



Course: International Educational Leadership and Change			
Type and level of studies: MAS			
Study program: International Teacher Education Programme			
Teacher(s): Ivana Ćirković-Miladinović, Marija Stanojević Veselinović			
Language of instruction: English			
ECTS: 5			
Prerequisites: /			
Semester: Fall semester			
Course objectives:			
<ul style="list-style-type: none"> - Analyzing the organization, structure, and culture of educational institutions through the lens of organizational theory, cultural analysis, and metaphorical understanding. - Exploring the multifaceted nature of leadership in educational institutions, focusing on international, transformational, and constructivist leadership, as well as leadership for learning. - Critically considering key issues in educational leadership and management, including the concept of learning organizations, leadership for professional development, and leading educational settings in challenging circumstances. 			
Learning outcomes:			
The student will be able to:			
<ul style="list-style-type: none"> - Understand educational management and leadership in the international context, focusing on the organizational and operational facets of schools. - Explore models and theories of change to comprehend the factors and dynamics influencing transformations at systemic and school levels. - Master the skills essential for effective change management, including the ability to identify and analyze agents of change at the individual level, particularly among teachers and students. - Acquire knowledge of available resources and project types in education and training to enhance the quality of contributions within educational institutions. 			
Course contents:			
<p>This course explores educational management and leadership with particular reference to the organizational and operational aspects of schools in an international context. Students explore models and theories of change, delving into the factors and dynamics that drive transformations at both the systemic and school levels. Mastering the skills necessary for effective change management is also part of the content. These encompass identifying and analyzing agents of change at the individual level, specifically within the realms of teachers and students. Moreover, equipping students with knowledge of accessible resources and various project types in education and training enables them to improve the quality of their contributions.</p>			
References:			
<p>Beer, E., and Nohria, N. (Ed.). (2000). <i>Breaking the code of change</i>. Boston, MA: Harvard Business School Press. Caldwell, R. (2005). Things fall apart? Discourses on agency and change in organizations. <i>Human Relations</i>, 58, 83–114.</p> <p>Caluwé, L. de, and Vermaak, H. (2016). Knowing yourself as a change agent: A validated test based on a colorful theory of change. In D. W. Jamieson, R. Barnett, and A. F. Buono (Eds.), <i>Consultation for organizational change revisited</i> (Research in Management Consulting Vol. 23) (pp. 183–207). Charlotte, NC: Information Age Publishing.</p> <p>Graetz, F., and Smith, A. C. T. (2010). Managing organizational change: A philosophies of change approach. <i>Journal of Change Management</i>, 10(2), 135–154.</p> <p>Peurach, D. J., & Foster, A. T. (2020). The policy context of United States educational innovation and improvement. <i>Education</i>. https://doi.org/10.1093/obo/9780199756810-0249</p> <p>Urbanová, E. (2021). Leader and innovator in the context of educational reforms. <i>International Journal of Social Sciences</i>, 10 (2), 69-79. https://doi.org/10.52950/ss.2021.10.2.005</p> <p>Vermaak, H., and Caluwé, L. de (2017). Creating a colorful model of change: Reflection on developing theory as scholar-practitioners. <i>Journal of Management Inquiry</i>, 26(2), 225–239.</p> <p>Wedell, M. (2022). Innovation in ELT revisited. <i>ELT Journal</i>. https://doi.org/10.1093/elt/ccac003</p> <p>Woodman, R. W. (2016). The science of organizational change and the art of changing organizations. <i>Journal of Applied Behavioral Science</i>, 50(4), 463–477.</p>			
Number of active teaching hours			Other classes
Lectures: 30	Seminars: 30	Project work:	
		Independent work:	

Teaching methods:			
Examination methods (maximum 100 points)			
Exam prerequisites	No. of points:	Exam prerequisites	No. of points:
student's activity during lectures	10	oral examination	
practical classes/tests		written examination	
seminars/homework	30	project presentation	40
project	20	portfolio	
other		Other	

Grading system		
Grade	Number of points	Description
10	91 – 100	Excellent
9	81 – 90	Exceptionally good
8	71 – 80	Very good
7	61 – 70	Good
6	51 – 60	Passing
5	≤50	Failing