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**The paper has not been presented at any other conference.**

### **Paper Abstract to the CCEAM 2008 CONFERENCE**

#### **HEAD-ache in Norway**

The HEAD Project is a comparative study of school leadership training in five countries; Norway, Finland, France, England and the United States, running 2004-2008. The aim was to observe how school leadership training in the five countries is responding to the respective governments' educational policy aims and strategies. Overall frame of reference was curriculum philosophies seen as historically and presently dominant. Moreover, the study was based in an assumption of seeing school leadership training quality as the key link in the "education value chain" – starting with national policy ambitions and ending with the specific country's ranking on international comparisons of students' achievements. Norway was taken as focus case for identifying relevance between national policies and perception of quality among university school leadership trainers. A problem statement following was: How is school leadership training in Norway being influenced by other countries? Findings are that a specific Norwegian legacy of seeing the head as the first among equals is now dramatically challenged. In the Norwegian tradition the proper leadership of schools was the teaching staff making democratic decisions, and having the head as an administrative caretaker. Moreover, a process-oriented pedagogy has been dominant the last forty years. Hence, teacher leadership and process pedagogy have been reflected in the school leadership training in Norway. The changes found are towards New Public Management in terms of organisational leadership, and subject-centeredness in terms of pedagogy. The first influence seems to be distinctly inspired from England, and the latter – from Finland.