



## Course syllabus

Faculty of Social Sciences  
Department of Education

2FP003 Förskolläraren som ledare, 7,5 högskolepoäng  
The Preschool Teacher as a Leader, 7.5 credits

### **Main field of study**

Didactics

### **Subject**

Educational Sciences/General Didactics

### **Level**

First cycle

### **Progression**

G2F

### **Date of Ratification**

Approved 2021-01-13.

Revised 2025-11-17. Revision of the reading list.

The course syllabus is valid from autumn semester 2026.

### **Prerequisites**

1FP001 Preschool - Playing, Teaching and Learning, 17.5 credits, or the equivalent.

### **Objectives**

On the basis of practical experiences from the preschool practice, students shall upon completion of the course be able to:

- discuss the preschool teacher's educational responsibility as a leader of the educational content and form as well as supervisory responsibility based on theoretical as well as practical aspects,
- interpret and apply different theories of forms of organisation and leadership in

relation to the preschool and preschool class context,

- problematise conflict theories and apply methods for conflict management,
- problematise and evaluate educational leadership based on the concepts of consensus and conflict,
- compare and evaluate the work on preventing discrimination and offensive treatment in educational practices related to the preschool teacher's leadership assignment.

## Content

The course content focuses on the preschool teacher's role as a leader in relation to the educational responsibility, based on theories of leadership and organisation, professional and learning conversations, and collegial supervision. Core aspects of the course content highlight interhuman communication, the origin and dynamics of conflicts, and theories of groups and group processes. Groups discussed in this context concern children as well as personnel and parents. Communication strategies and conflict management are also practiced. Equal treatment is an important part of the content discussed, as well as prevention of discrimination, harassment and offensive behaviour, between children, children and adults as well as between colleagues.

### **Professional Basis and Professional Progression**

The preschool teacher's role as a role model and educational leader in various situations is problematised, and the students encounter different views on leadership, organisation and group processes based on research and experience-based knowledge. Social relations, power relations and conflict management are also problematised in relation to the preschool teacher's leadership. By means of dialogue exercises, students learn how to take the role as a leader in a professional manner, and how to communicate and interact with different actors relevant to the preschool teaching profession.

### **Scientific Approach and Scientific Progression**

The course focuses on organisational and leadership theories, and the students shall compile and draw conclusions from these theories in an academic paper, with the appropriate outline and academic language.

### **Field studies**

Field studies are carried out at the individual workplace with the aim of strengthening the connection between theory and practice. If the student does not have a workplace where the field studies can be carried out, these will be carried out at a placement provided by the university.

## Type of Instruction

Teaching takes place in the form of lectures, seminars, workshops, and forum play. Compulsory elements in the course include: writing a logbook. The students will use the logbook to reflect on their own experiences in relation to the course content and shall document their own learning such as knowledge and insights gained, which contribute to the professional role. In the event of absence in connection with the compulsory elements, a supplementary assignment may be provided.

## 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 an individual written assignment and an oral group assignment.

In order to receive a grade of Pass, the course objectives must be attained. For a grade of Pass with Distinction, it is required that the individual written assignment is 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 should be conducted during the course or in connection with its conclusion. The results and analysis of the completed course evaluation should be promptly communicated to students who have completed the course. Students participating in the next course instance should be informed of the results of the previous course evaluation and any improvements that have been made, no later than at the start of the course.

## Other Information

This course is included in the Early Years Education Programme for Professionals in Child Care.

## Required Reading and Additional Study Material

Eriksson, Anita., Svensson, Ann-Katrin & Beach, Dennis. (2018).

Reformimplementering i förskolepraktik - ett exempel på hur förskollärarens ansvar har tolkats och omsatts av förskolechefer och arbetslag, *Nordisk Tidskrift för Allmän Didaktik*, 4(2), pp. 59–75.

Friberg, Birgitta & Hakvoort, Ilse (Eds.) (Latest edition). *Konflikthantering i professionellt lärarskap*. Malmö: Gleerups (293 p.).

Riddersporre, Bim, & Erlandsson, Magnus (latest edition). *Pedagogiskt ledarskap i förskolan: Handbok för rektorer*. Natur & Kultur. (Selected parts, ca. 20 pages, PDF). Provided by the department.

Riddersporre, Bim & Stier, Jonas (latest edition). *Förskollärarens pedagogiska ledarskap*. Lund: Studentlitteratur (136 p.).

Svaleryd, Kajsa & Hjertsson, Moa (latest edition). *Likabehandling i förskola & skola*. Stockholm: Liber (229 p.).

Svedberg, Lars. (Latest edition). *Gruppsykologi: om grupper, organisationer och ledarskap*. Lund: Studentlitteratur (326 p.).

Current policy documents for pre-school and pre-school class are also included, ca. 60 pages, and scientific publications, ca. 60 pages.