



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

4PP243 Specialpedagogens yrkesroll, 5 högskolepoäng

Special Education Profession, 5 credits

Main field of study

Education

Subject Group

Education

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved 2012-03-23

Revised 2017-08-23 by Faculty of Social Sciences. Changes made to the course literature.

The course syllabus is valid from autumn semester 2017

Prerequisites

NO VALUE DEFINED

Objectives

The aim of the course is for students to develop the professional competence and skills required to manage development within educational activities with the purpose of acknowledging all children's and pupils' needs. Essential features of such leadership are knowledge of follow-up and evaluation as well as ability to act as a qualified interlocutor at the organisational, group and individual level.

After completing the course, students shall be able to:

- account for various organisational and leadership theories and problematize their own school activities as a learning organisation
- account for the importance of various organisational cultures in relation to development of the educational activities in school, in order to acknowledge the needs of children and pupils
- on the basis of the various conditions and needs of individuals and groups, analyse and develop educational diversity
- analyse and value the conditions and requirements of peer discussions, and practice conversation with colleagues

Content

The course contains the following elements:

- organisational and leadership theories
- a learning organisation and organisational culture
- documentation, follow-up and evaluation of educational work based on an organisational perspective
- educational diversity in relation to different organisations and working methods
- peer discussions

Type of Instruction

Teaching is based on the students' professional practice as well as theory and policy documents. The course is given as a combination of web-based and on-campus teaching. The scheduled teaching consists of lectures, seminars and projects in smaller groups. Field studies may be included. The extent of compulsory components is specified in the study guidelines.

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 seminars and through written and oral presentations of individual assignments as well as group assignments. Irrespective of examination method, it is the individual student's performance that is assessed. Detailed information about the examination methods is given in the study guideline. In order to receive a grade of Pass, the course objectives must be attained.

Course Evaluation

A course evaluation is carried out at the end of the course, which is compiled in writing and presented to the students who have completed the course, as well as to new students at the following course date together with any measures taken. The results are presented to the departmental bodies and programme council concerned, and are later filed by the course coordinating department.

Required Reading and Additional Study Material

Granberg, Otto & Ohlsson, Jon. (Latest edition) *Från lärandets loopar till lärande organisationer*. Lund: Studentlitteratur. 134 pages.

Hargreaves, Andy & Fink, Dean. (Latest edition). *Hållbart ledarskap i skolan*. Lund: Studentlitteratur. 260 pages.

Hopkins, David, Stringfield, Sam, Harris, Alma, Stoll, Louise & Mackay, Tony. (2014). *School and system improvement. a narrative state-of-the-art review*. *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*.

Håkansson, Jan & Sundberg, Daniel. (Latest edition). *Utmärkts skolutveckling. Forskning om skolförbättring och måluppfyllelse*. Stockholm: Natur och Kultur. Selected parts of 200 pages.

Lindgren, Lena. (Latest edition). *Utvärderingsmonstret: Kvalitets- och resultatmätning i den offentliga sektorn*. Lund: Studentlitteratur. 148 pages.

Mollberger Hedqvist, Gun. (2006). *Samtal för förståelse. Hur utvecklas yrkeskunnande genom samtal?*. Stockholm: HLS förlag (selected parts of 70 pages). ISBN: 9789176566213.

Current policy documents, optional literature on educational supervision and scientific papers are also included.

