



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST5127**

**Coaching and Mentoring In Educational  
Leadership**

**Term 1, 2019**

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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 5127 Coaching and Mentoring in Educational Leadership (6 units of credit)  
Term 1, 2019

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Hoa Nguyen  
Office Location: 138 Goodsell Building, Kensington Campus  
Email: [hoa.nguyen@unsw.edu.au](mailto:hoa.nguyen@unsw.edu.au)  
Phone: +61 2 9385 8349  
Availability: Please email to arrange an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Coaching and Mentoring in Educational Leadership
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T1.html">http://classutil.unsw.edu.au/EDST_T1.html</a>

## 4. 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:**

- More information about the assessment requirements for this course is included
- Updated readings

**5. IMPORTANT INFORMATION**

**Assessment:** Students must pass ALL assessments to pass the course. Only by passing all assessments can the AITSL Professional Graduate Teaching Standards be achieved.

**Attendance:** It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal documentation and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

**Please note the following attendance expectations, requirements, and consequences:**

- A minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for the subject in which you are enrolled is required by UNSW
- Attendance in person is the only option for tutorials, seminars, and workshops.
- Where attendance is recorded for a scheduled class (i.e. lectures, tutorials, workshops, seminars) either by electronic means or via an attendance register it is the responsibility of the student to make sure they successfully record their attendance by providing all the details required.

It is the responsibility of the student to catch up on any learning missed due to absences.

The School of Education upholds the UNSW attendance policy and is in accordance with the Arts and Social Sciences guidelines and expectations. UNSW policy on Attendance and Absence that can be found at: <https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/#attendanceguidelines>

**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	<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>Enquiry-based learning</b>	1,2,3

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

## 6. 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.

## 7. 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.

## 8. COURSE CONTENT AND STRUCTURE

Date	Lecture Topic
Week 2 2/3/2019	<ul style="list-style-type: none"> <li>➤ Introductions, course overview and definitions. Setting learning goals</li> <li>➤ Introduction to coaching and mentoring</li> <li>➤ Coaching and Mentoring for leadership development in schools</li> <li>➤ Models of coaching</li> <li>➤ Focusing the coaching relationship</li> <li>➤ Coaching and Coaching skills</li> <li>➤ Coaching Culture: opportunities, challenges regarding 'coaching cultures' and the current research</li> </ul>
Week 4 16/3/2019	<ul style="list-style-type: none"> <li>➤ Professional learning in schools and action learning/research</li> <li>➤ Professional learning through mentoring and coaching</li> <li>➤ Action learning/ research</li> <li>➤ Action research in education</li> <li>➤ The methodology and theory of action research</li> <li>➤ Planning for the action research study</li> <li>➤ Reciprocal coaching for leadership of the project</li> </ul>
Week 6 30/3/2019	<ul style="list-style-type: none"> <li>➤ Models of mentoring</li> <li>➤ Mentoring functions/strategies</li> <li>➤ Mentoring relationships</li> <li>➤ What makes an effective mentor and effective mentee?</li> <li>➤ Matching mentors and mentees</li> <li>➤ Setting up the mentoring program</li> <li>➤ Mentoring skills</li> </ul>

<p>Week 10 27/4/2019</p>	<ul style="list-style-type: none"> <li>➤ Mentoring (cont)</li> <li>➤ Reflection and feedback with teacher development</li> <li>➤ Feedback/professional conversations</li> <li>➤ Students' discussion on their proposed Coaching/mentoring program</li> <li>➤ Reflect on the strengths and areas for future development</li> <li>➤ Increase awareness of the role and nature of coaching methodology</li> <li>➤ Increase capacity to use feedback for professional growth</li> <li>➤ Module review and learning summary</li> </ul>
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## 9. 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](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

- Averill, R., Drake, M., Anderson, D., & Anthony, G. (2016). The use of questions within in-the-moment coaching in initial mathematics teacher education: enhancing participation, reflection, and co-construction in rehearsals of practice. *Asia-Pacific Journal of Teacher Education*, 44(5), 486-503. doi:10.1080/1359866X.2016.1169503
- Barlow, L. (2005). Effective structuring of coaching: using five questions. *Development and Learning in Organizations: An International Journal*, 19(6), 11-12. doi:10.1108/14777280510624268
- Clutterbuck, D. (2010). Coaching reflection: the liberated coach. *Coaching: An International Journal of Theory, Research and Practice*, 3(1), 73-81. doi:10.1080/17521880903102308
- Coaching- mentoring: <https://www.aitsl.edu.au/lead-develop/develop-others/coach-others/coaching-resources>
- 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>
- Drake, D. B. (2011). What do coaches need to know? Using the Mastery Window to assess and develop expertise. *Coaching: An International Journal of Theory, Research and Practice*, 4(2), 138-155. doi: 10.1080/17521882.2011.596486
- Fletcher, S. (2007). Educational research mentoring and coaching as co-creative synergy. *International Journal of Evidence Based Coaching and Mentoring*, 5(2),3-11, 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), 90-101. 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-chaper-instructional-coaching>

- Kraft M.A, Blazar D., Hogan D. (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. *Review of Educational Research*, 88(4), 547-588.
- 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>
- Lofthouse, R., & Hall, E. (2014). Developing practices in teachers' professional dialogue in England: using Coaching Dimensions as an epistemic tool. *Professional Development in Education*, 40(5), 758-778. doi:10.1080/19415257.2014.886283
- Robbins, P. (2017). Peer Coaching to Enrich Professional Practice, School Culture, and Student Learning, *Educational Leadership*, 74(8), 8-9
- Robertson, J. (2008). *Coaching Leadership: Building educational leadership capacity through coaching partnerships*. London: SAGE Publications Ltd. (**CHAPTER 1**)
- 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>
- Stoll, L. (2012) Stimulating learning conversations, *Professional Development Today*, 14 (4), 6-12
- Timperley, H. (2001). Mentoring conversations designed to promote student teacher learning. *Asia-Pacific Journal of Teacher Education*, 29(2), 111-123.

## 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](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*, 7(2), 16 - 30. Available: [www.business.brookes.ac.uk/research/areas/coachingandmentoring](http://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 (2<sup>nd</sup> 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

- Orland-Barak, L. (2014). Mediation in mentoring: A synthesis of studies in Teaching and Teacher Education. *Teaching and Teacher Education*, 44, 180-188. doi:<https://doi.org/10.1016/j.tate.2014.07.011>

- Korhonen, H., Heikkinen, H. L. T., Kiviniemi, U., & Tynjälä, P. (2017). Student teachers' experiences of participating in mixed peer mentoring groups of in-service and pre-service teachers in Finland. *Teaching and Teacher Education*, 61, 153-163. doi:<https://doi.org/10.1016/j.tate.2016.10.011>
- 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>
- 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

- Spooner-Lane, R (2017) Mentoring beginning teachers in primary schools: research review, *Professional Development in Education*, 43(2), 253-273, DOI: 10.1080/19415257.2016.1148624
- Hudson, P. (2013) Mentoring as professional development: 'growth for both' mentor and mentee. *Professional Development in Education*, 39(5), 771-783
- Degenhardt, L (2013). Professional companioning: Support for leaders in managing the increasing complexity of their roles. *Leading and Managing*. 19(2),15-33
- 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*, 42(2), 1-14. doi:10.1080/02602938.2015.1102863
- 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), 90-101. doi:10.1080/17521882.2014.915863

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.



## 10. ASSESSMENT

Assessment component	Description	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Date due
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	25/03/2019 5:00 PM
Task 2	Poster Presentations on Action Research report /proposal	Seminar	Hurdle requirement	1,4	1,2,4,6	Week 10 27/4/2019, 5pm
Task 3	Action Research Report/proposal Major research paper	3000-3500 words	60%	1,2,3,4	1, 2,3,5,6	10/05/2019 5:00 PM

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 Poster** Presentations on Action Research Report - seminar

As part of the requirement for EDST 5127 (Mentoring and Coaching in Educational Leadership), students are required to develop and present a poster that describes their mentoring/coaching program /Proposal they have conducted or will conduct in their workplace using action research methodology (See MOODLE for further information)

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

In this task students are required to submit a 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. (see MOODLE for further information)

### *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*

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
Task 1	Written	Within 10 working days
Task 2	Oral	Within 10 working days
Task 3	Written	Within 10 working days

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

Student Name:

Student No:

Assessment Task 1

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Addresses the question/issue</li> <li>• Understanding of the question/issue</li> <li>• Understanding of relationship to relevant theory, research and practice</li> <li>• Information presented is relevant</li> <li>• Understanding of the complexities and interrelationships involved</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Depth of analysis</li> <li>• Well-reasoned arguments</li> <li>• Sound analysis of problem</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Appropriate research references to support responses</li> <li>• Sound range of research references</li> </ul>					
<b>Structure and organisation of the response</b> <ul style="list-style-type: none"> <li>• Appropriate nature of structural organisation</li> <li>• Logical and coherent structure</li> <li>• Clear presentation of ideas to enhance readability</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• APA style for citations and references &amp; complete reference list</li> <li>• Clarity and appropriateness of language style</li> </ul>					
<b>GENERAL COMMENTS</b>					

**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 2

<b>SPECIFIC CRITERIA - PEERS</b>	(-) $\longrightarrow$ (+)				
<b>Effectiveness of oral communication/delivery</b>					
<b>Understanding of question and key concepts involved</b>					
<b>Depth of analysis in response to the task</b>					
<b>Reference to relevant research</b>					
<b>Organisation and timing</b>					
<b>Quality of handout</b>					
<b>GENERAL COMMENTS – Peers</b>					
<b>GENERAL COMMENTS - Lecturer</b>					

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

Student Name:

Student No:

Assessment Task 3

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

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.**