



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5110: Educational Leadership for
Gifted Students

Summer Semester

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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 Bidjigal 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)
Summer Semester 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Jennifer L Jolly
Office Location: Room 109, John Goodsell
Email: j.jolly@unsw.edu.au
Phone: 02 9385 8628
Availability: Please email to arrange a meeting time

3. COURSE DETAILS

Course Name	Educational Leadership for Gifted Students
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Credit Points	6 Units of credit (uoc)
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Schedule

Lecture	INTENSIVE COURSE Monday 4 th , Tuesday 5 th , Thursday 7 th , & Friday 8 th January, 2016 09:00–16:00
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Location	Morven Brown G6
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Summary of the Course:

EDST5110 Educational Leadership for Gifted Students is an elective course offered in the Certificate and Master of Educational Leadership and Gifted Education programs. This course 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. It is assumed that students have taken EDST 5808 Key Concepts in Gifted Education or participated in GERRIC's mini-COGE.

Aims of the Course:

This course aims to:

- 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
- 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.
- Enable school leaders to gain an understanding of the research-based programming options recommended in the current NSW DET Gifted and Talented Policy (or home state), and explore the practical issues underpinning the management of school-wide strategies to meet the learning needs of gifted students.

- Enable students to develop understanding of different school structures, leadership approaches and the models schools use to cater for gifted students in various school programs.

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 Moodle).

Student Learning Outcomes

Outcome		Assessments
1	Develop a broad understanding of the rationale for and means of catering to the needs of GATS	1 & 2
2	Develop competency in promoting leadership and gifted education classroom strategies that promote/support/foster leadership	3
3	Increased understanding of the research-based policy requirements for the education of gifted and talented students	1, 2, & 3
4	Knowledge and understanding of system responsibilities for the development of effective classroom teachers for gifted learners	1, 2, & 3
5	An understanding of the characteristics and competencies of effective teachers of gifted and talented students	2 & 3
6	The ability to lead and implement effective professional gifted education learning programs for teachers	3
7	Knowledge and understanding of the research underpinning current policies advocating a range of strategies that address the interests and learning needs of gifted students	1 & 2
8	The ability to lead, design, and implement school-wide gifted programs that will support teachers to engage gifted students in learning	3
9	Knowledge about how to promote the importance of this knowledge to colleagues within and beyond their school especially policy development and resource management	3
10	Develop an understanding of various school structures catering for gifted students	1 & 3
11	Develop an appreciation of how schools respond to the needs of gifted students in terms of leadership strategies	1 & 3

Graduate Attributes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment (s)
1	Advanced disciplinary knowledge and practices 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	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	1, 2, & 3
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	1, 2, & 3
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	3
5	International outlook Demonstrate an understanding of international perspectives relevant to the	

	educational field	1
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	3

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

During the lectures and workshops a range of activities with a strong focus on student participation will be addressed. Students are expected to 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

The course will begin with some pre-reading that will be accessed via Moodle. Assessment Task 1 requires a reflective response to the pre-readings and is due December 21, 2015. The lectures and workshops will be presented in a four day intensive course on the Kensington Campus, January 4, 5, 7, & 8 from 9:00 am to 4:00 pm (Please see Moodle for detailed course schedule). Moodle will be utilised to discuss ideas with peers, ask questions of the course coordinator, access resources, and find important course information.

Day	Lectures/Workshops
Monday 4 January	<ul style="list-style-type: none"> • Introduction to the course • Rationale for and means of catering to the needs of gifted and talented students • Practical strategies that actively engage the cognitive and affective characteristics and learning needs of gifted and talented students in the classroom • Gifted education classroom strategies that promote/ support/ foster leadership
Tuesday 5 January	<ul style="list-style-type: none"> • Teacher preparation and accreditation issues, and develop an understanding of the characteristics and competencies of effective teachers of gifted and talented students • Development of teacher expertise to maximise gifted and talented students' achievement outcomes
Thursday 7 January	<ul style="list-style-type: none"> • Leadership and Gifted and Talented policies used in New South Wales education systems and the Board of Studies' requirements regarding gifted and talented students' education • Development of teacher leaders in gifted education; building capacity

Friday	8 January	<ul style="list-style-type: none"> • Designing and implementing school-wide gifted programs that will support teachers to engage gifted students in learning • Different school structures and the models schools use to cater for gifted students
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RESOURCES

Course Pre-Readings (Available on Moodle):

These readings should be accessed to complete the **Pre Course Assessment Task 1**:

Chessman, A. (2005). Policy development and practice: The New South Wales experience. *International Education Journal*, 6, 156–163.

Jolly, J. L. (2005). Foundations of the field of gifted education. *Gifted Child Today*, 28(2), 14–18, 65.

Kronborg, L. (2002). Foreword. In W. Vialle & J. Geake (Eds.) *The gifted enigma: A collection of articles* (pp. vi–xxi). Cheltenham, VIC: Harker Brownlow.

All other course readings will be available on Moodle

7. ASSESSMENT

Assessment component	Description	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date Due
Pre Course Assessment Task 1	Reflection Paper	1000 words	20%	1, 3, 7, 10, & 11	1, 2, 3, & 5	December 21, 2015
Assessment Task 2	Annotated Bibliography	1000 words	20%	1, 3, 4, & 5	1, 2, & 3	January 8, 2016
Post Course Assessment Task 3	Action Plan	3500 words	60%	2, 4, 5, 6, 8, 9, 10, & 11	1, 2, 3, 4, & 6	January 29, 2016

Assessment Details

Pre-Course

Assessment Task 1 – Reflection Paper

Based on the assigned readings tracing the history of gifted education and policy development. 1) Provide a brief summary of the described events, research trajectories, and policy. And 2) Discuss how these have impacted the current state of gifted education. Be sure to support your position with specific examples from the readings provided or other literature.

Assessment Task 2— Annotated Bibliography: Compile an annotated bibliography of 5 empirical journal articles that will help you to complete Assessment Task 3—Action Plan. Articles should be published after 2005 and NOT already included in the course readings. Only include one key for all of the annotations.

Please use the following format:

Sample annotation

The citation goes first and is followed by the annotation. The summary needs to be concise (please note the following example is entirely fictitious).

In the sample annotation below, each element is numbered (see Key).

<p>(1) Trevor, C. O., Lansford, B., & Black, J. W. (2004). 'Employee turnover and job performance: Monitoring the influences of salary growth and promotion. <i>Journal of Armchair Psychology</i>, 113, 56–64.</p> <p>(2) In this article Trevor et al. review the influences of pay and job opportunities in respect to job performance, turnover rates and employee motivation. (3) The authors use data gained through organisational surveys of blue-chip companies in Vancouver, Canada to try to identify the main causes of employee turnover and whether it is linked to salary growth. (4) The article is useful to my research topic, as Trevor et al. suggest that there are numerous reasons for employee turnover and variances in employee motivation and performance. (5) The main limitation of the article is that the survey sample was restricted to mid-level management, (6) thus the authors indicate that further, more extensive, research needs to be undertaken to develop a more in-depth understanding of employee turnover and job performance. (7) This article will not form the basis of my research; however it will be useful supplementary information for my research on pay structures.</p>	<p>Key</p> <p>(1) Citation</p> <p>(2) Introduction</p> <p>(3) Aims & Research methods</p> <p>(4) Usefulness (to your research/ to a particular topic)</p> <p>(5) Limitations</p> <p>(6) Conclusions</p> <p>(7) Reflection (explain how it will fit in with your Action Plan).</p>
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(UNSW, n.d.)

Post-Course

Assessment Task 3 – Action Plan

Based on case school (provided during the course and posted to Moodle) tasked with establishing a gifted program, you will be asked to create an Action Plan. The Action Plan will be discussed in detail during the course and in relation to the course content and discussions.

The Action Plan (Purcell & Eckert, 2006) must address the following criteria:

1. Developing a mission statement on the educational needs of gifted and talented students.
 - a. Justification/rationale for providing services
 - b. Based on Department of Education policies
 - c. Research base to support services
2. Developing a definition of giftedness
 - a. Based on Gagne’s Differentiated Model of Giftedness and Talent
 - b. Any other definitions provided by state, school system or specific school
3. Constructing identification procedures
 - a. Ability and aptitude measures
 - b. Suggested additional measures that are defensible
 - i. Subjective measures/teacher and parent checklists
 - ii. Portfolio of student work
 - iii. Interviews
 - c. Evaluating identification process
4. Articulating gifted education program goals
 - a. Needs assessment
 - i. Based on needs assessment

1. Purpose/goals
2. Objectives
3. Short and long term outcomes
5. Comprehensive program design
 - a. Program design that includes addressing underserved populations
 - b. Affective needs of students
 - c. Opportunities for gifted/high ability to study and work together
 - d. Research component
6. Curriculum for gifted education students
 - a. Based on student profile
 - b. Can include the following components
 - i. Differentiation
 - ii. Acceleration
 - iii. Enrichment
7. Services that meet social and emotional needs of gifted children
 - a. Will these aspects be integrated into the curriculum?
 - b. Outside resources that support the affective development of students
 - c. Counseling and guidance considerations
8. Creating a comprehensive and defensible budget for gifted programs and services
 - a. Budgetary needs for supporting curricula development, professional development, enrichment programs, parent communication, etc.
9. Selecting learning resources in the education of the gifted
 - a. Identification of resources both inside and outside of the school to aid in the overall program and individual courses.
10. Managing communication initiative in gifted education
 - a. Feeder schools
 - b. Communication plan for parents and stakeholders
11. Roles, responsibilities, and professional qualifications of key personnel for gifted education services
 - a. Identification of personnel who will take responsibility for the different aspects of the program.
 - i. Types professional development needed?
 - ii. Support available for personnel
 - iii. Outside resources
12. Designing a professional development plan
 - a. Which teachers will be involved?
 - b. Type and intensity of PD?
 - c. Opportunity to visit other sites where gifted education programs have been successfully implemented.
13. Developing a plan for evaluating a program in gifted education
 - a. Fidelity of services
14. Connecting program design and Department of Education policies
 - a. Program objectives, goals, and outcomes should reflect and connect to Department of Education policies
15. Aligning gifted education services with general education
 - a. How does the gifted education program integrate/collaborate with the overall general education at the school
16. Planning for advocacy

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

Student Name:
 Assessment Task 1

Student No.:

SPECIFIC CRITERIA	(-) ←	→	(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Exhibits accurate and elaborated breadth and depth of understanding of the key events, policies, and figures in the field. Demonstrates the ability to link past events to present day circumstances. 			
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Presents insightful and accurate interpretation of the historical literature and policy; establishes strengths and weaknesses of research; and presents an in-depth analysis and evaluation of major points of view. Significant demonstration of originality and independent thought. 			
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> Connects sources to the purpose of the reflection. The sources utilized support the key ideas of the reflection, and are explored with an appropriate level of detail. 			
Structure and organisation of response <ul style="list-style-type: none"> Highly organised and easy to follow. Excellent subject knowledge is evident throughout the task. All information is clear, highly appropriate, and consistently correct. 			
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> Clear, consistent and appropriate use for quoting, paraphrasing, attributing sources of information, and listing references. Clear and appropriate use of sentence structure, vocabulary use, spelling, punctuation and word length. 			
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME			

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

Date
Weighting: 20%

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.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5802 IDENTIFICATION OF GIFTED CHILDREN

Student Name:
 Assessment Task 2

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Exhibits accurate and elaborated breadth and depth of understanding of the key concepts in the knowledge domain. Demonstrates an appreciation of the limitations and temporary nature of conceptual knowledge in the field. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Presents insightful and accurate interpretation of the research evidence; establishes strengths and weaknesses of research; and presents an in-depth analysis and evaluation of major points of view. Significant demonstration of originality and independent thought. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> Strong evidence of independent reading beyond the provided materials. Uses sources, which are valid, reliable and relevant to the topic, and appropriate to the purpose of the review. 					
Structure and organisation of response <ul style="list-style-type: none"> All expectations and conventions with all expected attributes present but have been creatively interpreted to suit personal style and the specific execution of the task. A unique but appropriate presentation of work. Highly organised and easy to follow. Excellent subject knowledge is evident throughout the project. All information is clear, highly appropriate, and consistently correct. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> Clear, consistent and appropriate use for quoting, paraphrasing, attributing sources of information, and listing references. Clear and appropriate use of sentence structure, vocabulary use, spelling, punctuation and word length. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

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

Date
Weighting: 20%

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.**

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

Student Name:
 Assessment Task 3

Student No.:

SPECIFIC CRITERIA	(-) \longleftarrow \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Exhibits accurate and elaborated breadth and depth of understanding of the key concepts in the knowledge domain. Demonstrates an appreciation of the limitations and temporary nature of conceptual knowledge in the field. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Presents insightful and accurate interpretation of the research evidence; establishes strengths and weaknesses of research; and presents an in-depth analysis and evaluation of major points of view. Significant demonstration of originality and independent thought. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> Strong evidence of independent reading beyond the provided materials. Uses sources, which are valid, reliable and relevant to the topic, and appropriate to the purpose of the review. 					
Structure and organisation of response <ul style="list-style-type: none"> All expectations and conventions with all expected attributes present but have been creatively interpreted to suit personal style and the specific execution of the task. A unique but appropriate presentation of work. Highly organised and easy to follow. Excellent subject knowledge is evident throughout the Action Plan. All information is clear, highly appropriate, and consistently correct. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> Clear, consistent and appropriate use for quoting, paraphrasing, attributing sources of information, and listing references. Clear and appropriate use of sentence structure, vocabulary use, spelling, punctuation and word length. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

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.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Pre-Course Assessment Task 1: Reflection Paper	Written	January 4, 2016
Assessment Task 2: Annotated Bibliography	Written	January 22, 2016
Post-Course Assessment Task 3: Action Plan	Written	February 12, 2016