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Titolo	Engaging with educational change : voices of practitioner inquiry // Alma Fleet, Katey De Gioia and Catherine Patterson with Sandra Cheeseman, Debra Clarke, Katey De Gioia, Sheila Degotardi, Fay Hadley, Kate Highfield, Kate O'Brien, Franceyn O'Connor, Anthony Semann and Rod Soper
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Descrizione fisica	1 online resource (206 p.)
Disciplina	370.994
Soggetti	Action research in education - Australia Early childhood education - Australia Education, Primary - Australia Educational change - Australia Professional learning communities - Australia Teachers - In-service training - Australia
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Landscapes of educational change -- Principles of inquiry-based practice -- Gathering and building on data -- Redesigning pedagogy in the early years of primary school : an employer speaks -- Stories from school : when things go well -- Stories from schools : when issues arise -- Embracing the unexpected : professional inquiry as a source of inspiration -- Stories of pedagogical leadership : collaborative professional learning -- Sustaining practitioner inquiry projects : frustrations and achievements -- Facilitating the facilitators : working together for change -- A system change process : practitioner inquiry as a social practice -- Professional learning through practitioner inquiry : springboarding the future.

Including narratives of practice across diverse Australian settings, *Engaging with Educational Change* fills a gap in the current educational change literature. Building on the experience of the authors and their colleagues, this book illustrates the power of practitioner inquiry to facilitate positive, practice-improving change and suggests how others might use this methodology to extend current thinking and evaluation. The book includes the voices of practitioners and academics working with a diverse range of age groups and settings across public and private educational contexts, including primary schools, preschools and childcare centres. This multi-perspective real research helps inform and inspire people from a range of backgrounds and expertise who want to facilitate practitioner inquiry initiatives themselves. The book begins by introducing practitioner inquiry, exploring the principles of inquiry-based practice and issues of data alongside the landscapes of educational change. Chapters in part two then offer real-life case studies highlighting experiences of using practitioner inquiry or supporting those working with these methods to improve educational practice and ultimately the outcomes for children. The chapters include case studies of pedagogical leadership and the exploration of issues related to sustaining educational change. The final section concludes the book by critically reflecting upon practitioner inquiry and providing guidance for those interested in this change methodology. Investigating issues that arise during implementation of practitioner inquiry initiatives, *Engaging with Educational Change* provides both critique and assistance for students and practitioners applying the process in their own settings
