



## Course syllabus

Faculty of Social Sciences  
Department of Education

1GF415 Ledarskap och profession i fritidshemmet, 14,5  
högskolepoäng

Leadership and Profession in School Age Educare, 14.5 credits

### **Main field of study**

Didactics

### **Subject**

Educational Sciences/General Didactics

### **Level**

First cycle

### **Progression**

G1F

### **Date of Ratification**

Approved 2023-03-20.

Revised 2024-10-07. Revision due to the transfer of the course to the Department of Education.

The course syllabus is valid from spring semester 2025.

### **Prerequisites**

Course 1GF401 Educational Practice Based on Research and Documented Experience, 17 credits, or the equivalent.

### **Objectives**

On the basis of practical experiences from work in extended school education, students should after completing the course be able to:

- describe and problematise how the diverse living conditions of children and young people may impact social relations and identity formation in relation to

intercultural learning processes and social aspects,

- reflect on their own leadership in relation to an intercultural perspective,
- account for how democratic values may be promoted and structured in an educational practice by working with equal treatment, prevention of discrimination and other offensive treatment,
- critically examine norms and values, focusing on sexuality and relations,
- describe how cooperation and meetings between custodial parents and school can be established and developed,
- account for how cooperation between different types of school, professions and authorities can be implemented in order to acknowledge the diverse living conditions of children and young people,
- independently as well as together with others, identify and handle pupils' needs of special educational support, including theories and perspectives of special education for pupils with neuropsychiatric disorders,
- account for and explain in what ways theories of leadership may be linked to the educational practice, and problematise forms of leadership within school,
- problematise how the teacher's treatment affects pupils' development and learning,
- account for and problematise the origin and dynamics of interhuman conflicts and apply tested methods of conflict management,
- account for and analyse issues related to the teacher's professional ethical guidelines and public officials liability in their work.

## Content

The overall aim of the course is to by the use of the students' previous experiences highlight the role of the teacher as a leader in relation to the educational responsibility in extended school education and on the basis of theories of leadership and organisation. The course problematises interhuman conflicts and their origin. In relation to the subject of leadership, the course also discusses contents such as cooperation concerning children's learning, development and health with custodial parents as well as with other professions and authorities. Leadership and cooperation are problematised on the basis of the diverse living conditions of children, principles of social stratification such as gender, social class and ethnicity, and special educational perspectives, equality and equal opportunities. Reporting duty, secrecy matters and professional ethics are also included. The identity formation of children and young people in relation to various social aspects are problematised.

### **Professional basis and professional progression**

Special emphasis is placed on the development of leadership skills and a professional approach on the basis of the disciplinary foundation and documented experience given the previous courses. The students will broaden and deepen their understanding of and the ability to gain professional knowledge, and develop methods of action based on their previous experiences. By the use of critical reflection of for instance their own norms and assumptions, increased self-knowledge, professional linguistic development and a professional ethical awareness are promoted.

By the use of the students' experiences previously gained, a critical approach is developed by the reflection, questioning and reconsideration of their own ideas, hypotheses and opinions as well as those of others. The students are given assignments that require systematic examination related to the practical work in the educational practice and current research findings. By practicing a perspective-taking approach and didactic reflection, the students broaden as well as deepen their professional knowledge. When in a learning situation, the students must be able to look beyond their own point of view and see the world through the eyes of the child/pupil to the extent possible. By acquiring knowledge of leadership and the children's situation in school, the students reinforce their judgement and professional capacity to reflect on and take adequate action in relation to the children's/pupils' learning and the school's mission.

The students enhance their communicative and linguistic skills, in order to be able to communicate their knowledge through the spoken as well as the written language. The students are expected to present theoretical reasonings for various choices made and shall further develop their action repertoire based on best practice as well as a scientific approach. The course applies digital tools for didactic exploration and documentation in and of teaching in extended school education.

### **Scientific approach and scientific progression**

The scientific progression comprises a gradual broadening and deepening of the student's ethical as well as scientific awareness, which also includes the study of research, theoretical approach, methodology knowledge as well as production and analysis of empirical material. Information retrieval is also included in order to enable practicing the work based on a disciplinary foundation. The scientific progression also includes communicative competence, which entails that the student will continuously develop sustainable communicative skills in the spoken and written language. The students' professional experiences form the basis of the further development of their scientific approach and professional practice. In connection with presentations, the students learn how to use scientific sources in an objective and correct manner, and how to critically examine and comment on the same.

The students learn how to identify areas of development and current issues within the extended school practice, and to put these in relation to research findings relevant to the professional teaching work. The signification and relationship between best practice and a scientific approach are brought into focus in the course. The students will also learn how to systematically examine the practice and their own actions based on these concepts, by the use of systematic knowledge reviews, document analysis and didactic models. The course includes critical examination of different quantitative and qualitative scientific studies relevant to the course content. By the use of information retrieval, the students make relevant selections of current research findings related to the different fields of knowledge in the course. Further development of the students' knowledge of reference management takes place through the written assignments included in the course.

### **Global values**

The global values of the course of progression include the perspectives of learning for a sustainable development (including social, economic and ecological sustainability), equal treatment and interculturalism. The course of progression also includes in what ways the perspectives on learning for a sustainable development are reflected in the educational system. Special emphasis is placed on children's multicontextual childhood conditions, principles of social stratification, equality and equal opportunities. The students are given the opportunity to discuss critically and problematise the organisation of the educational practice in extended school education and put this in

relation to their leadership in the role as teacher in extended school education. In relation to this there is a broadening and deepening of the global values and how these may be reflected in teaching. The course focuses on the identity formation of children and young people in a globalised society in relation to teaching and learning. The course also includes problematisation of how teaching in extended school education can be organised to reflect the democratic values of society given in policy documents and in the convention on the rights of the child.

## Type of Instruction

Teaching takes place in the form of lectures and seminars.

## Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Examination of the course takes place by means of one individual written knowledge review comprising 3.5 credits, one written pair assignment comprising 3 credits, one written analysis comprising 4 credits, and four seminars together comprising 4 credits. In order to receive a grade of Pass in the course, the course objectives must be attained. For a grade of Pass with Distinction in the entire course, two out of three written examination assignments require the grade of Pass with Distinction.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University. Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

## Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date. The course evaluation is conducted anonymously.

## Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course:  
1GF405 Leadership and Profession in Extended School Education, 14.5 credits.

## Other Information

The course is included in LGFRE. Any additional costs that may arise in connection with assignments or the like are paid for by the students themselves.

## Required Reading and Additional Study Material

Aspelin, Jonas. (Latest edition). *Sociala relationer och pedagogiskt ansvar*. Gleerups. (168 p.)

Bruce, Barbro, Rubin, Maria, Thimgren, Pia & Åkerman, Roger. (Latest edition). *Specialpedagogik i professionellt lärarskap: synsätt och förhållningssätt*. Gleerup Utbildning. (168 p.)

Flato, David & Hulth, Maria. (Latest edition). *Gör det jämställt : praktiskt jämställdhetsarbete i förskola, skola och fritidshem*. Jämställt. (129 p.)

Fjällhed, Anders & Jensen, Mikael. (Latest edition) *Barns livsvillkor: i mötet med skola och fritidshem*. Studentlitteratur. (216 p.)

Guvå, Gunilla & Hylander, Ingrid. (Latest edition). *Elevhälsa som främjar lärande : om professionellt samarbete i retorik och praktik*. Studentlitteratur. (274 p.)

Hakvort, Ilse & Lundström Agneta (Latest edition). *Pedagogiskt ledarskap med konflikter i fokus*. Gleerups. (153 p.)

Karlsudd, Peter. (2011). *Sortering och diskriminering eller inkludering. Specialpedagogiska rapporter och notiser* (6). Högskolan Kristianstad. (27 p.)

Langmann, Elisabet (Latest edition). Lärarens interkulturella dimensioner. In Helena, Hill (ed.), *Perspektiv på interkulturalitet* (pp. 21-37). Södertörns högskola.

Nilholm, Claes & Göransson, Kerstin. (2013). *Inkluderande undervisning - vad kan man lära av forskningen?* Specialpedagogiska skolmyndigheten. (75 p.)

Pihlgren, Ann. S. (ed.) (Latest edition). *Föräldrasamverkan: att bygga tillit* (selected pages, ca. 130 p.) Lund: Studentlitteratur.

Roslund, Helene. (Latest edition). *Fritidshemmet: uppdrag och juridik*. Studentlitteratur. (Selected chapters, ca. 100 p.)

Samuelsson, Marcus (Latest edition). *Lärandets ordning och reda: ledarskap i klassrummet*. (221 p.) Natur & Kultur.

Skolverket. (Latest edition). *Allmänna råd för arbete med extra anpassningar, särskilt stöd och åtgärdsprogram*. Skolverket. (80 p.)

Swärd, Susanne. (Latest edition). *Barnkonventionen i praktisk tillämpning inom förskolan och skolan*. (2nd ed.). Nordsteds Juridik AB. (Selected parts, ca. 50 p.)

Scientific publications comprising approximately 100 pages will be included.