



## Course syllabus

Faculty of Social Sciences

Department of Pedagogy

4GN414 Ledarskap, profession och samverkan - inriktning  
förskoleklass och årskurs 1-6/VI-profil, 7,5 högskolepoäng

Leadership, Profession and Collaboration/Teaching Practice Profile,  
7.5 credits

### **Main field of study**

Didactics

### **Subject**

Educational Sciences/General Didactics

### **Level**

Second cycle

### **Progression**

A1N

### **Date of Ratification**

Approved 2021-01-27.

Revised 2024-10-07. Revision due to the transfer of the course to the Department of Pedagogy.

The course syllabus is valid from spring semester 2025.

### **Prerequisites**

1GN454 Development, Learning and Knowledge - Preschool Class and Years 1-6/Teaching Practice Profile, 7.5 credits, or the equivalent.

### **Objectives**

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 problematise 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, problematise 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,
- problematise 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 acknowledging the diverse living conditions of children and young people concerning issues related to the school environment and health,
- problematise 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 the interaction of attitude, behaviour and conflict are discussed.

The course also discusses in what ways strategies for interaction with custodial parents, between different forms of school, 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. 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 interaction with other professions may be formed and 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 an 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, three compulsory oral seminars, study group work and practice-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 one individual oral presentation and three oral group presentations to be given in seminars. These assignments are assessed by the grades of Fail or Pass. Examination also takes place by means of a final individual written assignment, assessed by the grades of Fail, Pass or Pass with Distinction.

In order to receive a grade of Pass in the course, all the examinations must be assessed as Pass. For a grade of Pass with Distinction in the course, the individual written assignment requires the grade of 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.

### **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:

1GN222 Leadership, Profession and Co-operation/Teaching Practice Profile, 7.5 credits. 4GN014 Leadership, Profession and Collaboration/Teaching Practice Profile,

7.5 credits

### Required Reading and Additional Study Material

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

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

Hakvoort, Ilse & Lundström, Agneta (2019). *Pedagogiskt ledarskap med konflikter i fokus*. Malmö: Gleerups (155 p.)

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

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

Additional scientific articles and dissertations, approximately 250 pages.