



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN422 Ledarskap, profession och samverkan - inriktning fritidshem/VI-profil, 7,5 högskolepoäng

Leadership, Profession and Co-operation - in Extended School/Teaching Practice Profile, 7.5 credits

Main field of study

Didactics

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved by Faculty of Social Sciences 2019-06-19

The course syllabus is valid from spring semester 2020

Prerequisites

1GN426 Life Conditions and Social Relations - Extended School Education/Teaching Practice Profile, 7.5 credits, or the equivalent.

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, cooperation and interaction concerning children's learning, development and health may be established with custodial parents 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 at the individual level, as well as at 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 problematize forms of leadership in school
- account for, analyse and apply communication processes and interpret the effect such processes may have on the educational leadership at the individual, group and organisational level
- account for and problematize 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 custodial parents 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 teacher 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 at the individual level as well as at group and organisational level are studied. Communication and dialogue are discussed on the basis of the relation between pupil/teacher/custodial parents, such as the terms and conditions of discussions on progress. Analysis of dialogues, exercises and practice 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 custodial parents 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 at 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 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 custodial parents 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. Conversation 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 practical exercises 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 of Pass with Distinction (VG), Pass (G) or Fail (U).

In order to receive a grade of Pass, the course objectives must be fulfilled. To be awarded a grade of Pass with Distinction in the entire course, the final written individual assignment must be assessed as 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.

Credit Overlap

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: 1GN222 Leadership, Profession and Co-operation/Teaching Practice Profile, 7.5 credits.

Other

This course is included in the Primary Teacher Programme. Any additional costs that may arise in connection with the assignments or such activities are paid for by the students themselves.

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.) (2015). *Konflikthantering i professionellt lärarskap*. Malmö: Gleerups Utbildning, (217 p.) ISBN: 9789140691675.

Jensen, Elsebeth. & Jensen, Helle. (2008). *Professionellt föräldrasamarbete*. Johanneshov: TPB, (184 p.) ISBN: 9789147093687.

Jensen, Elsebeth. & Löw, Ole (red.), (2011). *Pedagogiskt ledarskap : Om att skapa goda relationer i klassrummet*, (204 p.) Malmö: Gleerups förlag AB, ISBN: 9789140672384.

Scientific publications, circa 200 pages.