



APPLIES TO ACADEMIC YEAR 2016/2017

## **BIN 3164 Leadership and Change Management in Schools**

### **Programme**

#### **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 bachelor programme is a Executive Corporate programme, implemented as a parallel with equivalent programme at master level.

This program is The Norwegian Business School's offer to principals who wish to take part in the national educational program for principals. With this program, school leaders will be provided necessary skills and competence for the management and development of the organization. The Norwegian Business School's program puts special focus on pupils' learning outcomes. Its target group is both established and future leaders of schools.

#### **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
- make ready scope for action and management prerogatives

#### **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 role of leader in the school is characterized by significant responsibility and substantial scope for action. 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. The programme will provide knowledge of methodology and principles that create security and good relationships between the teaching staff and the leader. This brings into play methodological skills required to investigate and assess theories and methods.

#### **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. Focus will be put on the school's contribution to the society, particularly on equality. 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

### **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. 2013. Synlig læring : et sammendrag av mer enn 800 metaanalyser av skoleprestasjoner. Cappelen Damm akademisk. 392 sider  
Jacobsen, Dag Ingvar. 2012. Organisasjonsendringer og endringsledelse. 2. utg. Fagbokforlaget. Del I & II  
Martinsen, Øyvind L., red. 2015. Perspektiver på ledelse. 4. utg. Gyldendal akademisk. Kapittel 1-5, 8, 9. ca 200 sider  
Ringstad, H. & Ødegård, T.. 2012. Typeforståelse – Jungs Typologi – en praktisk innføring. Utg. 4. Optimas organisasjonspsykologene as  
Robinson, Viviane. 2011. Student-centered leadership. Jossey-Bass

#### **Book extract:**

Kuvaas, Bård og Anders Dysvik. 2016. Lønnsomhet gjennom menneskelige ressurser : evidensbasert HRM. 3. utg. Fagbokforlaget. Kap. 1, 2 og 9, 60 sider  
Roald, Knut. 2012. Kvalitetsvurdering som organisasjonslæring. Fagbokforlaget.. Kap 1, 2, 3, 6

#### **Collection of articles:**

Aktuelle artikler og utdrag kommer i tillegg til hver modul

### **Recommended reading**

#### **Books:**

Hattie, John og Gregory C.R. Yates. 2014. Synlig læring: hvordan vi lærer. Cappelen Damm akademisk  
Hopfenbeck, Therese Nerheim; Kjærnsli, Marit & Olsen, Rolf Vegar (red.). 2012. Kvalitet i norsk skole: Internasjonale og nasjonale undersøkelser av læringsutbytte og undervisning.. Universitetsforlaget  
Nordahl, Thomas. 2012. Klasseledelse. Gyldendal akademisk. En del av serien: Dette vet vi om

### **Course outline**

The programme is comprised of 7 modules

#### **Module 1 – The principal as the leader of social commitment**

The principal's scope of authority  
Model of increased school effectiveness  
Methodical foundation for the writing of papers  
The school and society  
The effects of pupils' learning outcomes  
Economic issues for education – the effectiveness of schools

#### **Module 2 – skills training**

The school's stakeholders  
The psychosocial working environment  
Impact and influence

#### **Module 3 – Leading the school to promote pupils' learning (takes place in London)**

The principal as «capacity builder»  
Closing the gap for higher equity  
Reforms for school effectiveness  
The inspection system in the English school  
Visits to top English schools

#### **Module 4 – The principal as leader of the learning process**

The principal as pedagogical leader  
Observation of teacher behaviour  
Observation of pupil behaviour and pupils' learning  
Including pupils  
High quality teaching

#### **Module 5 – The principal as leader of teachers' collaboration processes**

The principal as integrator  
Teacher collaboration for increased teaching quality  
Teaching organizations  
Personal development for a more effective school – HRM  
Skills training – involvement methodologies

#### **Module 6 – The principal as leader of change**

Labour law topics – the principal's prerogatives  
Changes in culture  
Changes in behaviour

Skills training – development plan

### **Module 7 – the principal as leader**

School leadership in theory and practice

Management theories and management styles

Role security and legitimacy through competence

Skills training – development of leadership skills

### **Skills training**

As a part of the program, leadership training will be provided for the students. Leadership training will be a combination of introductory lectures, exercises and feedback. The purpose of this is to give students confidence in demanding leadership situations.

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**

#### **Learning process and workload**

The programme is carried out over seven modules for a total of 150 hours. The scope of the counseling contribution will vary somewhat in the different programs. Personal counseling will be provided, as well as counseling provided during the lectures. Generally speaking, students can expect consultative counseling as opposed to evaluative counseling. The counseling contribution is estimated at two hours per student.

The program requires access to a PC/Mac. Software that converts html to pdf is also necessary. "It's learning" is a central learning platform, and students will also bring into use other digital tools.

### **Coursework requirements**

#### **Examination**

Students are evaluated on the basis of a project paper – and a take-home exam.

The take-home exam is 72 hours and is to be done individually. The project paper can be written individually or in groups of up to three students. Both the exam and the project paper must have a passing grade in order for a certificate to be awarded.

#### **Examination code(s)**

BIN 31641 – Take-home exam: counts 40% in order to get a grade in BIN 3164 – 30 ECTS.

BIN 31642 – Term paper: counts 60% in order to get a grade in BIN 3164 – 30 ECTS.

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. When a program is discontinued, a replacement program is used for the re-sit.

### **Additional information**