



UNIVERSITY OF OSLO

The Norwegian Team - Publication List

Møller, J. & Fuglestad, O. L. (Eds.) (2006). *Ledelse i anerkjente skoler* [Leadership in Successful Schools]. Oslo: University Press.



International book chapters

- Johnson, L., Møller, J., Pashiardis, P., Vedøy, G. & Savvides, V. (2011). Culturally Responsive Practices. In Ylimaki, R. & Jacobson, S. (Eds), *US and Cross-National Policies, Practices, and Preparation. Implications for Successful Instructional Leadership, Organizational Learning, and Culturally Responsive Practices*, pp. 75-101. Dortrecht Heidelberg: Springer.
- Day, C., Johansson, O. & Møller, J. (2011). Sustaining Improvments in Student Learning and Achievement: The Importance of Resilience in Leadership. In L. Moos, O.Johansson & C. Day (Eds.), *How School Principals Sustain Success over Time. International Perspectives*, pp. 167 – 183), Dortrecht Heidelberg: Springer.
- Møller, J., Vedøy, G., Presthus, A-M. & Skedsmo, G. (2011). Sustainable Improvement: The Significance of Ethos and Leadership. In L. Moos, O.Johansson & C. Day (Eds.). *How School Principals Sustain Success over Time. International Perspectives*. (Chapter 4; p. 55 – 73), Dortrecht Heidelberg: Springer.
- Møller, J. & Vedøy, G. (2013). Leadership for social justice: educating students as active citizens in a democratic society. In C.Day & D. Gurr (Eds.). *Leading Schools Successfully. Stories from the field*. (pp. 163-173). London: Routledge.
- Møller, J. (2016). Norway: Researching Norwegian Principals. In H. Årlestig, C. Day & O. Johansson (red.) *A Decade of Research on School Principals– Cases from 24 Countries*, p. 77-101, Dortrecht: Springer.
-

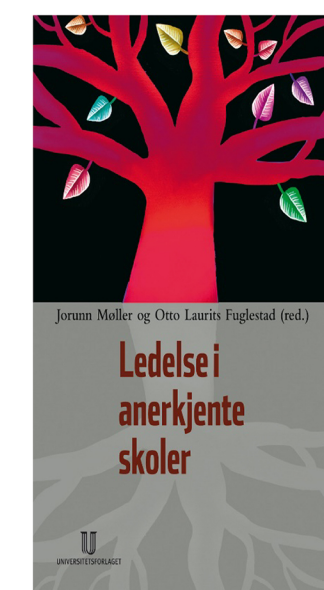
Peer-reviewed journals

- Crow, G, Day, C. & Møller, J. (2016). Framing research on school principals’ identities. *International Journal of Leadership in Education*. OPEN ACCESS.
- Johnson, L., Møller, J., Jacobson, S. & Wong, K.C (2008): Cross-National Comparison in the international Successful School Principalship Project (ISSPP): The United States, Norway and China. *Scandinavian Journal of Educational Research*, 52 (4).
- Møller, J. (2006): Democratic Schooling in Norway: Implications for Leadership in Practice. *Leadership and Policy in Schools*. Special issue on "International Perspectives on Leadership for Social Justice"; 5 (1), 53-69.
- Møller, J. (2007): Educational Leadership and the New Language of Learning. *International Journal of Leadership in Education*. 10 (1), 31-49.
- Møller, J. (2009). School leadership in an age of accountability: Tensions between managerial and professional accountability. *Journal of Educational Change*. 10 (2)
- Møller, J. (2012). The construction of a public face as a school principal. *International Journal of Educational Management*, 26(5) 452-460. (Award winning paper)
- Møller, J., Eggen, A., Fuglestad, O.L., Langfeldt, G., Presthus, A.M., Skrøvset, S., Stjernstrøm, E. and Vedøy, G. (2005): Successful School Leadership - The Norwegian Case. *Journal of Educational Administration*. 43 (6). 584-594.
- Møller, J., Vedøy G., Presthus, A.M., and Skedsmo, G. (2009). Fostering learning and sustained improvement – the influence of principalship. *European Educational Research Journal*. 7 (3), 359-371.
- Vedøy, G. & Møller, J. (2007): Successful school leadership for diversity. Examining two contrasting examples of working for democracy in Norway. *ISEA, International Studies in Educational Administration*, 35 (3). 58-67.



Strand 1: Successful school leadership in primary and secondary schools

Systematic analysis of the multi-perspective case study data from 12 Norwegian schools. In addition, three Ph.D. theses have been completed. The project was funded by the Research Council of Norway.



The study aimed at identifying what counts as successful school leadership within a Norwegian context.

12 schools: (3 upper secondary 11-13; 3 lower secondary 8-10; 4 combined compulsory schools 1-10; 2 primary schools 1-7)

The Norwegian Team: Jorunn Møller, Astrid Eggen, Otto L. Fuglestad, Gjert Langfeldt, Anne-Marie Presthus, Siw Skrøvset. Else Stjernstrøm & Gunn Vedøy. In addition, Guri Skedsmo worked on the national survey.

3 Ph.D. theses:



Dr. Jorunn Møller

Gunn Vedøy (2008) *Ledelse i flerkulturelle skoler* [Leadership in multicultural schools]

Guri Skedsmo (2009). *School Governing in Transition? Perspectives, Purposes and Perceptions of Evaluation Policy*.

Anne-Marie Presthus (2010). *Dialog, interaksjon og verdier. En studie av tre rektors arbeid i hverdagen* [Dialogue, interaction and values – A study of the practices of three school principals]

Three of these schools were re-visited five years later to examine sustainability of success.

Based on the research a number of articles and books, both in Norwegian and in English, have been published, cf. publication list.

Strand 2. Principals in under- and low-performing schools - ISSPP work in Norway 2014 – 2017

NORDIC ISSPP - Nordic Successful School Principalship Project

The study examines the influence of leaders and leadership on school culture, teaching activities, and student achievement in Norway and Sweden.

Research questions include:

- How do high- and low-performing schools differ with respect to principals’ leadership, teachers’ activities, patterns of cooperation and mediating roles?
- How does district-level leadership interact with school principals’ leadership in interpreting and translating national policy and evaluations in order to raise standards and quality of practice?
- In what ways are socio-cultural, historical and contextual factors interpreted and enacted, and in what ways do these factors affect the policy enactments of schools across the two Nordic countries?
- What are the enabling and constraining factors in schools’ efforts to raise standards and close achievement gaps?

- National teams have been established and the project manager in Norway is Associate Professor Marit Aas, University of Oslo.
- In the Norwegian context we have explored leadership practices in four schools (Strand 2) and included an analysis of the political, social, and cultural context in which the schools are located. Marit Aas has initiated work on a Norwegian book based on this project.

Strand 3: Principals’ identities

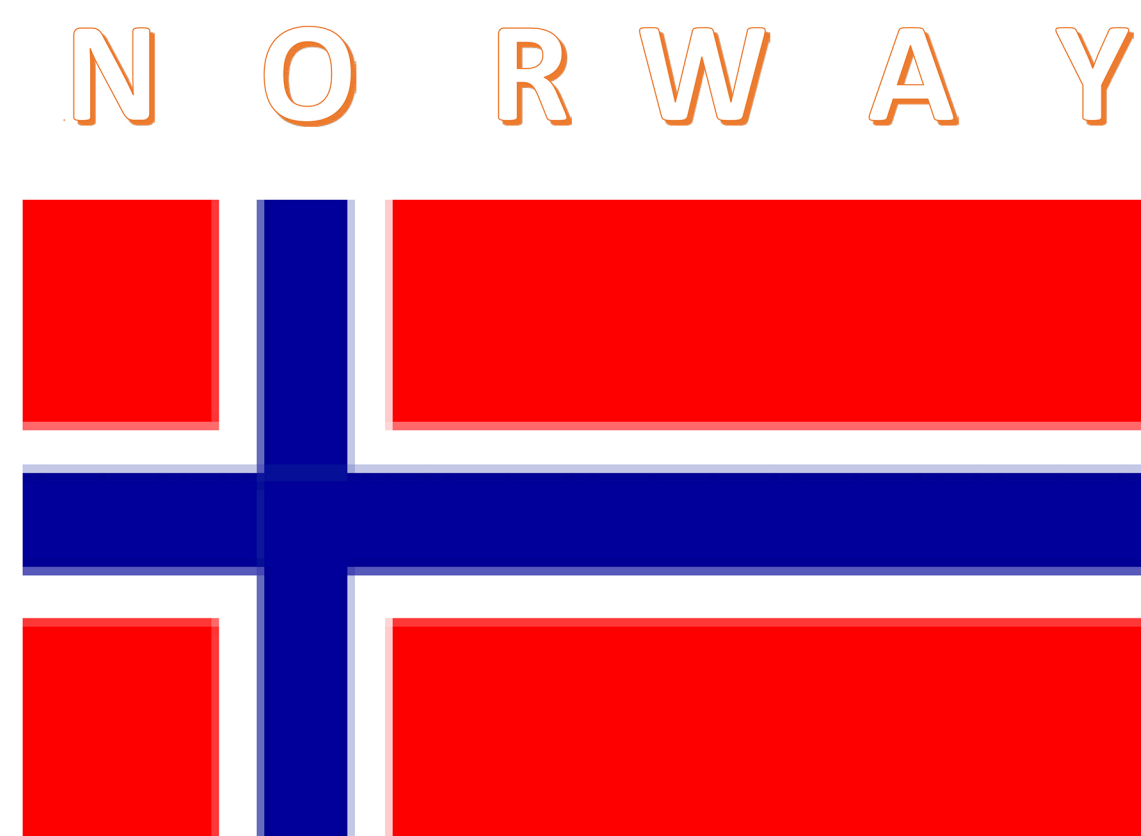
Our plan is to do interviews on principals’ identities. The paper written by Gary Crow, Chris Day and myself (Jorunn Møller) on “Framing research on school principals’ identities” published in the *International Journal of Leadership in Education* (OPEN ACCESS) will serve as analytical framework.



CLASSROOM INSTRUCTION



SPORT CLASS



LESSON STUDY



SCHOOL SUBJECT: SCIENCE