of Education
Morven Brown Building
University of NSW
UNSW Sydney 2052

Overview of Program

Master of Education (Special Education) Degree

Learn to support students in all environments.

Our postgraduate programs in Special Education are designed for teachers who wish to better facilitate inclusion of students with disabilities, as well as for those who want to work as special educators in specialised settings.

The program aims to meet the diverse needs of educators, with a strong focus on developing teacher skills to support students in all environments.

Our postgraduate Special Education courses can also assist educational leaders by exploring the underlying theories of special needs education and identifying ways in which these theories can be integrated within the context of Australian schools.

Why study Special Education?

All schools are required to provide equitable education provisions for students with disabilities under the 2005 Disability Standards for Education Act. Special Education has also been identified as a target area in the NSW Department of Education retraining programs.

This initiative responds to the increasing demands for knowledge and skills in teaching children and adults with special needs.

Working as a Special Education teacher

A Master of Education (Special Education) is a formal Special Education teacher qualification recognised by the NSW Education Standards Authority, and a teaching practicum is an essential component of the Master's program.

Overview of EDST5118 Special Education Professional Practice

Summary of Course

This course is a core requirement for qualified practicing teachers, who wish to gain a formal qualification in the area of special education and who already have the approved subject knowledge background in the field. This course comprises 25 days of advanced professional practice, including high-level teaching, observation, and critical reflection in the area of special education, together with peer observations and school-based fieldwork. It provides a teaching method at a more advanced level of complexity and depth than that is offered in pre-service courses, ensuring all graduates of the program meet the Australian Professional Standards for Teachers. Students must have completed EDST5106 or complete EDST5106 concurrently.

Time Period	<i>This is a core course for all students studying MEd Special Education as an initial Special Education qualification and can be undertaken in either Term 1 or 3.</i>
No. of Days	<i>25 days</i>
Description	<i>This course provides accredited teachers with the opportunity to gain additional classroom practice in this specialist field.</i>
Observation, Teaching and other duties	<i>For candidates seeking accreditation to teach in NSW schools a 25 day placement in relevant schools will comprise of 1/3 teacher fronted; 1/3 structured observation; 1/3 participation in other program activities.</i>

Rationale for inclusion of content and teaching approach

Field-based work is a critical component of effective teacher education, not only providing an essential forum for generating concrete problems and issues and applying new knowledge and skills, but also enabling the development of an integral link between theory and practice. The equivalent 25 days of teaching practice is also a mandated component of any specialist teaching method for schools and adult educational institutions nationally. Ideally, to complete EDST5118, you already have NESA accreditation to teach in NSW primary or secondary schools.

Teaching Strategies

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.

Thus, teaching strategies used during the course will include:

- Small group cooperative learning to address teaching and learning goals*
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice*
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content*
- Online learning from readings and web links on the Moodle website and associated web-based resources. These activities will occur in a classroom climate that is supportive and inclusive of all learners*

Student Learning Outcomes

Outcome	Assessment/s
1 <i>Plan, implement and critically evaluate challenging and original lessons and units of work using a range of different strategies to meet expected curriculum outcomes and varied student needs and interests</i>	2
2 <i>Design and critically evaluate appropriate programs, including needs analysis, syllabus design, program organization and processes of assessment and evaluation in Special Education</i>	1, 2
3 <i>Monitor, document and report on a range of students' development and implement appropriate feedback mechanisms to enhance learning and teaching</i>	1, 2
4 <i>Reflect on, describe and critically evaluate one's own professional practice and take responsibility in collaboration with others to identify and address their own learning needs</i>	1, 2
5 <i>Able to operate independently both within the classroom and within the wider school community and interact effectively with colleagues and members of the wider school community</i>	1, 2

Program Learning Outcomes

Standard	Assessment/s
1 <i>Advanced disciplinary knowledge and practices</i> <i>Demonstrate an advanced understanding of the field of inclusive education as it relates to their specialist area of study and the ability to synthesize and apply disciplinary principles and practices to new or complex environments</i>	1, 2
2 <i>Research-based learning</i> <i>Demonstrates an in-depth understanding of research-based learning and the ability to plan, analyse, present, implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education</i>	1
3 <i>Cognitive skills and critical thinking</i> <i>Demonstrate advanced critical thinking and problem-solving skills</i>	1, 2
4 <i>Communication, adaptive and interactional skills</i> <i>Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership</i>	1
5 <i>Ethical and responsible professional practice</i> <i>Demonstrate an advanced capacity to recognize and negotiate the complex and often contested values and ethical practices that underlie education</i>	1, 2

Please note all assessments must be passed in order to pass the course (please see unit outline for assessment expectations).

Roles and Responsibilities

Principal or Director of Studies

Where a Special Education student is placed in a mainstream school or other educational organisations, they come under the administrative responsibility of the Principal or their equivalent and under the direction of the staff to whom the Principal delegates responsibilities. S/he has executive responsibility for matters of educational quality and equity related to the Special Education Professional Practice placement.

The Principal is a strong advocate for school/university partnerships and ensures there is appropriate support for each Special Education student. S/he ensures supervisors have the necessary experience and skills to fulfil their role. The Principal is responsible for decisions relating to claims of grievance or harassment, for the resolution of disputes and for decisions about the withdrawal of a Special Education student from the placement.

Mentors

Your mentor can include principals, deputy principals, special education teachers, coordinators and other qualified teacher colleagues. It is expected that they will be responsible for the observation of the Special Education student while undertaking Special Education Professional Practice in a school or other educational setting. It is hoped that the mentor will model quality teaching and learning practice including a knowledge of subject content to be taught and how students learn, of effective planning, programming and student assessment, and effective interpersonal and communication skills. Given the responsiveness of this course it is up to the student to build a rapport and communicate with their selected mentors. Your course coordinator expects to view observation notes as they are to be submitted with your second assignment.

Special Education Student

Attendance

The student must attend school for the allocated 25 full days required and be involved in class and other aspects of the school's program. The Evidence of Professionalism Form and Attendance Record need to be signed by the Supervising Teacher.

If for any reason you are unable to complete the required 25 days, please let your course coordinator Joanne Danker know as soon as possible on j.danker@unsw.edu.au.

Pre-placement responsibilities

Please familiarise yourself with the course expectations and attend the compulsory introductory meeting.

Please complete your InPlace profile:

1. Please login to InPlace, use your zID and usual password at <https://placements.unsw.edu.au>
2. In **InPlace** complete your profile and allocation information (including your current workplace if you intend to undertake your placement there, and agreed start and end dates)
 - Inform your course coordinator and the Work Integrated Learning (WIL Ed) office if you need assistance in finding a special education placement.
3. Upload your compliance documentation in **InPlace**. A list of the compliance documentation can be found below.

All students undertaking placement in a primary or secondary school, including those already working as a teacher, must provide the mandatory compliance documentation required for all school-based placement via InPlace for verification prior to commencing the placement:

- [Working With Children check](#) (provide the number and expiry date)
- [The Child Protection Awareness Training \(CPAT\)](#). Upload your training Certificate. **Please note this training only needs to be completed once.**
- [Mandatory Child Protection Update](#). Note there is an annual update; please ensure you complete the training for the current year.
- [ASCIA-Anaphylaxis E-Training Course](#) Upload your training Certificate.

- **[Working With Children Check Declaration for Child-Related Work – Tertiary Practicum Students.](#)**
A screenshot of the confirmation email once the 'Tertiary Practicum Student Application Form' has been verified by the probity unit.
 - If are employed in a DoE school you should already be registered with the Probity Unit; if you do not have a verification email from the Probity Unit, you can follow up with them to request a copy at: wwcc@det.nsw.edu.au or call 02 7814 3825.
 - If you are employed in a non-DoE school and have never worked for the DoE, please contact the WIL Office at professionalexperience@unsw.edu.au or (02) 9385 9388 to discuss your circumstances
- **[Pre-Service Teacher Acknowledgement.](#)** Confirm in InPlace that you have read and understood the Pre-Service Teacher Acknowledgement and **[Code of Conduct.](#)**
- **[Sexual Misconduct Training](#)** This is new training which does need to be completed before your commence placement. You can access the training by self-enrolling at: <https://moodle.telt.unsw.edu.au/course/view.php?id=66296> **Student key:** Misconduct

During placement Responsibilities

- *Ensure you are well briefed on the WHS policies and procedures within the school.*
- *Arrange a school visit with the course coordinator as soon as possible.*
- *Ensure your course expectations are made explicit including the importance of professional interaction and involvement with other staff and the broader school community.*
- *Communicate immediately with the course coordinator if any concerns arise.*

The School of Education expects that students will always demonstrate professionalism. Specifically:

- *Be punctual*
- *Use appropriate language at all times*
- *Dress professionally (males- shirt and trousers, females- skirts/dresses no shorter than knee length or dress pants/slacks, no low necklines, body piercings removed and tattoos concealed (if possible)*
- *Respect the need for confidentiality of personal/academic information of students*
- *Respect the school culture/ethos*
- *Adhere to all school policies, including the non-use of mobile phones during class time*
- *Understand that the possession of and/or use of drugs/alcohol is illegal and will result in immediate termination of placement*
- *Smoking is not permitted on school premises*
- *Complete all tasks and requirements by dates specified*
- *You must attend school for the full day every day of the 25 days Professional Practice placement*

Post Placement

Ensure that the Attendance Record and Evidence of Professionalism have been completed and signed by the Teacher Education Student and the Supervising Teacher. These forms are to be submitted as part of a course assessment. please check your EDST5118 Course Outline for further information.

Work Integrated Learning Office

The Work Integrated Office is responsible for organising and confirming all placements. The Office communicates with a wide range of DoE, Independent and Catholic schools and accredited language institutes to seek placements.

The Work Integrated Learning staff maintain accurate records. As part of the enrolment process in this course, Special Education students are required to fill in a profile through the [InPlace](#) system and provide information such as prior experience, teaching qualifications, subject methods, residential address, mode of transport and high school attended. This information is used by the Work Integrated Learning Office to allocate students to a suitable school for their placement if they require assistance in sourcing a placement.

Placement activities may link to students' assessment for their course; therefore, the WIL Office will endeavour to align placement start and end dates with the assignment due dates for the course. For self-

sourced placements, the WIL Office recommends commencing the placement period as early as possible in the enrolment term to ensure any placement activities align with related assessment due dates.

Concerns about performance

If there is concern the Special Education student will not meet the expected standards by the end of the placement, the student is at risk of failure. Please refer to the [Concerns Regarding Student](#) and, if required, the [Process for Students Requiring Additional Support and/or At Risk of Failure](#) documents to determine the next steps required.

There needs to be an open discussion with all concerned. The UNSW Liaison (usually the Course Convenor) should be contacted immediately. Often, timely intervention can lead to improved performance.

Unprofessionalism

In an extreme situation of demonstrated unprofessionalism, the university may withdraw the Special Education student immediately from the school or organisation. This may happen if the Special Education student demonstrates:

1. Inability to cooperate with staff and work effectively in the school environment
2. Attitudes and actions antithetical to the profession of teaching
3. Absence from Special Education Professional Practice without adequate explanation or documentation

Schools can ask for a Special Education student to be withdrawn from the school based on unprofessional behaviour. Special Education students who receive an 'Unsatisfactory' grade due to unprofessionalism will need to "show cause" as to why they should be allowed to re-enrol. In the first instance, this is referred to the Course Coordinator, who may consult with the Head of School to determine further action.

Loss of Special Education Professional Practice due to industrial action of one day or part of a day that occurs in a school will need to be made up, as will any absences due to ill-health or carer responsibilities.

Appendix 1 - Attendance Record



INSTRUCTIONS

This report is to be submitted as part of a course assessment; please refer to EDST5118 Course Outline for further information.

STUDENT DETAILS

Name	Student ID
Supervising Teacher	UNSW Program
School	

Please check appropriate boxes: Professional Engagement INSTEP MTP INSTEP MTS
 PE1 PE2/Internship Advanced Professional Practice

Please note in the event that a public holiday falls within the scheduled placement dates, the public holiday does not count towards the total number of professional experience days for the Teacher Education Student. In this case, please include the public holiday on this form.

Please record any absences on this form and mark the day 'absent'. Make sure to include the scheduled make-up day on this form as well. Include the total number of absences and negotiated make-up days in the relevant boxes below.

TEACHING, OBSERVATION AND OTHER DUTIES

Day	Date	Time In	Time Out	*STS	Day	Date	Time in	Time Out	*STS	Day	Date	Time In	Time Out	*STS
Day 1					Day 18					Day 35				
Day 2					Day 19					Day 36				
Day 3					Day 20					Day 37				
Day 4					Day 21					Day 38				
Day 5					Day 22					Day 39				
Day 6					Day 23					Day 40				
Day 7					Day 24					Day 41				
Day 8					Day 25					Day 42				
Day 9					Day 26					Day 43				
Day 10					Day 27					Day 44				
Day 11					Day 28					Day 45				
Day 12					Day 29					Day 46				
Day 13					Day 30					Day 47				
Day 14					Day 31					Day 48				
Day 15					Day 32					Day 49				
Day 16					Day 33					Day 50				
Day 17					Day 34									

*Fourth Column named STS = Supervising Teacher Signature

Total days Number of days absent Negotiated days of making up absences

NOTE: Please sign and date this form on the final day of the placement.

Student Signature	Date
Supervising Teacher Signature	Date

Appendix 2 - Evidence of Professionalism



Instructions to SUPERVISING TEACHER				
<p>This report is to be completed after the student has completed their 25 days of professional practice. Students are to be assessed for each Standard/requirement as either:</p> <p>ND – Not Demonstrated; D – Demonstrated; E – Exceeds expectations (please tick)</p> <p>Upon completion, this document is to be returned to the student for submission with a course assessment.</p>				
Details of Student				
Name				
Student ID		School/Organisation:		
Supervising Teacher				
Date of Visit				
STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN		ND	D	E
1.1.2 Use teaching strategies based on knowledge of students’ physical, social and intellectual development and characteristics to improve student learning.				
1.2.3 Expand understanding of how students learn using research and workplace knowledge.				
1.3.3 Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.				
1.4.3 Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.				
1.5.3 Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.				
1.6.3 Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.				
Comments:				
STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT		ND	D	E
2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.				
2.2.2 Organise content into coherent, well-sequenced learning and teaching programs.				
2.3.2 Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements				
2.4.2 Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.				
2.5.2 Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement.				
2.6.2 Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.				
Comments:				

STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING	ND	D	E
6.1.2 Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.			
6.2.2 Participate in learning to update knowledge and practice targeted to professional needs and school and/or system priorities.			
6.3.2 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.			
6.4.2 Undertake professional learning programs designed to address identified student learning needs.			

Comments:

STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

ND	D	E
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7.1.2 Meet codes of ethics and conduct established by regulatory authorities, systems and schools.			
7.2.2 Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.			
7.3.2 Establish and maintain respectful collaborative relationships with parents/ carers regarding their children’s learning and wellbeing.			
7.4.2 Participate in professional and community networks and forums to broaden knowledge and improve practice.			

Comments:

PERSONAL LANGUAGE COMPETENCIES

The student can use the English language appropriately and accurately to communicate and manage interactions with students and colleagues effectively both inside and outside the classroom

Satisfactory Unsatisfactory

Comments by Supervising Teacher

Please provide a comment on the degree of professional engagement that you observed in the ADVANCED student:

Supervising Teacher’s name

Signature _____ Date

Student's name

Student's signature _____ **Date**

Appendix 3 - Lesson Plan Template



INSTRUCTIONS

This Standard Lesson Plan Template is to be completed for every lesson taught during the Professional Experience Placement.

LESSON DETAILS

Teacher Education Student				School	
Lesson duration		Topic		Date	
Lesson Title/Focus					
Learning Intentions (at the end of this lesson students will... knowledge, skills, attitudes, understandings)					
Assumed Knowledge (i.e., topic, conceptual understandings, language structures and features, literacy and numeracy skills)					
Syllabus Outcomes					
Differentiation					
Resources					

TEACHING AND LEARNING SEQUENCE

Timing	What teacher does and says	What students do and say	Assessment strategies
Introduction			
Body			
Conclusion			
<p>Lesson Reflection: Consider – purpose and outcomes achieved, student engagement, questioning and discussion points clearly articulated, grouping, catered for individuals, timing</p>			

Appendix 4 - UNSW School of Education Lesson Feedback and Reflection Form for Supervising Teacher and UNSW Liaison



Name of observer		Supervising teacher		University Liaison	
Course: PE1 PE2/Internship Advanced Professional Practice					
Teacher Education Student					
Date		Year		Subject	

UNSW Teacher Education Students highlight one to three criteria from the following graduate standard descriptors as their goals for this lesson. Please note these criteria are only a selection of criteria that can be assessed within a lesson and the ensuing post- lesson discussion. The complete set of graduate standard descriptors in the final report can be assessed using other artefact such as lesson plans, professional conduct and interactions outside of the classroom. [Consult these exemplars](#) to calibrate the assessment of your proficiency.

Criteria	Criteria
Demonstrate understanding of research into how students learn and the implications for teaching (1.2.1)	Evaluates and improve teaching plans (3.6.1)
Knows content area (2.1.1)	Supports student participation (4.1.1)
Selects and organises content (2.2.1)	Manages classroom activities (4.2.1)
Structures and sequences lessons (2.3.1)	Manages challenging behaviour (4.3.1)
Demonstrate understanding of and respect for ATSI histories, cultures and languages (2.4.1)	Assesses student learning (5.1.1)
Incorporates literacy and numeracy strategies (2.5.1)	Provides feedback (5.2.1)
Establishes learning goals (3.1.1)	Makes consistent and comparable teacher judgments (5.3.1)
Uses a range of teaching strategies (3.3.1)	Understand the relevant sources of professional learning for teachers (6.2.1)
Uses effective classroom communication (3.5.1)	Seek and apply constructive feedback from supervisors and teachers (6.3.1)

REALITY

Give medal (what they did well) and mission (where next) feedback on the TES achievement of the 1- 3 goals for this lesson chosen from the above table. Discuss these judgments with the TES in the post- lesson conference that is a dialogue based on your judgments and their critical reflection on the lesson that refers to their impact on student learning.

OPTIONS (A POST LESSON DISCUSSION BETWEEN THE OBSERVER AND THE TES)

Examine the evidence from the previous section as well as looking at student work samples if they are available. Use the following questions as a scaffold for the discussion.

Did you achieve your goal? Cite evidence of student learning.

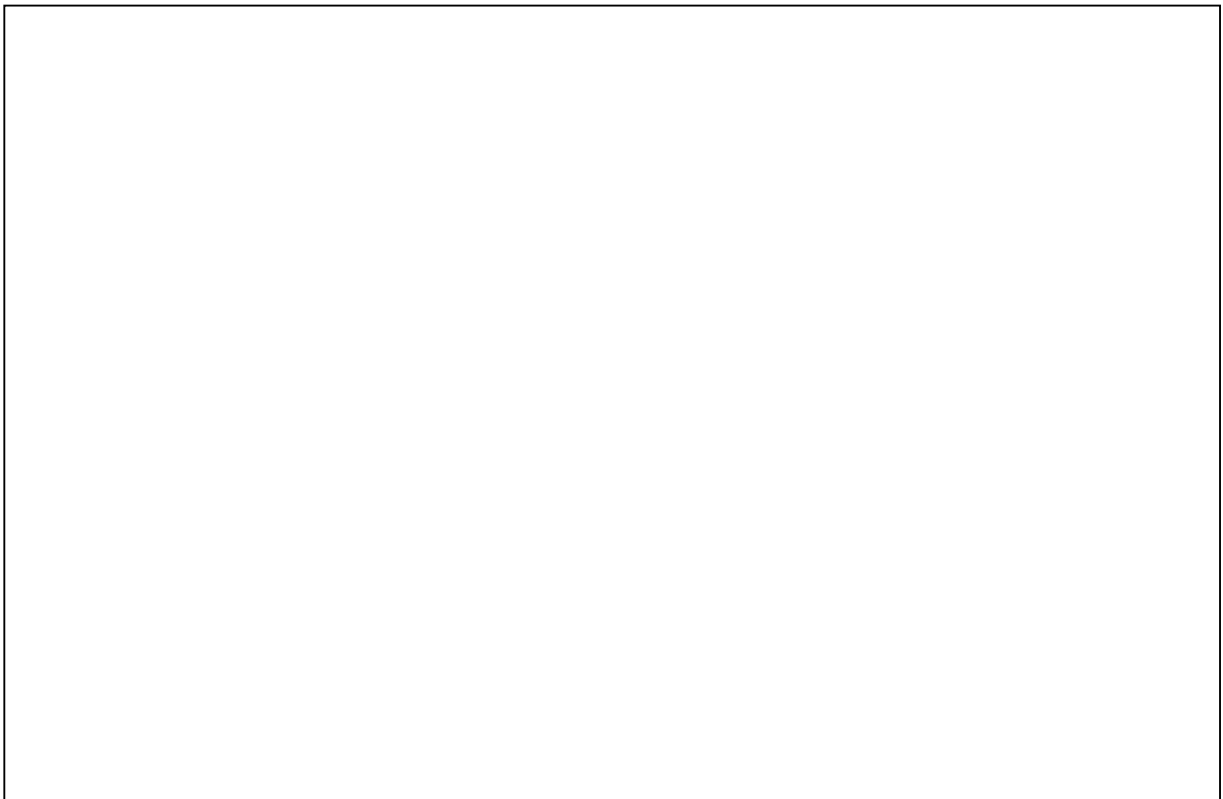
If you taught this lesson again to this class what would you do differently and why?

WHERE NEXT? (TO BE COMPLETED BY THE TEACHER EDUCATION STUDENT)

For these students in the next lesson...

A large, empty rectangular box with a thin black border, intended for a teacher education student to write their reflections on the students in the next lesson.

For you as the teacher: what professional learning goal do you need to focus on in your next lesson with their class?

A large, empty rectangular box with a thin black border, intended for a teacher education student to write their professional learning goal for the next lesson.

Appendix 5 - 25 Day Self-Reflection Template



Instructions: For each of the 25 days, students reflect and write a short paragraph on the following:

- **Goal:** What was your goal for that lesson/day?
- **Reality:** What actually happened? Use data from student work samples, your observations or those of your peers.
- **Options:** Engage in critical reflection. Examine the student work samples and the evidence from the previous section. Did you achieve your goals? Cite evidence for this. If you taught this lesson again to this class, what would you do differently and why. What were the key moments in the lesson when you might have adapted your practice in response to the student learning happening at the time?
- **What's Next:** Consider the next steps for these students in the next lesson. What do you need to focus on in your next lesson with this class?

Day 1
Goal: Reality
Options:
What's Next:
Day 2
Goal: Reality
Options:
What's Next:
Day 3
Goal: Reality
Options:
What's Next:

Day 4

Goal:

Reality

Options:

What's Next:

Day 5

Goal:

Reality

Options:

What's Next:

Day 6

Goal:

Reality

Options:

What's Next:

Day 7

Goal:

Reality

Options:

What's Next:

Day 8

Goal:

Reality

Options:

What's Next:

Day 9

Goal:

Reality

Options:

What's Next:

Day 10

Goal:

Reality

Options:

What's Next:

Day 11

Goal:

Reality

Options:

What's Next:

Day 12

Goal:

Reality

Options:

What's Next:

Day 13

Goal:

Reality

Options:

What's Next:

Day 14

Goal:

Reality

Options:

What's Next:

Day 15

Goal:

Reality

Options:

What's Next:

Day 16

Goal:

Reality

Options:

What's Next:

Day 17

Goal:

Reality

Options:

What's Next:

Day 18

Goal:

Reality

Options:

What's Next:

Day 19

Goal:

Reality

Options:

What's Next:

Day 20

Goal:

Reality

Options:

What's Next:

Day 21

Goal:

Reality

Options:

What's Next:

Day 22

Goal:

Reality

Options:

What's Next:

Day 23

Goal:

Reality

Options:

What's Next:

Day 24

Goal:

Reality

Options:

What's Next:

Day 25

Goal:

Reality

Options:

What's Next:

Appendix 6 - Reflective Problem-Solving Diary - Teaching as Inquiry Action Plan Template



Class:

Date:

Instructions: Answer all of the questions in the template.

<p>Focusing Inquiry</p> <p>What is important (and therefore worth spending time on) given where my students are at?</p>
<p>What is not working well? What do I want to change?</p> <p>What is the evidence – achievement data, student learning dispositions, student engagement or behaviour, teacher practice?</p>
<p>Teaching Inquiry</p> <p>What strategies (evidence-based) are most likely to help my students learn?</p>
<p>Strategies for improvement</p> <p>What does the research say?</p> <p>Which strategies are known to have the greatest impact on student learning? What can I do right now?</p> <p>What do I need additional support with? What will I choose to work on first?</p> <p>What do the students think? How will I let them know we are trying something new? Do I want to try out strategies with a group of students or the whole class?</p> <p>What goals do I want to set – teaching practice, student achievement?</p>
<p>Learning Inquiry/Evaluation</p> <p>What has happened as a result of the changes in teaching, and what are the implications for future teaching?</p>
<p>What evidence do I have that these strategies have been effective – achievement data, student learning dispositions, student engagement and behaviour, teacher practice? If the strategies have been effective, what are my next steps?</p> <p>How will I sustain the effective practices?</p> <p>What is my new inquiry focus? What new goals do I want to set? What can I do if things do not work?</p> <p>What different approach to the problem could I try? Should I ask the students?</p> <p>Which other teachers can I talk to?</p> <p>Who can I ask to peer observe in my classroom?</p> <p>How can I organise to video my practice, so I can analyse it? What other strategies might I use?</p>