

# Action Research as Practitioner Inquiry

Phase	Type		Themes
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Early</li> <li><input checked="" type="checkbox"/> Implementation</li> <li><input checked="" type="checkbox"/> Consolidation</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Strategy</li> <li><input type="checkbox"/> Tool</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaboration &amp; teamwork</li> <li><input checked="" type="checkbox"/> Curriculum</li> <li><input checked="" type="checkbox"/> Design affordances</li> <li><input checked="" type="checkbox"/> Design &amp; process</li> <li><input checked="" type="checkbox"/> Evaluation</li> <li><input checked="" type="checkbox"/> Leadership &amp; change</li> <li><input checked="" type="checkbox"/> Pedagogy</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional development &amp; support</li> <li><input checked="" type="checkbox"/> School structures &amp; organisation</li> <li><input checked="" type="checkbox"/> Spatial competencies</li> <li><input checked="" type="checkbox"/> Student experience</li> <li><input checked="" type="checkbox"/> Teacher experience</li> <li><input checked="" type="checkbox"/> Technology</li> <li><input checked="" type="checkbox"/> Time</li> </ul>

## What does this do?

Action research is a research methodology that can be helpful as educators look for ways to make changes in their learning environment and is also an important part of their professional development. It is characterised by a focus on research done by educators themselves, usually with a view to evaluate and improve their practice. Action research usually involves the identification of a problem, determining the needs or methods of data collection, collection and analysis of data, creation of an action plan, description of the use of the findings, creating a report as well as a future plan. The process is usually cyclical, and each step is vital in ensuring professionalism, completeness as well as validity of the action research.

## How can it help?

Action research in the context of innovative learning environments can be powerful to enact changes as educators possess very specific knowledge about the learning dynamics in their own learning spaces. It is a highly valuable form of teacher-driven professional development, which enables educators to focus on one aspect of their practice (consequently making change manageable), promote purposeful collaboration, and can be a useful vehicle for influencing school and system change.

## An example in practice

The Australian Science and Mathematics School in Adelaide, Australia undertook a year-long action research project with a cross disciplinary teams of three educators. The project links to the Australian Institute for Teaching and School Leadership (AITSL) professional standards and overarching school priorities. Teams began with a research question and/or statement of objective to investigate an educational issue, in this case one that is related to teaching and learning in innovative learning environments. The project culminated with a presentation containing recommendations for improvements at the end of the year.

## Where can I find this?<sup>1</sup>

The Plans to Pedagogy program provides examples of action research relevant to supporting educators transition into innovative learning environments: <https://sites.research.unimelb.edu.au/learn-network/projects/plans-to-pedagogy-p2p> [Correct as at 29 April 2020].

1. All Spatial Transition Pathway ‘Strategies and Tools’ are licensed under a Creative Commons Attribution-Non Commercial 4.0 International License and available from [iletc.com.au](http://iletc.com.au)

