


<b>Course: Teacher as a Team Leader</b>	
<b>Type and level of studies:</b> MAS	
<b>Study program:</b> International Teacher Education Programme	
<b>Teacher(s):</b> Ivana Ćirković-Miladinović	
<b>Language of instruction:</b> English	
<b>ECTS:</b> 5	
<b>Prerequisites:</b> /	
<b>Semester:</b> Fall semester	

**Course objectives:**  
This course is designed to help new and experienced student teachers in cultivating the essential skills necessary for effectively guiding students across all levels of education, as well as adult teams. Participants will delve into understanding the learning processes of students at various educational levels and adults, exploring methods to engage and motivate them effectively. Moreover, they will learn to implement team leadership strategies grounded in theoretical frameworks, research findings, and professional insights. Students will examine models, theories, and concepts in the area of educational leadership in the classroom, among groups of educators, in the school, local community, and in the international context.

**Learning outcomes:**  
A student teacher will be able to

- Identify, understand, critically evaluate and apply models and theories in leadership in education;
- Explore current research on professional learning for teachers as team leaders;
- Examine common models of professional learning with a focus on team-based and collaborative approaches;
- Practice designing and facilitating team-based learning experiences and receive feedback from peers;
- Reflect on how one can improve the design and facilitation of teacher teams in one's own unique context.

**Course contents:**  
An integral component of the curriculum involves examining team leadership strategies aimed at facilitating and empowering groups of students or educators. This entails developing a comprehensive understanding of individual and specialized learner needs while harnessing the power of collaboration to foster educator growth and advance one's own professional development. Throughout the course, students will analyze various models, theories, and concepts within the realm of educational leadership, encompassing classroom dynamics, educator groups, entire school environments, and the broader international educational landscape.

- Identify your leadership style; define areas of strength and areas for improvement
- Establishing teacher teams
- Exploring key teacher leadership skills (listening skills, critical thinking skills, emotional intelligence, problem-solving skills, IT skills, Teamwork skills, Organizational skills)
- Leading students' learning towards successful learning outcomes
- Facilitating effective meetings and facilitation protocols with colleagues
- Designing effective lesson plans in different contexts
- Facilitation protocols for solving common challenges
- Managing conflict or disagreement in teams
- Using strategies for balancing your team's role and fostering the professional growth of individuals on your team
- Establishing the structures and dynamics required for successful team collaboration

**References:**

1. Agasisti T, Bowers AJ and Soncin M (2019) School principals' leadership types and student achievement in the Italian context: Empirical results from a three-step latent class analysis. *Educational Management Administration & Leadership* 47(6): 860–886.
2. Agasisti T, Falzetti P and Soncin M (2020) School principals' managerial behaviours and students' achievement. *International Journal of Educational Management* 34(5): 937–951.
3. Cosenza, M. N. (2015). Affirming the teacher-leader model standards. *Issues in Teacher Education*, 24(2), 79–99.
4. Harris, A. (2005). Teacher leadership: More than just a feel-good factor? *Leadership and Policy in Schools*, 4(3), 201–219.
5. Harris A and Jones M (2021) Exploring the leadership knowledge base: Evidence, implications, and challenges for educational leadership in Wales. *School Leadership & Management* 41(1–2): 41–53.
6. Klein, M. (2020). Leadership Characteristics in the Era of Digital Transformation, *BMIJ*, (2020), 8(1), 883–902. <http://dx.doi.org/10.15295/bmij.v8i1.1441>

7. Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006). Successful School Leadership: what it is and how it influences pupil learning. London: DfES Research Report 800. (18-43, 67-108).
  8. Leithwood K, Sun J and Schumacker R (2020) How school leadership influences student learning: A test of “The Four Paths Model”. Educational Administration Quarterly 56(4): 570–599.
  9. Milanović, A., Anđelković, S., Stojadinović, A. (2023). Teacher as a leader in modern education system. Facta Universitatis, Series: Teaching, learning and teacher education. 7(1): 196-179. DOI: <https://doi.org/10.22190/FUTLTE221115017M>
  10. Pont, B., Nusche, D., & Moorman, H. (2008). Improving school leadership: Policy and practice. Paris: OECD (9-35)
- Shen, J., Wu, H., Reeves, P., Zheng, Y., Ryan, L., & Anderson, D. (2020). The association between teacher leadership and student achievement: A meta-analysis. Educational Research Review, 31:100357 (1-30).

Number of active teaching hours				Other classes
Lectures: 30	Seminars: 30	Project work:	Independent work:	

**Teaching methods:**

Interactive lessons and practical application of knowledge acquired; individual, pair and group work, discussions, presentations, mentoring, 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		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