



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5127
Coaching and Mentoring In Educational
Leadership

Semester 1

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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 5127 Coaching and Mentoring in Educational Leadership (6 units of credit)
Semester 1, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Hoa Nguyen
Office Location: Room 138, John Goodsell Building, Room
Email: hoa.nguyen@unsw.edu.au
Phone: 9385 8349
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Coaching and Mentoring in Educational Leadership
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	
Lecture	Sat 09-16 (w1,3,7,12, JGoodsLG19)

Summary of Course

The focus of this course is on the role that learning conversations, mentoring and coaching can play in the development of teachers. Models and perspectives on coaching and mentoring will be explored as well as the development of listening and reflection skills. Action research by students will provide feedback on the various models of mentoring and coaching.

Aims of the Course

The overall aims of the course are to enable teachers to understand the role that coaching and mentoring play in professional learning in schools and other educational institutions. The course is divided into four sections:

1. This section will focus on understanding the role and processes involved in coaching in schools. This includes the applications of coaching and how coaching works. There is an emphasis on developing participants' practical skills in coaching. This will focus on extending and deepening participants' capacity to lead coaching in their schools
2. This section will focus on understanding the role of professional learning through mentoring and coaching in schools and the importance of reflection on, in and for practice. Participants will learn the methodology of action research and design a practical action research study involving them in mentoring and/or coaching in their own leadership.

3. This section will focus on understanding the role and processes involved in mentoring in schools. This includes the place of the learning conversation, applications of mentoring and how mentoring works. There is an emphasis on developing participants' practical skills in mentoring. This will focus on extending and deepening participants' capacity to lead mentoring in their schools
4. This section will provide students with the opportunity to share their action research with members of the class. It will also address the issue of feedback and challenging conversations, especially being able to give and receive effective feedback for their own and others' professional growth.

The main ways in which the course has changed since last time as a result of student feedback

This course is offered on four Saturdays to allow students greater flexibility and choice in progressing through their program.

Further elaboration on the second option (proposal) of the third assessment task is included.

Student Learning Outcomes

Outcomes	At the end of this course students should be able to:	Assessment(s)
1	Identify and develop the knowledge and skills necessary for effective mentoring and coaching in schools	1,2,3
2	Demonstrate their ability to critically reflect on their own experience of coaching and mentoring in schools	1,2, 3
3	Demonstrate their ability to critically reflect on the application of their learning to their school context	1,2,3
4	Demonstrate an understanding of action research methodology and an ability to apply the theory to their own workplace	1,2,3

Program Learning Outcomes

Capability		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	Enquiry-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	1,3
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	2
5	Global outlook Demonstrate an understanding of international perspectives relevant to the educational field	1,3
6	Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1,2,3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course will enable students to develop an understanding of the role that coaching and mentoring play in developing Educational Leaders. The course involves a detailed study of the theory, research and practice associated with this topic as well as the opportunity to complete an action research project.

5. TEACHING STRATEGIES

This course will be taught with a strong emphasis on student participation. Students will be provided with online material and references to research journals which they will be expected to read prior to each session. Students will have the opportunity of sharing their ideas with each other in an online discussion group. Various activities, eg practice coaching in pairs and triads, small group discussions and other practical activities will engage students and enable a deeper understanding of the related issues. One class presentation, with supporting minor paper, and one extended paper will require students to lead a coaching process in their schools, using action research methodology, then reflect on its impact and any leadership implications.

6. COURSE CONTENT AND STRUCTURE

Week Beginning	Lecture Topic
1 5th March	Introductions, course overview and definitions. Setting learning goals Introduction to coaching and mentoring Coaching and Mentoring for leadership development in schools Models of coaching Focusing the coaching relationship Coaching and Coaching skills Coaching Culture: opportunities, challenges regarding 'coaching cultures' and the current research
3 19th March	Professional learning in schools and action learning/research Professional learning through mentoring and coaching Action learning/ research Action research in education The methodology and theory of action research Planning for the action research study Reciprocal coaching for leadership of the project
7 23rd April	Models of mentoring Mentoring functions/strategies Mentoring relationships What makes an effective mentor and effective mentee? Matching mentors and mentees Setting up the mentoring program Mentoring skills Reflection and feedback with teacher development Feedback/professional conversations

<p>12 28th May</p>	<p>Reciprocal coaching for leadership of the project Student Presentations (20-30 mins) in small groups with peer feedback Review of presentations and formative feedback, implications for major assignment</p> <p>More reciprocal coaching for leadership of the project Student Presentations (20 mins) in small groups with peer feedback</p> <ul style="list-style-type: none"> • Review of presentations and formative feedback, implications for major assignment • Reflect on the strengths and areas for future development • Increase awareness of the role and nature of coaching methodology • Increase capacity to use feedback for professional growth <p>Module review and learning summary</p>

7. RESOURCES

Recommended Reading

- Robertson, J. (2008). *Coaching Leadership: Building educational leadership capacity through coaching partnerships*. London: SAGE Publications Ltd.
- Fletcher, S., & Mullen, C. A. (Eds.). (2012). *SAGE handbook of mentoring and coaching in education*. London: Thousand Oaks.

Available

http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/dlSearch.do?institution=61UNSW_INST&vid=UNSW&search_scope=SearchFirst&tab=default_tab&onCampus=false&query=any,contains,EDST5127

Further Readings

Section 1

- Coaching- mentoring: <http://toolkit.aitsl.edu.au/category/coaching-mentoring>
- Stoll, L. (2010). Stimulating Learning Conversations. Keynote Paper presented to ACEL 2010 Conference Hosting and Harvesting. Available from <http://www.cceam.org/index.php?id=207>
- Creasey, J., Patterson, F. (2005) Leading Coaching in schools. Leading Practice Seminar Series Retrieved from <http://thebeechconsultancy.co.uk/uploads/files/leading-coaching-in-schools.pdf>
- Fletcher, S. (2007). Educational research mentoring and coaching as co-creative synergy. International Journal of Evidence Based Coaching and Mentoring, Vol. 5, No. 2, August 2007 Available from <http://www.business.brookes.ac.uk/research/areas/coachingandmentoring>

- Gormley, H. & van Nieuwerburgh, C. (2014). Developing coaching cultures: a review of the literature. *Coaching: An International Journal of Theory, Research and Practice*, 7,2. DOI: 10.1080/17521882.2014.915863
- Knight, J. (2007). What does coaching look like? *Instructional coaching: A partnership approach to improving instruction*, Chapter 2. Thousand Oaks: Corwin. Available: <http://instructionalcoach.org/research/tools/book-chapter-instructional-coaching>
- Lindon, J. (2011). Creating a culture of coaching: Upskilling the school workforce in times of change. NCSL Research associate full report. Spring 2011. Available: <http://dera.ioe.ac.uk/2980/1/download%3Fid%3D147562%26filename%3Dcreating-a-culture-of-coaching-full-report.pdf>

Section 2

- **Action research and coaching: Chapter 5** .Available
http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/dlSearch.do?institution=61UNSW_INST&vid=UNSW&search_scope=SearchFirst&tab=default_tab&onCampus=false&query=any,contains,EDST5127
- Groundwater-Smith, S. & Ewing, R. . (2010). Seeing practice through practice: Learning through action research and action learning.. In R.Ewing, T.Lowrie & J.Higgs (Ed.), *Teaching & Communication. Rethinking Professional Experiences* (pp. 237–246), Melbourne, Australia: Oxford University Press. Available in High Use Area or [http://sfx.library.unsw.edu.au:1801/webclient/StreamGate?folder_id=0&dvs=1438128428007~858&#search="EDST5127"&usePid1=true&usePid2=true](http://sfx.library.unsw.edu.au:1801/webclient/StreamGate?folder_id=0&dvs=1438128428007~858&#search=)
- Griffiths, K. & Campbell, M. (2009). Discovering, applying and integrating: The process of learning in coaching. *International Journal of Evidence Based Coaching and Mentoring*, Vol 7, No 2 pp. 16 - 30. Available: www.business.brookes.ac.uk/research/areas/coachingandmentoring
- Aubusson, P., Ewing, R., Hoban, G(2009). Gathering and learning from evidence. In P. Aubusson, R.Ewing,& G.Hoban. *Action Learning in schools: reframing teachers' professional learning and development*(pp.85-100).London: Routledge
Available in High Use Area or [http://sfx.library.unsw.edu.au:1801/webclient/StreamGate?folder_id=0&dvs=1438212541484~92&#search="EDST5127"&usePid1=true&usePid2=true](http://sfx.library.unsw.edu.au:1801/webclient/StreamGate?folder_id=0&dvs=1438212541484~92&#search=)
- Robertson, Jan (2000) ' The three Rs of action research methodology: reciprocity, reflexivity and reflection-on-reality', *Educational Action Research*, 8: 2, 307 — 326. Available: <http://dx.doi.org/10.1080/09650790000200124>
- Action Research In Education. Guidelines (2nd Edition). (2010). State of NSW, Department of Education and Training. Professional Learning and Leadership Development Directorate. Available: <https://www.det.nsw.edu.au/proflearn/docs/pdf/actreguide.pdf>

Section 3

- Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education*, 25(1), 207-216.
- Kram, K. E. (1983). Phases of the mentor relationship. *The Academy of Management Journal*, 26(4), 608-625.
- Kram, K. E., & Isabella, L. A. (1985). Mentoring Alternatives: The Role of Peer Relationships in Career Development. *The Academy of Management Journal*, 28(1), 110-132.
- Mentoring : <http://www.aitsl.edu.au/media-newsroom/multimedia-centre/detail/?id=mentoring>

- Hudson, P. (2010). Mentors report on their own mentoring practices. *Australian Journal of Teacher Education*, 35(7), 30-42
- Timperley, H. (2001). Mentoring conversations designed to promote student teacher learning. *Asia-Pacific Journal of Teacher Education*, 29(2), 111-123.
- Crasborn, F., Hennissen, P., Brouwer, N., Korthagen, F., & Bergen, T. (2011). Exploring a two-dimensional model of mentor teacher roles in mentoring dialogues. *Teaching and Teacher Education*, 27(2), 320-331.
- Clark, S. K., & Byrnes, D. (2012). Through the eyes of the novice teacher: perceptions of mentoring support. *Teacher Development*, 16(1), 43-54. doi: 10.1080/13664530.2012.666935
- Huizing, R. L. (2012). Mentoring together: A literature review of group mentoring. *Mentoring & Tutoring: Partnership in Learning*, 20(1), 27-55. doi: 10.1080/13611267.2012.645599
- Hudson, P. (2013). Feedback consistencies and inconsistencies: Eight mentors' observations on one preservice teacher's lesson. *European Journal of Teacher Education*.
- Chapter 31 (Knowledge base of mentoring and mentoring preparation) in Sage handbook of mentoring and coaching in education

Section 4

- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56, 218-226. Available from <http://fredrickson.socialpsychology.org/#publications>
- Ajjawi, R., & Boud, D. (2015). Researching feedback dialogue: an interactional analysis approach. *Assessment & Evaluation in Higher Education*, 1-14. doi: 10.1080/02602938.2015.1102863

Contact the Learning Centre UNSW if necessary for advice and assistance on oral presentations.

e-learning Moodle

This course uses *Moodle* as its on-line environment. The following information will be available on the Course e-learning website:

- The course outline;
- All PowerPoint slides and handouts;
- Suggested references and readings;
- Assessment details;
- Discussion forum;
- Electronic submission box.

Please log into Moodle through: <http://elearning.unsw.edu.au>

If you have problems accessing Moodle, please contact the Support Help Desk on 9385-1333.

8. ASSESSMENT

Assessment component	Description	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date due
Assessment task 1	“Theory ,research and practice related to learning conversations Minor research paper	2000-2500 words	40%	1,2,3,4	1,2,3,5,6	25 March 2016 5pm
Assessment task 2	Presentation on Action Research report /proposal	Seminar	Hurdle requirement	1,4	1,2,4,6	Week 12
Assessment task 3	Action Research Report/proposal Major research paper	3000-3500 words	60%	1,2,3,4	2,3,5,6	30 May 2015 5pm

Students are required to follow their lecturer’s instructions when submitting their work for assessment. All assessment will be submitted online via Moodle 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 Task 1: Theory, research and practice related to learning conversations - Minor research-practice paper

The task consists of two parts:

- Students are required to discuss the key elements of a learning conversation and the potential impact of learning conversations on teacher learning, and how educational leaders can increase the power of learning conversations
- Students are to conduct a coaching and mentoring conversation and critically evaluate the role of questioning skills and listening skills in the conversation

Assessment Task 2 Presentation on Action Research Report - seminar

This task requires students to present a summary to their peer group of the action research report/proposal completed for Task 3. Students are provided with formative assessment by peers for the presentation.

Assessment Task 3 Action Research Report/Proposal - Major research paper

In this task student are required to submit an action research report which is intended to conduct in their workplace using action research methodology. Students are required to reflect critically and to observe the impact of this work on leadership capacity in the institution and link this to other research and literature reviewed in this course.

In case, students don’t have opportunities to conduct an action research in their work place, students are required to submit an action research proposal which is intended to conduct in their workplace using action research methodology.

Return of Assessment Tasks

Assessments are normally assessed and returned online within two weeks or less of submission. Please see Student Policies and Procedures on Moodle and on School of Education website for details of assessment process, grading descriptors, special consideration and late penalties.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Task 1	Written	Three weeks after submission
Task 2	Oral	Week 12
Task 3	Written	Three weeks after submission

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5127 COACHING AND MENTORING IN EDUCATIONAL LEADERSHIP

Student Name:

Student No:

Assessment Task 1

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Addresses the question/issue • Understanding of the question/issue • Understanding of relationship to relevant theory, research and practice • Information presented is relevant • Understanding of the complexities and interrelationships involved 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of analysis • Well-reasoned arguments • Sound analysis of problem 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
Structure and organisation of the response <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • APA style for citations and references & complete reference list • Clarity and appropriateness of language style 					
GENERAL COMMENTS					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also 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
 EDST5127 COACHING AND MENTORING IN EDUCATIONAL LEADERSHIP

Student Name:

Student No:

Assessment Task 3

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Addresses the question/issue • Understanding of the question/issue • Understanding of relationship to relevant theory, research and practice • Information presented is relevant • Understanding of the complexities and interrelationships involved 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of analysis • Well-reasoned arguments • Sound analysis of problem 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
Structure and organisation of the response <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • APA style for citations and references & complete reference list • Clarity and appropriateness of language style 					
GENERAL COMMENTS					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also 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.**