

## Action Research Planning Template

School:

Teacher:

Year level:

### 1. Broad Aim (highlight one or more focus area and one or more focus stem)

**Authentic Learning:** To investigate ways to improve student capability to implement authentic learning including

- Student ability to identify the issues, concerns and interests that could become the focus of learning
- Student ability to group common issues, concerns and interests into themes that have learning significance
- Student ability to identify within these themes key knowledge, attitudes, values and skills that could be addressed through a programme of work
- Student ability to prepare learning intentions for a programme of work
- Student ability to identify key learning intentions that will be assessed during the programme of work
- Student ability to develop assessment criteria for these key learning intentions

**Managing Self:** To investigate ways to improve student capability to manage self including

- Student understanding of self including who they are, where they come from, where they belong, and where they are going
- Student understanding of intelligence and creativity including how people learn, what helps people learn and what the different levels of learning are
- Student understanding of what it means to be part of a learning community
- Student awareness of and ability to use key learning tools for their achievement level (e.g. organisational tools, process tools, thinking tools, learning habits, technology, presentation tools, etc)

**Participating and Contributing:** To investigate ways to improve student capability to participate and contribute including

- Student inter and intrapersonal skills
- Student ability to work cooperatively in a group
- Student ability to act on the outcome of their learning



**2. Research questions (what are the questions you are trying to answer through the research?)**

***Implementation:***

***Engagement:***

***Knowledge:***

***Competency:***

**3. Method (what will you do with your students?)**

**4. Data gathering and analysis (what will you measure?)**

(a) **student engagement** - administer swell student engagement self evaluation survey at end of project

(b) **student knowledge** - administer assessment at the beginning and end of project using following success criteria

		Knowledge success criteria
An <b>EXPERT</b> is self aware	<b>8. proficient</b> Be aware of own strengths and weaknesses in utilising knowledge and be able to plan how to improve knowledge <b>7. Beginning</b>	
A <b>PRACTITIONER</b> can utilise	<b>6. proficient</b> Be able to analyse how best to apply the knowledge then utilise the knowledge to help you learn <b>5. Beginning</b>	
An <b>APPRENTICE</b> can comprehend	<b>4. proficient</b> Be able to describe the characteristics of information and represent this to someone else <b>3. Beginning</b>	
A <b>NOVICE</b> Can retrieve	<b>2. proficient</b> Be able to retrieve information without significant error <b>1. Beginning</b>	

(c) **student competency** - administer assessment at the beginning and end of project using following success criteria

		Competency success criteria
An <b>EXPERT</b> is self aware	<b>8. proficient</b> Be aware of own strengths and weaknesses in utilising skill and be able to plan how to improve skill <b>7. Beginning</b>	
A <b>PRACTITIONER</b> can utilise	<b>6. proficient</b> Be able to analyse how best to apply the skill then utilise the skill to help you learn <b>5. Beginning</b>	
An <b>APPRENTICE</b> can comprehend	<b>4. proficient</b> Be able to describe the characteristics of skill and represent this to someone else <b>3. Beginning</b>	
A <b>NOVICE</b> Can retrieve	<b>2. proficient</b> Be able to use the skill without significant error <b>1. Beginning</b>	