

**Table 5.2** Subject specification

<b>Study program: Master program Leadership in Education</b>			
<b>Course title: Pedagogical leadership</b>			
<b>Teacher/Lecturer: Slađana N. Zuković, Danijela S. Petrović, Snežana S. Marinković, Biljana J. Stojanović, Vesna M. Petrović, Stanislava Marić Jurišin</b>			
<b>The status of the course:</b> compulsory			
<b>Number of credits:</b> 6 ECTS			
<b>Prerequisite:</b> no prerequisite needed			
<b>The aim of the course:</b> introduction to educational leadership; understanding factors that support the holistic development of the child/student; knowledge of theoretical approaches to and conceptual models of learning and teaching; exploring the possibilities of improving the teaching quality; training for monitoring and evaluation of lessons, as well as for pedagogical-instructional, counseling and mentoring work.			
<b>The outcome of the course:</b> Students will be able to: recognize the importance of pedagogical leadership and the leader's roles; create conditions for supporting holistic development of the child/student; critically apply acquired knowledge about learning and teaching process; identify ways to improve the quality of teaching; effectively monitor and evaluate lessons; perform pedagogical-instructional, counseling and mentoring work.			
<b>Course content:</b> The concept and characteristics of pedagogical leadership; Roles of pedagogical leaders and teachers. Supporting the holistic development of the child/student: Creating a pleasant, safe and healthy environment in which the child/student rights should be respected; The upbringing aspects (development of social skills, healthy lifestyles, democratic values, etc.); The educational aspects (development of functional knowledge, critical thinking, creativity, metacognitive skills, etc.). Understanding the teaching process: Theoretical approaches to learning and their application in accordance with the characteristics of children/students development; Conceptual models and factors of quality teaching (pedagogical atmosphere, classroom management, cognitive activation, etc.) and their effects on students' achievement; Specific/Additional topics - the motivation for learning, inclusion and individualization, modernizing teaching process (innovation, education technology, modern teaching and learning strategies). Monitoring, evaluation and improvement of teaching: techniques of lesson observation and analysis (critical-constructive analysis, sequential analysis); The pedagogical-instructional, counseling and mentoring work; Coordination and cooperation between teachers in preparation, implementation and evaluation of teaching.			
<b>Literature:</b> Anderson, L.W. (ur.) (2013). <i>Nastava orijentisana na učenje</i> . CDRSEE. Ivić, I., Pešikan, A., Antić, S. (2001). <i>Aktivno učenje 2</i> , Beograd: UNICEF; Institut za psihologiju ( 68-73, 94-98, 163-165). Krnjajić S. (2007). <i>Pogled u razred</i> . Beograd: Institut za pedagoška istraživanja. Leithwood, K., Louis, K.S., Anderson S., Wahlstrom K. (2004). <i>Review of research How leadership influences student learning</i> . Minnesota: Center for Applied Research and Educational Improvement, Toronto: Ontario Institute for Studies in Education, pp. 46-67. Marinković S. (2010). <i>Profesionalni razvoj nastavnika i postignuća učenika</i> . Užice: Učiteljski fakultet. Meyer, H. (2005). <i>Što je dobra nastava?</i> Zagreb: Erudita. Vulkof, A., Hjuž, M., Volkap, V. (2014). <i>Psihologija u obrazovanju</i> . Beograd: CLIO.			
<b>Hours of active teaching</b>	<b>Theoretical teaching:</b>	<b>Practical teaching:</b>	
<b>Teaching methods:</b> lectures, discussions, workshops, role-plays and simulations, team and individual work, group and individual consultations.			
<b>Assessment of knowledge (maximum number of points is 100)</b>			
<b>Pre-exam obligation</b>	points	<b>Final exam</b>	points
Activity during lectures	<b>10</b>	Written exam	<b>50</b>
practical classes	<b>20</b>	Oral exam	
seminar /practical assignment	<b>20</b>		