



Course syllabus

Faculty Board of Humanities and Social Sciences
School of Social Sciences

4LO45U Rektorsprogrammet, 30 högskolepoäng
School Leadership Training Programme, 30 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 the Board of the School of Social Sciences 2009-12-18
Revised 2011-11-01

The course syllabus is valid from spring semester 2012

Prerequisites
This training-course is commissioned and may only be applied to by individuals who have been employed as a principal or preschool director in the Swedish school system. Application is made by the school principal where the applicant is employed. In order to gain admission to the course the applicant is required to be a head teacher, assistant principal or preschool director.

Objectives

Law School and authority

Upon course completion the student is expected to:

- Demonstrate good knowledge of the guidance system design and of the role of the principal under current legislation, as well as the ability to communicate, implement and make balanced judgements on them.
- Demonstrate knowledge of the law which is relevant to school activities which encompasses the basic values that underlie and are expressed in the school regulations.
- Demonstrate knowledge of specific key elements of school jurisprudence such as:
 1. The individual's right to education and the responsibility for training to be organized,
 2. School's responsibility to the students the opportunity to achieve national

objectives,

3. Assessment of children's / pupils' progress towards national goals and grading and the obligation to provide children with special support, and
 4. Children / students' right to security and a quiet study environment and the obligation to ensure they have it.
- in authority, and in a lawful manner, deal with dilemmas related to the rule of law, ethics in the school and societal aspects.
 - Demonstrate knowledge of the requirements for monitoring and evaluating activities and results.
 - Be able to interpret and apply relevant legislation in the school's area of activity in accordance with the legislature's intentions, the current law, general principles of law and jurisprudence doctrine.
 - Be able to apply school jurisprudence in order to make judgements with regard to the pupil's legal security and to the relevant scientific, social and ethical aspects.

Target and performance management

Upon course completion the student is expected to:

- Be able to, based on good knowledge of the national goals, background to these and the pre-school and school's role in society to explain and argue for and put into practice the school's goals.
- Demonstrate good knowledge of the state control system principles and interactions and the conditions to work in a political-driven organization.
- Be able to, based on a scientific basis conduct monitoring and evaluation of the preschool and school, and be able to compile, analyse and interpret school and student performance.
- Demonstrate knowledge of basic school development, and lead the school's work so that children's development, students' performance and operational quality becomes part of everyday activities.
- Demonstrate knowledge of the conditions that affect students' development and learning processes and strategies that promote them.

School Leadership

Upon course completion the student is expected to:

- Demonstrate good knowledge of the characteristics of the school as a learning organization.
- Demonstrate knowledge of various theories and principles for development organizations.
- Demonstrate good knowledge of various leadership strategies effects on employee performance in order to enhance the development at both individual and group level.
- Demonstrate knowledge of organizational cultures impact on change.

- Demonstrate good ability as a manager and leader of the school's staff to manage and distribute the work so that pupils' learning and development are maximized.
- Demonstrate good ability as a manager and leader to motivate, initiate and lead school development processes in a strategical way designed to strengthen the school's staff in their commitment to learning and development.
- Be able to manage and resolve conflicts.
- Be able to express a vision for the future.
- Be able to communicate goals and results to the school's pupils, staff and parents.
- Be able to assert that all humans are equal.

- Demonstrate good ability as a leader to represent and focus on the school's main mission.

- Demonstrate good ability as a leader as a democratic role model for pupils and staff in order to achieve a open communicative environment.
- Demonstrate ability as a leader to stress the importance of cooperation.
- Demonstrate leadership in calling on students and parents to become involved in school work.
- Demonstrate good ability as a leader in highlighting the values highlighted in the national curriculum.

Thesis

Upon course completion the student is expected to:

- Be able to assess different types of materials / information from a source critical perspective.
- Be able to apply advanced qualitative and quantitative methods.
- Be able to independently define, develop and write an independent project that contributes to scientific knowledge in a chosen field.
- Demonstrate knowledge of various types of evaluation methods.

Content

The program consists of four courses.

Module 1 Legislation on schools and the Exercise of Public Authority 10 credits

The following content areas will be addressed within the field of school law knowledge and authority: Education Act and School Regulation, curricula, syllabuses and grading criteria as well as the School Board's general guidelines and regulations. Furthermore international conventions such as the Child and the Salamanca Declaration. The course also includes regulation and case management, legal work responsibilities, Discrimination Act, basic municipal and administrative law and the Principle of public access to official records. The course content includes questions on legal method, legal liability issues of relevance to the school and law on issues of crime at schools.

Module 2 Management by goals and objectives 7.5 credits

The module deals with national goals and grading criteria in the curricula, syllabuses and program goals and the assessment and grading from a international, historical and future perspective.

National principles governing the system of management by objectives through school plans, work plans and quality reports - perspectives on the conditions of the Dean's work within the financial framework.

Monitoring and evaluation on scientific grounds and compilation, analysis and assessment of various decision-making materials. Examples of tools for analysis and assessment of students' activities and results.

Organization and communication in the continuous quality work - work with the school aims, continuous Follow-ups, evaluation and quality reporting as a tool for development.

School, preschool and recreational activities functions as social institutions and organizations in relation to notions of power, participation and learning.

Module 3 School leadership 7.5 credits

The following content areas will be addressed within the area of School Leadership:

Theories of leadership and organization - democratic, strategic, pedagogical, communicative and values-based school leadership.

Factors relevant to successful school leadership - what do the national and international research on the leadership characteristics of exceptionally successful schools say?

Cultural values - organizational and international perspectives.

Culture, group processes, change and conflict management strategies.

Discrimination and prejudice - work to ensure the equal value of all humans.

Leadership in various arenas with different roles and relations to staff, the children / students, parents, the politicians / clients, the general public and the media.

The conversation as a tool of leadership: from the individual to the public discourse - the head teacher as motivator, inspirer, an agent of change, conflict manager and participant in the public discourse.

Perspectives on learning and multi-professional organizations - individual, group and organizational levels.

The school as a learning organization with a focus on the national mission.

Module 4 Independent Research Essay 5 credits

The student chooses a subject for the independent work, in consultation with a supervisor. The work should however include content related to all three previous courses. With the support of his/her mentor the students will collect data and present the results in a written paper presented at a seminar.

Type of Instruction

Tutoring consist of lectures, group work, role play and workshops. A large part of the course is to be carried out through communications on the learning platform Fronter.

Examination

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

The assessment of student performance is made through case analysis, discussion tasks via the learning platform, exercises and literature seminars in which both written and oral presentation will occur. Written examination will for the most part be conducted individually, though at times within each network group. The first three courses, equivalent to 25 credits, are examined in direct connection to teaching, while the remaining 5 credits are reported in an independent thesis. All training sessions, which usually includes two or three days per course are mandatory since examination will occur.

Course Evaluation

A course evaluation will be carried out at the end of the course in accordance with the guidelines of Linnaeus University. The compilation is delivered to the programme council, as well as to the teacher of the course. The next time the course is given the students are informed of the results of the previous course evaluation and any changes that have been made in the course.

The programme is also evaluated by the School Board at the start and the end of the course.

Other

In order to include the course on the master level the student is required to have a bachelor's degree (180 credits) on a basic level with a minimum of 90 credits or equivalent in a specific study. Those who lack the formal academic competence required for admission to the course may participate in classes and examinations may be authorized by a certificate of attendance in the programme.

If all entrants to the programme cannot receive training at the desired time, the school principal will ensure that newly hired principals will receive preferential treatment regarding spots (SFS 2008:643).

Required Reading and Additional Study Material
List of references Module 1 - Legislation on schools and the Exercise of Public Authority 10 hec

Barnombudsmannen, *FN:s konvention om barnets rättigheter antagen av FN:s generalförsamling den 20 november 1989*, 13 p.

Boström, Viola & Lundmark, Kjell (red.) (2009), *Skoljuridik*, Liber, 340 p.

Fisher, David (2008), *Mänskliga rättigheter*, Nordstedt Juridik, 90 p.

Günzel, Mats & Zanderin, Lars (2009), *Arbetsmiljörätt och rehabilitering*, Liber, 150 p.

Lehrberg, Bert (2010), *Praktisk juridisk metod, Institutet för bank- och affärsjuridik*, 250 p.

Rapp, Stephan, *Rektor – garant för elevernas rättssäkerhet* Örebro universitet, Örebro Studies in Education (akademisk avhandling), (delar av) 215 p.

Rapp, Stephan (2009), *Rektor och lagen: en studie av skolans pedagogiska ledare*, Norstedts juridik, kapitel 2 och 3, 55 p.

StAAF, Annika & Zanderin, Lars (2009), *Förvaltningsrätt: en introduktion för professionsutbildningar*, Liber, 128 p.

Svenska Unesco-rådets skrift- serie nr2 (2006) *Salamanca-deklarationen och Salamanca +10*, 40 p.

Övriga läromedel
Lagförarbeten via Internet
Rättsfallstexter via Internet
Lagtextskommentarer via Internet
Aktuell lagstiftning

Referenslitteratur
Hammarén, M. (2005). *Skriva: en metod för reflektion*. Stockholm: Santérus, 2:a upplagan. (ISBN 91- 89449-5)

Preparatory law work texts via the internet

Case-law texts via the internet

Comments on legal texts via the Internet

List of references Module 2 - Management by goals and objectives 7.5 hec

Obligatorisk litteratur (kan komma att uppdateras)

Blossing, Ulf (2008), *Kompetens för samspelade skolor. Om skolorganisationer och skolförbättring*. Lund: Studentlitteratur. 160 p.

Ekonomihögskolan: Kompendiematerial Tema Ekonomisk information

Funck, Elin K. (2009), *Ordination Balanced Scorecard – översättning av ett styrdokument inom hälso- och sjukvården*. Växjö: Växjö University Press. Ca 20 p.

Hedenquist, JanAnders (1999), Att utvärdera skolan. Stockholm: Liber distribution. 50 p

Håkansson, Jan, Kvalitetsredovisning som lärande mellan policy och praktik. I Fritzell (red.), Att tolka pedagogikens språk – perspektiv och diskurser. Acta Wexionensia nr 143. Växjö University Press. 20 p.

Kullvén, H. (2009). Budget och budgetering. Malmö: Liber

Larsson, R. (2004). Prototyping inom ABC och BSc. Erfarenheter från aktionsforskning i tre organisationer. Växjö: Växjö University Press

Larsson, R. (2008). Testing the cause-and-effect relationships in the Balanced Scorecard -10 years with BSc in public schools, paper in progress.

Lindgren, Lena (2008), Utvärderingsmonstret. Lund: Studentlitteratur. 128 p.

Pierre, Jon (red) (2007) Skolan som politisk organisation. Malmö: Gleerups. Ca 100 p

Prop. 2008/09:87. Tydligare mål och kunskapskrav – nya läroplaner för skolan

Rapp, S. (2009). Rektor och lagen: en studie av skolans pedagogiska ledare. Norstedts Juridik

Skolverket (2009). Vad påverkar resultaten i svensk grundskola?

Skolverket (2009). Redovisning av uppdrag om Förslag till förtydliganden i läroplaner för förskolan. Dnr 2008:3000.

Skolverket (2010). Redovisning av uppdrag avseende examensmål och ämnesplaner för gymnasieskolan m m (U 2009/2114/G, U 2009/5688G)

Skolförordningar, läroplaner, kursplaner med betygsriterier, Allmänna råd för kvalitet i fritidshem, Allmänna råd för kvalitet i förskolan, Allmänna råd för kvalitetsredovisning, Allmänna råd för att främja likabehandling och förebygga diskriminering, trakasserier och kränkande behandling, Allmänna råd för den individuella utvecklingsplanen med skriftliga omdömen, Allmänna råd för arbetet med åtgärdsprogram, Författningskommentarer för Likvärdig bedömning och betygssättning (OBS! Fler Allmänna råd med anknytning till skolans styrning förekommer, se www.skolverket.se)

Aktuell lagstiftning

Utbildningsdepartementet/ Läroplanskommittén (1994), Bildning och kunskap: särtryck ur Läroplanskommitténs betänkande Skola för bildning (SOU 1992:94).

Stockholm: Liber distribution. 85 s.p

Wahlström, N. (2009). Mellan leverans och utbildning. Om lärande i en mål- och resultatstyrd skola. Göteborg: Daidalos , 249 p

Öqvist, Oscar (2008) Systemteori i praktiken: konsten att lösa problem och nå resultat. Stockholm: Gothia. 136 p.

List of references Module 3 - School leadership 7.5 hec

Obligatorisk litteratur

Bakka, J; Fivelsdal, E & Lindkvist, L. (2006). Organisationsteori. Struktur, kultur och processer. Stockholm: Liber (ca 300 p)

Hallerstrom, H ”Många hinder i vägen för rektorers arbete med skolutveckling” I Rektor: Administratör eller pedagog? Kritisk utbildningstidskrift (KRUT) nr 139-140 (3-4, 2010)

Hansen, P H & Andersen Jon A (2007) ”The Swedish principal: Leadership Style. Decision-Making Style and Motivation Profile. “International Electronic Journal for Leadership in Teaching. Vol II (delas ut genom institutionen)

Heide, M m.fl. (2005). Organisation & kommunikation. Malmö: Liber. (ca 200 p)

Höög, J & Johansson, O. (2011). Struktur, kultur och ledarskap – förutsättningar för framgångsrika skolor. Lund: Studentlitteratur (ca 60 p)

Grosin, L ”Rektorer i effektiva skolor” I Rektor: Administratör eller pedagog? Kritisk utbildningstidskrift (KRUT) nr 139-140 (3-4, 2010)

Gustafsson, B-Å. (2011). Om värdeskapande system. Arbetspaper, Linnéuniversitetet

Larsson, P & Löwstedt, J. (2010). Strategier och förändringsmyter – ett organisationsperspektiv på skolutveckling och lärares arbete. Lund: Studentlitteratur (200 p)

Ludvigsson, A, (2009). Samproducerat ledarskap. Hur rektorer och lärare formar ledarskap i skolans vardagsarbete. Jönköping: Högskolan för lärande kommunikation.

Pont, B; Nusche, D & Moorman, H, (2008), Improving School Leadership, Volume1: Policy and Practice, OECD publishing

Scherp, H-Å ”Nyckeln till framgång är egen kunskapsbildning” I Rektor: Administratör eller pedagog? Kritisk utbildningstidskrift (KRUT) nr 139-140 (3-4, 2010)

Thornberg, R & Thelin. K. (Red,) (2011). Med ansiktet vänt mot Europa. Perspektiv på skolutveckling. Lärarförbundet, Skolledarförbundet & Skolverket.

Ventkatesh, S. (2009). Gang Leader for a Day. London: Penguin

Articles in organization kommunikation, ca 100 p

Referenslitteratur:

Augustinsson, S & Brynolf, M. (2008). Rektors ledarskap. Komplexitet och förändring. Lund: Studentlitteratur

Hargreaves, A. & Shirley, D. (2010): Den fjärde vägen. En inspirerande framtid för utbildningsförändring. Lund: Studentlitteratur (kapitel 1)

Miller, K. (2008). Organizational Communication – Approaches and Processes. Belmont, CA: Thomson/Wadsworth 5th ed

Pierre, J (Red.). (2007). Skolan som politisk organisation. (kapitel 4: Bo Rothstein ”Den effektiva skolan och ledarskapets mystik”) Malmö: Gleerups

List of references Module 4 - Independent Research Essay 5 hec

Obligatorisk litteratur

Rienecker, L & Jörgensen, P S (2002). Att skriva en bra uppsats. Malmö: Liber

Trost, J. (2002). Att vara opponent. Lund: Studentlitteratur

Literature will be chosen in collaboration with a supervisor, some 750-1000 p.