EDST5127

Coaching and Mentoring in Educational Leadership

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Hoa Nguyen	hoa.nguyen@unsw.edu.au	Tuesday 9-11am	138 JG Building	9385 8349

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
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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 focus 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.

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

1. Critically analyse mentoring and coaching skills
2. Critically reflect on experiences of coaching and mentoring in schools in relation to theory
3. Apply theory to a workplace by conducting coaching and mentoring conversations
4. Critically reflect on the application of learning in a school context by mentoring/coaching others using action research methodology

Teaching Strategies

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, eg 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.

Rationale

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.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Minor research paper	40%	1,3		06/08/2 018 02:14 PM
Major research paper	60%	2,4		08/10/2 018 02:16 PM

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

Assessment Details

Assessment 1: Minor research paper

Start date: Not Applicable

Details: Task 1 - Essay - 2000 wordsStudents will receive written feedback within 10 business days of submission

Additional details:

Assessment Task 1: Due :6th August 2018 5:00 PM

 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

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

Assessment 2: Major research paper

Start date: Not Applicable

Details: Task 2 - Essay - 3000 wordsStudents will receive written feedback within 10 business days of

submission

Additional details:

Due: 8th October 2018 5 :00 PM

For this assessment students are required to conduct a 4-6 week study of coaching or mentoring in their workplace, using action research methodology. The study must be part of the participants' normal leadership responsibility- it is a critical reflection on incorporating coaching/mentoring practice into one's own leadership to observe the impact of this work on leadership capacity   in the institution.

In case, students don't have opportunities to conduct the program in their work place, students are required to submit a proposal which is intended to conduct in their workplace using action research methodology. (see MOODLE for further information)

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

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5127

Assessment Task: Minor research paper

Specific Criteria	(-)————————>(+)				
Understand 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 anaysis and/or critque in response to the task ◦ Depth of analysis ◦ Well-reasoned arguments ◦ Sound analysis of problem rubric creiteria.					
Familiarity with and relevnce of professional and/or research literature used to support response ◦ Appropriate research references to support responses ◦ Sound range of research references					
Structure and organization of 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/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, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5127

Assessment Task: Major research paper

Specific Criteria	(-)————————>(+)				
Understand 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 anaysis and/or critque in response to the task ◦ Depth of analysis ◦ Well-reasoned arguments ◦ Sound analysis of problem					
Familiarity with and relevnce of professional and/or research literature used to support response ◦ Appropriate research references to support responses ◦ Sound range of research references					
Structure and organization of response ◦ Appropriate nature of structural organisation ◦ Logical and coherent structure ◦ Clear presentation of ideas to enhance readability					
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Lecturer

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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. 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 x 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

Timetable

Date	Type	Content
Pre O Week: 9 July - 15 July	Intensive	**Monday 9th July** **Old Main Building 151** • 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 **Tuesday 10th July** **Old Main Building 151** • 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 **Thursday 12th July** **Old Main Building 151** • 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 **Friday 13th July**

		Old Main Building 151
		• Mentoring (cont) • 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

Resources

Prescribed Resources

Recommended Resources

- Book – Coaching leadership: Building educational leadership capacity through coaching partnerships (2008)
- Book – SAGE handbook of mentoring and coaching in education (2012)

Available

http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/dlSearch.do?institution=61UNSW_INST&vid=UNSWS&search_scope=SearchFirst&tab=default_tab&onCampus=false&query=any,contains,EDST5127

Further Readings

See Moodle for further information

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:doi:10.1108/14777280510624268

Coaching- mentoring: https://www.aitsl.edu.au/lead-develop/develop-others/coach-others/coaching-resources

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

Creasey, J., Patterson, F. (2005) Leading Coaching in schools. Leading Practice Seminar Series

Retrieved from http://thebeechconsultancy.co.uk/uploads/files/leading-coaching-in-schools.pdf

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://www.business.brookes.ac.uk/research/areas/coachingandmentoring

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

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

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

Robertson, J. (2008). *Coaching Leadership: Building educational leadership capacity through coaching partnerships*. London: SAGE Publications Ltd. **(CHAPTER 1)**

Knight, J. (2007). What does coaching look like? Instructional coaching: A partnership approach to improving instruction, Chapter 2. Thousand Oaks: Corwin. Available: http://instructionalcoach.org/research/tools/book-chaper-instructional-coaching

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

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

Section 2

- **Action research and coaching: Chapter 5** .**Available** http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/dlSearch.do?institution=61UNSW_INST&vid=UNSWS&search_scope=SearchFirst&tab=default_tab&onCampus=false&query=any,contains,EDST5127
- 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. Available in High Use Area or http://sfx.library.unsw.edu.au:1801/webclient/StreamGate?folder_id=0&dvs=1438128428007~858&#search="EDST5127"&usePid1=true&usePid2=true
- Griffiths, K. & Campbell, M. (2009). Discovering, applying and integrating: The process of learning in coaching. *International Journal of Evidence Based Coaching and Mentoring,* Vol 7, No 2 pp. 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
  Available in High Use Area or
  http://sfx.library.unsw.edu.au:1801/webclient/StreamGate?folder_id=0&dvs=1438212541484~92&#search="EDST5127"&usePid1=true&usePid2=true
- 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

- Action Research In Education. Guidelines (2nd Edition). (2010). State of NSW, Department of

Education and Training. Professional Learning and Leadership Development Directorate. Available: https://www.det.nsw.edu.au/proflearn/docs/pdf/actreguide.pdf

Section 3

- 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, 2*8(1), 110-132.
- Mentoring : http://www.aitsl.edu.au/media-newsroom/multimedia-centre/detail/?id=mentoring
- Hudson, P. (2010). Mentors report on their own mentoring practices. *Australian Journal of Teacher Education, 3*5(7), 30-42
- Timperley, H. (2001). Mentoring conversations designed to promote student teacher learning. *Asia-Pacific Journal of Teacher Education, 2*9(2), 111-123.
- 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.*
- Chapter 31 (Knowledge base of mentoring and mentoring preparation) in Sage handbook of mentoring and coaching in education

Section 4

- 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,* 1-14. doi: 10.1080/02602938.2015.1102863

Course Evaluation and Development

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

Image Credit

Synergies in Sound 2016

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