



## Course syllabus

Faculty of Social Sciences

Department of Pedagogy

4PE84U Skolledarskap – pedagogisk ledning, 10 högskolepoäng  
Educational leadership, 10 credits

### **Main field of study**

Education

### **Subject**

Education

### **Level**

Second cycle

### **Progression**

A1N

### **Date of Ratification**

Approved 2022-11-14.

Revised 2024-10-07. Change of organisational affiliation to the Department of Pedagogy.

The course syllabus is valid from spring semester 2025.

### **Prerequisites**

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

### **Objectives**

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

- identify the role and assignment of the principal as a leader at the interface

between education policy, legal and financial requirements,

- identify the requirements that a goal-oriented organisation imposes on the leadership,
- analyse leadership and group processes, and clarify how these processes govern the principal's possibility to guide the learning as well as pursue sustainable change management,
- analyse how challenges and conflicts may be handled,
- analyse challenges and possibilities in communication to clarify the assignments, goals and results of the organisation,
- account for an environment that promote collegial collaboration and interaction to obtain participation and influence,
- analyse the role and assignment of their own child and student health care and how the principal by this support may collaborate with other professions, custodial parents and children/pupils in order to improve the health promotional work,
- identify challenges and draw up plans for the requirements that follow with regard to equity in an organisation characterised by cultural diversity.

## Content

The course is based on provisions stipulated in the Education Act 2010:800 stating that "the educational work at a preschool or school unit shall be managed and coordinated by a principal" (2:9) and that "the principal is responsible for making decisions about the unit's inner organisation" (2:10).

The principal's leadership is put into perspective based on the four aspects of: assignment, strategy, relation and communication, in order to support and systemise the educational leadership. The course discusses and applies scientific theories of leadership and communication in combination with theories of group processes as well as the learning processes of individuals and groups. The course also looks into how quality-conscious and systematic educational leadership may contribute to improved goal-attainment and quality. The importance of creating a safe and knowledge enhancing preschool/school is emphasised in the course, where the children's/pupils' and the personnel's well-being is observed and discussed.

The leadership is related to the national goals and mission of the preschool/school in terms of the relation to the individual as well as to society as a whole. The course contributes to the reinforcement of the students' ability to reflect critically on their own leadership and the challenges that come with the assignment in being responsible for the unit's organisation and personnel. The aim of the course is to strengthen the principal's ability to lead and assume the responsibility for the development and improvement work of their own organisations.

## Type of Instruction

Teaching takes place in the form of lectures, seminars and professional supervision in groups as well as individually.

## Examination

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

Examination takes place by means of four written assignments and three oral presentations.

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.

## Required Reading and Additional Study Material

Ahlström, Björn, Berg, Gunnar, Håkansson Lindqvist, Marcia & Sundh, Frank. (Eds.) (2021). *Att jobba som rektor – om rektorer som professionella yrkesutövare*. Studentlitteratur. (93 p.) (Ch. 5, 7, 8, 10, 11, 12, 16, 21 22). ISBN: 9789144152103.

Ulf Blossing & Ann-Christine Wennergren (2019). *Kollegialt lärande - resan mot framtidens skola*. (144 p.) Studentlitteratur. ISBN: 9789144111254.

Bringselius, Louise (2017) *Tillitsbaserad styrning och ledning Ett ramverk*. (30 p.) Available on the Internet.

Heide, Mats. Simonsson, Charlotte. & Johansson, Catrin. (2021). *Kommunikation i organisationer*. Liber (296 p.) ISBN 9789147126439.

Hjörne, Eva & Säljö, Roger (Eds.) (2021) *Elevhälsa och hälsofrämjande skolutveckling i teori och praktik*. Gleerups (280 p.) ISBN: 9789151105505.

Johansson, Olof & Svedberg, Lars (Eds.) (Latest edition). *Att leda mot skolans mål*. Gleerup utbildning AB. (26 p.) (Ch. 8, 9, 16).

Jordan, Thomas (2020). *Konflikter i arbetslivet: förstå, hantera, förebygg*. Gleerups (200 p.) ISBN: 9789147098484.

Leo Ulf, Ärlestig Helene (2018). *Kommunikation för att leda och organisera förändring*. Skolverket. (13 p.) Available on the Internet.

Lahdenperä, Pirjo. (2021). *Interkulturellt ledarskap och verksamhetsutveckling*. Studentlitteratur AB. (144 p.) ISBN: 9789144154824.

Rapp, Stephan (2021). *Att leda elevers kunskapsutveckling. Styrkedjan och det pedagogiska ledarskapet*. Gleerups (190 p.) ISBN: 9789151106502.

Sveningsson, Stefan. & Alvesson, Mats. (2021). *Ledarskap – en interaktiv ansats*.

Liber. Liber. (128 p.) ISBN 9789147094929.

Scientific publications and reports also included (approx. 100 pages).

### **Works of Reference**

Håkansson, Jan. & Sundberg, Daniel (latest edition). *Utmärkt ledarskap i skolan: Forskning om att leda för elevers måluppfyllelse*. Natur & Kultur. (302 p.)

Malmberg Kristina, Arnqvist Anders (Eds.) (Latest edition). *Ledning i förskola: villkor och uttryck*. Gleerups (192 p.)

Rönström, Niclas & Johansson, Olof. (eds.) (2021). *Att förbättra skolor med stöd i forskning. Exempel, analyser och utmaningar*. Natur & Kultur. (495 p.)

Sagerberg, Siv & Österman Eriksson, Lotta (2019). *Rektor i förskolan: bli en bra ledare*. Gothia. (198 p.) ISBN: 9789177411567.

SOU 2019:43. *Med tillit följer bättre resultat – tillitsbaserad styrning och ledning i staten. Betänkande av tillitsdelegationen. Med tillit följer bättre resultat*, SOU 2019:43 (regeringen.se) (319 p.)

Svedberg, Lars (2019). *Pedagogiskt ledarskap och pedagogisk ledning*. Studentlitteratur. (212 p.) ISBN: 9789144121994.