

<b>Study program:</b> Leadership in Education			
<b>Type and level of studies:</b> Master studies, second cycle degree program			
<b>Course unit:</b> Education policies and leading change			
<b>Teacher in charge:</b> Jelena Teodorovic, PhD, associate professor			
<b>Language of instruction:</b> English			
<b>ECTS credits and course status:</b> 6 ECTS, elective			
<b>Prerequisite:</b> /			
<b>Semester:</b> Summer semester (II)			
<b>Course unit objective:</b> Introducing students to the fundamentals of education policy, its formation, implementation and evaluation, and the main topics. Understanding the factors and dynamics of school level change and developing competencies for effective change leadership.			
<b>Learning outcomes of course unit:</b> Students will be able to: recognize actors and characteristics of education policies; analyze recent developments in education policies in Serbia and worldwide; understand complexities of school level changes; effectively initiate and lead change, including finding solutions for problems and resistances incited by changes.			
<b>Content of the course:</b> Concepts of public policy and education policy; Fundamentals of public policies: values, expertise, evidence and interests; Public policy cycle (general logic, advantages and limitations) and alternative approaches; Education policy-makers in Serbia: division of responsibility, cooperation and other stakeholders (unions, professional and other organizations); Formation, implementation and evaluation of education policies in Serbia; Quality, equity and efficiency in the focus of education policies in Serbia. Educational change: causes, directions and levels of change; Stages of change: initiating, implementing and institutionalizing; Change paradigms; Personal and collective meanings of change; Micro-politics of organizational change; Change resistance; Overcoming resistance to change; Support and pressure; Principles and techniques of leading change.			
<b>Literature</b>			
Evans, R. (1996). <i>The Human side of school change: Reform, resistance, and the real-life problems of innovation</i> . San Francisco: Jossey-Bass.			
Fullan, M. (2007). <i>The new meaning of educational change (4th edition)</i> . New York, NY: Teachers College Press.			
Haddad, W. (1994). <i>The dynamics of education policymaking: Case studies of Burkina Faso, Jordan, Peru and Thailand</i> . Washington DC: World Bank.			
Rado, P. (2010). <i>Governing decentralized education systems: systemic change in South East Europe</i> . Budapest: OSL/LGI			
Стратегија развоја образовања у Србији до 2020. године, <i>Службени гласник Републике Србије</i> 107/2012			
Теодоровић, Ј. и Станковић, Д (2012). Од образовних политика до развоја школа: основне поставке и савремени трендови. У Ј. Шефер и Ј. Радишић (ур.), <i>Стваралаштво, иницијатива и сарадња: импликације за образовну праксу део (57-79)</i> . Београд: Институт за педагошка истраживања			
Вујачић, М. и др. (2011). <i>Представе о образовним променама у Србији, Рефлексије прошлости, визије будућности</i> , Београд: Институт за педагошка истраживања.			
Lectures: 30	Practice: 30	Independent work: 15	
<b>Teaching methods:</b> Lectures. Discussion and analysis of texts and topics. Group and individual work on project assignments.			
<b>Assessment of knowledge (maximum number of points is 100)</b>			
<b>Pre-final obligation</b>	points	<b>Final exam</b>	points
Activity during lesson	10	Written exam	50
Homework	10	Oral exam	
Mini project assignments	30		

<b>Grading system</b>		
<b>Grade</b>	<b>Number of points</b>	<b>Description</b>
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