

EDST5127

Coaching and Mentoring in Educational Leadership

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Hoa Nguyen	hoa.nguyen@unsw.edu.au	Tuesday 9-11 a.m	G37, Morven Brown Building	0293516319

School Contact Information

School of Education
Arts, Design and Architecture
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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Workload

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

Summary of the Course

In this course you focus 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.

Course Learning Outcomes

1. Critically analyse mentoring and coaching skills
2. Critically reflect on experiences of coaching and mentoring in schools in relation to theory
3. Apply theory to a workplace by conducting coaching and mentoring conversations
4. Critically reflect on the application of learning in a school context by mentoring/coaching others using action research methodology

Teaching Strategies

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.

Rationale

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.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Minor research paper	40%	07/03/2022 05:00 PM	1, 3
2. Major research paper	60%	02/05/2022 05:00 PM	2, 4

Assessment 1: Minor research paper

Submission notes: All assessment will be submitted online via Moodle

Due date: 07/03/2022 05:00 PM

Task 1 - Essay - 2000 words

Students will receive written feedback within 10 business days of submission

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

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 2: Major research paper

Submission notes: All assessment will be submitted online via Moodle

Due date: 02/05/2022 05:00 PM

Task 2 - Essay - 3000 words

Students will receive written feedback within 10 business days of submission

Additional details

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 do not have opportunities to conduct an action research in their workplace, 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).

RUBRIC/FEEDBACK SHEET
EDST5127 COACHING AND MENTORING IN EDUCATIONAL
LEADERSHIP
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Assessment Task 1: Minor research paper

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <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 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of analysis • Well-reasoned arguments • Sound analysis of problem 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure 					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Clear presentation of ideas to enhance readability 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • APA style for citations and references & complete reference list • Clarity and appropriateness of language style 					
<p>General comments/recommendations for next time:</p>					

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 contextualise 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.

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

Assessment Task 2: Major research paper

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <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 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of analysis • Well-reasoned arguments • Sound analysis of problem 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure 					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • 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/recommendations for next time: 					

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 contextualise 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.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face-to-face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 14 February - 18 February	Lecture	Wednesday 16/2/2022, 5:00-6:30 p.m, online lecture <ul style="list-style-type: none">• Introductions, course overview and definitions. Setting learning goals• Introduction to coaching and mentoring• Coaching and Mentoring for leadership development in schools
Week 2: 21 February - 25 February	Online Activity	Online participation: See MOODLE for more information on weekly activities <ul style="list-style-type: none">• Models of coaching• Focusing the coaching relationship• Coaching and coaching skills
Week 3: 28 February - 4 March	Online Activity	Online participation: See MOODLE for more information <ul style="list-style-type: none">• Models of coaching• Coaching and coaching skills
Week 4: 7 March - 11 March	Lecture	Wednesday 9/03/2022, 5:00-6:30 p.m, online lecture <ul style="list-style-type: none">• Professional learning in schools and action learning/research• Professional learning through mentoring and coaching• Action learning/ research

		<ul style="list-style-type: none"> • Action research in education
Week 5: 14 March - 18 March	Online Activity	<p>Online participation: See MOODLE for more information</p> <ul style="list-style-type: none"> • Planning for the action research study • Reciprocal coaching for leadership of the project
Week 6: 21 March - 25 March	Lecture	<p>Wednesday 23/03/2022, 5:00-6:30 p.m, online lecture</p> <ul style="list-style-type: none"> • Models of mentoring • Mentoring functions/strategies • Mentoring relationships
Week 7: 28 March - 1 April	Online Activity	<ul style="list-style-type: none"> • Setting up the mentoring program • Mentoring skills
Week 8: 4 April - 8 April	Lecture	<p>Wednesday 6/04/2022, 5:00-6:30 p.m, online lecture</p> <ul style="list-style-type: none"> • Setting up the mentoring program • Mentoring skills
Week 9: 11 April - 15 April	Online Activity	<ul style="list-style-type: none"> • Mentoring (continued) • Reflection and feedback with teacher development • Feedback/professional conversations
Week 10: 18 April - 22 April	Seminar	<p>Wednesday 20/04/2022, 5:00-6:30 p.m, online seminar</p> <ul style="list-style-type: none"> • Virtual Poster Presentations on Action Research report /proposal

Resources

Prescribed Resources

See Moodle for further information

Recommended Resources

Recommended Reading

- Robertson, J. (2016). *Coaching leadership: building educational leadership capacity through coaching partnership* (Second edition. ed.). Wellington, New Zealand: Wellington, New Zealand: NZCER Press.
- Fletcher, S., & Mullen, C. A. (Eds.). (2012). *SAGE handbook of mentoring and coaching in education*. London: Thousand Oaks.

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
- 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://ijebcm.brookes.ac.uk/documents/vol05issue2-reflections-01.pdf>
- 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
- 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. (2016). *Coaching leadership: building educational leadership capacity through coaching partnership* (Second edition. ed.). Wellington, New Zealand: Wellington, New Zealand: NZCER Press. (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** in Robertson, J. (2016). *Coaching leadership: building educational leadership capacity through coaching partnership* (Second edition. ed.). Wellington, New Zealand: Wellington, New Zealand: NZCER Press.
- 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.
- 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
- 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
- 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>
- Pomphrey, C., & Burley, S. (2012). Using mentoring and coaching for professional learning in UK secondary schools. In S. J. Fletcher & C. A. Mullen (Eds.), *The Sage Handbook of Mentoring and Coaching in Education* (pp. 295-307). London: Sage.
- Othman, N., & Chia, S. Y. (2014). Coaching in Action Research. *Journal of Empirical Studies*, 1(3), 98-104.
- Hoe, S. L. (2011). Action learning: reflections of a first-time coach. *Development and Learning in Organizations: An International Journal*, 25(3), 12-14. doi: 10.1108/14777281111125345
- Illeris, K. (2003). Workplace learning and learning theory. *Journal of Workplace Learning*, 15(4), 167-178. doi:10.1108/13665620310474615

Section 3

- Goodwin, A. L., Lee, C. C., & Pratt, S. (2021). The poetic humanity of teacher education: holistic mentoring for beginning teachers. *Professional Development in Education*, 1-18. doi:10.1080/19415257.2021.1973067
- 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*.
- Tang, S. Y. F. (2012). Knowledge base of mentoring and mentoring preparation in S, Fletcher & C.A, Mullen (Eds.). *SAGE handbook of mentoring and coaching in education*. London: Thousand Oaks.
- Baugh, S. G., & Fagenson-Eland, E. A. (2007). Formal mentoring programs. In B. R. Ragins & E. K. Kram (Eds.), *The handbook of mentoring at work: Theory, Research, and Practice* Thousand Oaks, California Sage Publication
- Ensher, E.A., Murphy, E.S (2007). E-mentoring. In B. R. Ragins & E. K. Kram (Eds.), *The handbook of mentoring at work: Theory, Research, and Practice* Thousand Oaks, California Sage Publication

Section 4

- Hargreaves, A., & Fullan, M. (2000). Mentoring in the New Millennium. *Theory into Practice*, 39(1), 50-56. doi:10.1207/s15430421tip3901_8
- 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 companionship: 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
- Vance, E. A., Tanenbaum, E., Kaur, A., Otto, M. C., & Morris, R. (2017). An Eight-Step Guide to Creating and Sustaining a Mentoring Program. *The American Statistician*, 71(1), 23-29. doi:10.1080/00031305.2016.1251493

Course Evaluation and Development

See Moodle for further information

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

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 source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

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