



## DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

### **FOU1812 Organization and Leadership for School Development, 7.5 credits**

Organisation och ledarskap för skolutveckling, 7,5 högskolepoäng

*Third-cycle level / Forskarnivå*

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### **Reading and reference list for FOU1812**

This reading and reference list was confirmed by Department of Education and Special Education 2021-12-06, and is valid from Autumn semester 2021.

The reading and reference list is available on the next page.



## INSTITUTIONEN FÖR PEDAGOGIK OCH SPECIALPEDAGOGIK

### **FOU1812 Organisation och ledarskap för skolutveckling, 7,5 högskolepoäng**

FOU1812 Organization and Leadership for School Development, 7,5 Higher Education Credits  
*Forskarnivå/Third Cycle*

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Andersson, K., & Liljenberg, M. (2020). 'Tell us what, but not how'—understanding intra-organisational trust among principals and LEA officials in a decentralised school system. *School Leadership & Management*, 40(5), 465–482. (17 s.)

Bergmark, U., & Hansson, K. (2021). How teachers and principals enact the policy of building education in Sweden on a scientific foundation and proven experience: challenges and opportunities. *Scandinavian Journal of Educational Research*, 65(3), 448–467, doi: 10.1080/00313831.2020.1713883 (19 s.)

Blossing, U. (2013). Förändringsagenter för skolutveckling: roller och implementeringsprocess. *Pedagogisk forskning i Sverige*, 18(3–4), 153–174. (22 s.)

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Boylan, M. (2016). Deepening system leadership: Teachers leading from below. *Educational Management Administration & Leadership*, 44(1), 57–72. (16 s.)

Brooks, J. S., & Normore, A. H. (2018). Qualitative research in educational leadership studies: Issues in the design and conduct of studies. I C. R. Lochmiller (Red.), *Complementary Research Methods for Educational Leadership and Policy Studies* (s. 19–32). Palgrave Macmillan. (13 s.)

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- Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2), 125–142. doi: 10.1108/09578231111116699 (17 s.)
- Hallinger, P. (2018). Bringing context out of the shadows of leadership. *Educational management administration & leadership*, 46(1), 5–24. doi:10.1177/1741143216670652 (19 s)
- Hallinger, P., & Heck, R. H. (2011). Exploring the journey of school improvement: classifying and analyzing patterns of change in school improvement processes and learning outcomes. *School Effectiveness and School Improvement*, 22(1), 1–27. doi:10.1080/09243453.2010.536322 (27 s.)
- Hopkins, D. (2017). *The William Walker oration. The past, present and future of school improvement and system reform* (Vol. 56). Australian Council for Educational Leaders, ACEL. (21 s.)
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22. <https://doi-org.ezproxy.ub.gu.se/10.1080/13632434.2019.1596077> (18 s.)
- Liljenberg, M. (2015). *Distributed leadership in local school organisations: Working for school improvement?* (Centre for Educational Science and Teacher Research, CUL. Graduate School in Educational Science; 49). [Doktorsavhandling, Göteborgs universitet]. (s. 15–58, 81–98) [https://gupea.ub.gu.se/bitstream/2077/39407/4/gupea\\_2077\\_39407\\_4.pdf](https://gupea.ub.gu.se/bitstream/2077/39407/4/gupea_2077_39407_4.pdf) (60 s.)
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