



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST5110**  
**Educational Leadership of Gifted Students**

**Semester 2, 2017**  
**(Online)**

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### **IMPORTANT:**

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

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

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 5110 Educational Leadership for Gifted Students (6 units of credit)  
Semester 2 2017

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Kerry Barnett  
Office Location: Room 106, John Goodsell  
Email: k.barnett@unsw.edu.au  
Phone: 02 9385 19868  
Availability: Email to request appointment

## 3. COURSE DETAILS

Course name	Educational leadership of gifted students
Credit points	6 units of credit (uoc)
Workload	150 hours including class contact hours, readings, class preparation, assessment and follow up activities
Schedule	The course is delivered online. All online course content will be completed in Weeks 1-8 of Semester 2.

### **Summary of the Course:**

This course is about leading the learning of gifted students. The course considers the current context of education, reviews theory and research about successful leadership in schools, student thinking learning and effective teaching relevant to gifted students. The course is designed to engage students in critical reflection of relevant theory and research to be applied to professional practice. The course is delivered in an online learning environment.

Note: This course is an elective in the MEd Leadership and MEd Gifted programs. For students enrolled in MEd Gifted programs, it is assumed that students have taken EDST 5808 Key Concepts in Gifted Education or participated in GERRIC's mini-COGE.

*The main ways in which the course has changed since last time:*

- Different course lecturer
- New course content added (i.e., student thinking & learning, effective teaching, successful leadership).
- New assessment tasks
- Online delivery

### **Important information**

**Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure. See the Student Policies & Procedure document for additional information (posted to the LMS).

## Student Learning Outcomes

Outcomes		Assessment
1	Develop an advanced understanding of leading the learning of gifted students, and the ability to synthesize and apply current theory research and practice to complex school environments.	1,2,3
2	Engage in independent and collaborative inquiry to critically evaluate the current context affecting the education of gifted students, theory, research and practice on student thinking and learning, effective teaching and successful leadership, and interact with peers in an online environment to communicate the outcomes.	1,2
3	Demonstrate advanced critical thinking and problem-solving skills through synthesis and application of current theory and research related to student learning, effective teaching and successful leadership in a professional action plan of leader practices to support the learning of gifted students.	3

## Program Learning Outcomes

Standard		Assessment
1	<b>Advanced disciplinary knowledge and practices</b> Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1,2,3
2	<b>Research-based learning</b> 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
3	<b>Cognitive skills and critical thinking</b> Demonstrate advanced critical thinking and problem-solving skills	1,3
4	<b>Communication, adaptive and interactional skills</b> Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	2
5	<b>International outlook</b> Demonstrate an understanding of international perspectives relevant to the educational field	
6	<b>Ethical and responsible professional practice</b> Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1,2,3

## AITSL Professional Teaching Standards (Proficient, Highly Accomplished, Lead)

Standard		Assessment
1.1,1.2,1.3,1.5		1,2,3
2.1,2.5,2.6		1,2,3
3.1,3.2,3.3,3.5		1,2,3
4.1,4.2,4.3,4.5		1,2,3
6.3,6.4		2

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

'Studies over the last 35 years have connected leadership with the effectiveness of most of the major dimensions of education and every important outcome of schooling' (Murphy & Torre, 2014, p.6-7).

This course is included to enable you to develop an understanding of how successful leaders lead the learning of gifted students that will contribute to their leadership practices in complex organisational settings.

In this course, you will consider current contexts (i.e., national, system, schools and individual) affecting gifted education, review recent research and practice on student thinking and learning and effective teaching and relevance to teaching and learning of gifted students. However, the focus of the course is examination of recent theory and research on successful leadership, and its relevance to leading the learning of gifted students.

The course is delivered online to provide you with flexibility to engage in individual and collaborative inquiry. The teaching approach is informed by recent research and practice on student thinking and learning and effective teaching which has emphasised the importance of the student perspective.

#### **5. 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.

## 6. COURSE CONTENT AND STRUCTURE

The course is structured to be completed online through the LMS (Moodle) and will be intensive for 8 weeks from Monday 17 July-Friday 15 September 2017. Students will be expected to engage for approximately 3 hours per week in online activities (i.e., 24 contact hours). This time should be used each week to complete the learning activities (see the LMS, Moodle for weekly learning activities). Learning activities each week may involve viewing a power point presentations and videos, reading, writing and reflecting on questions, posting and responding to group forum posts and completing assessment tasks.

Week	Completion Time (Hours)	Topic Questions, Resources, Activities
0 17 July	3	<b>Introductions (lecturer, participants, and course)</b> <ul style="list-style-type: none"> <li>• Power point presentation</li> <li>• Activities</li> </ul>
1 24 July	3	<b>What is the context (i.e., national, system, school, classroom and individual) shaping the education of gifted students?</b> <ul style="list-style-type: none"> <li>• Power point presentation</li> <li>• Readings</li> <li>• Activities</li> <li>• Assignment 1 and 2</li> </ul>
2 31 July	3	<b>What is known about student thinking and learning? How is this relevant to gifted students?</b> <ul style="list-style-type: none"> <li>• Power point presentation</li> <li>• Readings</li> <li>• Activities</li> </ul>
3 7 August	3	<b>What is known about effective teaching practices? How is this relevant to gifted classrooms?</b> <ul style="list-style-type: none"> <li>• Power point presentation</li> <li>• Readings</li> <li>• Activities</li> </ul>
4 14 August	3	<b>What do successful leaders do in most contexts?</b> <ul style="list-style-type: none"> <li>• Power point presentation</li> <li>• Readings</li> <li>• Activities</li> </ul>
5 21 August	3	<b>What are the characteristics and practices of leaders who enhance teaching and learning capacity?</b> <ul style="list-style-type: none"> <li>• Power point presentation</li> <li>• Readings</li> <li>• Activities</li> </ul>
6 28 August	3	<b>Creating productive cultures: Communities of professional practice for teachers.</b> <ul style="list-style-type: none"> <li>• Power point presentation</li> <li>• Readings</li> <li>• Activities</li> </ul>
7 4 Sept	3	<b>Creating productive cultures: Supporting communities of professional practice for teachers?</b> <ul style="list-style-type: none"> <li>• Power point presentation</li> <li>• Readings</li> <li>• Activities</li> </ul>
8 11 Sept	3	<b>Course Review</b> <ul style="list-style-type: none"> <li>• Power point presentation</li> <li>• Activities</li> <li>• Assignment 3</li> </ul>

## 7. ASSESSMENT

Task	Component	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Date Due
1	Description of context	1500 words	20%	1,2	1,3,6	16 August
2	Initial forum post x 1 Response forum post x 6 Summary forum post x 1	250 words 150 words each 250 words	20% (Hurdle)	1,2	1,2,4	Various (See LMS)
3	Professional action plan	3000 words	60%	1,3	1,2,3	11 October

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via LMS by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.*

<https://education.arts.unsw.edu.au/students/courses/course-outlines/>

### Assessment Details

There are three assessment tasks in this course. Brief details are provided below. The full assessment details and criteria for each task are available on the LMS.

#### Assessment Task One: Description of Context

This task requires the preparation of a description of the current context affecting education generally, and more specifically, the education of gifted students. The description of context should refer to contextual factors operating at national, system, school, classroom, and individual levels (i.e., students and teachers) which shape the education of gifted students in your professional work context.

This is a **descriptive writing** task. In descriptive writing, you are setting the background within which an argument can be developed. In this case, you will provide the background for the professional action plan (assessment task 3). Your description of the context should represent the situation as it stands, *without analysis or discussion*; as such it should include **information only**.

*Further guidelines for the descriptive writing task, assessment criteria and due dates are located on the LMS (Moodle).*

#### Assessment Task Two: Forum Posts x 8

This task requires you to formally post your responses to questions on Moodle based on weekly course content. **Two** of your formal posts should be 250 words in length; one should **initiate discussion** and the second one should **summarise discussion** on the forum. The other **six** forum posts should be 150 words in length and a **response** to the post of one of your peers.

**Note: The forum posts are a Hurdle task.**

**Online discussion and participation** in the course **forum** is a requirement for course completion (*Hurdle task*) and is viewed as 'attendance in class'. Students are expected to attend 80% of classes, a lack of attendance may jeopardise a student's overall standing in the course. (See the LMS, i.e., Moodle for School of Education *Student Policies and Guidelines*).

It is expected that students **post responses on forums** as online activities require, either *initiating*, *summarizing* or *responding* to **at least one peer post per week**. Participation in discussion forums is a requirement for **each of the 8 weeks** of class. You will have two weeks to post a response on the forum.

*Further guidelines for writing the forum posts, assessment criteria and due dates are located on the LMS (Moodle).*

### **Assessment Task Three: Professional Action Plan**

Drawing on what you have *learned* through *critical inquiry of theory* and *research* related to successful leadership, student thinking and learning and effective teaching in this course, and considering the *context*, prepare a plan that can be used as a guide in leading the learning of gifted students in your current professional work context. The focus of the plan is to be on building a *productive school culture*.

*Further guidelines for writing the action plan, assessment criteria and due dates are located on the LMS (Moodle).*

### **Assessment and feedback summary**

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
1. Description of context	Online Qualitative/Quantitative	30 August
2. Forum posts x 8	Online Qualitative/Quantitative	Within 5 days of post
3. Professional action plan	Online Qualitative/Quantitative	25 October



UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5110 EDUCATIONAL LEADERSHIP FOR GIFTED STUDENTS

Student Name:  
 Assessment Task

Student No.:

SPECIFIC CRITERIA	(-) $\longleftarrow$ $\longrightarrow$ (+)				
Understanding 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 organisation of response					
Presentation of response according to appropriate academic and linguistic conventions					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

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

**Date**  
**Weighting:**     60%

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