

Table 5.2 Subject specification

Study program: Master program Leadership in Education			
Course title: Introduction to leadership in education			
Teacher: Teodorovic, Jelena, Stojanovic, Biljana, assistant			
Статус предмета: mandatory			
Number of credits: 6 ECTS			
Prerequisite: no prerequisite needed			
Purpose of the course: 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..			
Outcomes of the course: 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.			
Hours of active teaching	Theoretical teaching	Practical teaching	
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	