SCHOOL OF EDUCATION

EDST 5110 EDUCATIONAL LEADERSHIP FOR GIFTED STUDENTS

SUMMER SCHOOL 2014
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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5110 Educational Leadership for Gifted Students (6 units of credit)
Summer School 2013/2014

2. STAFF DETAILS

Course Convenor: Dr Margaret Varady AO
Office Location: John Goodsell building, Room 101
Email: m.varady@unsw.edu.au
Phone: 9385 1951
Availability: Contact to arrange a meeting time

Lecturer: Dr Angela Chessman
Availability: Contact to arrange a meeting time

Visiting Lecturer: Dr Katherine Hoekman
Availability: Please contact Dr Margaret Varady

Visiting Lecturer: Mrs Julie Kennedy
Availability: Please contact Dr Margaret Varady

Visiting Lecturer: Mrs Barbara Stone
Availability: Please contact Dr Margaret Varady

Visiting Lecturer: Mr David Tomlin
Availability: Please contact Dr Margaret Varady

Visiting Lecturer: Marie Nilson
Availability: Please contact Dr Margaret Varady

Dr Margaret Varady Academic background:
Dr Margaret Varady is the Coordinator of the Office of Educational Leadership at the School of Education. Margaret was Principal at Sydney Girls High School for 17 years and has taught at a variety of schools in Australia and New Zealand. She completed her Masters of Education and Doctor of Education at the University of New South Wales. Margaret lectures in the Certificate of Educational Leadership and the Masters of Educational Leadership programs.

Dr Angela Chessman Academic background:
Angela has worked in public and private schools in Victoria and New South Wales and has over 20 years of experience at the secondary high school level. She has also taught psychology to university undergraduates and teachers upgrading their qualifications.

Angela completed a Master’s degree in gifted education at University of New South Wales in 1998, which provided her with the knowledge and skills to initiate and develop programs for gifted students in her school and district.

She subsequently managed the NSW Department’s Gifted and Talented Unit from 2001-2011 and was the executive officer for the 2004 revision of the NSW Gifted and Talented Education Policy. Angela is currently the Director of Research and Innovative Learning at Abbotsleigh.
Angela has completed a PhD titled ‘Teacher Attitudes and Effective Teaching Practices for Gifted Students at Stage 6’ and her research interests include effective instruction for gifted and talented students and the identification of gifted students who are socially disadvantaged.

Dr Katherine Hoekman Academic background:
Dr Katherine Hoekman completed her B.A. (Hons), DipEd. at Sydney University, and taught English and History at the Secondary level. She served two terms as the Vice President of the New South Wales Association for Gifted and Talented Children. Katherine completed the inaugural Certificate of Gifted Education and obtained her Master of Education and PhD degrees at the UNSW, specialising entirely in the field of Gifted Education. Katherine has been an invited presenter at regional, national and international conferences. She was a keynote presenter at the Western Australian State Conference on Gifted Education in 1996 and the Australasian International Conference in Melbourne in 1997. She was an also an invited speaker at the Wallace Symposium at the University of Iowa in May, 2000 and May 2002, and invited to Keynote the 15th World Conference in Gifted Education in August, 2003. She lectured in Gifted Education at UNSW for over a decade, as well as consulting with schools on the ways to meet the cognitive and affective needs of gifted students. She was appointed as the Director of Research and Innovative Learning at Abbotsleigh in 2005, and was recognised by the Australian College of Educators (ACE) as a fellow for her contributions to pre-service teacher education, and the professional development of educators at the primary, secondary and tertiary level from all sectors in the area of gifted education. She was recently appointed as the Director of the Eileen O’Conor Centre in the Archdiocese of Sydney, and relishes the opportunity this ICT hub will provide to apply gifted education principles with talented teachers in designing and evaluating innovative blended learning strategies that sustain excellence and equity through developmentally appropriate ESL, learning support and gifted programs.
Her research interests include the social and emotional development of the gifted, curriculum design and program evaluation, as well as creating a curriculum to meet the affective and motivational needs of middle school students. She has a keen interest maintaining the well-being of teachers and promoting positive and sustainable support for the teaching profession. Engaging teacher leaders in professional reflection and supporting ‘active research’ in schools continues to provide a rich and bountiful source of stimulating professional learning experiences.

Mrs Julie Kennedy Academic background:
Julie Kennedy has been a secondary teacher for over twenty years and is currently the Principal of Girraween High School (2011-13), an academically selective high school in the western suburbs of Sydney. Julie has had a varied career in education including teaching service in both country and metropolitan high schools where she has held a range of positions. These have included Classroom Teacher, Head Teacher TAS, Head Teacher Teaching and Learning and Deputy Principal. In her role as Head Teacher Teaching and Learning and Deputy Principal, she was responsible for the leadership of the gifted and talented programs in both schools. Julie has also worked at the Office of the Board of Studies where she was involved in the review of the Year 7-10 curriculum and the New HSC. Julie has a particular interest in student and staff leadership and the role of positive psychology in supporting gifted students to flourish. Julie completed a Certificate of Gifted Education and a Masters of Education, Educational Leadership at the UNSW.
Julie completed a Certificate of Gifted Education and a Masters of Education, Educational Leadership at the UNSW.

Mrs Barbara Stone Academic background:
Barbara Stone, BA, Dip. Ed, M. Ed, (Melb) AM, FACE, FACEL, Principal of MLC School, Sydney (formerly Methodist Ladies College, Burwood - a P-12 independent day school for girls) from 1990 until April 2011 was awarded her AM for her services to education in 2004. Barbara is the Director, Business Development Education at Musica Viva Australia since April 2012.

Mrs Stone has served on several state, national and international educational bodies including the following: Board Member, Association of Independent Schools, NSW, since 1994 ; State Chair Association of Heads of Independent Schools of Australia (AHiSA), NSW 2000 – 2001; Member, Advisory Group, Gifted Education

Before taking up her position as Principal of MLC School in Sydney, Mrs Stone taught at state High Schools, RMIT and was Deputy Head at Fintona Girls School, an independent girls school in Balwyn. She also worked with the Centre for Higher Intellectual Potential at Melbourne University, was a committee member of the Victorian Association for Gifted and Talented and established a state wide co-operative for teachers of gifted and talented students (CATS) that played a significant role in providing professional development opportunities for teachers.

Mr David Tomlin Academic background:

David Tomlin has completed a BA (Hons) Dip Ed at Sydney University and a Graduate Diploma of Education (Computer Ed) at UNSW. He is a career NSW DEC teacher having taught in western NSW, south western Sydney, the Eastern Suburbs and the Northern Beaches of Sydney. His range of experience includes a central K – 12 school, a boys school, multicultural comprehensive schools and an academically selective school. He was the Vaucluse Campus Acting Principal during the formation of Rose Bay Secondary College before becoming the Principal of Northern Beaches Secondary College, Manly Selective Campus in 2006. His experience in regional and state debating, HSC marking and leadership development programs complement his interest in quality pedagogy and conceptual based programs. As an English teacher, he has appreciated the importance of whole school curriculum and co-operative culture in successful schools. His interest in gifted and talented education and the NSW DEC Quality Teaching pedagogy model have underpinned the ongoing transformation of the learning culture of Manly. David began a new appointment to North Sydney Girls’ High School in October 2012.

Mrs Marie Nilon Academic background:

Marie has worked in a number of Catholic Primary Schools in the Eastern Suburbs of Sydney for over 30 years. She has taught all classes Kindergarten to Year Six, as well as the specialist roles of ESL, New Arrivals and Special Education. Marie has held senior leadership positions in three different schools and is currently the Principal of Our Lady of the Rosary Catholic Primary school at Kensington. She holds a Masters of Educational Leadership from the Australian Catholic University.

Course dates:  
Module 1 – 20th January  
Module 2 – 21st January  
Module 3 – 23rd January  
Module 4 – 24th January

Hours: 10-1pm and 2-5pm each day

Location: Morven Brown G6
3. COURSE DETAILS

Course name, code and program
EDST5110 Educational Leadership for Gifted Students is an elective course offered in the Certificate and Master of Educational Leadership programs. This course will consist of four modules and will be taught over four 6 hour days in Summer School. This will be a total of 24 contact hours. This allows for flexible delivery for students outside metropolitan Sydney as well as local students.

Credit points
This course is worth 6 units of credit.

Summary of the course
Module 1 - The module will promote leadership potential/capabilities of the classroom teacher and school leaders by examining the research and providing frameworks for future classroom implementation strategies that facilitate improved learning outcomes for gifted and talented students (GATS).

Module 2 - This module will focus on policy and system-wide issues that impact on gifted and talented students’ achievement outcomes. The importance of teacher quality in maximising students’ achievement outcomes is well established and this module will examine the nature of effective teaching and the factors associated with quality teaching for gifted and talented students.

Module 3 - This module will focus on the development of a systematic approach to designing, implementing and supporting an exemplary school-wide gifted education program. A strategic approach to combining the smorgasbord of programming options explored will include enrichment, accelerative, grouping and counselling options will be explored. Strategies to adapt and apply research-based recommendations and engender school-wide ownership will be demonstrated.

Module 4 - The module will present case studies by School leaders catering for gifted students in different school types. These will link the theory and research with practical implementation systems within a school.

Aims of course
Module 1
This module will enable students to explore and to develop an understanding of practical leadership strategies that recognise and actively engage the cognitive and affective characteristics and learning needs of gifted and talented students in the classroom.

Module 2
In this module school leaders will review current Gifted and Talented policies used in New South Wales education systems and the Board of Studies’ requirements regarding gifted and talented students’ education. Participants will examine teacher preparation and accreditation issues, and develop an understanding of the characteristics and competencies of effective teachers of gifted and talented students. School leaders will understand system-level responsibilities regarding teacher preparation and how to support the development of teacher expertise to maximise gifted and talented students’ achievement outcomes.
Module 3

This module will enable school leaders to gain an understanding of the research-based programming options recommended in the current NSW DET Gifted and Talented Policy, and explore the practical issues underpinning the management of school-wide strategies to meet the learning needs of gifted students. The lessons learned from one advocacy journey will be evaluated with an emphasis on adapting and applying the general principles to the respective strategic planning and professional development contexts of participating school leaders. Issues such as impact of leaders, policy development, and resource management will be explored.

Module 4

This module will enable students to develop understanding of:

- Different school structures, leadership approaches and the models schools use to cater for gifted students
- Variations in school programs
### Student learning outcomes

At the end of this course students should have:

<table>
<thead>
<tr>
<th>Module</th>
<th>Outcome(s)</th>
<th>Assessment (s)</th>
</tr>
</thead>
</table>
| 1      | • developed a broad understanding of the rationale for and means of catering to the needs of GATS  
       | • developed competency in promoting leadership and gifted education classroom strategies that promote/ support/ foster leadership                                                                                   | 1,2,3          |
| 2      | • an increased understanding of the research-based policy requirements for the education of gifted and talented students in New South Wales  
       | • knowledge and understanding of system responsibilities for the development of effective classroom teachers for gifted learners  
       | • an understanding of the characteristics and competencies of effective teachers of gifted and talented students  
       | • the ability to lead and implement effective professional gifted education learning programs for teachers                                                                                                   | 1,2,3          |
| 3      | • knowledge and understanding of the research underpinning current policies advocating a range of strategies that address the interests and learning needs of gifted students  
       | • the ability to lead, design and implement school-wide gifted programs that will support teachers to engage gifted students in learning  
       | • knowledge about how to promote the importance of this knowledge to colleagues within and beyond their school especially policy development and resource management | 1,2,3          |
| 4      | • developed an understanding of various school structures catering for gifted students  
       | • developed an appreciation of how schools respond to the needs of gifted students in terms of leadership strategies                                                                                       | 1,2,3          |

### UNSW Graduate Attributes

Students will be encouraged to develop the following graduate attributes by undertaking selected activities and knowledge content. These attributes will assessed within the prescribed assessment tasks:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment (s)</th>
</tr>
</thead>
</table>
| 1        | Advanced disciplinary knowledge and practices  
       | Demonstrate an advanced understanding of the field of gifted 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            |
| 2        | Research-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. | 2              |
| 3        | Cognitive skills and critical thinking  
       | Demonstrate advanced critical thinking and problem solving skills                                                                                   | 2              |
| 4        | Communication, adaptive and interactional skills  
       | Communicate effectively to a range of audiences, and be capable of                                                                                 |                |
| 5 | International outlook  
Demonstrate an understanding of international perspectives relevant to the educational field | 1,2 |
|---|---|
| 6 | Ethical and responsible professional practice  
Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education | 1,2 |

4. **RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

This course is included to enable students to develop an understanding of Educational Leadership for Gifted Students that will enhance their practice as leaders of educational organisations.

5. **TEACHING STRATEGIES**

The modules will cover a range of activities with a strong focus on student participation. It is expected that students will have read the pre-session material.

The approach to teaching and learning is informed by research. This research has demonstrated the importance of the learning environment for quality student learning. Therefore, emphasis is placed on a learning environment which is student-centred, knowledge-centred, assessment-centred and community-centred.

A student-centred environment encourages attention to students’ existing ideas, knowledge, skills and attitudes providing a foundation for learning. A knowledge-centred environment focuses on what is taught, why it is taught, how it should be taught and what competence looks like. Essential to the student and knowledge-centred environments, is assessment, which makes student learning visible and supports learning. A community-centred environment recognizes that learning is influenced by context.
## 6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday 20th January</th>
<th>Tuesday 21st January</th>
<th>Thursday 23rd January</th>
<th>Friday 24th January</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecturer</strong></td>
<td>Mrs Julie Kennedy</td>
<td>Dr Angela Chessman</td>
<td>Dr Katherine Hoekman</td>
<td>Case Studies</td>
</tr>
<tr>
<td><strong>Module 1</strong></td>
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<td>10:00-11:30</td>
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<tr>
<td></td>
<td>overview of rationale for and means of catering to the needs of gifted and talented students</td>
<td>review current Gifted and Talented policies used in New South Wales education systems and the Board of Studies' requirements regarding gifted and talented students' education</td>
<td>explore different school structures and the models schools use to cater for gifted students</td>
<td>Case Study Mrs Marie Nilon, Principal Our Lady of the Rosary, Kensington</td>
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<td>11:30-11:45</td>
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<tr>
<td></td>
<td>Morning Tea</td>
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<td></td>
<td>11:45- 1:00</td>
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<td></td>
<td>explore practical strategies that actively engage the cognitive and affective characteristics and learning needs of gifted and talented students in the classroom</td>
<td>examine teacher preparation and accreditation issues, and develop an understanding of the characteristics and competencies of effective teachers of gifted and talented students</td>
<td>develop an understanding of variations in school programs</td>
<td>Case Study Ms Barbara Stone, former Principal MLC</td>
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<td></td>
<td>1:00- 2:00</td>
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<tr>
<td></td>
<td>Lunch – Students to provide own lunch</td>
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<td>2:00- 3:30</td>
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<tr>
<td></td>
<td>develop competency in promoting gifted education classroom strategies that promote/ support/ foster leadership</td>
<td>how to support the development of teacher expertise to maximise gifted and talented students' achievement outcomes</td>
<td>designing and implementing school-wide gifted programs that will support teachers to engage gifted students in learning</td>
<td>Case Study Mr David Tomlin, Principal North Sydney Girls High School</td>
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<td></td>
<td>3:30- 3:45</td>
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<td></td>
<td>Afternoon Tea</td>
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<td></td>
<td>3:45- 5:00</td>
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<tr>
<td></td>
<td>Continue session 3</td>
<td>Continue session 3</td>
<td>Continue session 3</td>
<td>Case Study Dr Margaret Varady, Former Principal Sydney Girls High School Course Conclusion &amp; Catei evaluation</td>
</tr>
</tbody>
</table>
7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Description</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Date due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Course Task</td>
<td>Minor research paper</td>
<td>1000-1500 words</td>
<td>20%</td>
<td>all</td>
<td>1,5,6</td>
<td>10th January 2014</td>
</tr>
<tr>
<td>Post Course Task 1</td>
<td>Major research paper</td>
<td>2000-2250 words</td>
<td>40%</td>
<td>all</td>
<td>1,2,3,4,5,6</td>
<td>3rd March 2014</td>
</tr>
<tr>
<td>Post Course Task 2</td>
<td>Major research paper</td>
<td>2000-2250 words</td>
<td>40%</td>
<td>all</td>
<td>1,2,3,4,5,6</td>
<td>3rd March 2014</td>
</tr>
</tbody>
</table>

Electronic and hard copy must be submitted otherwise students will be awarded a fail grade in this assessment task.

Assessment Details

Assessment Task 1 – Minor research paper
You have been provided with three articles, each one relevant to each of the three main modules in the course. You are required to provide a brief summary of the key issues in each article. Also, you are required to choose one article (out of the three), and using this article and any other relevant research information,

- Indicate why you have selected that article.
- What do you see as the relevance of this article to the current educational agenda?
- How do you relate this article to your current position?

Assessment Task 2 – Major Research Paper
Select one of the three modules you have studied in this course. For this module that you selected and based on your pre reading, information gained in the course and your own post course readings

1. Construct a presentation (power point, podcast, multimedia, etc) which you could use with your staff, which briefly outlines the key issues relating to the module topic.

2. Select one of these key issues from this module and:
   a. Briefly outline the key research evidence related to this issue.
   b. As an educational leader what do see as the implications and challenges associated with this issue for Educational Leaders?

Assessment Task 3 – Major Research Paper
Select one of the three modules you have studied in this course. For this module that you selected and based on your pre reading, information gained in the course and your own post course readings

1. Construct a presentation (power point, podcast, multimedia, etc) which you could use with your staff, which briefly outlines the key issues relating to the module topic.

2. Select one of these key issues from this module and:
   c. Briefly outline the key research evidence related to this issue.
   d. As an educational leader what do see as the implications and challenges associated with this issue for Educational Leaders?
## Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Maximum</th>
<th>Mark</th>
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</thead>
<tbody>
<tr>
<td><strong>Understanding of the key concepts: Understanding of the relevant theory, research and practice</strong></td>
<td></td>
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<tr>
<td>• Understanding of the key issues in each of the 3 articles (2 marks each)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>• Reason as to why select article</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>• Relevance to current educational agenda</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• Relevance to current position</td>
<td>2</td>
<td></td>
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<tr>
<td><strong>Critical thinking and analysis</strong></td>
<td></td>
<td>3</td>
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<tr>
<td>• Use of relevant evidence</td>
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<tr>
<td>• Well reasoned arguments</td>
<td></td>
<td></td>
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<tr>
<td>• Sound analysis of problem</td>
<td></td>
<td></td>
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<tr>
<td><strong>Structure and organisation of response</strong></td>
<td></td>
<td>2</td>
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<tr>
<td>• Logical and coherent structure</td>
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<td></td>
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<tr>
<td>• Clear presentation of ideas</td>
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<tr>
<td><strong>An academic writing style</strong></td>
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<td>3</td>
</tr>
<tr>
<td>• APA style for citations and references</td>
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<td></td>
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<tr>
<td>• Clarity and appropriateness of language style</td>
<td></td>
<td></td>
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<tr>
<td>• Appropriate research references to support response</td>
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<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td>20</td>
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</tbody>
</table>

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
Student Name: 
Module No: 
Date: 3rd March 2014
Lecturer: 
Recommended Mark: and Grade: 

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Maximum</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the key concepts; Understanding of the relevant theory, research and practice</td>
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<td></td>
</tr>
<tr>
<td>1. Powerpoint</td>
<td>5</td>
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<tr>
<td>2. One key issue</td>
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<tr>
<td>a) Key research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>b) Implications and Challenges</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Critical thinking and analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of relevant evidence</td>
<td>3</td>
<td></td>
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<tr>
<td>Well reasoned arguments</td>
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<tr>
<td>Sound analysis of problem</td>
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<tr>
<td>Structure and organisation of response</td>
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<tr>
<td>Logical and coherent structure</td>
<td>2</td>
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<tr>
<td>Clear presentation of ideas</td>
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<tr>
<td>An academic writing style</td>
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<tr>
<td>APA style for citations and references</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Clarity and appropriateness of language style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate research references to support response</td>
<td></td>
<td></td>
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</tbody>
</table>

**TOTAL** 20

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

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 required to follow their lecturer's instructions when submitting their work for assessment. Some work may be required to be submitted in class but most assessments are to be delivered to the locked boxes near the School of Education office and submitted online via Moodle. 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.

A penalty of 10% per day (24 hours) applies to work submitted after the due date without an approved extension. Extension forms are available from the School of Education office and must be approved by the appropriate course coordinator prior to the due date. Extensions will only be granted for illness or serious problems beyond a student’s control. Please note that the submission of a request for an extension does not necessarily guarantee approval of the request. Requests for extensions on the grounds of illness must be supported by a medical certificate or other documentation. This process does not take the place of lodging an application for Special Consideration and students must consider the merits of both options available. Please note that computer malfunctions will not be considered as sufficient grounds for extension.

8. RESOURCES

Reading guide

Module 1

Pre-Course Reading


Additional Readings

Module 2

Pre-Course Reading


Additional Readings


Module 3

Pre-Course Reading


Additional Readings

- NSW DET (2004b) Policy and implementation strategies for the education of gifted and talented student: Guidelines for the use of strategies to support gifted and talented students. Sydney: Author

Module 4

Additional Readings

- Annual Reports from : MLC Burwood Summer Hill Public School North Sydney Girls High School
9. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is the presentation of thoughts or work of another as one’s own. Examples include:

- Direct duplication of the thoughts or work of another, including by copying material, idea or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design/drawing, circuitry computer program or software, website, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement
- Paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original
- Piecing together section of the work of others into a new whole
- Presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor
- Claiming credit for a proportion of a work contributed to a group assessment item that is greater than that actually contributed
- Knowingly permitting your work to be copied by another student may also be considered plagiarism
- Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism
- Note that an assessment item produced in oral, not written, form or involving live presentations, may similarly contain plagiarised material

Students are encouraged to seek advice from academic staff whenever necessary to ensure that you avoid plagiarism in all its forms. Further information on plagiarism and academic honesty can be located at: www lc.unsw.edu.au/plagiarism.

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. UNSW is committed to helping students understand the conventions which govern academic communication to assist them avoid action which may result in academic misconduct. Further information on the Student Misconduct Rules is available at: https://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html.

In the interests of maintaining high standards in scholarship and research, the University remind students that when they are writing essays, theses, and assessment items of any nature they are ethically bound to refrain from plagiarism in all forms. Students are advised to inform themselves about University policies and practices concerning assessment and Academic Misconduct (including plagiarism). Wherever possible, students should also take up those opportunities provided to them by the University to improve their academic and/or information literacy.

Cheating: It is a serious offence to submit any work that is copied from the work of another student, whether that work was submitted in the current year, previously or in another course. In such cases both students may be penalised. Similarly it is an offence to cheat at examinations, get other students to write your assignments, etc. If you have been working in close cooperation with another student undertaking (say) research for an assignment, you should discuss the nature of that cooperation with your subject convenor to ensure that no misunderstandings arise about the originality of your work, and to identify clearly your own contribution to the work. Where group assessments are produced your lecturer needs to be aware of each person’s contribution.

Cheating and plagiarism may attract serious penalties, ranging from failure in the course to failure in all courses and exclusion from the university for a specific period (See also student responsibilities 8 – Misconduct).

Misconduct: Academic misconduct is a serious matter. In the first instance cases of misconduct are dealt with by the Head of School but it may be necessary to refer them to the Dean or the University Disciplinary Committee. For detail please go to: https://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html
Proof reading: Proof-read your assignment before submission, as avoidable errors are likely to result in marks being deducted.

Email: Unless the lecturer expressly gives permission, students are not permitted to submit assessment via email.

Non-sexist language: it is university policy to avoid sexist language. Use words which include both sexes when you are referring to both sexes; e.g. ‘s/he’, ‘she or he’, ‘people’, etc.

10. COURSE EVALUATION AND DEVELOPMENT

Each year, we seek feedback from students and other stakeholders about the courses we offer in the School of Education. This course has been developed through a sustained process of stakeholder consultation, planning and design. In this course we will evaluate and use your course-level feedback, both quantitative and qualitative, to guide our process of continuous improvement through the ongoing review and redesigning of the course. The UNSW Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which we gather student evaluative feedback.

11. OTHER INFORMATION

Policies
School of Education Assessment Principles and Procedures
The primary aim of university assessment is to support student learning, hence there should be a clear and explicit relationship between stated assessment tasks and expectations, course objectives and course content.

Assessment tasks should be carefully designed to:
- Recognise, motivate and encourage deep learning
- Incorporate a clear developmental perspective which recognises and supports students’ growing competence over the course of the program (i.e. assessment tasks set earlier in the course of study are likely to be different in focus from those given later in the course).

Variation in assessment tasks within and across the School is encouraged in order to maintain student interest, to cater for and stimulate different ways of student thinking and learning, to reflect the different academic and professional demands of different courses as well as to foster student development and progression over the length of a program. Such variations also provide a good model of assessment for teachers and future teachers enrolled in the school’s programs.

In the School of Education all potential failure are double-marked as are all suspected plagiarism cases. All staff are also required to undertake small-group standardisation of a representative sample of assignments (Grades HD, D, C, P) with staff teaching in similar areas (e.g. as part of specialisation or course-level activities) at least once each semester before the submission of results. Grade distributions for each class are also closely monitored and evaluated.

For more information regarding the UNSW assessment policy please visit: http://www.gs.unsw.edu.au/policy/assessmentpolicy.html
**Attendance**

Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure in that course. Explanation of absences, or requests for permission to be absent from forthcoming classes, should be addressed to the lecturers/tutors responsible for those classes. Explanation of an absence of more than one week should also be addressed in writing and, where applicable, should be accompanied by a medical certificate.

Students are expected to give priority to their university study commitments. Any absence from assessable activities, including formal end of semester examinations, must be clearly for extenuating circumstances only that were unexpected and beyond the control of the student. Work commitments are not considered a justification. Please refer to Special Consideration for further information.

**Special Consideration**

On some occasions, illness, misadventure, or other circumstances beyond the immediate control of a student may prevent his/her attendance at an examination, or may significantly affect their performance in an assessment. Students who believe that their performance in a course, either during the semester or in an examination, has been adversely affected by illness or any other reason should submit a request for Special Consideration. Applications for Special Consideration are lodged online ([https://iaro.online.unsw.edu.au/special_consideration/home.login](https://iaro.online.unsw.edu.au/special_consideration/home.login)) and must be made within three working days of the assessment to which it refers to. For more information regarding Special Consideration please visit: [https://my.unsw.edu.au/student/atoz/SpecialConsideration.html](https://my.unsw.edu.au/student/atoz/SpecialConsideration.html)

**School of Education Grade Descriptors**

*NB: distributed to all students via Moodle*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>High Distinction (85% and above)</td>
<td>The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature. The assignment is also very well-organised and very well-written.</td>
</tr>
<tr>
<td>Distinction (75-84%)</td>
<td>The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments to the findings of the literature. The assignment is well-organised and well-written.</td>
</tr>
<tr>
<td>Credit (65-74%)</td>
<td>The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with that research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is moderately well-organised and moderately well-written.</td>
</tr>
<tr>
<td>Pass (50-64%)</td>
<td>The assignment is of adequate quality. It demonstrates a clear understanding of the question or issue under consideration. The writer displays a familiarity with some of the research literature relating to the issues discussed. The assignment is moderately well-organised and the arguments can be clearly understood.</td>
</tr>
<tr>
<td>Fail (less than 50%)</td>
<td>The assignment is not adequate in quality or content. The writer fails to demonstrate a clear understanding of the question or issue under consideration. Little or no mention is made of the research literature relating to the issues presented. The assignment is poorly structured and meaning is at times unclear.</td>
</tr>
</tbody>
</table>
University Counselling Service
The Counselling Service offers free and confidential counselling to students of the University. The Service provides assessment and short-term counselling for students. Students use the Counselling Service for a wide variety of reasons, ranging from issues relating specifically to their studies through to more personal concerns or difficulties.

When students start at University, they may encounter a variety of issues which can cause them concern: academic or administrative problems, study difficulties, transition from school, work or home to University. In addition, students may have personal difficulties such as relationship or family problems, anxiety, depression, or stress. Sometimes students are unsure whether a counsellor is the most appropriate person to seek about their situation. In this instance, it is often worth making an appointment talking to a counsellor as they usually find the most appropriate source of help.

Location: The 2nd floor of the East Wing of the Quadrangle Building, Telephone: 9385 5418. Website: http://www.counselling.unsw.edu.au

Equity and Diversity
Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course. Students are also encouraged to contact the Equity Officer (Disability) in the Equity and Diversity Unit, Telephone: 9385 4734 or check the website http://www.studentequity.unsw.edu.au.

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.