

Educational Governance Research 2

Lejf Moos
Elisabet Nihlfors
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Nordic Superintendents: Agents in a Broken Chain

 Springer

Nordic Superintendents Educational Governance Research

Jessica J Manson



Nordic Superintendents Educational Governance Research:

Nordic Superintendents: Agents in a Broken Chain Leif Moos, Elisabet Nihlfors, Jan Merok Paulsen, 2015-12-11 This book analyses the superintendent position and relations and shows how the well known policy umbrella the New Public Management NPM is being adapted to national contexts School superintendents are civil servants at the heart of the governance of municipal education Educational governance in the Nordic countries Denmark Finland Norway and Sweden is currently undergoing comprehensive restructuring and reconceptualisation at the hands of national governments influenced by transnational agencies Our analyses of the superintendent position and relations show that the well known policy umbrella the New Public Management NPM is moving towards focusing on soft governance and social technologies as the preferred means of influences Thus we rename it New Public Governance NPG

What Works in Nordic School Policies? John Benedicto Krejsler, Leif Moos, 2021-03-23 This book offers an original contribution to the area of international research on comparative education policies and the influence of transnational agencies on national school policy and reform With a focus on grasping what the Nordic model or the Nordic dimension means in school and educational policy the book explores in depth the school policy contexts of the five Nordic countries Denmark Finland Iceland Norway and Sweden It demonstrates how these particular national contexts engage with and contextualize transnational collaboration on issues like school reform accountability evidence and what works and digitalization The book situates these policy issues over a long period of time while integrating the latest developments and reforms It demonstrates how context matters It shows how the often elusive but pervasive Nordic dimension can only be fully understood by painstaking scrutiny of the five national contexts their particular trajectories and mutual interactions in formal and informal education

Bridging Educational Leadership, Curriculum Theory and Didaktik Michael Uljens, Rose M. Ylimaki, 2017-10-04 This book is open access under a CC BY 4.0 license This volume argues for the need of a common ground that bridges leadership studies curriculum theory and Didaktik It proposes a non affirmative education theory and its core concepts along with discursive institutionalism as an analytical tool to bridge these fields It concludes with implications of its coherent theoretical framing for future empirical research Recent neoliberal policies and transnational governance practices point toward new tensions in nation state education These challenges affect governance leadership and curriculum involving changes in aims and values that demand coherence Yet the traditionally disparate fields of educational leadership curriculum theory and Didaktik have developed separately both in terms of approaches to theory and theorizing in USA Europe and Asia and in the ways in which these theoretical traditions have informed empirical studies over time An additional aspect is that modern education theory was developed in relation to nation state education which in the meantime has become more complicated due to issues of globalism This volume examines the current state of affairs and addresses the issues involved In doing so it opens up a space for a renewed and thoughtful dialogue to rethink and re theorize these traditions with non affirmative education theory moving beyond social

reproduction and social transformation perspectives

Re-centering the Critical Potential of Nordic School

Leadership Research Lejf Moos, Elisabet Nihlfors, Jan Merok Paulsen, 2020-10-19 This volume contributes significantly to the ongoing international and Nordic paradigm shift in educational leadership research. It advocates for going from a contemporary mainstream functionalist paradigm to a reflexive paradigm based on educational values and knowledge. The volume is built on the shared basis that the purpose of education is and must be fundamental for school leadership practice. However, that is often forgotten in educational governance and policy. The basis of the argument is that educational leadership needs to change from focusing on effectiveness and narrowly defined accountability towards focusing on leadership that is contributing to the general education of students. That entails that leadership research needs to focus on complex perspectives like context relations, trust, sense making and social and human values and less on control, outcomes, accountability and testing. The volume reminds readers about the need to raise awareness of the contexts of education and research, be they political, cultural, economic or ideological. Chapters analyze, discuss and compare research from Nordic educational leadership research systems: Denmark, Finland, Iceland, Norway and Sweden. The cross-system insights clarify the fundamental relations between policy, governance and research practice and discuss forgotten dependencies and opportunities.

Stimulating Entrepreneurial Activity in a European Context

Silvia Costa, Aard Groen, Francisco Liñán, Alain Fayolle, 2024-03-14 This incisive book explores entrepreneurial activity and its close relationship with the surrounding context. Through the study of tailored educational approaches, it emphasises programs, interventions and awareness initiatives as a means to stimulate entrepreneurship and highlight both the commonalities underlying entrepreneurial activity in general and the unique characteristics of each specific context.

School Governance in Global

Contexts Nicholas Sun Keung PANG, Philip Wing Keung CHAN, 2021-12-28 The edited volume provides multiple lenses to view school governance practices, exploring its modernization, ethical review, future trend as well as the reciprocal influence of educational policy. Drawing on a wide spread experience in the field of education governance from leading scholars, emerging scholars, doctoral research students and school principals, this book includes insights from 11 countries and economies across four continents: Asia, Europe, North America and Oceania. Most of them are high achievers in the OECD's PISA 2018 worldwide ranking in mathematics, science and reading. The book not only lifts to the forefront school governance, educational thinking but also acknowledges their complex evolution, especially under the current impact of COVID-19 Pandemic. This book will be of interest to academics, professionals and policymakers in education and school governance and any scholars who engage in historical studies of education and debates about educational governance.

World Yearbook of Education 2020

Julie Allan, Valerie Harwood, Clara Rübner Jørgensen, 2019-09-30 A timely contribution to the debate on educational governance and equality, the World Yearbook of Education 2020 documents the significant changes that have occurred in the last 20 years, reflecting a widespread shift from government to governance. Considering school context as well as specific

school responses around the emergence of particular forms of governance this book presents and contextualises a clear historical account of governance and accountability within schooling Organised into three sections covering Changing contexts of school governance stakeholders and responsabilisation and radical governance carefully chosen contributors provide global insights from around the world They consider educational outcomes and closing the inequality gap and they document radical forms of governance at local level which have sought to create more equitable governance intelligent accountability and greater involvement of key stakeholders such as students Providing a series of provocations and reminders of the possibilities that remain open to us the World Yearbook of Education 2020 will be of interest to academics professionals and policymakers in education and school governance and any scholars who engage in historical studies of education and debates about educational governance and equality

Transnational Influences on Values and Practices in Nordic Educational Leadership Leif Moos, 2013-03-15 This book explores to what extent transnational influences change national local values and practices in the Nordic educational systems It provides country cases and thematic chapters that give nuanced insights into the influence of transnational agencies on national governance and discourses It describes how national discourses and regulation influences school leadership values culture and practice in competition with traditional values The transnational and global discourse on educational leadership is mostly formed according to Anglo American thinking and tradition Pivotal foundations of this discourse are strong hierarchical societies class societies with liberal democracies and clearly streamed education systems The Nordic discourse however builds on a more equal society and flat hierarchies with participatory democracy and on comprehensive schooling with strong local community roots Leadership thinking and practices are formed by the culture and context they are part of they are primarily shaped by the national local values traditions and practices and only partially shaped by politics discourses and literature Due to the fact that a great deal of the literature that is being used in the Nordic contexts is of Anglo American origin and many of the research projects have Anglo American foundations it is difficult to distinguish the sources for leadership thinking and practice This book distinguishes the Nordic from the Anglo American thinking and presents important findings and arguments for leadership practitioners inside as well as outside the Nordic countries

Educational Leadership, Improvement and Change Leif Moos, Nikša Alfirević, Jurica Pavičić, Andrej Koren, Ljiljana Najev Čačija, 2020-07-25 This book analyses selected critical concepts of policy and practice in educational leadership in five European countries The editors and contributors cover Croatia Slovenia Lithuania Denmark and Norway spanning a wide geographical region as well as diverse historical and political contexts The analyses primarily consider the issues of convergence and divergence in local educational leadership policies and practice that are developing and emerging from traditional structures and discourses under global trans national and regional influences Focusing on both the macro and micro levels this book examines a range of topics including international benchmarking inclusive education practices and digital transformation It will be of interest and value to

scholars of educational leadership in Europe particularly within smaller countries Today s local educational leadership policies and practice are connected with the historical roots of five small European countries In the analysis perspectives from within each country and comparisons are used interestingly Both levels of analysis bring out new understandings of the relationship between policy and practice and how they have been related to leadership in a historical discourse In my opinion the different country chapters and the comparisons represent important new knowledge and I recommended the book as reading for school leaders and policy makers in the field of educational leadership Professor Olof Johansson Ume University Sweden The book fills a gap in the research of cross national research comparing school leadership issues in two Balkan countries Croatia and Slovenia one Baltic country Lithuania and two Scandinavian countries Norway and Denmark To my knowledge it is the first time there has been this sort of cross investigation of commonalities and differences in school leadership conditions between these countries in the age of globalization I am sure that many scholars and practitioners can benefit from this book and hereby recommend it Associate Professor Emeritus Klaus Kasper Kofod Aarhus University Denmark

The Cultural and Social Foundations of Educational Leadership Romuald Normand, Lejf Moos, Min Liu, Pierre Tulowitzki, 2021-07-12 This book identifies the cultural and moral foundations of country specific educational governance and school leadership and presents the principles of justice and the diversity of common goods that guide leadership practices in schools It contributes to an existing research field that studies diversity and ethical leadership in schools The social dimension of school leadership is not limited to issues related to equality and equity or social inclusion The capacity of leaders to promote civic mindedness and social cooperation consensus and acceptance of others the right balance between freedom and duties and reciprocity of obligations are essential to maintain democratic rights and facilitate the life together while respecting ethnic and cultural differences Therefore the book gathers contributions from a range of international authors capable of reporting these moral and cultural features while broadening the research perspectives on school leadership

School Boards in the Governance Process Lejf Moos, Jan Merok Paulsen, 2014-04-28 This book analyses local school district governance in a comparative cross cultural perspective based on national studies of local school boards in the Nordic countries Denmark Finland Norway and Sweden The overarching research question explored by the national studies contained in this volume is How are transnational influences of standardization and accountability alongside national policies transformed into local policy cultures by the school boards In all the Nordic countries the municipalities are equivalent with the school district level and municipalities as such play a role as the interface between state policies and the schools This book discusses the variation across different national systems in the Nordic countries in the degree of decentralism as well as the processes through which sources of political autonomy are put into practice by school boards It explores the interplay between context and policy making at the local level and analyses how local discourses expressed by school boards differ from national policies and trans national influences The book s analysis of the country cases and

thematic chapters shows that there are both important similarities and significant differences in governance functions power relations and understandings of school board chairs and members between the countries studied Moreover the book analyses the many ways in which these similarities and differences affect the work context of school leaders and teachers in the Nordic countries

International Handbook of Leadership for Learning Tony Townsend, John MacBeath, 2011-07-10 The International Handbook of Leadership for Learning brings together chapters by distinguished authors from thirty one countries in nine different regions of the world The handbook contains nine sections that provide regional overviews a consideration of theoretical and contextual aspects system and policy approaches that promote leadership for learning with a focus on educating school leaders for learning and the role of the leader in supporting learning It also considers the challenge of educating current leaders for this new perspective and how leaders themselves can develop leadership for learning in others and in their organisations especially in diverse contexts and situations The final chapter considers what we now know about leadership for learning and looks at ways this might be further improved in the future The book provides the reader with an understanding of the rich contextual nature of learning in schools and the role of school leaders and leadership development in promoting this It concludes that the preposition for between the two readily known and understood terms of leadership and learning changes everything as it foregrounds learning and complexifies rather than simplifies what that word may mean Whereas common terms such as instructional leadership reduce learning to outcomes leadership for learning embraces a much wider developmental view of learning

Educational Authorities and the Schools Helene Ärlestig, Olof Johansson, 2020-05-28 This book describes and analyses the organisation functions and development of national educational authorities and agencies and the influence they have on local schools in 20 countries around the world It examines the governing chain in the respective countries from both a theoretical and descriptive perspective It does so against the background of the stability and rigour of the governing chains having been challenged with some researchers considering the chain to be broken However the view that comes to the fore in this book is that the chain is still present and contains both vertical implementation structures and intervening spaces for policy interpretation How schools become successful is important for the individual students as well as the local community and the national state A vast quantity of research has looked at what happens in schools and classrooms At the same time national governance and politics as well as local prerequisites are known to exert influence on schools and their results to a high degree Societal priorities problems and traditions provide variety in how governance is executed This book provides an international overview of the similarities and differences between educational agencies and how their work influences schools

Education and Democracy in the Nordic Countries Ann Elisabeth Gunnulfsen, Helene Ärlestig, Merete Storgaard, 2023-07-14 This book discusses principals prerequisites and work within the five Nordic countries and focuses on schools as formal institutions that carry out functions delegated to them by the social collective It includes a discussion about

what kind of state policy demonstrates autonomy in Nordic schools as well as the ways in which school leaders as sense makers in local schools possess and enact policy in a globalized economy and a changing world The book draws both on a range of theoretical frameworks and educational leadership and policy research to provide multiple comparative perspectives of school leadership in the Nordic countries the moral purpose of schooling school governance and power relations expectations towards school leadership handling of crises and cultures of trust The chapters range from in depth case studies and policy document analyses to large scale data sets and literature reviews All chapters have multiple messages for practitioners policy makers and researchers as they seek to engage with school leadership as a core activity in times of societal changes As democratic welfare states the five Nordic countries have many similarities but also differences which makes it interesting to understand more about various ways to strive towards democracy and well educated citizens

Güncel Eğitim Bilimleri Ayşen Bayraktar Bakioğlu, 21 y zy l n e itimini anlamak isteyenler i in b t nl kl derinlikli ve yol g sterici bir kaynak K resel krizler dijitalle me sava g hareketleri salg nlar iklim de i ikli i e itsizlikler insan haklar ve toplumsal d n mler 21 y zy la damgas n vurmaktad r E itim giderek k lt rel s reklili i sa layan iyilik hareketini ba latan rnek olan dayan kl l k in a eden toplumsal adaleti nceleyen ve teknolojik gelece i y neten ok boyutlu bir hayat alan h line gelmektedir 1762 sayfal k tek ciltlik bu kapsaml al ma on tematik k s mda yer alan 64 zg n b l m ile g ncel e itim bilimlerinin ok y nl yap s n ve 21 y zy l n g ncel sorunlar n d n m dinamiklerini derinlemesine ele almaktad r E itim y netiminin e itli konular ndan s rd r lebilirli e krizlerden yapay zek ya retmen e itiminden k lt rel e itli e rehberlik hizmetlerinden alan e itimine uzanan geni bir yelpazede hem kuramsal analizler ve ampirik al malar hem de uygulama odakl z m nerileri sunulmaktad r Alan nda uzman akademisyenlerin ve e itimcilerin katk lar yla haz rlanan ve e itim sistemlerinin kar kar ya kald yeni ger eklikleri anlamak ve d n t rmek isteyen akademisyenler ara t rmac lar retmenler e itim y neticileri politika yap c lar i in kuramsal derinlik ve pratik z m nerileriyle donat lm bu eser a n e itimini anlamak ve yeniden ekillendirmek isteyen herkes i in bir kaynak olma potansiyeli ta maktad r

Leading Schools Successfully Christopher Day,David Gurr,2013-07-24 Leading Schools Successfully Stories from the field considers international research focussing on leadership in schools Based on the ISSPP International Successful School Principalship Project which has conducted over one hundred multiple perspective case studies of successful school principals from more than a dozen countries the book captures the exhilaration of being a principal who grows and sustains success from those practitioners who are acknowledged as exhibiting outstanding leadership Whilst much is known about successful school leaders the book reinforces the argument that it is neither possible nor appropriate to generalise specific strategies that should be adopted to ensure success for all schools at all times in all settings Instead success calls for a high level of judgement wisdom artistry and sheer hard work on the part of principals adapting for their particular context the knowledge about leading schools successfully Reflection sections in each chapter ask the reader to consider further issues which each chapter raises Topics considered include the importance of school

principals to school success turning around under performing schools values led leadership sustaining successful leadership leading in multi cultural settings issues and implications for the future With international contributions from experts in the field the book offers a new perspective on leadership in schools and will be of interest to school principals and researchers

A Decade of Research on School Principals Helene Ärlestig,Christopher Day,Olof Johansson,2015-11-13 This book provides a unique map of the focus and directions of contemporary research on school leadership since 2000 in 24 countries Each of these directions has its own particular cultural educational and policy history Taken together the various chapters in the volume provide a rich and varied mosaic of what is currently known and what is yet to be discovered about the roles and practices of principals and their contributions to the improvement of teaching and the learning and achievement of students The particular foci and methodological emphases of the research reported illustrate the different phases in the development of educational policies and provision in each country This collection is an important addition to existing international research that has shown beyond any reasonable doubt that the influence of school principals is second only to that of teachers in their capacity to impact students progress and achievement and to promote equity and social justice

Effective Steps Toward School Enhancement Joyce M. Alexander,Beverly J. Irby,Matthew J. Etchells,Linda Rodriguez,2025-05-30 Effective Steps Toward School Enhancement is an essential guide for enhancing improving and turning around schools This is a must have book for campus leaders and district administrators as well as policymakers and university professors who teach in educational leadership

Research in Education ,1974 *Leadership in Educational Contexts in Finland* Raisa Ahtiainen,Eija Hanhimäki,Jaana Leinonen,Mika Risku,Ann-Sofie Smeds-Nylund,2023-10-06 This open access book provides a comprehensive overview and in depth coverage of contemporary aspects of leadership in the field of education in Finland It brings together Finnish scholars to critically explore and discuss leadership in education in the context of the Finnish education system and in relation to international discourses around the topic It discusses the phenomenon of leadership in educational contexts through several novel empirical and theoretical research designs It includes themes such as distributed leadership and collaborative governance changing aspects in the leadership profession and contradictions in everyday organizational practices and realities The work also combines conceptual discussions in educational and pedagogical leadership to analyze and to clarify the theoretical and conceptual multidimensionality and ambiguities

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