

References

Cambridge English TKT: CLIL

● www.cambridgeenglish.org/teaching-english/teaching-qualifications/tkt/about-tkt/

Griffin, P., McGaw, B. and Care, E. (Eds.) (2012).

Assessment and Teaching of 21st Century Skills. London, UK: Springer.

See also ● www.atc21s.org

Meyer and Land. (2003).

OECD, 2013, p. 6

Robinson, V. (2007).

The impact of leadership on student outcomes: Making sense of the evidence.

Australian Council for Educational Research. ACER Conference archive.

Accessed 6 June 2018 at:

● https://research.acer.edu.au/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1006&context=research_conference_2007

Robinson, V. (2011).

Student-centered leadership.

San Francisco, CA: Jossey-Bass.

Schleicher, A. (2011).

The case for 21st century learning.

OECD Education Directorate.

● www.oecd.org/general/thecasefor21st-centurylearning.htm

Vygotsky, L. S. (1978).

Mind in society: The development of higher psychological processes.

Cambridge, MA: Harvard University Press.

Watkins, C. (2010).

Young. (2013).

References specific to leadership, curriculum evaluation and building school capacity

The 'Measuring impact' section draws extensively on the influential work of the academics John Hattie and Robert Coe. The following resources can be used to develop understanding further:

Coe, R. (2002).

It's the Effect Size, Stupid. What effect size is and why it is important.

Paper presented at the Annual Conference of The British Educational Research Association, University of Exeter, England, 12–14 September, 2002. A version of the paper is available online: ● www.leeds.ac.uk/educol/documents/00002182.htm

Hattie, J. (2012).

Visible Learning for Teachers – Maximising Impact on Learning.

London and New York: Routledge.

The Centre for Evaluation and Monitoring, University of Durham, has produced a very useful effect size calculator: ● www.cem.org/effect-size-calculator. Note that it also calculates a confidence interval for any effect size generated. Confidence intervals are useful in helping you understand the margin for error of an effect size you are reporting for your class. These are particularly important when the sample size is small, which will inevitably be the case for most classroom teachers.

For a further explanation of the concept of 'standard deviation' and its use in statistical analysis: ● https://en.wikipedia.org/wiki/Standard_deviation

Eells, R. J. (2011).

Meta-analysis of the relationship between collective teacher efficacy and student achievement. A dissertation submitted to the faculty of the graduate school, in candidacy for the degree of Doctor of Philosophy, Program in Educational Psychology, Loyola University Chicago, Chicago, IL. August 2011. Online version:

● <https://pdfs.semanticscholar.org/6167/a32cba0f727d72b071df00f8fc2d8b6d8673.pdf>

Elements of this chapter can also be found in the *Approaches to Learning and Teaching* series of books published by Cambridge University Press, working with Cambridge Assessment International Education (2017–18):

● www.cambridge.org/us/education/subject/teaching-practice-and-professional-development/approaches-learning-and-teaching