Linnæus University

Dnr: 2016/3207-3.1.2.2

Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN222 UVK-kurs: LSL II - Ledarskap, profession och samverkan, grundlärare/verksamhetsintegrerad profil, 7,5 högskolepoäng

1GN222 Leadership, Profession and Co-operation/Teaching Practice Profile, 7.5 credits

Main field of study
Educational Sciences

Subject Group
Educational Sciences/General Didactics

Level of classification
First Level

Progression
G1F

Date of Ratification
Approved 2015-03-16
Revised 2016-06-15 by Faculty of Social Sciences.
The course syllabus is valid from autumn semester 2016

Objectives

The general aim of the course is to illustrate how leadership may be related to the teaching profession. The course is also aimed at providing knowledge on how healthy relations, cooperations and interaction concerning children's learning, development and health may be established with legal guardians as well as with other professions and authorities. Furthermore, the course is intended to provide knowledge about communication processes and in what ways these can be understood on the basis of the individual level, as well as on the group and organisational level, and provide knowledge and skills concerning the origin of different conflicts and how to handle these.

After completing the course, students shall be able to:

- account for and explain how different theories of leadership can be put in relation to the educational practice, and critically discuss forms of leadership in school
- account for, analyse and apply communication processes and interpret the effect

such processes may have on the educational leadership on the individual level as well as on the group and organisational level
- account for and critically discuss theories of the origin and dynamics of interpersonal conflicts, and apply methods for conflict management
- demonstrate an understanding of and describe how cooperation and meetings between legal guardians and the school may be formed and developed, such as through support in discussions on progress and individual development plans
- on the basis of an intercultural perspective, reflect on their own leadership
- account for how cooperation may be established between different types of schools, stages, teachers, professions and authorities with the purpose of meeting children's and young people's diverse living conditions concerning issues related to health and the school environment
- account for and analyse problem areas with regard to teachers' professional ethical guidelines and the official responsibility in their work in relation to the teachers' leadership, profession and cooperation

Content

The course discusses leadership on the basis of different theoretical perspectives and how these can be related to the educational practice. The course illustrates the asymmetric relation between the child/pupil and the teachers and how this power relation impacts both the role of pupil as well as the role of leader. The course provides the opportunity to reflect on and discuss how professional attitude can be understood on the basis of a professional ethical perspective. The responsibility of authorities as well as confidentiality and its application are discussed in relation to the educational leadership.

Communication theories and the importance of communication for educational leadership on the individual level as well as on group and organisational level are studied. Communication and dialogue are discussed on the basis of the relation between pupil/teacher/legal guardian, such as the terms and conditions of discussions on progress. Analysis of dialogues, practices and training in dialogue methods are focused on in the course. Theories of interpersonal communication, the origin, dynamics and management of conflict, as well as how attitude, behaviour and conflict interact are discussed.

The course also discusses in what ways strategies for cooperation with legal guardians, and between different types of schools, different professions and authorities may be developed with regard to meeting children's diverse living conditions and children who are ill-treated or at risk of being ill-treated. Cooperation is also linked to the importance and function of the student health service for learning and development and how the school can promote children's and young people's health as well as prevent ill health on the individual as well as the organisational level.

Professional Basis and Professional Progression

In terms of teaching, non-verbal as well as verbal communication processes are emphasised as a basis of leadership. Aspects on leadership within different educational activities are discussed. The boundaries of the teaching assignment are also illustrated. Work-integrated learning is applied in the course in order to strengthen the connection to the professional practice. In order to develop the professionalism, the course also includes elements where students are given the opportunity to study how different forms of cooperation with other professions may be shaped, and how cooperation with legal guardians can be established and maintained. In order to further develop the students' professionalism, professional ethical discussions are important features in the

education, such as discussions about the responsibilities of authorities, and confidentiality. Other kinds of issues relevant for discussion deal with for instance teachers' treatment of children/pupils on the basis of diversity in relation to equal education.

Scientific Approach and Scientific Progression
The course includes that students critically review different scientific studies with content relevant to the course, and that they are able to account for the relation between the question formulation, method and results. Dialogue analyses are conducted on the basis of communication theories.

Type of Instruction
Teaching is conducted in the form of lectures, seminars, group assignments, practical sessions, and work-integrated learning. Different kinds of practices are used as methods to understand and handle conflicts.

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

Examination of the course is carried out through two oral individual presentations, and one written and oral group assignment carried out in a seminar. These assignments are graded as Pass (G) or Fail (U). The course is also examined through a final written individual assignment assessed with the grades Pass with Distinction (VG), Pass (G) or Fail (U). In order to receive a grade of Pass, the course objectives must be fulfilled.

Course Evaluation
A course evaluation is carried out either during the course or at the end of the course. Results and analysis of the course evaluation are presented to the students who have completed the course, and to the students who are to attend the following course date. The course evaluation is conducted anonymously. The results are reported to the departments in question and to the programme council concerned.

Required Reading and Additional Study Material

Boukaz, Laid (2009). *Föräldrasamverkan i mångkulturella skolor*. Lund: Studentlitteratur, (184 p.). ISBN: 9789144053899.

Erdis, Mare (2011). *Juridik för pedagoger*. Lund: Studentlitteratur, (176 p.). ISBN: 9789144071343.

Hakvoort, Ilse & Friberg, Birgitta (eds.) (2011). *Konflikthantering i professionellt lärarskap*. Malmö: Gleerups Utbildning, (217 p.). ISBN: 9140672204.

Jensen, Elsebeth. & Jensen, Helle. (2012). *Professionellt föräldrasamarbete*. Johanneshov: TPB, (184 p.). ISBN: 9789147093687.

Jensen, Elsebeth. & Løw, Ole (red.), (2016). *Pedagogiskt ledarskap : Om att skapa goda relationer i klassrummet*, (204 p.). Malmö: Gleerups förlag AB, ISBN: 9789140672384.

Scientific articles, circa 200 pages.