



School of Education

EDST5127

Coaching and Mentoring in Educational
Leadership

Term 1 2021

1. LOCATION

Faculty of Arts, Design & Architecture

School of Education

EDST 5127 Coaching and Mentoring in Educational Leadership (6 units of credit)

Term 1 2021

2.

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, e.g.

Timperley, H. (2001). Mentoring conversations designed to promote student teacher learning. *Asia-Pacific Journal of Teacher Education*, 29(2), 111-123.

Tang, S. Y. F. (2012). K

8. ASSESSMENT

Assessment Task

Length

Weight

**Student
Learning
Outcomes
Assessed**

**Program
Learning
Outcomes
Assessed**

Date due

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

Student Name:

Student No.:

Assessment Task 1: **Minor research paper**

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					

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Student Name:

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