



**UNSW**  
SYDNEY

Australia's  
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University



# **EDST5110**

Educational Leadership for Gifted Students

Semester Two // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Kerry Barnett	k.barnett@unsw.edu.au	Email for appointment	Room 106, Goodsell Building	9385-1986

### School Contact Information

School of Education  
Arts and Social Sciences  
Level 1, John Goodsell Building (F20)

**T:** +61 (2) 9385 1977

**E:** education@unsw.edu.au

**W:** education.arts.unsw.edu.au

### Attendance Requirements

#### Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

### Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Course Details**

**Credit Points 6**

### **Workload**

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

### **Summary of the Course**

In this course you will learn about leading the learning of gifted students. You will be introduced to current theory and research on the current context of education, successful leadership in schools, student thinking learning and effective teaching, relevant to gifted students. The course is designed to engage you in critical reflection of relevant theory and research to enable you to apply it to professional practice. The course is delivered in an online learning environment.

### **At the conclusion of this course the student will be able to**

1. Develop an advanced understanding of the current context of education, generally, and in particular, the education of gifted students.
2. Critically review the findings from recent theory and research on the context of gifted education and successful leadership, and apply these findings to a professional work context.
3. Synthesise and apply recent theory and research on successful leadership to a practical plan to guide practice in leading the learning of gifted students.

### **Teaching Strategies**

The course is delivered online and provides a flexible learning environment for students. Within this learning environment students will engage with course material through online lectures that incorporate material presented by a variety of experts in education. Online weekly activities will use a range of teaching strategies to encourage students to engage in critical thinking and problem solving in the application of current theory and research about leading the learning of gifted students to their own professional practice. Online discussion forums will allow students to engage in collaborative inquiry, challenging and refining ideas and sharing current practice. Self-directed reading will broaden student understanding of current theory and research in leading the learning of gifted students. The preparation of written assignments will draw on student reflection of current theory, research and practice, and assist in the dissemination of this learning to diverse work contexts.

## Australian Professional Graduate Teaching Standards

Standard	Description
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.1.2	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
1.1.3	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.3.2	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
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.
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.4.2	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
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.
1.6.3	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.
1.6.4	Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.

## Assessment

[Here you can outline any relevant information that was not included in AIMS but may prove helpful for your students. For example, you might provide details on the referencing system, links to previous student exemplars or the designated week in the course that you will discuss the assessment at length. Importantly, this section is an area for you to provide information that does not go through the approved governance structure.]

### Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Descriptive analysis of context	30%	2	1.1.1,1.1.2,1.1.3,1.1.5,1.2.1,1.2.5,1.2.6,1.3.1,1.3.2,1.3.3,1.3.5,1.4.1,1.4.2,1.4.3,1.4.5	13/08/2018 05:00 PM
Weekly forum posts	10%	2	1.1.1,1.1.2,1.1.3,1.1.5,1.2.1,1.2.5,1.2.6,1.3.1,1.3.2,1.3.3,1.3.5,1.4.1,1.4.2,1.4.3,1.4.5	Weekly (see Moodle)
Professional action plan	60%	3	1.1.1,1.1.2,1.1.3,1.1.5,1.2.1,1.2.5,1.2.6,1.3.1,1.3.2,1.3.3,1.3.5,1.4.1,1.4.2,1.4.3,1.4.5,1.6.3,1.6.4	08/10/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

### Assessment Details

#### Assessment 1: Descriptive analysis of context

**Start date:** 13/08/2018

**Details:** Describe and analyse the context of gifted education in your country or state. 1500 words  
Qualitative and quantitative feedback within 10 business days of submission.

#### Additional details:

Further details for this assessment task are available on Moodle.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

#### Assessment 2: Weekly forum posts

**Start date:** Weekly (see Moodle)

**Details:** Task 2 - Weekly forum posts 150-200 words This is a hurdle task. Qualitative feedback online within 10 business days of submission.

**Additional details:**

Further details on forum posts are available on Moodle.

**Turnitin setting:** This is not a Turnitin assignment

**Assessment 3: Professional action plan**

**Start date:** 08/10/2018

**Details:** Plan for addressing and identified challenge in gifted education in your professional context 3000 words Qualitative and quantitative feedback online within 10 business days of submission.

**Additional details:**

Further details for this assessment task are available on Moodle.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

# UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

## EDST5110

### Assessment Task: Descriptive analysis of context

Specific Criteria	(-)—————>(+)				
<p><b>Understand of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>◦ Understanding of the task and its relationship to relevant areas of theory, research and practice.</li> <li>◦ Clarity and accuracy in use of key terms and concepts in relation to context of education.</li> </ul>					
<p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>◦ Depth of understanding of key contextual factors operating at multiple levels currently shaping the education of gifted students explicitly raised in your Week 1 readings.</li> <li>◦ Depth of analysis of key contextual factors operating at multiple levels and identification of challenges and opportunities for education of gifted students.</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>◦ Inclusion of references from Week 1 essential readings.</li> <li>◦ Inclusion of recent literature beyond the essential readings to support response.</li> </ul>					
<p><b>Structure and organization of response</b></p> <ul style="list-style-type: none"> <li>◦ Appropriateness of overall structure of the description and analysis.</li> <li>◦ Clarity and coherence in organisation of response, including use of citations.</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>◦ Clarity, consistency, and appropriateness of writing conventions, including sentence structure, vocabulary use, spelling, punctuation.</li> <li>◦ Citations and reference list comply with APA (sixth edition) style.</li> <li>◦ Word count within +10% of 1500-word limit.</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					

Specific Criteria	(-)—————>(+)

**Lecturer**

**Recommended: /20 (FL PS CR DN HD) weighting : 20%**

NB: this ticks in the various boxes and 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.**



# UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

## EDST5110

Assessment Task: Weekly forum posts

Specific Criteria	(-)—————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and 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.**

# UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

## EDST5110

### Assessment Task: Professional action plan

Specific Criteria	(-)—————>(+)				
<p><b>Understand of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>◦ Understanding of the task and its relationship to relevant areas of theory, research and practice.</li> <li>◦ Clarity and accuracy in use of key terms and concepts in relation to leading the learning of gifted students.</li> </ul>					
<p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>◦ Demonstrate in-depth understanding of context, and professional action plan includes evidence-based response appropriate to solving contextual issues drawn from relevant weekly readings.</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>◦ Inclusion of references from relevant weekly readings.</li> <li>◦ Inclusion of recent literature beyond relevant, essential, weekly readings to support action plan</li> </ul>					
<p><b>Structure and organization of response</b></p> <ul style="list-style-type: none"> <li>◦ Appropriateness of overall structure for the action plan.</li> <li>◦ Clarity and coherence in organisation of response, including use of citations.</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>◦ Clarity, consistency, and appropriateness of writing conventions, including sentence structure, vocabulary use, spelling, punctuation.</li> <li>◦ Citations and reference list comply with APA (sixth edition) style.</li> <li>◦ Word count within +10% of 3000-word limit.</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					

**Lecturer**

**Recommended: /20 (FL PS CR DN HD)**

**weighting : 20%**

NB: this ticks in the various boxes and 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.**

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

## Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

### ***Task with a non-percentage mark***

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore  $17 - [25 (0.05 \times 3)] = 13.25$

### ***Task with a percentage mark***

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore  $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,
- \* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
O Week: 16 July - 20 July	Online Activity	Introduction (participants, lecturer, course)
Week 1: 23 July - 29 July	Online Activity	What is the context shaping the education of gifted students?
Week 2: 30 July - 5 August	Online Activity	What is known about student thinking and learning? How is this relevant to gifted students?
Week 3: 6 August - 12 August	Online Activity	What is known about effective teaching practices? How is this relevant to gifted classrooms?
Week 4: 13 August - 19 August	Online Activity	What do we know about leadership and learning? What do successful leaders do in most contexts?
Week 5: 20 August - 26 August	Online Activity	What are the characteristics and practices of leaders who enhance teaching and learning capacity?
Week 6: 27 August - 2 September	Online Activity	What are communities of professional practice for teachers?
Week 7: 3 September - 9 September	Online Activity	Supporting communities of professional practice for teachers.
Week 8: 10 September - 16 September	Online Activity	How do successful leaders support communities of professional practice for teachers?



## **Resources**

### **Prescribed Resources**

A comprehensive reading guide and links to essential readings is available on Moodle.

### **Recommended Resources**

A comprehensive reading guide is available on Moodle.

## **Course Evaluation and Development**

Student feedback is gathered formally through myExperience and informally through email and conversation with students.

The following changes have been made to this course through student feedback:

- Reduced number of readings
- Revised forum requirements
- Revised assessment 1 and 2 details to clarify expectations
- Added video introduction to modules

## **Image Credit**

Synergies in Sound 2016

## **CRICOS**

CRICOS Provider Code: 00098G