



School of Education

EDST5127

Coaching and Mentoring in Educational
Leadership

Term 1, 2020

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5127

7. RESOURCES

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](#) in

Robertson, J. (2016). *Coaching leadership: building educational leadership capacity thro gt*

8. ASSESSMENT

Assessment Task	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	Friday 13 th March/2020 By 5.00pm
Task 2 Poster Presentations on Action Research report /proposal	Seminar	Hurdle requirement	1,4	1,2,4,6	Saturday 18 th April/2020 By 5.00pm
Task 3 Action Research Report/proposal Major research paper	3000-3500 words	60%	1,2,3,4	1, 2,3,5,6	Monday 27 th April 2020 By 5.00pm

Submission of assessments

Students are required to follow their lecturer's

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

Student Name:

Student No:

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

Student Name:

Student No:

Assessment Task 3

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved 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 Depth of analysis Well-reasoned arguments Sound analysis of problem					
Familiarity with and relevance of professional and/or research literature used to support response Appropriate research references to support responses Sound range of research references					
Structure and organisation of the response 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 APA style for citations and references & complete reference list Clarity and appropriateness of language style					
GENERAL COMMENTS					