

# SPECIAL TOPICS IN PEDAGOGICAL, ADMINISTRATIVE AND ORGANIZATIONAL SCHOOL DEVELOPMENT

## 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	PEDAGOGICAL DEPARTMENT OF PRIMARY EDUCATION		
<b>STUDY PROGRAM</b>	POST-GRADUATE		
<b>COURSE CODE</b>	<b>FY9</b>	<b>SEMESTER OF STUDIES</b>	<b>3</b>
<b>COURSE TITLE</b>	<b>SPECIAL TOPICS IN PEDAGOGICAL, ADMINISTRATIVE AND ORGANIZATIONAL SCHOOL DEVELOPMENT</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>TEACHING HOURS</b>	<b>ECTS UNITS</b>
<i>Total</i>		<b>3 hours / week</b>	<b>5</b>
<b>COURSE TYPE:</b>	Core		
<b>PREREQUISITE COURSES</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMS</b>	GREEK		
<b>COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uth.gr/">https://eclass.uth.gr/</a>		

## 2. LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>The course aims to study key factors that play important role in the pedagogical development of the school. The specific objectives of the course are:</p> <ul style="list-style-type: none"> <li>- Understanding the concept of pedagogical development of the school</li> <li>- Reflection on the role of the school leader as an administrative, pedagogical and scientific guide in the context of developing a pedagogical development plan for the school unit</li> <li>- Building knowledge regarding the dimensions of school culture</li> <li>- Building knowledge for the development of school and community interconnection strategies</li> <li>- Raising awareness for the role played by school culture in ensuring equal educational opportunities</li> <li>- Building knowledge and skills for undertaking actions to develop and implement prevention strategies in the school unit</li> </ul>

- Raising awareness and building knowledge for the integration of the intercultural dimension into school culture

### General Skills

Cultivation of free, creative and inductive thinking

Respect for diversity and multiculturalism

Decision-making

Teamwork

Rational decision-making ability

Generation of new research ideas

### 3. COURSE CONTENT

The content of the course is composed, based on the course objectives, of the following thematic units:

#### 1. Lifelong learning and reconstruction of the educational system.

This specific unit attempts to address issues related to organizational changes promoted in the name of "lifelong learning" for the reconstruction of educational systems. The focus will be on "trends" in the educational field after the consolidation of lifelong learning as a key political element for the modernization of educational systems. The thematic axes that will be analyzed are the following: educational challenges in the name of "lifelong learning", basic principles of lifelong learning, modern "trends" in the reconstruction of educational systems, benefits of lifelong learning in the educational field, "vulnerable" groups of lifelong learning and educational inequalities.

#### 2. Crisis management at school.

The unit concerns the prevention and management of crises that occur in the school unit. Specifically, a detailed presentation of the five stages of the school crisis management model (PREPaRE School Crisis Prevention and Intervention Model) by Brock, S., Sandoval, J. & Sharon, L., 2005) is given. Initially, the key points of a school crisis prevention and intervention plan are presented, emphasizing the composition and roles played by the members of the interdisciplinary Crisis Management Team in the school context. In particular, emphasis is placed on: a) prevention - preparation and readiness of the school context for crisis management b) the definition of means and procedures within the framework of an action plan for dealing with the crisis c) the identification of those factors based on which the psycho-emotional needs of those involved in the crisis are assessed in order to identify those individuals who need immediate assistance d) the role of the teacher in the implementation of psycho-pedagogical support programs in the classroom and school after the crisis.

#### 3. Pedagogical development of the school in conditions of cultural and linguistic diversity.

In the context of the unit, the relationship between equality and diversity will initially be clarified and the concept of Intercultural Education will be defined on the basis of the Theory of

Education. Subsequently, specific ways of developing the school unit in conditions of cultural and linguistic diversity will be studied through the presentation and analysis of specific examples from the European and Greek space.

#### 4. TEACHING and LEARNING METHODS - ASSESSMENT

<b>DELIVERY METHOD</b>	In-person and distance learning	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	viewing slides, using the asynchronous education platform to post course materials and student assignments as well as for the communication between teachers and students, searching for electronic journals and sources	
<b>ORGANIZATION OF TEACHING</b>	<b>Activity</b>	<b>Semester Workload (hours)</b>
	Lectures	36
	Study during the semester	40
	Group work/collaboration	30
	Writing a scientific paper	40
	Course Total	<b>146</b>
<b>ASSESSMENT</b>	Exculpatory paper writing	

#### 5. RECOMMENDED BIBLIOGRAPHY

Γκόβαρης, Χρ. (Επιμ.) (2013). *Διδασκαλία και μάθηση στο Διαπολιτισμικό Σχολείο*. Αθήνα: Gutenberg.

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Γκότοβος, Α. (2002). *Εκπαίδευση και ετερότητα*. Αθήνα: Μεταίχμιο.

Kaldi, S., Govaris, C. & Filippatou, D. (2018). Teachers' views about pupil diversity in the primary school classroom. *Compare: A Journal of Comparative and International Education*, 48 (1): 2-20. (<http://dx.doi.org/10.1080/03057925.2017.1281101>).

Noula, I. & Govaris, C. (2018). Neoliberalism and pedagogical practices of alienation: a case study research on the integrated curriculum in greek primary education. *British Journal of Educational Studies*, 66 (2): 203-224. <http://dx.doi.org/10.1080/00071005.2017.1314446>)

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Zmas, A. (2015). Financial crisis and higher education policies in Greece: between intra- and supranational pressures. *Higher Education*, 69(3), 495-508.

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