UNSW SYDNEY

Arts & Social Sciences

School of Education

EDST5127
Coaching and Mentoring in Educational
Leadership

Term 1, 2020

Contents

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. **LOCATION**

Faculty of Arts and Social Sciences
School of Education
EDST 5127 Coaching and Mentoring in Educational Leadership (6 units of credit)
Term 1, 2020

2. **STAFF CONTACT DETAILS**

Course Coordinator: Dr Hoa Nguyen
Office Location: G37 Morven Brown
Email: hoa.nguyen@unsw.edu.au
Phone: 9385 8349
Availability: Please email to arrange an appointment

3. **COURSE DETAILS**

Course Name	Coaching and Mentoring in Educational Leadership
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html
Room JGoodsLG21	Saturday 9.30-16.00 Week 2 (29/2) Week 3 (7/3) Week 4 (14/3) Week 9 (18/4)

SUMMARY OF COURSE
The focus of this course is on the role that learning conversations, mentoring and coaching can play in the development of teachers. Models and perspectives on coaching and mentoring will be explored as well as the development of listening and reflection skills. Action research by students will provide feedback on the various models of mentoring and coaching.

AIMS OF THE COURSE
The overall aims of the course are to enable teachers to understand the role that coaching and mentoring play in professional learning in schools and other educational institutions. The course is divided into four sections:

1. This section will focus on understanding the role and processes involved in coaching in schools. This includes the applications of coaching and how coaching works. There is an emphasis on developing participants' practical skills in coaching. This will focus on extending and deepening participants' capacity to lead coaching in their schools
2. This section will focus on understanding the role of professional learning through mentoring and coaching in schools and the importance of reflection on, in and for practice. Participants will learn the methodology of action research and design a practical action research study involving them in mentoring and/or coaching in their own leadership.
3. This section will focus on understanding the role and processes involved in mentoring in schools. This includes the place of the learning conversation, applications of mentoring and how mentoring works. There is an emphasis on developing participants' practical skills in mentoring. This will focus on extending and deepening participants' capacity to lead mentoring in their schools
4. This section will provide students with the opportunity to share their action research with members of the class. It will also address the issue of feedback and challenging conversations, especially being able to give and receive effective feedback for their own and others' professional growth.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- More information about the assessment requirements for this course is included
- Changes in assessment 2
- Access to reading materials

STUDENT LEARNING OUTCOMES

Outcomes		Assessment(s)
1	Identify and develop the knowledge and skills necessary for effective mentoring and coaching in schools	1,2,3
2	Demonstrate their ability to critically reflect on their own experience of coaching and mentoring in schools	1,2, 3
3	Demonstrate their ability to critically reflect on the application of their learning to their school context	1,2,3
4	Demonstrate an understanding of action research methodology and an ability to apply the theory to their own workplace	1,2,3

PROGRAM LEARNING OUTCOMES

Capability		Assessment (s)
1	**Advanced disciplinary knowledge and practices** Demonstrate an advanced understanding of the field of 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.	1,2,3
2	**Enquiry-based learning** Demonstrate 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.	1,2,3
3	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem solving skills	1,3
4	**Communication, adaptive and interactional skills** Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	2
5	**Global outlook** Demonstrate an understanding of international perspectives relevant to the educational field	1,3
6	**Ethics** Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1,2,3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course will enable students to develop an understanding of the role that coaching and mentoring play in developing Educational Leaders. The course involves a detailed study of the theory, research and practice associated with this topic as well as the opportunity to complete an action research project.

5. TEACHING STRATEGIES

This course will be taught with a strong emphasis on student participation. Students will be provided with online material and references to research journals which they will be expected to read prior to each session. Students will have the opportunity of sharing their ideas with each other in an online discussion group. Various activities, e.g. practice coaching in pairs and triads, small group discussions and other practical activities will engage students and enable a deeper understanding of the related issues. One class presentation, with supporting minor paper, and one extended paper will require students to lead a coaching process in their schools, using action research methodology, then reflect on its impact and any leadership implications.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic
Week 2(Saturday) 29/2/2019	• Introductions, course overview and definitions. Setting learning goals • Introduction to coaching and mentoring • Coaching and Mentoring for leadership development in schools • Models of coaching • Focusing the coaching relationship • Coaching and Coaching skills • Coaching Culture: opportunities, challenges regarding 'coaching cultures' and the current research
Week 3(Saturday) 7/3/2020	• Professional learning in schools and action learning/research • Professional learning through mentoring and coaching • Action learning/ research • Action research in education • The methodology and theory of action research • Planning for the action research study • Reciprocal coaching for leadership of the project
Week 4(Saturday) 14/3/2019	• Models of mentoring • Mentoring functions/strategies • Mentoring relationships • What makes an effective mentor and effective mentee? • Matching mentors and mentees • Setting up the mentoring program • Mentoring skills
Week 9 (Saturday) 18/4/2019	• Mentoring (continued) • Reflection and feedback with teacher development • Feedback/professional conversations • Students' discussion on their proposed Coaching/mentoring program • Reflect on the strengths and areas for future development • Increase awareness of the role and nature of coaching methodology • Increase capacity to use feedback for professional growth • Module review and learning summary

7. RESOURCES

See Moodle for further information

Recommended Reading

- Robertson, J. (2016). *Coaching leadership: building educational leadership capacity through coaching partnership* (Second edition. ed.). Wellington, New Zealand: Wellington, New Zealand: NZCER Press.
- Fletcher, S., & Mullen, C. A. (Eds.). (2012). *SAGE handbook of mentoring and coaching in education*. London: Thousand Oaks.

Further Readings

Section 1

- Averill, R., Drake, M., Anderson, D., & Anthony, G. (2016). The use of questions within in-the-moment coaching in initial mathematics teacher education: enhancing participation, reflection, and co-construction in rehearsals of practice. *Asia-Pacific Journal of Teacher Education, 44*(5), 486-503. doi:10.1080/1359866X.2016.1169503
- Barlow, L. (2005). Effective structuring of coaching: using five questions. *Development and Learning in Organizations: An International Journal, 19*(6), 11-12. doi:10.1108/14777280510624268
- Clutterbuck, D. (2010). Coaching reflection: the liberated coach. *Coaching: An International Journal of Theory, Research and Practice, 3*(1), 73-81. doi:10.1080/17521880903102308
- Drake, D. B. (2011). What do coaches need to know? Using the Mastery Window to assess and develop expertise. *Coaching: An International Journal of Theory, Research and Practice, 4*(2), 138-155. doi: 10.1080/17521882.2011.596486
- Fletcher, S. (2007). Educational research mentoring and coaching as co-creative synergy. *International Journal of Evidence Based Coaching and Mentoring, 5*(2),3-11, Available from http://ijebcm.brookes.ac.uk/documents/vol05issue2-reflections-01.pdf
- Gormley, H., & van Nieuwerburgh, C. (2014). Developing coaching cultures: a review of the literature. *Coaching: An International Journal of Theory, Research and Practice, 7*(2), 90-101. doi:10.1080/17521882.2014.915863
- Kraft M.A, Blazar D., Hogan D. (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. *Review of Educational Research, 88*(4), 547-588.
- Lindon, J. (2011). Creating a culture of coaching: Upskilling the school workforce in times of change. NCSL Research associate full report. Spring 2011. Available: http://dera.ioe.ac.uk/2980/1/download%3Fid%3D147562%26filename%3Dcreating-a-culture-of-coaching-full-report.pdf
- Lofthouse, R., & Hall, E. (2014). Developing practices in teachers' professional dialogue in England: using Coaching Dimensions as an epistemic tool. *Professional Development in Education, 40*(5), 758-778. doi:10.1080/19415257.2014.886283
- Robbins, P. (2017). Peer Coaching to Enrich Professional Practice, School Culture, and Student Learning, *Educational Leadership*, 74(8), 8-9
- Robertson, J. (2016). *Coaching leadership: building educational leadership capacity through coaching partnership* (Second edition. ed.). Wellington, New Zealand: Wellington, New Zealand: NZCER Press. (Chapter 1)
- Stoll, L. (2010). Stimulating Learning Conversations. Keynote Paper presented to ACEL 2010 Conference Hosting and Harvesting.Available from http://www.cceam.org/index.php?id=207
- Stoll, L. (2012) Stimulating learning conversations*, Professional Development Today, 14* (4), 6-12

- Timperley, H. (2001). Mentoring conversations designed to promote student teacher learning. *Asia-Pacific Journal of Teacher Education, 2*9(2), 111-123.

Section 2

- **[Action research and coaching: Chapter 5](#) in**

  Robertson, J. (2016). *Coaching leadership: building educational leadership capacity through coaching partnership* (Second edition. ed.). Wellington, New Zealand: Wellington, New Zealand: NZCER Press.

- Groundwater-Smith, S. & Ewing, R. (2010). Seeing practice through practice: Learning through action research and action learning. In R.Ewing, T.Lowrie & J.Higgs (Ed.), T*eaching & Communication. Rethinking Professional Experiences* (pp. 237–246), Melbourne, Australia: Oxford University Press.

- Griffiths, K. & Campbell, M. (2009). Discovering, applying and integrating: The process of learning in coaching. *International Journal of Evidence Based Coaching and Mentoring, 7*(2), 16 - 30. Available: www.business.brookes.ac.uk/research/areas/coachingandmentoring
- Aubusson, P., Ewing, R., Hoban, G(2009). Gathering and learning from evidence. In P. Aubusson, R.Ewing,& G.Hoban. *Action Learning in schools: reframing teachers' professional learning and development*(pp.85-100). London: Routledge
- Robertson, Jan (2000) ' The three Rs of action research methodology: reciprocity, reflexivity and reflection-on-reality', *Educational Action Research, 8*(2), 307-326. Available: http://dx.doi.org/10.1080/09650790000200124
- Pomphrey, C., & Burley, S. (2012). Using mentoring and coaching for professional learning in UK secondary schools. In S. J. Fletcher & C. A. Mullen (Eds.), *The Sage Handbook of Mentoring and Coaching in Education* (pp. 295-307). London: Sage.
- Othman, N., & Chia, S. Y. (2014). Coaching in Action Research. *Journal of Empirical Studies, 1*(3), 98-104.
- Hoe, S. L. (2011). Action learning: reflections of a first-time coach. *Development and Learning in Organizations: An International Journal, 25*(3), 12-14. doi: 10.1108/14777281111125345

Section 3

- Orland-Barak, L. (2014). Mediation in mentoring: A synthesis of studies in Teaching and Teacher Education. *Teaching and Teacher Education, 44,* 180-188. doi: https://doi.org/10.1016/j.tate.2014.07.011
- Korhonen, H., Heikkinen, H. L. T., Kiviniemi, U., & Tynjälä, P. (2017). Student teachers' experiences of participating in mixed peer mentoring groups of in-service and pre-service teachers in Finland. *Teaching and Teacher Education, 61*, 153-163. doi: https://doi.org/10.1016/j.tate.2016.10.011
- Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education, 25*(1), 207-216.
- Kram, K. E. (1983). Phases of the mentor relationship. *The Academy of Management Journal, 26*(4), 608-625.
- Kram, K. E., & Isabella, L. A. (1985). Mentoring Alternatives: The Role of Peer Relationships in Career Development. *The Academy of Management Journal, 28*(1), 110-132.
- Mentoring : http://www.aitsl.edu.au/media-newsroom/multimedia-centre/detail/?id=mentoring
- Crasborn, F., Hennissen, P., Brouwer, N., Korthagen, F., & Bergen, T. (2011). Exploring a two-dimensional model of mentor teacher roles in mentoring dialogues. *Teaching and Teacher Education, 27*(2), 320-331.
- Clark, S. K., & Byrnes, D. (2012). Through the eyes of the novice teacher: perceptions of mentoring support. *Teacher Development, 16*(1), 43-54. doi: 10.1080/13664530.2012.666935
- Huizing, R. L. (2012). Mentoring together: A literature review of group mentoring. *Mentoring & Tutoring: Partnership in Learning, 20*(1), 27-55. doi: 10.1080/13611267.2012.645599

- Hudson, P. (2013). Feedback consistencies and inconsistencies: Eight mentors' observations on one preservice teacher's lesson. *European Journal of Teacher Education.*
- Tang, S. Y. F. (2012). Knowledge base of mentoring and mentoring preparation in S, Fletcher & C.A, Mullen (Eds.). *SAGE handbook of mentoring and coaching in education.* London: Thousand Oaks.

Section 4
- Spooner-Lane, R (2017) Mentoring beginning teachers in primary schools: research review, *Professional Development in Education, 43*(2), 253-273, DOI: 10.1080/19415257.2016.1148624
- Hudson, P. (2013) Mentoring as professional development: 'growth for both' mentor and mentee. *Professional Development in Education, 39*(5), 771-783
- Degenhardt, L (2013). Professional companioning: Support for leaders in managing the increasing complexity of their roles. *Leading and Managing. 19*(2),15-33
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist, 56*, 218-226.Available from http://fredrickson.socialpsychology.org/#publications
- Ajjawi, R., & Boud, D. (2015). Researching feedback dialogue: an interactional analysis approach. *Assessment & Evaluation in Higher Education, 42*(2), 1-14. doi:10.1080/02602938.2015.1102863
- Gormley, H., & van Nieuwerburgh, C. (2014). Developing coaching cultures: a review of the literature. Coaching: An International Journal of Theory, *Research and Practice, 7*(2), 90-101. doi:10.1080/17521882.2014.915863

Contact the Learning Centre UNSW if necessary, for advice and assistance on oral presentations.

e-learning Moodle

This course uses *Moodle* as its on-line environment. The following information will be available on the Course e-learning website:

- The course outline;
- All PowerPoint slides and handouts;
- Suggested references and readings;
- Assessment details;
- Discussion forum;
- Electronic submission box.

Please log into Moodle through: http://elearning.unsw.edu.au

If you have problems accessing Moodle, please contact the Support Help Desk on 9385-1333.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Date due
Task 1 Theory, research and practice related to learning conversations Minor research paper	2000-2500 words	40%	1,2,3,4	1,2,3,5,6	Friday 13th March/2020 By 5.00pm
Task 2 Poster Presentations on Action Research report /proposal	Seminar	Hurdle requirement	1,4	1,2,4,6	Saturday 18th April/2020 By 5.00pm
Task 3 Action Research Report/proposal Major research paper	3000-3500 words	60%	1,2,3,4	1, 2,3,5,6	Monday 27th April 2020 By 5.00pm

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Assessment Task 1:
Theory, research and practice related to learning conversations - Minor research-practice paper

The task consists of two parts:
- Students are required to discuss the key elements of a learning conversation and the potential impact of learning conversations on teacher learning, and how educational leaders can increase the power of learning conversations
- Students are to conduct a coaching and mentoring conversation and critically evaluate the role of questioning skills and listening skills in the conversation

Assessment Task 2:
Poster, Mini-Presentations on Action Research Report - seminar

As part of the requirement for EDST 5127 (Mentoring and Coaching in Educational Leadership), students are required to develop and present a poster that describes their mentoring/coaching program /Proposal they have conducted or will conduct in their workplace using action research methodology (See MOODLE for further information)

Assessment Task 3:
Action Research Report/Proposal - Major research paper

In this task students are required to submit a report which is intended to conduct in their workplace using action research methodology. Students are required to reflect critically and to observe the impact of this work on leadership capacity in the institution and link this to other research and literature reviewed in this course.
In case, students don't have opportunities to conduct an action research in their work place, students are required to submit an action research proposal which is intended to conduct in their workplace using action research methodology (see MOODLE for further information).

Student Name: Student No:

Assessment Task 1

SPECIFIC CRITERIA	(-) ———————————➤ (+)				
Understanding of the question or issue and the key concepts involved					
• Addresses the question/issue					
• Understanding of the question/issue					
• Understanding of relationship to relevant theory, research and practice					
• Information presented is relevant					
• Understanding of the complexities and interrelationships involved					
Depth of analysis and/or critique in response to the task					
• Depth of analysis					
• Well-reasoned arguments					
• Sound analysis of problem					
Familiarity with and relevance of professional and/or research literature used to support response					
• Appropriate research references to support responses					
• Sound range of research references					
Structure and organisation of the response					
• Appropriate nature of structural organisation					
• Logical and coherent structure					
• Clear presentation of ideas to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions					
• APA style for citations and references & complete reference list					
• Clarity and appropriateness of language style					

GENERAL COMMENTS

Lecturer   **Date**

Recommended: /20   (FL PS CR DN   HD)   Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Student Name: Student No:

Assessment Task 2

SPECIFIC CRITERIA - PEERS	(-)				→ (+)
Effectiveness of oral communication/delivery					
Understanding of question and key concepts involved					
Depth of analysis in response to the task					
Reference to relevant research					
Organisation and timing					
Quality of handout					

GENERAL COMMENTS – Peers

GENERAL COMMENTS - Lecturer

Student Name: Student No:

Assessment Task 3

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved					
• Addresses the question/issue					
• Understanding of the question/issue					
• Understanding of relationship to relevant theory, research and practice					
• Information presented is relevant					
• Understanding of the complexities and interrelationships involved					
Depth of analysis and/or critique in response to the task					
• Depth of analysis					
• Well-reasoned arguments					
• Sound analysis of problem					
Familiarity with and relevance of professional and/or research literature used to support response					
• Appropriate research references to support responses					
• Sound range of research references					
Structure and organisation of the response					
• Appropriate nature of structural organisation					
• Logical and coherent structure					
• Clear presentation of ideas to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions					
• APA style for citations and references & complete reference list					
• Clarity and appropriateness of language style					
GENERAL COMMENTS					

Lecturer   **Date**

Recommended: /20   (FL PS CR DN   HD)   Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**