

**Direction and Leadership in Educational Institutions**

Code: 103524  
ECTS Credits: 6

Degree	Type	Year	Semester
2500261 Education Studies	OB	3	2

**Contact**

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**Use of Languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

**Prerequisites**

Management and leadership of educational institutions is part of a series of courses aimed at providing a minimum level of specialization in organization and management of educational organizations and training. Taught in 3rd year for which it is considered that students have already acquired a number of competencies related to knowledge of structures and the operation of organizations.

**Objectives and Contextualisation**

Its objectives are:

1. To analyze the nature and functions of management education.
2. Characterize the leadership and relationships with management education.
3. Apply strategies and tools related to the activity of educational administrators.
4. Design programs for managers personal development.

**Competences**

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Administer and manage centres, institutions, services and educational and training resources.
- Apply educational counselling, guidance, consultation and mediation strategies and techniques in professional fields and educational and training institutions and services.

- Foster improvement process on the basis of the results of research or needs assessment processes.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Communicate using language that is not sexist or discriminatory.
4. Consider how gender stereotypes and roles impinge on the exercise of the profession.
5. Critically analyse the principles, values and procedures that govern the exercise of the profession.
6. Delineate strategies and instruments to promote social participation in schools.
7. Describe the typical roles, functions and activities of management for change.
8. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
9. Identifying and analysing models of participatory management.
10. Produce and apply strategies to improve institutional management.
11. Propose projects and actions that incorporate the gender perspective.
12. Selecting the strategies and procedures for change according to the context.

## Content

### PART 1: The Management of schools

1. Conceptualizations and models on the management of educational institutions
2. Nature and functions of management
3. Participatory Management

### PART 2: The leadership of educational organizations

1. Theories of leadership
3. Discussions in relation to leadership. The feminization of the profession and leadership.
4. Managers as a change agents

### PART 3 : Strategies and tools for managers

1. Self Management strategies
2. Management strategies

## Methodology

The student is protagonist in the learning process and is under this premise that are planned the methodology of

Our teaching approach and assessment procedures may be altered if public health authorities impose again resti

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Big group face to face	15	0.6	6, 10, 12
Seminars	30	1.2	6, 7, 9, 12
Type: Supervised			
Supervised activities	30	1.2	6, 9
Type: Autonomous			
Autonomous activities	75	3	10, 12

## Assessment

The evaluation of the subject will be carried out throughout the course through the activities shown on the grid.

In order to apply the percentages that appear in the grid and pass the course, each of the following evidences must be passed with a minimum of 5 points out of 10:

- The exam on May 26, or if it has been failed, the second chance exam on June 17.
- The individual work on oneself management (the exact date will be provided at the beginning of the subject and, if applicable, the date of re-assessment also)
- The specialization work (team work) (the exact date will be provided at the beginning of the subject and, if applicable, the date of re-assessment also)

Class attendance is mandatory: the student must participate in a minimum of 80% of the classes, otherwise it will be considered non-assessable. A student who has not submitted any of the three assessment tests mentioned above will also be considered non-assessable.

The evaluation results will be announced during the three weeks following their delivery. The results of the evaluation will be discussed in large groups and individually in the tutorial schedule if necessary.

In all the activities (individual and in group) the linguistic correction, the writing and the formal aspects of presentation will be considered. Students must be able to express themselves fluently and correctly and must show a high degree of comprehension of academic texts. An activity can be returned (not evaluated) or failed if the teacher considers that the student does not meet these requirements.

Written evidences must cite the sources in the text and the final bibliography following the APA regulations (2010.6<sup>a</sup> version).

In addition to all the above, to pass this subject it is essential to show a behavior compatible with the educational profession, such as: active listening, respect, participation, cooperation, empathy, kindness, punctuality, not judging, discussing, making appropriate use of electronic devices (mobile, computer, etc.).

Copying or plagiarism, in any kind of evaluation test, is a crime and will be penalized with a 0 as a grade of the subject losing the possibility to be re-assessed, whether it is an individual or work group (in this last case, all members of the group will have a 0). If during the realization of an individual work in class, the teacher considers that a student is trying to copy or some type of document or device not authorized by the teacher is discovered, he/she will also be graded with a 0 without re-assessment option. A work, activity or exam is "copied" when it reproduces all or a significant part of the work of another classmate. A work or activity is "plagiarized" when a part of a text by an author is presented as its own without citing the sources, regardless of whether the original sources are on paper or in digital format.

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Specialization work (teamwork)	30%	0	0	3, 6, 7, 10, 9, 11, 12, 4
Self-directed program (individual task)	30%	0	0	5, 1, 6, 10, 12
Written Test (individual task)	40%	0	0	2, 1, 6, 7, 10, 9, 8, 12, 4

## Bibliography

### MAIN REFERENCES

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GAIRÍN, J.; ARMENGOL, C.; GIMENO, X. i TOMÁS, M. (2003): *Les relacions personals a l'organització*. Bellaterra: ICE de la UAB.

GAIRÍN, J.; CASTRO, D. (2021). *El contexto organizativo como espacio de intervención*. Madrid: Síntesis

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### COMPLEMENTARY REFERENCES

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## OTRAS REFERENCIAS

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- Academic Leader
- Educational leadership journal
- Educational Leadership
- Emprendedores (especialment la col·lecció "Herramientas de desarrollo profesional del siglo XXI") (2003): gestión eficaz del tiempo, liderazgo de equipos de alto rendimiento, negociación y solución de conflictos, generación y desarrollo de ideas innovadoras, gestión del talento y promoción profesional, habilidades de comunicación...)
- Leader to leader
- Organización y gestión educativa
- The Chronicle of Higher Education

- The leadership & organization development

Congresos:

- Congrés Interuniversitari d'Organització Escolar
- Congreso Internacional sobre Dirección de Centros educativos
- Jornadas andaluzas sobre organización y dirección de centros educativos.
- Jornades sobre direcció de la FEAE (Fòrum Europeu d'Administradors de l'Educació). Al 1994 van tractar el tema del lideratge acadèmic.

Páginas web:.

- [www.gestiondecentros.com](http://www.gestiondecentros.com), utilitzada pels directius de centres educatius i que presenta i actualitza més de 1.000 reflexions, experiències estratègies i instruments per l'exercici directiu.
- [www.joanteixido.org/](http://www.joanteixido.org/), que recull reflexions i aportacions sobre l'organització i direcció de centres educatius

## **Software**

No specific software is used beyond the usual office tools and the TEAMS platform if necessary.