UAB
Universitat Autònoma de Barcelona

Direction and Leadership in Educational Institutions

Code: 103524
ECTS Credits: 6

2025/2026

Degree	Type	Year
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 organitzations 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. It is also assumed that they have taken, or are taking, the subject of Organizational Development.

Objectives and Contextualisation

The subject presented, in the third year of the Pedagogy degree, is the second part of the subject "Coordination and Management of Educational Institutions" and is complemented by the subject "Organizational Development of Educational Institutions". These two subjects form the foundation of the 4th year "Management of Training and Socio-Educational Institutions". Placing students in the processes of change and improvement of organizations, this subject focuses on analyzing the role of managers as agents of change.

It starts from the foundations that have been developed in the subjects "Education and Educational Contexts", "Organization and Groups" and "Design, Monitoring and Evaluation of Plans and Programs". At the same time, it should be noted that this subject and the material it contains are complementary to fourth-year subjects such as "Educational Supervision and Inspection", "Evaluation of Centers and Teachers", and "Management and Development of Human Resources in Organizations", aimed at introducing students to specific aspects of the Organization and Management of Educational and Training Institutions.

Its goals are:

1. Analyze the nature and functions of educational management
2. Characterize leadership and its relationships with educational management
3. Apply strategies and instruments linked to the activity of managers in educational institutions
4. Design personal development programs for managers

Competences

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- 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. Leaderdhip Theories

3. Leadership in educational contexts. The feminization of the profession and leadership.

PART 2: The management of educatioal 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

It is considered, that 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

Continous 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 assessment of the subject will be carried out throughout the course through the activities shown in the grid.

The subject is face-to-face. It is for this reason that attendance at the guided activities is considered an essential requirement to be able to pass the subject and a minimum attendance of 80% is established (36 hours, which means a maximum of 2 classroom sessions of possible absences). The supporting documents presented do not exempt from attendance. In the event of prolonged illness that prevents being in the classroom, the student must contact the professor, and the situation will be studied individually.

To apply the percentages that appear in the grid and pass the subject, each of the three-assessment evidence must be passed with a 5 out of 10:

1. The exam on May 15th or, if it has been failed, the retake exam on June 26th.

2. The individual self-leadership work (the due date and, if applicable, the retake date will be indicated at the beginning of the subject).

3. The teamwork of classroom practices (the due date and, if applicable, the retake date will be indicated at the beginning of the subject).

The grades of the evaluation evidence will be announced during the three weeks following their delivery. The results of the evaluation will be discussed in a large group and/or individually during the tutorial hours,if necessary.

Those who take the single assessment must submit on May 15 the evaluation evidence that the teacher will explain at the beginning of the course. These four pieces of evaluation evidence are:

1. A theoretical in-depth work on the contents of the subject (individual work) (20% of the final grade)

2. A self-leadership work (individual work) (20% of the final grade)

3. A practical in-depth work on the contents of the subject (individual work) (20% of the final grade)

4. A written exam (individual assignment) (40% of the final grade)

The works will be presented in writing and orally on May 15th in a session in which the teacher will ask questions about them, to ensure authorship.

For all students, regardless of the assessment method chosen (continuous or single):

- In case of failing some of the four pieces of evaluation evidence, they can be re-presented to recover them on June 26th. To pass the subject, each of the evidence must be approved with a minimum of 5. The review of the final grade will follow the same procedure as for continuous assessment. Those who have not submitted any of the assessment evidence will be considered non-evaluable. In the event of failing one of the pieces of evidence and passing the others, the grade that will appear on the transcript will be that of the part that was failed. In the event of failing more than one, the grade that will remain will be the highest of the failed ones.

- 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 may be suspended if the teacher considers that these requirements are not met.

- In the works, the sources must be cited within the text and the final bibliography must follow the APA regulations (2019, 7th version).

-In addition to all the above, to pass this subject it is essential toshow behavior compatible with the educational profession: active listening, respect, participation, cooperation, empathy, kindness, punctuality, non-judgment, argumentation, appropriate use of electronic devices (mobile, computer, etc.), etc.

- The use of generative artificial intelligence is permitted only in the following support tasks: bibliographic search, text correction and translations. The student must clearly identify which tasks have been generated with this technology, specify the tools used, and include a critical reflection on how these have influenced the process and the result of the activity. The lack of transparency in the use of AI in this assessable activity will be considered a lack of academic honesty and may lead to a partial or total penalty in the grade of the activity, or greater sanctions in serious cases.

- Copying or plagiarism, in any type of assessment test, as well as the use of artificial intelligence, constitute a crime and will be penalized with a 0 (zero), losing the possibility of recovering it, whether it is traced.

Bibliography

MAIN REFERENCES

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COMPLEMENTARY REFERENCES

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Bates, B. y Bailey, A. (2018). *Educational Leadership Simplified. A guide for existing and aspiring leaders*. Thousand Oaks: SAGE Publications.

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Druker, P. F. (Ed.) (1996): *El líder del futuro*. Bilbao: Universidad de Deusto.

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Farrell, A. (2021). *Exploring the affective dimensions ofeducational leadership*. London: Routledge.

Fleming, P. (2019). *Successful middle leadership in secondary schools. Apractical guide to subject and team effectiveness* (2n edition). London: Routledge.

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Stein, G. (2002): *Dirigir en tiempos de incertidumbre.* Barcelona: Gestión 2000.

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 direció
- 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.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

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