



Board of Teacher Education
Pedagogy

Syllabus

Leading the learning - Primary School

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| Course Code: | LPAG01 |
| Course Title: | Leading the learning - Primary School <i>Leda lärande - grundlärare</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 2017-09-04, and is valid from the Spring semester 2018 at Karlstad University.

Prerequisites

The courses LPGG01 and LPGG02 plus

- for lower primary teacher programme completed course LPGG04 and at least 30 ECTS credits completed for LPGG06, LPGG07 and LPGG08;
- for upper primary teaching programme completed course LPGG05 and at least 30 ECTS credits completed for LPGG09, LPGG10 or LPG19

Learning Outcomes

The aim of the course is that students acquire knowledge and understanding of how teachers create learning opportunities and a democratic, safe and stimulating environment, taking different perspectives on teaching and learning into account.

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

1. give an account of and problematise current theories of teachers' leadership,
2. give an account of and reflect on how teachers' leadership can be performed from a diversity perspective,
3. give an account of and reflect on theories related to communication, group processes and core values in a school context,
4. give an account of and reflect on how norms and values can impact on teaching methods and content,
5. give an account of and reflect on how the importance of teachers' leadership to learners' motivation in their own learning processes,
6. give an account of and reflect on cooperation with authorities and other public service institutions for the good of vulnerable children, and
7. demonstrate communicative ability in listening, speaking and writing, using a language that is adequately and functionally adapted to the situation.

Content

The course comprises the following components:

- 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 environment and its management
- 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.

Instruction is in various forms that activate students, such as case studies, construction of plans, seminars, structured group discussions and practical exercises.

Reading List

See separate document.

Examination

All learning outcomes are assessed on the basis of oral seminar presentations, written assignments and digital multimodal texts.

Grading criteria are specified at the start of the course.

For assessment, individual contribution must be clearly indicated.

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 programme: Primary school