



Board of Teacher Education
Pedagogy

Syllabus

Leading the learning - Secondary school

Course Code:	LPAA01
Course Title:	Leading the learning - Secondary school <i>Leda Lärande - ämneslärare</i>
Credits:	15
Degree Level:	Master's level
Progressive Specialisation:	Second cycle, has only first-cycle course/s as entry requirements (A1N)

Major Field of Study:

Course Approval

The syllabus was approved by the Board of Teacher Education 2017-08-30, and is valid from the Spring semester 2018 at Karlstad University.

Prerequisites

LPGA10, LPGA11 completed and at least 120 ECTS cr for subject-specific courses included in the teacher education programme.

Learning Outcomes

The aim of the course is that students develop basic knowledge and understanding of how a teacher creates opportunities for pupils to learn and develop in a democratic, safe and inspiring learning environment, taking into account various perspectives on teaching and learning.

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

1. compare, assess and apply current theories of pedagogical leadership,
2. critically reflect on how a teacher's leadership can be exercised from a diversity perspective,
3. compare, assess and apply relevant theories related to communication, group processes and core values in a school context,
4. discuss how norms and values can affect work procedures and teaching content, and
5. critically reflect on the importance of a teacher's leadership regarding pupils' engagement in their own learning process,

Content

The primary content of the course:

- pedagogical leadership, i.e. leading children and young adults' knowledge development
- teacher leadership in relation to teaching as well as school governance and management
- approaches to pupils' differences
- communicative skills, including communication in digital environments with exercises in conversation techniques and forms of cooperation
- theories of group dynamics and theoretical perspectives on using strategies for preventing and managing conflicts, including discriminatory and offensive behaviour in different environments

- leadership in relation to the teacher's role as the norm setter, and issues of power and democratic principles in relation to pupil influence and participation
- professional ethics and restrictions
- cooperation with guardians, authorities and society at large
- factors affecting learners' motivation

The course involves various forms of instruction based on student activities such as case studies, group discussions and seminars.

Reading List

See separate document.

Examination

Learning outcomes 1, 2 and 3 are assessed on the basis of two individual hand-in assignments, one of which is based on an investigation.

Learning outcome 4 is assessed on the basis of practical performance and an individual written report. Learning outcomes 1, 2, 3 and 5 are assessed on the basis of two seminar performances and a hand-in assignment.

All submissions for assessment must clearly indicate individual contributions.

Grades

One of the grades Distinction (VG), Pass (G), or Fail (U) is awarded in the examination of the course.

Quality Assurance

Follow-up relating to learning conditions and goal-fulfilment takes place both during and upon completion of the course in order to ensure continuous improvement. Course evaluation is partly based on student views and experiences obtained in accordance with current regulations and partly on other data and documentation. Students will be informed of the result of the evaluation and of any measures to be taken.

Course Certificate

A course certificate will be provided upon request.

Additional information

The local regulations for studies at the Bachelor and Master levels at Karlstad University stipulate the obligations and rights of students and staff.

Teacher Education