Study program: Leadership in Education	
Type and level of studies: Master studies, second cycle degree program	
Course unit: Leading educational institutions	
Teacher: Jelena Teodorovic, PhD, associate professor	
Language of instruction: English	
ECTS credits and course status: 6 ECTS, mandatory	
Prerequisite: /	
Semester: Winter semester (I)	

Course unit objective: Introducing students to the organizational characteristics of educational institutions and complexity of their management. Examining the processes of planning, organizing and quality assurance in educational institutions. Understanding the effect of human and contextual factors on the processes and outcomes in organizations. Developing skills for leading educational institutions in practice and for improving the quality of their work.

Learning outcomes of course unit: Students will be able to: identify organizational characteristics of educational institutions; adequately approach complex relationships and processes in the organization and its context; create conditions for participative decision making, implementation and evaluation of work; successfully plan, organize and assure the quality of work in educational institutions.

Content of the course: (1) Characteristics of educational institutions as working, contemporary organizations in dynamic surrounding. Interactions between culture, procedures and outcomes of the organization with external pressures, resources and demands . (2) Setting the direction for the organization with focus on the learning culture and creation of safe, healthy and inclusive environment (creation of vision and mission and selection of SMART goals; securing support and dedication to the idea, etc). (3) The analysis of the situation and problems. School self-evaluation and external evaluation as examples. (4) Identification and development of improvement options (scenarios) based on evidence and good practices. *Ex ante* analysis of options, stakeholders and context (SWOT, force-field analysis, etc). (5) Participative decision-making. The importance of dialogue and consensus. Power relations in the organization. Lobbying for change and winning over people. (6) Formulation of options (plans). School development planning as an example. (7) Implementation of options (plans). Distributing leaderhip. Leading teams. Division and organization of jobs in school (resources, procedures, deadlines). Using ICT for coordination. (8) Joint monitoring of the implementation of the activities. Record keeping and reporting. Giving feedback and undertaking corrective measures. (9) Joint outcome evaluation (with the focus on the progress and development of pupils)..

Literature (1) Datnow, A., Hubbard, L., & Mehan, H. (1998). Educational reform implementation: A co-constructed process. Washington, DC: Center for research on education, diversity and excellence. (2) Fullan, M. (2007). *The new meaning of educational change (4th edition)*. New York, NY: Teachers College Press. (3) Grinberg, Dž. (1998). Ponašanje u organizacijama: Razumevanje i upravljanje ljudskom stranom rada. Beograd: Želnid. (4) Hopkins, D. (2001). *School improvement for real*. London, England: RoutledgeFalmer. (5) Lortie, D.C. (2002/1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press. (6) Завод за вредновање квалитета образовања и васпитања. (2012). *Водич за самовредновање за установе у стручном образовању*. Београд: ЗВКОВ. (7) Министарство просвете и спорта. (2003). *Školsko razvojno planiranje: put ka školi kakvu želimo*. Beograd: Ministarstvo prosvete i sporta. (8) Министарство просвете, науке и технолошког развоја. (2012). *Правилник о вредновању квалитета рада установа*. Службени гласник РС, бр. 9/12. од 30.07.2012. године. (9) Станковић, Д. (2011). Школско развојно планирање у Србији: Како га вреднују наставници. *Зборник Института за педагошка истраживања*, 43(1), 25-40.

Lectures: 30	Practice: 30	Independent work: 15

Teaching methods: Lectures. Discussion and critical analysis of the texts and topics. Group and individual work on project assignments. Student presentations. Use of the ICT tools.

Assessment of knowledge (maximum nubmer of points is 100)

Pre-final obligation	points	Final exam	points
Activity during lesson	10	Written exam	50
Mini project assignments	40	Oral exam	

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	$\leq$50	Failing