



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

4GN013 UVK-kurs: LSL II - Ledarskap, profession och samverkan, grundlärare inriktning förskoleklass och grundskolans åk 1-6, 7,5 högskolepoäng

4GN013 Leadership, Profession and Collaboration for Primary Teachers, 7.5 credits

Main field of study

Educational Sciences

Subject Group

Educational Sciences/General Didactics

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved 2020-01-22

Revised 2020-06-10 by Faculty of Social Sciences. Revision of the course literature, adapted in accordance with the corresponding course, 4GN014.

The course syllabus is valid from autumn semester 2020

Prerequisites

General entry requirements for second-cycle studies and specific entry requirements: 1GN253 Development, Learning and Knowledge for Primary Teachers, 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 of how healthy relations, collaboration and interaction with regard to 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, as well as provide knowledge and skills concerning the origin of different conflicts and how to handle these.

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

- account for and analyse in what ways different theories of leadership can be put in relation to the educational practice, and problematize forms of leadership in school,
- interpret and apply communication processes and the effect such processes may have on the educational leadership at the individual level as well as at the group and organisational level,
- with reference to relevant theories, problematize and analyse the origin and dynamics of interpersonal conflicts, and apply methods for conflict management in a flexible manner,
- identify and discuss how interaction and meetings between custodial parents and the school can be set up and developed, for instance with reference to discussions on progress and individual development plans,
- problematize an intercultural perspective related to their own leadership,
- identify and discuss in what ways collaboration between different forms of school, stages, teachers, professions and authorities may take place, with the purpose of taking into account the diverse living conditions of children and young people concerning issues related to the school environment and health,
- problematize and analyse issues concerning teachers' professional ethical guidelines and official responsibility in their work, particularly in relation to the teachers' leadership, profession and collaboration.

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 for reflection and discussion on how a professional approach can be understood in view 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 to the educational leadership at the individual as well as at the group and organisational level are studied. Communication and dialogues are discussed on the basis of the relation between pupil/teacher/custodial parents, such as the conditions and prerequisites of discussions on progress. Analysis of dialogues, practices and training in conversation techniques 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 interaction with custodial parents, and between different forms of school, different professions and authorities may be developed with regard to taking into account children's diverse living conditions and children who are ill-treated or at risk of being ill-treated. Interaction is also related to the importance and function of the student health service for learning and development and how the school may promote children's and young people's health as well as prevent ill health at the individual as well as at 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 settings are discussed. The boundaries of the teaching assignment are illustrated as well as how various forms of cooperation with other professions may be shaped. In order to

develop the professionalism, the course also includes elements where students are given the opportunity to discuss how cooperation with custodial parents may 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 issues 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 shall critically review various scientific studies with content relevant to the course, and that they are subsequently able to account for the relation between the research question, method and findings. Conversation analyses are conducted, on the basis of communication theories.

Type of Instruction

Teaching takes place in the form of lectures, five compulsory seminars including individual written assignments and group assignments.

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 five seminars and one written individual assignment. The seminars are assessed by the grades of Fail or Pass. The written individual assignment is assessed by the grades of Fail, Pass or Pass with Distinction.

In order to receive a grade of Pass in the course, the course objectives must be attained.

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 course/courses of which the content fully, or partly, corresponds to the content of this course: 1GN212 Leadership, Profession and Co-operation, 7.5 credits

Required Reading and Additional Study Material

Aspelin, Jonas. (2010). *Sociala relationer och pedagogiskt ansvar*. Malmö: Gleerups, (168 p.) ISBN: 9789140668882

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

Lundström, Agneta & Hakvoort, Ilse (2019). *Pedagogiskt ledarskap med konflikter i*

fokus. Malmö: Gleerups (155 p). ISBN: 9789151100821

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

Samuelsson, Marcus (2017). *Lärandets ordning och reda: ledarskap i klassrummet*.
Stockholm: Natur och Kultur, (198 p). ISBN: 9789127818323

Additional scientific publications also included, approximately 200 pages.