



## Enjeux et défis du leadership pédagogique et scolaire au XXI<sup>e</sup> siècle Sélection documentaire - publications scientifiques

Altrichter, H., & Kemethofer, D. (2018). Does accountability pressure through school inspections promote school improvement ? In *Educational Effectiveness Theory* (pp. 29-53). Routledge.

Bennett, N., Woods, P., Wise, C., & Newton, W. (2007). Understandings of middle leadership in secondary schools: A review of empirical research. *School Leadership and Management*, 27(5), 453-470.

Brennan, J., & Mac Ruairc, G. (2019). Different worlds: The cadences of context, exploring the emotional terrain of school principals' practice in schools in challenging circumstances. *Educational Management Administration & Leadership*, 47(1), 129-146.

Brown, C., & Poortman, C. L. (Eds.). (2018). *Networks for learning: Effective collaboration for teacher, school and system improvement*. Routledge.

Brown, M., Altrichter, H., Shiyani, I., Rodríguez Conde, M. J., McNamara, G., Herzog-Punzenberger, B., ... & Sánchez, L. (2022). Challenges and opportunities for culturally responsive leadership in schools: Evidence from Four European countries. *Policy Futures in Education*, 20(5), 580-607.

Carvalho, L. M., Costa, E., & Almeida, M. (2021). Recontextualization of improvement-oriented policies in Portugal: The case of the pilot project for pedagogical innovation (2016-2019). *International Journal of Educational Research*, 110, 101865.

Costa, E., Almeida, M., Pinho, A. S., & Joana, P. I. P. A. (2019). School leaders' insights regarding beginning teachers' induction in Belgium, Finland and Portugal. *Eurasian Journal of Educational Research*, 19(81), 57-78.

Ehren, M. C., Gustafsson, J. E., Altrichter, H., Skedsmo, G., Kemethofer, D., & Huber, S. G. (2015). Comparing effects and side effects of different school inspection systems across Europe. *Comparative education*, 51(3), 375-400.

Guerriero, S., & Révai, N. (2017). Knowledge-based teaching and the evolution of a profession. OECD

Gustafsson, J. E., Ehren, M. C., Conyngham, G., McNamara, G., Altrichter, H., & O'Hara, J. (2015). From inspection to quality: Ways in which school inspection influences change in schools. *Studies in educational evaluation*, 47, 47-57.

Hanhimäki, E., & Risku, M. (2021). The cultural and social foundations of ethical educational leadership in Finland. *The Cultural and Social Foundations of Educational Leadership: An International Comparison*, 83-99.

Hall, J. B. (2017). Examining school inspectors and education directors within the organisation of school inspection policy: perceptions and views. *Scandinavian Journal of Educational Research*, 61(1), 112-126.

Hall, J. B. (2017). "Governing by templates" through new modes of school inspection in Norway. *Journal of Educational Change*, 18(2), 161-182.



Hall, J. B. (2018). Processes of reforming: The case of the Norwegian state school inspection policy frameworks. *Education Inquiry*, 9(4), 397-414.

Hall, J. B., & Sivesind, K. (2018). State school inspection policy in Norway and Sweden (2002–2012): A reconfiguration of governing modes ? In *Governing by Numbers* (pp. 131-160). Routledge.

Hall, J. B., Lindgren, J. & Sowada, M. G. (2019). Inspectors as information-seekers. *Inspectors and Enforcement at the Front Line of Government*, 35-58.

Huber, S. (Ed.). (2009). *School leadership-international perspectives* (Vol. 10). Springer Science & Business Media.

Huber, S. G. (2011). Leadership for learning–Learning for leadership: The impact of professional development. In *International handbook of leadership for learning* (pp. 635-652). Dordrecht: Springer Netherlands.

Huber, S. G., & Schneider, N. (2022). Developing school leadership: Trends, concepts, approaches and impact. *Policy*, 22(1).

Kemethofer, D., Gustafsson, J. E., & Altrichter, H. (2017). Comparing effects of school inspections in Sweden and Austria. *Educational Assessment, Evaluation and Accountability*, 29, 319-337.

Mac Ruairc, G. (2020). Headspace: School leaders working towards inclusive schools. In *Inclusive education: Global issues and controversies* (pp. 58-70). Brill.

Ruairc, G. M., Ottesen, E., Precey, R., Ruairc, G. M., Ottesen, E., & Precey, R. (2013). Leadership for inclusive education: setting the context. *Leadership for Inclusive Education: Values, Vision and Voices*, 1-5.

Mac Ruairc, G., Ottesen, E., & Precey, R. (Eds.). (2013). *Leadership for inclusive education: Values, vision and voices* (Vol. 18). Springer Science & Business Media.

Mincu, M. (2022). Why is school leadership key to transforming education? Structural and cultural assumptions for quality education in diverse contexts. *Prospects*, 52(3-4), 231-242.

Mincu, M., & Granata, A. (2021). Teachers' informal leadership for equity in France and Italy during the first wave of the education emergency. *Teachers and Teaching*, 1-21.

Mincu, M., & Davies, P. (2021). The governance of a school network and implications for initial teacher education. *Journal of Education Policy*, 36(3), 436-453.

Moos, L. (2008). School leadership for 'Democratic Bildung': Fundamentalist beliefs or critical reflection?. *School Leadership and Management*, 28(3), 229-246.

Moos, L., Krejsler, J., & Kofod, K. K. (2008). Successful principals: Telling or selling? On the importance of context for school leadership. *International journal of Leadership in Education*, 11(4), 341-352.

Moos, L., & Kasper Kofod, K. (2009). Sustained successful school leadership in Denmark. *Journal of Educational Administration*, 47(6), 709-718.



Moos, L., Johansson, O., & Day, C. (2011). New insights: How successful school leadership is sustained. Leif Moos Olof Johansson, Christopher Day How school principals sustain success over time: International perspectives, Dordrecht, Springer, 223-230.

Normand, R. (2016). France: Between civil service and republican ethics—The Statist vision of leadership among French principals. In *A Decade of Research on School Principals: Cases from 24 Countries* (pp. 357-374). Cham: Springer International Publishing.

Normand, R. (2018). Leadership and new public management: The forgotten professional dimension of school organizations. *Education Policies and the Restructuring of the Educational Profession: Global and Comparative Perspectives*, 221-234.

Normand, R., Moos, L., Liu, M., & Tulowitzki, P. (Eds.). (2021). *The cultural and social foundations of educational leadership: An international comparison* (Vol. 16). Springer Nature.

Prenger, R., Poortman, C. L., & Handelzalts, A. (2019). The effects of networked professional learning communities. *Journal of teacher education*, 70(5), 441-452.

Prenger, R., Poortman, C. L., & Handelzalts, A. (2021). Professional learning networks: From teacher learning to school improvement?. *Journal of educational change*, 22, 13-52.

Révai, N., & Guerriero, S. (2017). Knowledge dynamics in the teaching profession. OCDE

Schildkamp, K., Visscher, A., & Luyten, H. (2009). The effects of the use of a school self-evaluation instrument. *School effectiveness and school improvement*, 20(1), 69-88.

Schildkamp, K., Poortman, C. L., Ebbeler, J., & Pieters, J. M. (2019). How school leaders can build effective data teams: Five building blocks for a new wave of data-informed decision making. *Journal of educational change*, 20, 283-325.

Sonmark, K., Révai, N., Gottschalk, F., Deligiannidi, K., & Burns, T. (2017). Understanding Teachers' Pedagogical Knowledge: Report on an International Pilot Study. OECD Education Working Papers, No. 159. *OECD Publishing*.

Tian, M., & Risku, M. (2019). A distributed leadership perspective on the Finnish curriculum reform 2014. *Journal of Curriculum Studies*, 51(2), 229-244.

Tian, M., & Huber, S. G. (2020). Mapping educational leadership, administration and management research 2007–2016: Thematic strands and the changing landscape. *Journal of Educational Administration*, 58(2), 129-150.

van den Boom-Muilenburg, S. N., Poortman, C. L., Schildkamp, K., de Vries, S., & van Veen, K. (2023). Sustaining data use professional learning communities in schools: The role of leadership practices. *Studies in Educational Evaluation*, 78, 101273.

Woods, P. A. (2005). *Democratic Leadership in Education*. Paul Chapman Publishing.

Woods, P. A. (2016). Authority, power and distributed leadership. *Management in Education*, 30(4), 155-160.

Woods, P. A., Woods, P., & Roberts, A. (2018). *Collaborative school leadership: A critical guide*. Sage.