



APPLIES TO ACADEMIC YEAR 2014/2015

MAN 2944/2945/2946/2947 Leadership and Change Management in Schools

Programme

Business Adapted Master of Management Program, Final Master of Management Program, Master of Management Program

Responsible for the course

Johan From

Department

Department of Communication and Culture

Term

According to study plan

ECTS Credits

30

Language of instruction

Norwegian

Introduction

This program is BI Norwegian Business School's offer for school principals who wish to complete the national educational program for school principals. The program is the result of a government tender that BI Norwegian Business School was awarded. The contract spans from the autumn of 2009 to the autumn of 2014.

The target group comprises both established and future top management of schools.

Primary learning outcomes:

The Norwegian school needs to both improve and expand its management capacities. Through this program students will be provided a broad introduction to the most important topics relating to school management. This will contribute to:

- Strengthening the capacity of the school to achieve its goals, particularly in connection with pupils' learning outcomes
- Developing sector standards for management
- Strengthening concepts and practices of knowledge necessary for effective school management

Learning outcome

Descriptive learning outcomes for the program

Knowledge

Knowledge of institutional organization and pedagogical work that contributes to increased learning outcomes among students. Knowledge of the scientific method and its understanding, which makes students capable of assessing their expertise on the development of schools.

Knowledge that makes it possible to manage and develop the organization, stimulate and develop co-workers and exercise leadership.

Knowledge of the school sector's history, traditions and distinctive character.

Skills

Capacity to interpret and understand the demands that the local environment has for the school.

The confidence and courage to lead a school in the direction of becoming an ever more advanced and competent knowledge organization in a process of continuous development.

Skills pertaining to the use of pedagogical, organizational and inter-human relationships for the continuous improvement of the school.

The capacity to methodically investigate and assess the sustainability of existing theories, methods and frameworks of understanding.

Attitudes/General competence

Elevate the importance of the teaching and development of children and youth in discussions concerning the school's priorities, organization and ways of working.

The skills, confidence and willingness to take part in debate on the development of the Norwegian school both internally and in relation to the school's surroundings.

The courage to lead a complex management situation where authoritative argumentation must be articulated in support of changes and adaptations necessary for a better Norwegian school.

The skills necessary to choose strategies for the development of a school and fellow workers and students' learning and progress.

Prerequisites

180 study points and 4 years' working experience

Compulsory reading

Books:

Dale, Erling Lars. 2010. Kunnskapsløftet : på vei mot felles kvalitetsansvar?. Universitetsforlaget. 288 sider
Eliassen, Kjell A. and Nick Sitter. 2008. Understanding public management. Sage. Kap. 8. 20 sider
Eriksen, Bjørn. 2012. Rektors styringsrett. Gyldendal akademisk. ca 120 s
Erstad, Ola og Trond Eiliv Hauge, red. 2011. Skoleutvikling og digitale medier : kompleksitet, mangfold og ekspansiv læring. Gyldendal akademisk. Utvalgte kap. 150 sider
From, Johan. 2009. Fristilling og fornyelse : Telenor fra verk til bedrift. Gyldendal akademisk. Del 1, 100 sider
Fullan, Michael. 2011. The moral imperative realized. Corwin Press. 70 s
Hattie, John. 2009. Visible learning : a synthesis of over 800 meta-analyses relating to achievement. Routledge. Utvalgte kap. Ca 130 sider
Hattie, John. 2012. Visible learning for teachers : maximizing impact on learning. Routledge. 270
Kuvaas, Bård og Anders Dysvik. 2012. Lønnsomhet gjennom menneskelige ressurser : evidensbasert HRM. 2. utg. Fagbokforlaget. Kap. 1, 2 og 9, 60 sider
Ladegård, Gro og Signy Irene Vabo, red. 2010. Ledelse og styring. Fagbokforlaget. Utvalgte kap. Ca 50 sider.
MacBeath, John ... [et al.]. 2007. Schools on the edge : responding to challenging circumstances. Paul Chapman. 168 sider
Martinsen, Øyvind L., red. 2009. Perspektiver på ledelse. 3. utg. Gyldendal akademisk. Utvalgte kapitler, ca 230 sider
Ulvestad, Asbjørn Kärki og Freja Ulvestad Kärki, red. 2012. Flerstemt veiledning. Gyldendal. Kap. 13-14-15. Ca 50 sider

Collection of articles:

Aktuelle artikler og utdrag kommer i tillegg til hver modul

Recommended reading

Course outline

The program consists of 9 sessions/modules

Module 1

Introduction to the program

Topics in educational economics – school effectiveness

Module 2

Leadership training

Methodological foundation for the writing of papers

Information technology and school management

Module 3 - the session takes place in London

Reforms for effective schools

Inspection systems in the English school

Visits to exceptional English schools

Module 4

Management training

Organization of the school for increased learning outcomes among the pupils

Module 5

Labour legislation topics – the principal's management prerogatives

Personal development for a more effective school

Characteristics of effective management

Module 6

Management training

Organization of the school for increased learning outcomes among the pupils

Computer-based tools

No specified use in this course

Learning process and workload

The program is carried out in six modules for a total of 150 hours. Personal counseling will be provided in addition to general counseling during the lectures. In general, students can expect advisory counseling as opposed to evaluative counseling. Counseling time is estimated to be one hour per student taking the Master's program as a standard program. For students taking the Master's program as their graduating program, the time estimated for counseling is six hours.

Examination

Students are process assessed – 12 study points – based on the following activities:

Part 1: Individual paper of up to 10 pages after the 3rd module

Part 2: Individual paper of up to 10 pages after the 5th module

Each paper counts 50%. The grades are averaged out to a combined grade for process assessment on the student's transcripts.

A project paper will also be handed in – 18 study points. This will be written individually or in groups of up to 3 students. All forms of assessment must receive a passing grade for the program degree to be awarded.

Students who are taking the program as their graduating Master of Management program will be assessed as follows:

Process assessment -- 6 study points – based on the following activities:

Part 1: Individual paper of up to 10 pages after the 3rd module

Part 2: Individual paper of up to 10 pages after the 5th module

Each paper counts 50%. The grades are averaged out to a combined grade for process assessment on the student's transcripts.

A project paper will also be handed in – 24 study points. This will be written individually or in groups of up to 2 students. All forms of assessment must receive a passing grade for the program degree to be awarded.

Examination code(s)

MAN 29441 – Process assessment: counts 100% in order to get a grade in MAN 2944 – 12 study points

MAN 29451 – Process assessment: counts 100% in order to get a grade in MAN 2945 – 18 study points

All forms of assessment must receive a passing grade for the program degree to be awarded.

Students who are taking the program as their graduating Master of Management program will be assessed as follows:

MAN 29461 – Process assessment: counts 100% in order to get a grade in MAN 2946 – 6 study points

MAN 29471 – Process assessment: counts 100% in order to get a grade in MAN 2947 – 24 study points

All forms of assessment must receive a passing grade for the program degree to be awarded.

Examination support materials

Re-sit examination

At the next completion of the course. In a re-sit with process evaluation both papers must be handed in again.

Additional information

The school faces a significant number of goals that must be accomplished. Moreover, the goals are not always clear and precise. Consequently, a thorough discussion is necessary with regard to how these goals can be operationalized and understood such that they might become normative for the school's management. The school's social responsibility can be met through resource allocation and through the structure of the management system and its mode of operation. What possibilities, and also problems, that this brings to play for the school's capacity to meet challenges must be analyzed and discussed. School management's awareness of deficiencies in the governing commission, its conditions and possibilities for solving its demands more effectively must be discussed.

The school has a social responsibility derived from democratic channels. At the same time the school, as with other institutions, is full of culture and traditions. Consequently, conflicts can arise between democratically approved guidelines and the teaching profession's perception of its vocational obligations. In the resolution of these conflicts, the head of the school is extremely important. The principal plays both the role of the safe guarder of political signals and protector of the teachers' integrity. This makes the role of the top manager demanding.

One decisive criterion in the assessment of whether a school is effective, fair and meaningful is if it gives pupils knowledge and skills that make them adaptive individuals in the labor market and productive members of the society. What is understood as an effective school is a school that is capable of transforming resource input into good results from the pupils; a fair school is a school that assures that all pupils have access to the same possibilities, and that those with a weak point of departure are compensated such that they achieve desired operability; a meaningful school is a school that gives pupils knowledge and skills sought after by the society.

The relationship between the school as an organization and the principal systems of governance at the municipal, regional and national level is also a central area of focus in this program. Students will be provided with a fundamental understanding of systems and the various roles and tasks to be found at different levels of the system. What will be under analysis is how the school positions itself in relation to the governing impulses it receives from above and how it implements them, as well as what potential it has to influence paramount processes for the development of the school and of the management of the school.

Principals in public schools exercise public authority. At the same time they perform as representatives for the employer. The public authority is exercised in relationship to pupils and their parents, while they are employers in relationship to the school's employees. Both the strengthened rights of pupils and the fact that pupils and their parents are increasingly aware of these rights and avail themselves of them, in addition to the fact that there is increased expectation that heads of schools exercise

their authority as employers more clearly and effectively make it necessary to clarify the legal framework for these areas. This program therefore goes through central topics in the areas of administrative law and employment legislation.

Recent research shows that there is a correlation between best practice in the area of personnel management, human capital improvement, involvement, social climates and organizational results. On the other hand, there remain many initiatives in the personnel management domain that do not provide the desired outcomes. One reason for this is that only the fewest organizations have accordance between their HR practice and the organization's strategy or primary objectives. The school faces significant challenges in the HR area, not the least with regard to competence management and personnel management. A practical checklist with central conditions for HR to function in accordance with its intentions will be gone through and discussed with focus on relevance for the school.

A more effective and modern school and school management need an updated knowledge platform for questions regarding management and the effectiveness of top managers. Theories on intelligence, personality, management style, emotional intelligence and cognitive style will be reviewed. All these concepts have relevance for different aspects of the manager's effectiveness. One ambition here is to fill the concept of "development" with concrete contents. What does it mean to say that a manager should develop him/herself? Can all behavior be learned and how much will self-insight have to say in such processes? The topics will be investigated in the light of psychological theory and research that are relevant to people's insight and development. The purpose of this is to create a framework and understanding for the processes management in development will be marked by and thus help school managers to excel in an increasingly more demanding management situation.

The Norwegian school has little by little accumulated a fair amount of data on itself. Nonetheless, surveys of, for example, the working and teaching environments are never a goal in themselves. The goal is that available information on the school is used in such a fashion that it stimulates reflection and dialogue that develop both individuals and organizations. A school's development depends not just on results in terms of the figures – it depends first and foremost on the interpretation of the results and those values that form the basis of the survey replies. It is also first after the results from the surveys have been subject to critical reflection by the personnel that one can analyze where the organization is in relation to the goals one has set up and how move further. In this way results from different surveys can also contribute to legitimate needs for change being developed locally.