



Board of Teacher Education

Syllabus

Leading the learning - vocational teachers

Course Code:	LPGY04
Course Title:	Leading the learning - vocational teachers <i>Leda lärande - yrkeslärare</i>
Credits:	15
Degree Level:	Undergraduate level
Progressive Specialisation:	First cycle, has less than 60 credits in first-cycle course/s as entry requirements (G1F)

Major Field of Study:

Course Approval

The syllabus was approved by the Board of Teacher Education 2017-03-02, and is valid from the Autumn semester 2017 at Karlstad University.

Prerequisites

Admission to the vocational teacher education programme and registered for the courses LPGY01 and LPGY02, or admitted to the VAL programme

Learning Outcomes

The aim of the course is that students develop basic knowledge of pedagogical leadership from a vocational education perspective with respect to various teaching methodological theories of learning and teaching.

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

1. give an account of and discuss current theories of leadership with relevance to the teaching of different subjects,
2. give an account of and discuss theories of leadership, communication, group processes and conflict management in a school context,
3. problematise how leadership can be performed in a diversity perspective
4. problematise issues of individual and group knowledge acquisition and thinking in relation to theoretical and practical knowledge of leadership, teaching, social relations and learning,
5. problematise teachers' leadership in relation to different subject-specific theories on learning processes and teaching,
6. discuss how teachers' leadership can contribute to an entrepreneurial approach among students in school.

Content

The course deals with:

-leadership in school from different pedagogical and subject-specific theories of learning and teaching

in a historical and contemporary perspective

-theories of communication, group processes and conflicts in school contexts, and strategies for addressing them

-leadership in a diversity perspective based on the discrimination act and equal treatment plans in schools

-research results on leadership, teaching, social relations and learning in relation to how individuals and groups function in learning situations through practice-based exercises based on the students' knowledge and professional experiences

-different aspects of pedagogical leadership and the central role of the teacher's professional approach to the student learning

-entrepreneurial learning and sustainable development in relation to leadership in school

Reading List

See separate document.

Examination

Learning outcomes 1 and 5 are assessed on the basis of an individual, written assignments, discussed in seminar

Learning outcome 2 and 3 are assessed on the basis of an individual, written assignments preceded by group work and presented orally.

Learning outcomes 4 and 6 are assessed on the basis of on the basis of an individual, written assignments preceded by group work.

Submissions for assessment must clearly indicate individual contributions.

All examination components are mandatory.

Individual contribution to group examination 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.

Required course for the vocational teacher education programme