



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

4PE015 Skolutvecklande lärarledarskap och systematiskt kvalitetsarbete, 7,5 högskolepoäng

Teacher leadership for improving schools and systematic quality management, 7.5 credits

Main field of study

Education

Subject Group

Education

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved 2019-11-13

Revised 2020-12-03 by Faculty of Social Sciences. Higher Education Diploma in Vocational Education has been added as specific entry requirements (editorial change). The course syllabus is valid from autumn semester 2021

Prerequisites

General entry requirements for second-cycle studies. Degree of Bachelor of Arts in Pre-School Education, Degree of Master of Arts in Primary Education, Degree of Master of Arts/Science in Secondary Education or Upper Secondary Education, or Higher Education Diploma in Vocational Education, or the equivalent.

Objectives

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

- On the basis of theories and concepts on teacher leadership, evaluate practical situations and argue for strategies and actions in relation to leading collegial learning.
- Account for the principles of systematic quality management and on the basis of these, examine critically and develop the own activities.
- Apply educational process management by the use of various process tools for collegial learning.

Content

The course is intended for pre-school teachers and other teachers who are assigned the duty of advanced skills teacher/lecturer or similar. The aim of the course is that students through current research and best practice shall enhance their knowledge and skills in leading capacity-building processes and development activities in their organisations. The course addresses theories and research on teacher leadership, systematic quality management and collegial learning. This content is discussed in close relation to the course participants' own experiences, dilemmas and questions gathered from their own school practice.

Type of Instruction

Teaching takes place in the form of lectures, seminars and workshops. The studies are process-oriented with activity related 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 an individual written assignment including an oral presentation, a written group assignment, and three seminars on collegial supervision.

In order to receive a grade of Pass in the course, all course objectives must be attained. For a grade of Pass with Distinction in the course, it is required that the individual written assignment is assessed as 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.

Required Reading and Additional Study Material

Adolfsson, Carl-Henrik & Alvunger, Daniel (2017). The nested systems of local school development: Understanding improved interaction and capacities in the different sub-systems of schools, *Improving Schools*, pp. 1–14 (15 p.) ISSN: 1365-4802.

Alvunger, Daniel (2015). Towards new forms of educational leadership?: The local implementation of förstelärare in Swedish schools. *Nordic Journal of Studies in Educational Policy*, 1(3), pp. 55-66 (12 p.) E-ISSN: 2002-0317.

Hallinger, Philip (2011). Leadership for learning: lessons from 40 years of empirical research. *Journal of Educational Administration* Vol. 49 No. 2, 2011 pp. 125-142 (18 p.) ISSN: 0957-8234.

Håkansson, Jan (2013). *Systematiskt kvalitetsarbete i förskola, skola och fritidshem. Strategier och metoder*. Lund: Studentlitteratur, (173 p.) ISBN : 9789144121130.

Håkansson, Jan & Sundberg, Daniel (2016). *Utmärkt skolutveckling. Forskning om skolförbättring och måluppfyllelse*. stockholm: Natur & Kultur, ch. 5-8 (185 p.) ISBN : 9789127141940.

Jarl, Maria; Blossing, Ulf & Andersson, Klas (2017). *Att organisera för*

skolframgång. Strategier för en likvärdig skola. Stockholm: Natur & Kultur, (180 p.) ISBN : 9789127818798.

Rönnerman, Karin (2018). *Att leda från mitten – lärare som driver professionell utveckling.* Stockholm: Lärarförlaget, (127 p.) ISBN : 9789188149336.

Wenner, Julianne & Campbell, Todd (2016). *The Theoretical and Empirical Basis of Teacher Leadership: A Review of the Literature Review of Educational Research*, Vol. 87, No. 1, pp. 134 –171 (37 p.) ISSN: 0034-6543.

Additional material in the form of scientific articles and material from the National Agency for Education, Skolverket, (ca. 200 pages).