



APPLIES TO ACADEMIC YEAR 2013/2014

MAN 2962/2963 School Development I

Programme

Business Adapted Master of Management Program, Master of Management Program

Responsible for the course

Johan From

Department

Department of Communication - Culture and Languages

Term

According to study plan

ECTS Credits

15

Language of instruction

Norwegian

Introduction

The Master of Management with a specialization in School Leadership consists of the program Leadership and Change in schools (MAN 2944/45/46/47), which is equivalent to the state principal education, in addition to 4 course modules each of which is 15 credits. The course School Development I (MAN 2962/2963) is one of these course modules, and can consequently be taken as an individual course or as part of the full master study. School Development I and the subsequent course School Development II focus on the critical factors that impact school quality. The course of study examines the preconditions for successful school development and considers how school organization and pedagogical methods can be designed to increase student achievement. The starting point for School Development I is a model for more effective school development.

This course reviews and discusses the diverse factors that determine school culture, foster student engagement, improve learning climate, sustain professional development, and support professional learning and development in schools. For each of the topics, relevant research is presented and discussed. Complementing these theoretical perspectives is attention to how school leaders and other key actors can utilize research findings to develop a better school for students.

The programs that comprise the Master of Management need not be taken in a particular order. We recommend, however, that one takes the module "Leadership and Change in Schools" first. In addition, School Development II (MAN 2930) must be completed as the concluding module.

Learning outcome

Norwegian schools need to improve and increase their impact on students' learning. In this program participants will gain exposure to a wide range of the most important factors that play a role in students education. This will contribute to:

Strengthening goal achievement in schools, especially in the area of learning outcomes

Provide participants with an understanding of possible improvements in the education sector

Strengthen professional knowhow and develop practical competence necessary for effective school leadership

Acquired knowledge:

Students will gain understanding about how student learning can be increased through the development of the school's internal and external environment.

The students will gain understanding of how schools can utilize internal and external relationships to increase their capacity for student learning.

Students will gain understanding about the challenges that leaders face when implementing reforms.

Acquired skills:

The students should be able to evaluate and assess the value of different initiatives, policies and interventions with respect to their contribution to student learning.

The students should be able to plan and lead a change of current practice in order to improve school efficacy

Student should be able to implement existing practice more effectively.

Orientation/General reflections:

The students will be expected to focus on student needs and learning

The students should critically reflect on the situation in their own school and Norwegian schools in general

The students should continually seek new ways to develop their own school.

Prerequisites

General admission requirements: 180 study credits. 4 years professional experience. For more information refer to the requirements described in the program application.

Compulsory reading

Books:

Erstad, Ola ... [et al.]. 2011. Skoleutvikling og digitale medier : kompleksitet, mangfold og ekspansiv læring. Gyldendal akademisk. Utvalgte kap. (150 s)

From, Johan. 2009. Fristilling og fornyelse : Telenor fra verk til bedrift. Gyldendal akademisk. Kap. 1, 5, 6, 7, 11 (115s.)

Grubb, W. Norton. 2009. The money myth : school resources, outcomes, and equity. Russell Sage Foundation. Kap. 1, 7, 8 og 9. (100 s)

Hattie, John. 2009. Visible learning : a synthesis of over 800 meta-analyses relating to Achievement. Routledge. Kap. 1-7 (130 s)

Jacobsen, Dag Ingvar. 2004. Organisasjonsendringer og endringsledelse. Fagbokforlaget. Del I og II. (170 s)

Marzano, Robert J. and Timothy Waters. 2009. District leadership that works : striking the right balance. Solution Tree Press. 115 sider

Muhammad, Anthony. 2009. Transforming school culture : how to overcome staff division. Solution Tree Press. 100 sider

Collection of articles:

Ca. 150 sider.

Other:

Litteratur er under revidering.

Recommended reading

Course outline

Topics and course progression

The program is comprised three of the following three modules.

Module 1 – A MODEL OF SCHOOL DEVELOPMENT

Review of the most important factors for the development of effective schools
Importance of leadership for school effectiveness
Practical implications for school owners and school leaders who want to improve schools

Module 2 – THE SOCIAL CONTEXT OF THE SCHOOL

Norway as a knowledge society
The role of resources, reforms, and politics for school effectiveness
Practical implications for school owners and school leaders who want to improve schools

Module 3 – THE SCHOOL'S INSTITUTIONAL ENVIRONMENT

The importance of organizational design and function for the learning of students.
Development of cooperation and community among teachers, and developing a learning organization to support students' learning.
Practical implications for leaders

Module 1: A model of school development

Responsible for the module: Professor Johan From, Handelshøyskolen BI

Learning outcomes

The students should understand the relationships between factors on the social level, organizational level, and in the students' learning environment in order to develop schools where students learn more.
The students should be able to utilize these understandings in the conduct of their own leadership
The students should be able to communicate insights to their co-workers

Description

On the basis of recent research about how society, schools and school employees can develop school in which students learn more, a model of the relationship between what happens on the societal level, organizational level, and in the students' learning arenas is developed. A precondition for understanding this model is deep insight and understanding of the factors that contribute most to student learning. The model is intended as both an analytical framework and as a practical tool for leaders. In this module the elements of school leadership are therefore a key area of focus. The importance of clear, consistent, and ambitious school leadership is emphasized.

Overview

The following topics are covered:

1. Which factors contribute most to students' learning
2. What relationships exist between learning and society's governance instruments, organizational design and pedagogical activities.
3. Implications for leadership

Module 2: Skolens samfunnsmessige arbeidsmiljø

Responsible for the module: Professor Johan From, Handelshøyskolen BI

Learning outcomes

Students will gain insight into how society creates requirements and opportunities for learning
The students should be able to assess the importance of the social demands and requirements
The students should be able to discuss specifically how they, as leaders, can relate to these conditions

Description

This component focuses on how the school and its leadership can take advantage of the conditions defined by society. A number of topics are investigated such as how the school best allocates the resources that society directs to the school, how governance can be used to increase performance, what educational requirements are placed on students to prepare them for an increasingly dynamic and demanding labor market, and the role of technology in students learning. Here too are leadership challenges central, including how leadership should be exercised when we know that there are significant differences with respect to the demands that are placed on school leadership in different municipalities and counties and with respect to how leaders should build a school to meet the needs of the future.

Overview

The following topics are covered:

1. The demands that a modern and evolving society set for the school.
2. How the school can best utilize societies' resources
3. How leaders can handle these challenges and opportunities.

Module 3: The schools institutional environment

Responsible for the module: Professor Johan From, Handelshøyskolen BI

Learning outcomes

Students should be prepared to understand the institutional context for learning

Students should be able to understand the elements that comprise the institutional control of the school
The students should be capable of developing processes and strategies that have an impact on student learning.

Description

This module reviews and analyzes four fundamental dimensions of the school as an organization: The meaning of school culture for the students learning, how schools can foster internal collaboration between teachers in order to improve learning processes, how the school should be able to improve its ability to assess and choose interventions to promote student achievement and promote innovative schools that place continual improvement in the spotlight. The themes are discussed in light of how leaders conduct themselves in order to strengthen organizations and to strengthen organizations' ability to learn.

Overview

The following topics are covered

1. The role of the institutional context for the students learning
2. How leaders can affect and control the institutional
3. The challenges that leaders face when implementing and sustaining organizational change.

Computer-based tools

No particular computer-based tools are used in the course

Learning process and workload

module consists of three gatherings, approx. 75 hours in total.

This course

Coursework requirements

No requirements.

Examination

Students are assigned a project that should be completed with no more than 3 students and gives 9 study credits. There is in addition an essay component based on module 2 that is completed individually and worth 6 credits. Both the project and essay must be passed in order to pass the course.

Examination code(s)

MAN 29621 – Essay that counts 100 % towards the grade in MAN 2962, 6 credits.

MAN 29631 – Project that counts 100 % towards grade in MAN 2963, 9 credits.

Students must pass both elements in order to pass the course.

Examination support materials

All.

Re-sit examination

A re-sit examination will be held in connection with the next ordinary examination in this course.

Additional information