

Course: Pedagogical Leadership		
Type and level of studies: MAS		
Study program: International Teacher Education Programme		
Teacher(s): Biljana Stojanović		
Language of instruction: English		
ECTS: 5		
Prerequisites: /		
Semester: Fall semester		
Course objectives:		
<p>This course aims at providing the knowledge and skills needed for an educational leader to enhance quality of educational processes and the deep understanding of the models, theories, and conceptual frameworks of educational leadership, as well as the trends and issues about educational leadership; developing competencies needed to critically analyze educational leadership; comprehending the essence, the role, and the significance of leadership; comprehending the principles of team work; providing knowledge on interpersonal communication in leadership; understanding the role of communication in leadership and enhancing personal communicative competencies.</p>		
Learning outcomes:		
<p>Students will be able:</p> <ul style="list-style-type: none"> - to identify the roles and effects of educational leadership on the school's outcomes; - to use a conceptual and holistic way of thinking about educational leadership; - to analytically and critically think about educational leadership; - to comprehend the trends in educational leadership across the globe; - to create the conditions for making favorable changes in education; - to define key concepts in team leadership independently; - to comprehend the essence and significance of leadership in educational systems; - to critically estimate the personal leadership style independently and critically; - to use recommendations for successful leadership; - to demonstrate the application of certain team-work strategies in leadership and practical classroom situations. 		
Course contents:		
<p>Theoretical teaching</p> <p>Positioning leadership with respect to other key school variables. Leadership definitions. Leadership elements (concept, leadership and power, contemporary approaches to leadership, types and functions of leaders; the concept of a team; communicative competencies of leaders). An overview of approaches and theories on educational leadership. Integrative leadership (creating a vision and development direction, developing an educational institution, pedagogical leadership, developing human resources within an organization. Conceptual models for educational leadership. Operationalization of leadership activities and behaviors (standards). Creating and evaluating leaders in education. Educational leadership across the globe. Leadership and a theory of change.</p>		
<p>Practical teaching</p> <p>Observing and evaluating the significance of leadership in educational institutions with respect to other elements of the educational system; social leadership competencies (self-promotion, self-monitoring, public appearances, managing meetings, leading conversations, mediation). Communication styles in leadership (assertive communication, active listening, communication skills for group problem solving, confrontations and managing groups, overcoming barriers in communication, mediation in conflict resolution).</p>		
References:		
<ol style="list-style-type: none"> 1. European Commission/EACEA/Eurydice. (2013). Key data on teachers and school leaders in Europe. Eurydice report, Luxembourg: Publications Office of the European Union. 2. Fullan, M. (2001). Leading in a Culture of Change, San Francisco, CA: Jossey-Bass. 3. Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership, Cambridge Journal of Education, Vol. 33(3), 329–351. 4. Stoll, L. & Temperley, J. (2008). Improving School Leadership: The toolkit, Paris, France: OECD 5. Malešević, D. (2020). Veština rada u timu i veština rukovođenja, Novi Sad: PROVENS. 6. Holpp, L. (2014). Upravljanje timovima, Zagreb: MATE D.O.O. <p>Миловановић, Р. (2010). Интеракција и комуникација у васпитном раду, Јагодина: Педагошки факултет.</p>		

Number of active teaching hours				Other classes
Lectures: 30	Seminars: 30	Project work:	Independent work:	
Teaching methods: Interactive lessons and practical application of the knowledge acquired; individual, pair and group work, discussions, focus group discussions, presentations, demonstrations, team teaching, projects, seminar paper, and individual research.				
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	10	written examination	30	
seminars/homework	30	project presentation		
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