

Degree	Type	Year
2500261 Education Studies	OB	3

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

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: Leadership in organizations

1. Interpersonal power and leadership
2. Leadership Theories
3. Discussions in relation to leadership. The feminization of the profession and leadership.

PART 2: The management of educational institutions and leadership

1. Conceptualizations, the nature and functions of management
2. Managers as agents of change
3. Participatory Management

PART 3 : Strategies and tools for managers

1. Self Management strategies
2. Management strategies

Activities and Methodology

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

The main person in the teaching-learning process is the student and it is under this premise that the methodology of the subject has been planned. The lecturer will offer summaries and analyses of the content of the subject. She will also propose challenges, problems and cases to be solved by the students, according to the theory learned, and will facilitate discussions by objectives and learning through group techniques.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Classroom Practices (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

The continuous evaluation of the subject will be carried out throughout the course with the activities shown in the grid.

To be able to apply the percentages that appear in the grid and pass the subject, each of the following three pieces of evaluation evidences must be passed with a score of 5 out of 10:

1. The exam on June 6th, or if you have failed it, the make-up exam on June 27th
2. The individual work of self-leadership (at the beginning of the subject the delivery date and, if applicable, the recovery date will be indicated).
3. Work in team about classroom practices (at the beginning of the subject the delivery date and, if applicable, the recovery date will be indicated).

A student who has not presented any of the three-evaluation evidences cited above will be considered non-evaluable. In case of failing one of the pieces of evidence and passing the others, the score that will appear in the file will be that of the failed part. If more than one is failed, the resulting score will be the highest ones.

The scores of the evaluation evidences will be announced within three weeks after the delivery. The scores of the evaluation will be discussed in a large group and/or individually during the tutoring hours, if needed.

Students who take the single evaluation must hand in the evidence of assessment that the professor will explain at the beginning of the course, on June 6th. These evidences will be:

- A theoretical deepening work on the contents of the subject (individual work) (20% of the final grade)

- A self-directed work (individual work) (20% of the final mark)
- A practical deepening work on the contents of the subject (individual work) (20% of the final mark)
- A written exam (individual assignment) (40% of the final grade)

The works will be presented in writing and orally on June 6th in a session in which the professor will ask questions about them, in order to ensure authorship. If some of the evidence is failed, they can be presented again to pass them on June 27th.

To pass the subject, students must pass each of the evaluation evidences with a minimum score of 5. The review of the final qualification will follow the same procedure as for the continuous assessment. People who have not presented some of the evaluation evidences will be considered non-evaluable. In case of failing one piece of evidence and passing the others, the score that will appear in the file will be that of the failed part. If more than one is failed, the remaining score will be the highest of the failed ones.

For all registered students, regardless of the chosen assessment modality (continuous or one-off):

- in all activities (individual and group), linguistic correction, writing and formal aspects of presentation will be considered. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. Any activity can be failed if the teacher considers that these requirements are not met.
- In written tasks, sources must be cited within the text and the final bibliography must follow APA regulations (2010, 6th version or 2019, 7th version).
- In addition to all the above, to pass this subject it is essential to show behaviours compatible with the educational profession: active listening, respect, participation, cooperation, empathy, kindness, punctuality, non-judgement, debating, making appropriate use of devices electronic (mobile, computer, etc.), etc.
- Copying or plagiarism, in any type of evaluation test, as well as the use of artificial intelligence, constitute a crime and will be penalized with a 0 (zero) score, losing the possibility of recovering it, whether it is an individual type test or a group type test (in this case, all members of the group will get a 0 score). If, during the performance of an evaluation task in class, the teacher considers that a student is trying to copy or some type of unauthorized document or device is discovered, will be scored with a 0, with no recovery option, and therefore, the subject will be failed. A written task, activity or exam is "copied" when it reproduces all or a significant part of the work of another colleague or of another person outside the group. A written task or activity will be considered "plagiarized" when a part of an author's text is presented as one's own without citing the sources, regardless of whether the original sources are on paper or in digital format.

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WOODS, P. A. y ROBERTS, A. (2018). *Collaborative School Leadership. A critical guide*. London: SAGE Publications Ltd.

ANOTHER RESOURCES:

- 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

Congressos:

- 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)
 - www.gestiondecentros.com utilitzada per les directives i directius de centres educatius i que presenta i actualitza més de 1.000 reflexions, experiències estratègies i instruments per l'exercici de la direcció

- 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.

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	311	Catalan	second semester	morning-mixed
(SEM) Seminars	312	Catalan	second semester	morning-mixed
(TE) Theory	3	Catalan	second semester	morning-mixed