

References

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

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

See also www.atc21s.org

Schleicher, A. (2011). The case for 21st century learning.

OECD Education Directorate. Accessed 11th November 2012.

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

Robinson, V. [2007]

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

Australian Council for Educational Research. ACER Conference archive.

Accessed on 6th 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.

Jossey – Bass USA.

Vygotsky, L. S. (1978).

Mind in society: The development of higher psychological processes.

Cambridge, MA: Harvard University Press. USA.

References specific to Leadership, curriculum evaluation and building school capacity.

The measuring impact session has drawn extensively on the influential work of the academics John Hattie and Robert Coe. The following resources can be used to develop understanding further:

Hattie, J. (2012).

Visible Learning for Teachers – Maximising Impact on Learning. Routledge.

London and New York.

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:

● <http://www.leeds.ac.uk/educol/documents/00002182.htm>

The Centre for Evaluation and Monitoring, University of Durham, has produced a very useful effect size calculator: <http://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

Rachel J. Eells (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 can be found here:

<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):

<http://www.cambridge.org/us/education/subject/teaching-practice-and-professional-development/approaches-learning-and-teaching>

Contents

Introduction

1 Curriculum planning: An overview

2 Designing the school curriculum

3 Approaches to teaching and learning

4 Leadership, curriculum evaluation and building school capacity

5 Cambridge International Resources and Support Services

References

Annotated bibliography and other resources

Glossary

Appendices