



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

4GN014 UVK-kurs: LSL II - Ledarskap, profession och samverkan, grundlärare inriktning förskoleklass och grundskolans åk 1-6/VI, 7,5 högskolepoäng

Leadership, Profession and Collaboration/Teaching Practice Profile, 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 by Faculty of Social Sciences 2020-01-22

The course syllabus is valid from autumn semester 2020

Prerequisites

1GN254 Development, Learning and Knowledge for Primary Teachers/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 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,
- apply and interpret 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 teacher 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 looks into 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 and the connection with the professional practice is strengthened through work-integrated learning. 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, four compulsory seminars, compulsory study group assignments and work-integrated learning.

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 two individual oral presentations and one written and oral group assignment presented at a seminar. The assignments are assessed by the grades of Pass or Fail. Examination also takes place by means of a final individual written assignment assessed by the grades of Pass with Distinction, Pass or

fail.

In order to receive the grade of Pass in the course, all 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 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.

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 (Ed.) (2011). *Konflikthantering i professionellt läraryrke*. Malmö: Gleerups Utbildning, (217 p.) ISBN: 9140672204.

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

Jensen, Mikael (2012). *Kommunikation i klassrummet*. Lund: Studentlitteratur, (226 p.) ISBN: 9789144077284.

Lima, Cristian (2007). *Kommunikation, organisation och ledarskap*. Malmö: Liber, (180 p.) ISBN: 9789147086306.

Scientific publications comprising ca. 200 pages also included.