COURSE SYLLABUS

Social Relationships, Conflict Management and Leadership for Teachers in Primary School Years 4-6 (ES), 7.5 credits

Sociala relationer, konflikthantering och ledarskap för grundlärare 4-6 (UVK), 7,5 högskolepoäng

Course Code:	LSGN17	**Education Cycle:**	First-cycle level
Confirmed by:	Director of Education Nov 14, 2016	**Disciplinary domain:**	Education
Valid From:	Spring 2017	**Subject group:**	UV1
Version:	1	**Specialised in:**	G2F
Reg number:	HLK 2016/4664-313		

Intended Learning Outcomes (ILO)

On successful completion of this course the students are expected to be able to:

Knowledge and understanding
- describe the significance of educational leadership for; managing groups, support of individuals learning and for collaboration and development of pedagogical practices
- explain preventive work aimed at developing students´ interaction skills, participation and be able to describe activities that are characterised by equality
- demonstrate understanding of individuals' vulnerable positions in school and social media as well as consequences of degrading treatment

Skills and abilities
- critically examine processes of verbal and non verbal communication and interaction, based on research findings
- identify discrimination and other forms of harassment, and suggest measures to prevent and restrain degrading treatment and bullying
- analyse conflicts and demonstrate conflict solving strategies
- communicate and show ability to reflect on issues concerning identity, sexuality and relationships

Judgement and approach
- demonstrate insight into how teachers build and maintain trusting relationships with pupils, parents and other actors in order to promote learning and development
- analyse his or her own behaviour and attitudes as well as the professional approach of others
- critically reflect on one's own pedagogical leadership and need for competence development

Contents

- Theories and models of communication, interaction and relationship skills

- Communicative skills (verbal/non verbal)
- Impact of social relationships on pupils´ learning and development
- Collaboration between school actors (teachers, head teachers, student health care etc.) as well as between school actors, parents and pupils
- Pedagogical leadership related to goals and guidelines in international and national legislation and policy documents
- Preventive measures supporting participation of pupils, their sense of meaning and coherence, and restraining conflicts and alienation
- Equality considerations
- Degrading treatment, its consequences and necessary measures
- Emergence of conflicts and conflict management
- The role of digital tools and social media in relationship processes
- Identity, sexuality and relationships
- Basic ethical issues and regulations concering reporting to social services

Type of instruction

The teaching consists of lectures, seminars and exercises performed individually or in groups.

A digital learning platform is used.

Students who have been admitted to and registered on a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

Prerequisites

60 credits in completed courses. Students enrolled in the Teacher Education Programme must have followed the determined course of studies (semester 1-5) or the equivalent courses. Exemptions is granted from the requirements in Swedish. English proficiency is required.

Examination and grades

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one examination, students are given a final grade based on an overall assessment of all examinations included in the course. The final grade of the course is issued only when all course units have been passed.

The examination is based on instruction and course literature.

The examination must allow for students to be assessed on an individual basis. Students may not make a second attempt at any examination (or element of examination) already passed in order to receive a higher grade. Further information concerning assessment and grading criteria is provided in a study guide distributed at the beginning of the course.

Students are guaranteed a minimum of three examination occasions, including the regular occasion.

If a student has failed the same examination three times, the student is entitled to request that the next examination is assessed and graded by a new examiner if possible. The decision to accept or reject such a request is made by the course coordinator, or, in case the course coordinator is also the examiner, by a person appointed by the Managing Director.

In case the course is terminated or significantly altered, examination according to the present course syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

The student is assessed by verbal and written examinations, individually and in group. All compulsory tasks must be carried out to get a passing grade.

Registration of examination:

Name of the Test	Value	Grading
Individual assignments	4 credits	A/B/C/D/E/FX/F
Group assignments[1]	3.5 credits	A/B/C/D/E/FX/F

[1] Only C, D, E, Fx or F is awarded.

Course evaluation

At the end of the course, a course evaluation is performed and commented on by the course coordinator and, if possible, a student/students (course developer/s). The course evaluation, which is published on the relevant learning platform and submitted to the study administration, is to function as a basis for future improvements to the course.

Course literature

Aspelin, Jonas (2012). How do relationships influence student achievement? Understanding student performance from a general, social psychological standpoint. *International Studies in Sociology of Education 22*(1), 41-56. Retrieved from http:/ /dx.doi.org/10.1080/09620214.2012.680327, 16 p.
Bingham, Charles W. & Sidorkin, Alexander M. (Eds.)(2004). *No education without relation.* New York: P. Lang. 190 p.
Blossing, Ulf & Ertesvåg, Sigrun K. (2011). An individual learning belief and its impact on schools' improvement work - An Individual versus a Socal Learning Perspective. *Education Inquiry 2*(1), 153-171. 19 p.
Burton, Bruce (2012). Peer teaching as a strategy for conflict management and student re-engagement in schools. *Australian Educational Researcher, 39* (1), 45-58. Retrieved from http: / /dx.doi.org.bibl.proxy.hj.se/10.1007/s13384-011-0046-4, 14 p.
Department of Education and Early Childhood Development (2011). *Cathing On Early. Sensuality Education for Victorian Primary Schools.* Melbourne: Department of Education and Early Childhood Development, Office for Government School Education, Student Wellbeing Division. Selected parts, 120 pp.

Emmer, Edmund & Sabornie, Edward (2015). *Handbook of classroom Management.* New York: Routledge. Selected parts, 150-200 pp.
Malm, Birgitte & Löfgren, Horst (2006). Teacher competence – and students´ conflict handling strategies. *Research in Education, 76*, 62-73. Retrieved from http:/ /web.ebscohost.com.bibl.proxy.hj.se/ehost/pdfviewer/pdfviewer?vid=10&sid=385dfd62-9f03-4913-9be6-e412621892fc%40sessionmgr113&hid=121, 12 p.
Wong-Lo, Mickie, Bullock, Lyndal M. & Gable, Robert A. (2011). Cyber bullying: practices to face digital aggression. *Emotional and Behavioural Difficulties,* 16 (39), 317-325. Retrieved from http:/ /www.tandfonline.com/doi/pdf/10.1080/13632752.2011.595098, 9 p.

Other articles will be chosen in agreement with the course leader.

Legislation and Policy Documents

SFS (2010:800). *Skollagen* [The Education Act]. Stockholm: Utbildningsdepartementet. Retrieved from
http:/ /www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Skollag-2010800_sfs-2010-800/?bet=2010:800

SFS (2001:453). *Socialtjänstlagen (The Social Services Act)* Retrieved from
http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Socialtjanstlag-2001453_sfs-2001-453/?bet=2001:453

Skolverket [The National Agency for Education] (2011). *Curriculum for the compulsory school, preschool class and the recreation centre.* Stockholm: Skolverket. Retrieved from http:/ /www.skolverket.se/publikationerid?=2686

UNICEF (1990). The United Nations Convention on the Rights of the Child.
Retrieved from http:/ /www.unicef.org.uk/Documents/Publication-pdfs/UNCRC_PRESS200910web.pdf

Reference literature

Citing Sources – How to Create Literature References. http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html

Information Material about Anti-Plagiarism at Universities. *The Interactive Anti-Plagiarism Guide – Jönköping University.* http://pingpong.hj.se/public/courseId/10565/publicPage.do