



## Course syllabus

Faculty of Social Sciences  
Department of Education

2PE402 Ledarskap i skolan, 7,5 högskolepoäng  
Leadership in schools, 7.5 credits

### **Main field of study**

Education

### **Subject**

Education

### **Level**

First cycle

### **Progression**

G2F

### **Date of Ratification**

Approved 2011-02-04.

Revised 2024-10-07. Change of organisational affiliation to the Department of Education.

The course syllabus is valid from spring semester 2025.

### **Prerequisites**

General entry requirements.

Bachelor or Master of Arts in Education or 60 credits within general education studies in teacher education, or the equivalent.

### **Objectives**

Upon completion of the course, students shall be able to:

- discuss in what ways research, models and theories of leadership and groups may be related to and applied within a school context,

- analyse and critically examine pedagogical leadership practices from a pedagogical, ethical and equality perspective,
- define their own individual models on leadership in school, related to science as well as best practice.

## Content

The course addresses leadership in school on the basis of a pedagogical perspective, and in view of the changes that take place in organisations as well as in society. Students are given the opportunity to reflect on their own professional roles as leaders in relation to current research into the field. Theories of leadership, the relationship between leader and co-workers, groups and group dynamics as well as the signification of leadership at various levels in school are discussed. Leadership in relation to gender and diversity from a wider perspective as well as ethical aspects of leadership are also addressed.

## Type of Instruction

The course runs as a distance learning course and includes a few compulsory meetings. Teaching is in the form of lectures and seminars, individual and group work. Discussions and assignments are carried out for the most part in the virtual learning environment. The extent of compulsory elements is specified in the study guidelines and schedule.

## Examination

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

Examination takes place by means of three written assignments and a final examination in the form of a written assignment to be discussed in a seminar. The three written assignments are considered a preparation for the final examination. The preparatory assignments are assessed by the grades of Fail or Pass. The final examination is assessed by the grades of Fail, Pass or Pass with Distinction. The grade received for the final examination applies to the entire course.

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 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.

## Required Reading and Additional Study Material

Hargreaves, Andy & Fink, Dean. (Latest edition) *Hållbart ledarskap i skolan*. Lund: Studentlitteratur. 260 pages.

Pihlgren, A.S. & Jensen, M. (Eds.) (2022) *Lärarens ledarskap: professionell pedagogisk praktik*. (Latest edition). Malmö: Gleerups.

Rönnerman, Karin, Edwards-Groves, Christine & Grootenboer, Peter (2018). *Att leda från mitten – lärare som driver professionell utveckling*. Stockholm: Lärarförlaget, (127 pages) ISBN 9789188149336.

Svedberg, L. (2019). *Pedagogiskt ledarskap och pedagogisk ledning: teori och praktik*. (Latest edition). Lund: Studentlitteratur.

Scientific articles also included, approx. 50 pages.