EDST5110

Educational Leadership for Gifted Students

Semester Two // 2018

School of Education // UNSW Arts and Social Sciences

EDST5110 Semester 2, 2018 published at 21-07-2018 // © University of New South Wales, 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Kerry Barnett	k.barnett@unsw.edu.au	Email for appointment	Room 106, Goodsell Building	9385-1986

School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

T: +61 (2) 9385 1977
E: education@unsw.edu.au
W: education.arts.unsw.edu.au

Attendance Requirements

Additional School of Education attendance requirements

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 application 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 outlins ove will b may miss up to 20% of a course without formal

Course Details

Credit Points 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

In this course you will learn about leading the learning of gifted students. You will be introduced to current theory and research on the current context of education, successful leadership in schools, student thinking learning and effective teaching, relevant to gifted students. The course is designed to engage you in critical reflection of relevant theory and research to enable you to apply it to professional practice. The course is delivered in an online learning environment.

At the conclusion of this course the student will be able to

1. Develop an advanced understanding of the current context of education, generally, and in particular, the education of gifted students.
2. Critically review the findings from recent theory and research on the context of gifted education and successful leadership, and apply these findings to a professional work context.
3. Synthesise and apply recent theory and research on successful leadership to a practical plan to guide practice in leading the learning of gifted students.

Teaching Strategies

The course is delivered online and provides a flexible learning environment for students. Within this learning environment students will engage with course material through online lectures that incorporate material presented by a variety of experts in education. Online weekly activities will use a range of teaching strategies to encourage students to engage in critical thinking and problem solving in the application of current theory and research about leading the learning of gifted students to their own professional practice. Online discussion forums will allow students to engage in collaborative inquiry, challenging and refining ideas and sharing current practice. Self-directed reading will broaden student understanding of current theory and research in leading the learning of gifted students. The preparation of written assignments will draw on student reflection of current theory, research and practice, and assist in the dissemination of this learning to diverse work contexts.

Australian Professional Graduate Teaching Standards

Standard	Description
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.1.2	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
1.1.3	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.3.2	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.3.3	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.4.2	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
1.4.3	Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.
1.6.3	Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.
1.6.4	Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.

Details: Task 2 - Weekly forum posts150-200 wordsThis is a hurdle task.Qualitative feedback online within 10 business days of submission.

Additional details:

Further details on forum posts are available on Moodle.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Professional action plan

Start date: 08 ‰ ‰

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5110

Assessment Task: Descriptive analysis of context

Specific Criteria	(-)————————>(+)				
Understand of the question or issue and the key concepts involved ◦ Understanding of the task and its relationship to relevant areas of theory, research and practice. ◦ Clarity and accuracy in use of key terms and concepts in relation to context of education.					
Depth of anaysis and/or critque in response to the task ◦ Depth of understanding of key contextual factors operating at multiple levels currently shaping the education of gifted students explicitly raised in your Week 1 readings. ◦ Depth of analysis of key contextual factors operating at multiple levels and identification of challenges and opportunities for education of gifted students.					
Familiarity with and relevnce of professional and/or research literature used to support response ◦ Inclusion of references from Week 1 essential readings. ◦ Inclusion of recent literature beyond the essential readings to support response.					
Structure and organization of response ◦ Appropriateness of overall structure of the description and analysis. ◦ Clarity and coherence in organisation of response, including use of citations.					
Presentation of response according to appropriate academic and linguistic conventions ◦ Clarity, consistency, and appropriateness of writing conventions, including sentence structure, vocabulary use, spelling, punctuation. ◦ Citations and reference list comply with APA (sixth edition) style. ◦ Word count within +10% of 1500-word limit.					
General comments/recommendations for next time:					

Specific Criteria	(-)——————————>(+)

Lecturer

Recommended: /20 (FL PS CR DN HD) weighting : 20%

NB: this ticks in the various boxes and 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, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5110

Assessment Task: Weekly forum posts

Specific Criteria	(-)——————————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of anaysis and/or critque in response to the task					
Familiarity with and relevnce of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD) weighting : 20%

NB: this ticks in the various boxes and 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

Lecturer

Recommended: /20 (FL PS CR DN HD) weighting : 20%

NB: this ticks in the various boxes and 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, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

- Work submitted 10 to 19 days after the stipulated deadline

W7 k s d t adli bB ‰

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the

- w ‰ □ ti h tie hi SW

Course Schedule

View class timetable

Timetable

Date	Type	Content
O Week: 16 July - 20 July	Online Activity	Introduction (participants, lecturer, course)
Week 1: 23 July - 29 July	Online Activity	What is the context shaping the education of gifted students?
Week 2: 30 July - 5 August	Online Activity	What is known about student thinking and learning? How is this relevant to gifted students?
Week 3: 6 August - 12 August	Online Activity	What is known about effective teaching practices? How is this relevant to gifted classrooms?
Week 4: 13 August - 19 August	Online Activity	What do we know about leadership and learning? What do successful leaders do in most contexts?
Week 5: 20 August - 26 August	Online Activity	What are the characteristics and practices of leaders who enhance teaching and learning capacity?
Week 6: 27 August - 2 September	Online Activity	What are communities of professional practice for teachers?
Week 7: 3 September - 9 September	Online Activity	Supporting communities of professional practice for teachers.
Week 8: 10 September - 16 September	Online Activity	How do successful leaders support communities of professional practice for teachers?

Resources

Prescribed Resources

A comprehensive reading guide and links to essential readings is available on Moodle.

Recommended Resources

A comprehensive reading guide is available on Moodle.

Course Evaluation and Development

Student feedback is gathered formally through myExperience and informally through email and converation with students.

The following changes have been made to this course through student feedback:

-