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 2015

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Angela Chessman
Office Location: Room 125, John Goodsell
Email: education@unsw.edu.au
Phone: +61 2 9385 1977
Availability: Please email to arrange a meeting time

Visiting Lecturer: Dr Katherine Hoekman
Availability: Please email to arrange a meeting time

Visiting Lecturer: Ms Megan Connors
Availability: Please email to arrange a meeting time

Visiting Lecturer: Ms Barbara Stone
Availability: Please email to arrange a meeting time

Visiting Lecturer: Mr David Tomlin
Availability: Please email to arrange a meeting time

Visiting Lecturer: Marie Nilon
Availability: Please email to arrange a meeting time

Dr Angela Chessman Academic background:
Angela has taught in public and private schools in Victoria and New South Wales. She has over 20 years of experience at secondary school level and has also taught psychology to university undergraduates and teachers upgrading their qualifications. Angela completed a Master's degree in gifted education at the University of New South Wales in 1998, and subsequently managed the NSW Government’s Gifted and Talented Unit in 2001-2011. She was the executive officer for the 2004 revision of the NSW Gifted and Talented Education Policy. In 2010, Angela completed a PhD thesis titled “Teacher Attitudes and Effective Teaching Practices for Gifted Students at Stage 6”, for which she was awarded the NSW Institute for Educational Research “Beth Southwell Research Award 2011” for an outstanding thesis. Angela’s research interests include identification of gifted students K-12 and quality teaching and she has presented on these topics at several international and Australian conferences. Angela now works as an educational consultant, supporting leaders and teachers in schools and academic institutions.

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.

Ms Megan Connors Academic background:
Megan Connors completed a Bachelor of Science and Diploma of Education at Macquarie University. She is a career NSW DEC teacher having taught in eastern Sydney, northern Sydney and presently in western Sydney. Megan has taught in comprehensive high schools and now in an academically selective high school.

Megan was Deputy Principal at James Ruse Agricultural High School since 2008 before gaining the position of Principal in November 2013. An Economics and HSIE teacher, Megan was always heavily involved in student welfare and leading professional learning across the school. A passionate advocate for the development of differentiated curricular and co-curricular programs for gifted students, Megan strives to lead change towards the development of a learner-centred, differentiated educational experience. Megan completed her Masters in Educational Leadership in July 2014.

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 Research and Resource Centre, UNSW, since 1996; Member of Heads Standing Committee, International Baccalaureate Organization, 2000 – 2011; Member Steering Committee ACE/NSW Ministry of Education Quality Teaching Awards, 2001-2008; President, Alliance of Girls’ Schools, Australasia 2002-2005 and National Chair AHISA 2007 – 2009.

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 – 19th January
Module 2 – 20th January
Module 3 – 22nd January
Module 4 – 23rd January

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

Location: Mathews 113

3. COURSE DETAILS

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.

Summary of 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 the 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

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 section on attendance for details on guidelines, procedures and penalties in Part B of this document.

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 | 1,2,3 |
teachers of gifted and talented students

- the ability to lead and implement effective professional gifted education learning programs for teachers

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

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

Graduate Attributes (AITSL Professional Graduate Teaching Standards)

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 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. |
| 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 |
| 3        | Cognitive skills and critical thinking
            Demonstrate advanced critical thinking and problem solving skills |
| 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 |
| 5        | International outlook
            Demonstrate an understanding of international perspectives relevant to the educational field |
| 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 |
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 19th January</th>
<th>Tuesday 20th January</th>
<th>Thursday 22nd January</th>
<th>Friday 23rd January</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong></td>
<td>Ms Megan Connors</td>
<td>Dr Angela Chessman</td>
<td>Dr Katherine Hoekman</td>
<td>Case Studies</td>
</tr>
<tr>
<td>10:00-11:30</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>
</tr>
<tr>
<td>11:30-11:45</td>
<td>Morning Tea</td>
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<td></td>
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</tr>
<tr>
<td>11:45-1:00</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 Mrs Barbara Stone, former Principal, MLC Sydney</td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>Lunch – Students to provide own lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00-3:30</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>
</tr>
<tr>
<td>3:30-3:45</td>
<td>Afternoon Tea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:45-5:00</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>

EDST5110 Educational Leadership for Gifted Students, UNSW 2015
7. RESOURCES

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 :
  OLR Kensington
  North Sydney Girls High School
8. 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>7th January 2015</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>16th February 2015</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>16th February 2015</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?

**Feedback**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Feedback Mechanism</th>
<th>Feedback Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Course Task</td>
<td>Written</td>
<td>19th January, 2015</td>
</tr>
<tr>
<td>Post Course Task 2</td>
<td>Written</td>
<td>23rd March, 2015</td>
</tr>
<tr>
<td>Post Course Task 3</td>
<td>Written</td>
<td>23rd March, 2015</td>
</tr>
<tr>
<td>Criteria</td>
<td>Maximum</td>
<td>Mark</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Understanding of the key concepts: Understanding of the relevant theory, research and practice</strong></td>
<td></td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td><strong>Critical thinking and analysis</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• Use of relevant evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Well reasoned arguments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sound analysis of problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Structure and organisation of response</strong></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>• Logical and coherent structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clear presentation of ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>An academic writing style</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• APA style for citations and references</td>
<td></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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<tr>
<td><strong>TOTAL</strong></td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

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.
<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,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>research and practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Powerpoint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. One key issue</td>
<td></td>
<td></td>
</tr>
<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>
</tbody>
</table>

| Critical thinking and analysis                                          |         | 3    |
| • Use of relevant evidence                                              |         |      |
| • Well reasoned arguments                                               |         |      |
| • Sound analysis of problem                                             |         |      |

| Structure and organisation of response                                 |         | 2    |
| • Logical and coherent structure                                       |         |      |
| • Clear presentation of ideas                                          |         |      |

| An academic writing style                                               |         | 3    |
| • APA style for citations and references                                |         |      |
| • Clarity and appropriateness of language style                         |         |      |
| • Appropriate research references to support response                   |         |      |

**TOTAL** 20

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

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.