



APPLIES TO ACADEMIC YEAR 2014/2015

MAN 3127/3128/3129/3130 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. Through this program school leaders will be given the necessary skills and competence in the areas of management and development of an organization. BI Norwegian Business School's program puts particular focus on improving pupils' learning outcomes. The target group is both established and future leaders of schools.

This course overlaps to some extent with MAN 3135/3136/3137/3138 National Management training for pre-school administrators. For students planning to take a Master of Management degree it is important to be aware that overlapping courses cannot be included in the degree, cf. UHL § 3-5.

Learning outcome

The Norwegian school needs to improve and increase its management capacity. Through this program students will receive a broad introduction to the most important areas of school management. This will contribute to:

- increasing the school's ability to reach its goals, particularly with regard to pupils' learning outcomes
- developing sector standards for management
- increasing knowledge understanding and practice that are necessary for effective school management

Acquired knowledge

The program will give students knowledge of institutional organization and pedagogical methods that contribute to increased learning outcomes for pupils. Furthermore, the program will provide knowledge of and understanding for the scientific methods that put them in a better position to assess their knowledge of a school's development. They will be provided knowledge that will enable them to manage and develop the organization, stimulate and develop members of the organization and exercise management skills actively. In addition, an introduction to legal conflict resolution models and HR management with focus on the mapping of competences and recruitment. In this context, knowledge of the school sector's traditions and special character is of importance.

Acquired skills

Students will, as leaders, be capable of interpreting and understanding the demands the environment makes on the school. The program will provide the confidence and courage necessary to lead the school towards a more advanced and competent knowledge organization in continuous development. Skills with regard to pedagogical, organizational and interpersonal relationships for ongoing improvement of the school will be emphasized. In addition, focus will be put on skills that enhance students' capacity to investigate and assess existing theories, methods and the validity of different frameworks of understanding.

Reflection

Students will be provided the tools to articulate the importance of the learning and development of youth in discussions concerning the school's priorities, organization and working conditions. They will be in possession of the competence, confidence and motivation to participate in the debate concerning development of the Norwegian school both internally and in relation to the school's local environment. Courage and conviction will be needed to meet the challenges of a complex management situation in which professional argumentation must address issues concerning the introduction of changes and adaptations that will lead to a better Norwegian school. This requires the competence to choose strategies for the development of the individual school, its staff and the pupil's learning outcomes and development.

Prerequisites

General admissions requirements: 180 study points and 4 years' working experience. See also admissions requirements

Compulsory reading

Books:

Eriksen, Bjørn. 2012. Rektors styringsrett. Gyldendal akademisk. ca 150 sider
Fullan, Michael. 2014. Å dra i samme retning : et skolesystem som virker. Kommuneforlaget. 133 sider
Hattie, John and Gregory C.R. Yates. 2014. Visible learning and the science of how we learn. Routledge. 368 sider.
Hattie, John. 2013. Synlig læring : et sammendrag av mer enn 800 metaanalyser av skoleprestasjoner. Cappelen Damm akademisk. 392 sider
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. Kapittel 1-5, 8, 9. ca 200 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

Books:

Bakken, Anders, Ørnulf Seippel. 2012. Framgangsrike skoler under Kunnskapsløftet. Norsk institutt for forskning om oppvekst, velferd og aldring. NOVA notat ; 10/2012
Nordenbo, S. E. 2012. Kunnskapsløfte som reformprocess. Aarhus Universitet. Lenke til rapporten: <http://www.udir.no/Upload/Rapporter/2013/Synteserapport%20Nordenbo%20Endelig.pdf>
Olsen, R.V., Hopfenbeck, T. N., Lillejord, S. & Roe, A.. 2012. Elevenes læringssituasjon etter innføring av ny reform : synteserapport fra evalueringen av Kunnskapsløftet. Universitetet i Oslo. Kap. 1.. Lenke til rapporten: <http://www.udir.no/Upload/Rapporter/2013/Synteserapport%20RVO%20endelig%20jan%202013.pdf>

Course outline

The program consists of 6 modules

Module 1

Introduction to the program
School management in theory and practice
Methods foundation for writing papers

Module 2

The school in society
Economics in the educational sector – effectiveness in the school

Module 3 - takes place in London

Reforms for effective schools
Inspection systems in the English school
Visits to exceptional English schools

Module 4

Leadership training
Organization of the school for increased learning outcomes among the pupils
Characteristics of effective management

Module 5

Leadership training
Labour legislation topics – the principal's management prerogatives
Personal development for a more effective school

Module 6

Leadership training
What characterizes good schools
Management of the school for increased learning

Leadership training

As a part of the program, leadership training will be provided for the students. Management training will be a combination of introductory lectures, exercises and feedback. The purpose of this is to give students confidence in demanding leadership situations. The subjects addressed in this Master's program are Communication and Influence and Management and Authority.

In leadership training, students' own leadership profiles will be addressed, both to assess how they themselves as leaders use their resources and as a foundation for developing their own leadership style. Central to this is the development of individual action plans and how these can be implemented in their leadership style.

Computer-based tools

It's Learning

Learning process and workload

The program is carried out in six modules for a total of 150 hours. Personal counseling will vary somewhat in the different Executive Master of Management programs. Personal counseling will be provided in addition to counseling during the lectures. In general, students can expect advisory counseling as opposed to evaluative counseling. Counseling time is estimated to be two hours 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 assessed through project papers - 18 ECTS – and portfolio assessment - 12 ECTS.

The portfolios will be compiled individually. Portfolio assessment is based on two hand-ins. Ongoing feedback is given on the basis of given criteria. The handed-in portfolio is in its entirety the foundation of the grade.

The project paper can be written individually or in groups of up to 3 students. Approximately 30 pages plus attachments.

Both 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:

Students are evaluated through a project paper – 24 ECTS – and a portfolio assessment – 6 ECTS. The project paper will be written individually or in groups of up to two students. The portfolio assessment is individual. Both forms of assessment must receive a passing grade for the program degree to be awarded.

Examination code(s)

MAN 31271 – Term paper: counts 100% in order to get a grade in MAN 3127 – 18 ECTS.

MAN 31281 – Portfolio assessment: counts 100% in order to get a grade in MAN 3128 – 12 ECTS.

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 31291 – Term paper: counts 100% in order to get a grade in MAN 3129 – 24 ECTS.

MAN 31301 – Portfolio assessment: counts 100% in order to get a grade in MAN 3130 – 6 ECTS.

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

Examination support materials

All support materials are allowed.

Re-sit examination

At the next completion of the course.

Additional information

At the next completion of the course. When a program is discontinued, a replacement program is used for the re-sit.