EDST5127

Coaching and Mentoring in Educational Leadership

Term 1, 2022
Course Overview

Staff Contact Details

Convenors

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Availability</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoa Nguyen</td>
<td><a href="mailto:hoa.nguyen@unsw.edu.au">hoa.nguyen@unsw.edu.au</a></td>
<td>Tuesday 9-11 a.m</td>
<td>G37, Morven Brown Building</td>
<td>0293516319</td>
</tr>
</tbody>
</table>

School Contact Information

School of Education
Arts, Design and Architecture
Ground Floor, Morven Brown Building (F20)

T: +61 (2) 9385 1977
E: education@unsw.edu.au
W: https://www.arts.unsw.edu.au/education
Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous

UNSW's Indigenous strategy
Course Details

Units of Credit 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.

Course Learning Outcomes

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

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight</th>
<th>Due Date</th>
<th>Course Learning Outcomes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Minor research paper</td>
<td>40%</td>
<td>07/03/2022 05:00 PM</td>
<td>1, 3</td>
</tr>
<tr>
<td>2. Major research paper</td>
<td>60%</td>
<td>02/05/2022 05:00 PM</td>
<td>2, 4</td>
</tr>
</tbody>
</table>

**Assessment 1: Minor research paper**

**Submission notes:** All assessment will be submitted online via Moodle

**Due date:** 07/03/2022 05:00 PM

Task 1 - Essay - 2000 words

Students will receive written feedback within 10 business days of submission

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

**Additional 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 2: Major research paper**

**Submission notes:** All assessment will be submitted online via Moodle

**Due date:** 02/05/2022 05:00 PM

Task 2 - Essay - 3000 words

Students will receive written feedback within 10 business days of submission

**Additional details**

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 do not have opportunities to conduct an action research in their workplace, 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).
## RUBRIC/FEEDBACK SHEET
### EDST5127 COACHING AND MENTORING IN EDUCATIONAL LEADERSHIP
### UNSW SCHOOL OF EDUCATION

Assessment Task 1: Minor research paper

<table>
<thead>
<tr>
<th>Specific Criteria</th>
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<tbody>
<tr>
<td><strong>Understanding of the question or issue and the key concepts involved</strong></td>
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<td>• Addresses the question/issue</td>
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<tr>
<td>• Understanding of the question/issue</td>
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<tr>
<td>• Understanding of relationship to relevant theory, research, and practice</td>
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<td>• Information presented is relevant</td>
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<td>• Understanding of the complexities and interrelationships involved</td>
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<td><strong>Depth of analysis and critique in response to the task</strong></td>
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<tr>
<td>• Depth of analysis</td>
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<td>• Well-reasoned arguments</td>
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<td>• Sound analysis of problem</td>
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<tr>
<td><strong>Familiarity with and relevance of professional and/or research literature used to support response</strong></td>
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<td>• Appropriate research references to support responses</td>
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<td>• Sound range of research references</td>
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<td><strong>Structure and organisation of response</strong></td>
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<td>• Logical and coherent structure</td>
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<tr>
<td>• Clear presentation of ideas to enhance readability</td>
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<tr>
<td>Presentation of response according to appropriate academic and linguistic conventions</td>
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<tr>
<td>• APA style for citations and references &amp; complete reference list</td>
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<tr>
<td>• Clarity and appropriateness of language style</td>
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<tr>
<td>General comments/recommendations for next time:</td>
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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 contextualise 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.**
### RUBRIC/FEEDBACK SHEET
#### EDST5127 COACHING AND MENTORING IN EDUCATIONAL LEADERSHIP
##### UNSW SCHOOL OF EDUCATION

Assessment Task 2: Major research paper

<table>
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| Depth of analysis and 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 response | |
|-----------------------------------------| |
| • Appropriate nature of structural organisation | |
| • Logical and coherent structure | |
### Specific Criteria

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<tbody>
<tr>
<td>• Clear presentation of ideas to enhance readability</td>
</tr>
</tbody>
</table>

### 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:

**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 contextualise 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.
Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e., lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found here.

Course Schedule

View class timetable

Timetable

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Content</th>
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</table>
| Week 1: 14 February - 18 February | Lecture | Wednesday 16/2/2022, 5:00-6:30 p.m, online lecture  
  • Introductions, course overview and definitions. Setting learning goals  
  • Introduction to coaching and mentoring  
  • Coaching and Mentoring for leadership development in schools |
| Week 2: 21 February - 25 February | Online Activity | Online participation: See MOODLE for more information on weekly activities  
  • Models of coaching  
  • Focusing the coaching relationship  
  • Coaching and coaching skills |
| Week 3: 28 February - 4 March | Online Activity | Online participation: See MOODLE for more information  
  • Models of coaching  
  • Coaching and coaching skills |
| Week 4: 7 March - 11 March | Lecture | Wednesday 9/03/2022, 5:00-6:30 p.m, online lecture  
  • Professional learning in schools and action learning/research  
  • Professional learning through mentoring and coaching  
  • Action learning/ research |
| Week 5: 14 March - 18 March | Online Activity | **Online participation: See MOODLE for more information**  
- Planning for the action research study  
- Reciprocal coaching for leadership of the project |
|----------------------------|----------------|----------------------------------------------------------------|
| Week 6: 21 March - 25 March | Lecture        | **Wednesday** 23/03/2022, 5:00-6:30 p.m, online lecture  
- Models of mentoring  
- Mentoring functions/strategies  
- Mentoring relationships |
| Week 7: 28 March - 1 April  | Online Activity | **Setting up the mentoring program**  
- Mentoring skills |
| Week 8: 4 April - 8 April  | Lecture        | **Wednesday** 6/04/2022, 5:00-6:30 p.m, online lecture  
- Setting up the mentoring program  
- Mentoring skills |
| Week 9: 11 April - 15 April | Online Activity | **Mentoring (continued)**  
- Reflection and feedback with teacher development  
- Feedback/professional conversations |
| Week 10: 18 April - 22 April | Seminar        | **Wednesday** 20/04/2022, 5:00-6:30 p.m, online seminar  
- Virtual Poster Presentations on Action Research report /proposal |
Resources

Prescribed Resources
See Moodle for further information

Recommended Resources

Recommended Reading


Further Readings

Section 1

Section 2


Section 3

Section 4


Course Evaluation and Development

See Moodle for further information
Submission of Assessment Tasks

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.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle
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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person’s assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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
Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

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