

Study program: Leadership in Education			
Type and level of studies: Master studies, second cycle degree program			
Course unit: Introduction to leadership in education			
Teacher in charge: 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 knowledge and skills needed by educational leaders in order to improve the quality of the educational process. Examining models, theories and conceptual frameworks in educational leadership, as well as trends and issues in educational leadership in Serbia and the world. Developing competencies to analyze and critical think about leadership in education..			
Learning outcomes of course unit: Students will be able to: identify and understand models and theories in leadership in education; identify roles and effects of educational leadership on pupil and school outcomes; apply conceptual and holistic way of thinking about educational leadership; analytically and critically think about leadership in education; understand trends in leadership in education in Serbia and the world; create conditions for changes in education			
Content of the course: The effect of educational variables on pupil and school outcomes. Positioning leadership in relation to other key school variables. Definitions of leadership. Elements of leadership. Review of approaches and theories of leadership in education (leadership traits, leadership styles, distributed, transformational and pedagogical leadership, etc). Integral leadership (creation of vision and setting direction, development of educational institution, pedagogical leadership, development of people in the organization). Conceptual models of leadership in education. Operationalization of leadership activities and behaviors (standards). Preparation and evaluation of leaders in education. Educational leadership in the world and in Serbia. Leadership and theories of change.			
Literature			
European Commission/EACEA/Eurydice. (2013). <i>Key data on teachers and school leaders in Europe. Eurydice report.</i> Luxembourg: Publications Office of the European Union.			
Fullan, M. (2001). <i>Leading in a culture of change.</i> San Francisco, CA: Jossey-Bass.			
Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership <i>Cambridge journal of education</i> , Vol. 33(3), 329-351.			
Lending, T., & Mrazek, D. (September 15, 2009). <i>The principal story.</i> [video file]. Washington, DC: Public Broadcasting Service.			
Ministarstvo prosvete, nauke i tehnološkog razvoja. <i>Pravilnik o standardima kompetencija direktora ustanova obrazovanja i vaspitanja.</i> Službeni glasnik RS, br. 38/2013. [Standards of competencies for principals in Serbia]			
Northouse, P.G. (2008). <i>Liderstvo: teorija i praksa.</i> Beograd: Data Status. [Leadership: Theory and practice]			
Stoll, L. & Temperley, J. (2008). <i>Improving school leadership: The toolkit.</i> Paris, France: OECD.			
Lectures: 30		Practice: 30	
		Independent work: 30	
Teaching methods: Lectures. Discussion and analysis of texts and video clips. Workshop. Student presentations.			
Assessment of knowledge (maximum nubmer of points is 100)			
Pre-final obligation	points	Final exam	points
Activity during lesson	10	Written exam	50
Homework	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	≤50	Failing