

Annotated bibliography and other resources

This guide has presented an overview of the issues and questions that you will need to consider in developing your curriculum. In this section we identify a few texts and other resources and links for schools interested in exploring ideas further. We recommend these because they are relevant, research based and obtainable. They would make a good initial collection for a staff room resource centre easily accessible to all teachers. They are good starting points, from which you can follow your particular interests, but represent only a few of the wide range available. We encourage schools to share any literature and resource material they have found useful through the School Support Hub. We have divided texts and resources into sub sections but most cross over boundaries and are relevant to more than one category.

Curriculum planning and teaching

Various authors. (2017–18).

Approaches to Learning and Teaching series.

Cambridge: Cambridge University Press.

This series of books has been written in collaboration with Cambridge Assessment International Examinations. Each book focuses on a different subject and gives examples of effective teaching approaches translating theory into practice. See:

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

English, F. (2010).

Deciding what to teach and test: Developing, aligning and auditing the curriculum.

3rd Ed. Thousand Oaks, CA: Corwin Press.

Addresses the fundamentals of curriculum design in the context of a standards-based environment, with guidance and useful tools, e.g. for curriculum mapping from a United States perspective.

Flinders, D. and Thornton, S. (2009).

The Curriculum Studies Reader.

3rd Ed. Abingdon: Routledge.

A comprehensive survey of historical and contemporary keynote writing on the curriculum, balanced with concrete examples of innovative curricula and an examination of contemporary topics, e.g. globalisation.

Kelly, A. V. (2009).

The Curriculum: Theory and Practice.

6th Ed. London: SAGE.

Summarises and explains the main aspects of curriculum theory aimed at experienced readers, and shows how these can and should be translated into practice, in order to create an educational and democratic curriculum for all schools at all levels.

Law, E. and Nieveen, N. (Eds.) (2010).

Schools as curriculum agencies: Asian and European perspectives on school-based curriculum development.

Rotterdam: Sense.

Contemporary concepts of school-based curriculum development and case studies of practice in a range

of Asian and European nations, exploring commonalities and differences.

McCormick, R. and Paechter, C. (Eds.) (1999).

Learning and Knowledge.

London: SAGE.

Learning as knowledge construction and the implications of this for the nature of knowledge and for the way it is acquired, e.g. learning within domains and different subject perspectives.

Marsh, C. J. (2009).

Key Concepts for Understanding Curriculum.

4th Ed. Abingdon: Routledge.

An evaluation of major international curriculum concepts and practices including planning, development and management, teaching perspectives, collaborative design and involvement, and ideology.

Myatt, M. (2018).

The Curriculum: Gallimaufry to coherence.

Melton: John Catt Educational Ltd.

An informative, straightforward and concise book whose argument is clear; a proper and demanding curriculum is the entitlement of every child and this book explores how educators can make this a reality. Covering a large amount of information on the curriculum, from cognitive science to individual subject commentaries, this book weaves theory and day-to-day practice together. Anyone involved in curriculum planning would find this a useful resource.

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Priestley, M. and Biesta, G. (2014).
Reinventing the Curriculum. New Trends in Curriculum Policy and Practice.
Bloomsbury Academic.

Divided into two halves, the first half of this book focuses on Scotland's Curriculum for Excellence (CfE) with contributions from authors discussing and commenting on its defining aspects of developing responsible citizens, effective contributors, confident individuals and successful learners. In the second half of the book the CfE is placed within an international context to highlight recent trends in curriculum policy. Despite a focus on English-speaking countries, this book offers all readers useful ways of thinking critically about the direction and tensions of curriculum policy.

Turner, S. (2016).
Secondary Curriculum and Assessment Design.
Bloomsbury Education.

Written from a UK perspective and drawing on ideas from current UK educationalists, this book offers a step-by-step approach to designing a curriculum and assessment model at both a whole-school and subject level. Reflective questions throughout the chapters aim to consolidate the thinking of the reader regarding areas such as the purpose of a curriculum, its key principles and which key researchers the reader aligns themselves most closely with.

Westbury, I. and Milburn, G. (2007).
Rethinking Schooling.
Abingdon: Routledge.

A critical selection of seminal articles from the *Journal of Curriculum Studies* by international experts. Themes include classrooms and teaching, pedagogy, science and history education, school and curriculum development, and students' lives in schools.

Wiggins, G. and McTighe, J. (2005).
Understanding by Design.
2nd Ed. Alexandria, VA: ASCD.

A backwards design process in which the curriculum planner starts by identifying clear learning outcomes and relevant facets of understanding, and makes explicit the essential questions to be explored.

Young, M. and Lambert, D. (2014).
Knowledge and the Future School.
New York, NY: Bloomsbury Academic.

This book introduces important arguments about the role of knowledge, the work of schools and what a good education involves. It offers a way of thinking for anyone developing a curriculum and places 'powerful knowledge' as an underlying curriculum principle.

Effective schooling

Brighouse, T. and Woods, D. (1999).
How to improve your school.
Abingdon: Routledge.

Focuses on how ideas and intentions can be turned into direct actions that will help a school improve its performance and effectiveness, looking at effective

schools and how they have achieved their goals, leadership within schools, teaching and learning effectively, making critical interventions to secure improvement and how schools involve others to support improvement.

Brighouse, T. and Woods, D. (2008).
What makes a good school now?
London: Continuum.

Draws upon extensive work on school improvement over the last 15 years, and is set in the real context of the many changes and new agendas that are a feature of schools today.

Brown, C. and Poortman, C. (2018).
Networks for Learning. Effective Collaboration for Teacher, School and System Improvement.
Abingdon: Routledge.

This book explores the nature and impact of Professional Learning Networks (PLNs) evaluating different case studies from the Netherlands, Sweden, the UK, Canada, Australia and New Zealand, each case study with a different focus such as research networks to child support teams. Each chapter is dedicated to a case study and designed to get the reader reflecting upon how they would engage with and use networks to enhance and sustain school improvement.

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Crossley, D. (2013).

Sustainable School Transformation. An Inside-Out School Led Approach.

London: Bloomsbury.

Argues that change comes from within the school itself. This book draws on numerous international case studies from Finland, Canada, Australia, the USA and UK to highlight good practice for sustained improvement as well as lessons learnt. Themes discussed include use of data to inform, approaches to accountability and the importance of community.

Coe, R., Aloisi, C., Higgins, S. and Major, L. (2014).

What makes great teaching? Available online at:

● www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf

Review of findings from over 200 evidence-based articles.

Hattie, J. (2009).

Visible learning: A Synthesis of over 800 Meta-Analyses Relating To Achievement.

Oxford: Routledge.

Hattie and colleagues have researched the most powerful influences on achievement in schools. This book presents a synthesis of over 800 meta-analyses and is one of the largest collections of evidence about what works in schools to improve learning. See also Hattie, J. (2012). *Visible learning for teachers.* London: Routledge. See also Hattie, J. (2015). *Visible Learning into Action: International Case Studies of Impact.* London: Routledge.

Knight, O. and Benson, D. (2014).

Creating Outstanding Classrooms. A whole-school approach.

Abingdon: Routledge.

A self-titled 'training manual', the focus of this handbook is to develop excellent teaching and learning through teaching for understanding and being acutely aware of the learner experience. Topics range from curriculum planning, language progression and assessment models; case studies help to link the theory to practice.

MacBeath, J. and Mortimore, P. (Eds.) (2004).

Improving School Effectiveness.

Buckingham: Open University Press.

Reviews findings from seminal international work to analyse school effectiveness, its measurement, and impact for teachers, parents and pupils.

Measures of Effective Teaching project (MET)

www.metproject.org/reports.php

A number of resources are available on the website, primarily focused on measuring teaching effectiveness. Research base entirely in the USA.

Mercer, N. and Hodgkinson, S. (Eds.) (2010).

Exploring Talk in School.

London: SAGE.

Classroom talk is essential for guiding the development of understanding and for learners to understand their teachers and their peers in constructing knowledge. This book considers the practical steps teachers can take to develop effective classroom interaction, looking at: classroom

communication and managing social relations; talk in science classrooms; using critical conversations in studying literature; exploratory talk and thinking skills; talking to learn and learning to talk in the mathematics classroom; the 'emerging pedagogy' of the spoken word.

Rose, R. (Ed.) (2010).

Confronting Obstacles to Inclusion. International responses to developing inclusive education.

Abingdon: Routledge.

This book opens up an international dialogue on the challenges of, and approaches to, developing an inclusive education. Each author puts forward their own views, which deliberately introduces varying perspectives and interpretations of inclusion.

Rudduck, J. and Flutter, J. (2004).

How to Improve Your School.

London: Continuum.

Focuses on those who are most affected by changes in education policy and systems – the learners. Based upon and distilling empirical evidence from a number of research projects, this is an account of contemporary schooling from the learners' perspective. The research indicates that we need to see pupils differently, to re-assess their capabilities and reflect on what they are capable of being and doing.

Bilingualism and learning

Baker, C. (2011).

Foundations of Bilingual Education and Bilingualism.
5th Ed. Bristol: Multilingual Matters.

A comprehensive introduction to bilingualism and bilingual education, covering all the crucial issues in bilingualism at individual, group and national levels. The 6th edition (2017) updates on technological advances, issues of assessment, identity and bilingualism. There are updated international examples of policy, research and practice.

Chadwick, T. (2012).

Language Awareness in Teaching: A Toolkit for Content and Language Teachers.

Cambridge: Cambridge International Examinations and Cambridge University Press.

Aimed primarily at those who teach learners for whom English is not their first language, this Toolkit helps teachers to develop language awareness and support through classroom approaches and coordination with other teachers.

Coyle, D., Hood, P. and Marsh, D. (2010).

CLIL: Content and Language Integrated Learning.
Cambridge: Cambridge University Press.

This is a comprehensive overview of CLIL, from theory to practice, for both language and content-subject teachers, providing guidance on the development of learning activities and materials, teaching approaches, assessment and evaluation.

Cummins, J. and Early, M. (2011).

Identity Texts: The Collaborative Creation of Power in Multilingual Schools.

Stoke on Trent: Trentham Books.

Identity Texts describes a variety of creative work by children, led by classroom teachers: collaborative enquiry, literary narratives, dramatic and multimodal performances. This book shows how identity texts have proved to be an effective and inspirational way of engaging learners in multilingual schools around the world.

García, O. (2009).

Bilingual Education in the 21st Century: A Global Perspective.

Oxford: Wiley-Blackwell.

Provides an overview of bilingual education theories and practices throughout the world, and extends traditional conceptions of bilingualism and bilingual education to include global and local concerns in the 21st century. García questions assumptions regarding language, bilingualism and bilingual education, and proposes a new theoretical framework and alternative views of teaching and assessment practices.

Mehisto, P. (2012).

Excellence in Bilingual Education: A Guide for School Principals.

Cambridge: Cambridge International Examinations and Cambridge University Press.

The first guide available to focus on the development and organisation of a bilingual education programme from the perspective of the school leader, providing

international perspectives on planning and partners, leadership, learners, teachers and parents. This is a practical guide to support implementation, and evaluation and improvement of practice.

Mehisto, P. and Genesee, F. (2015).

Building Bilingual Education Systems: Forces, Mechanisms and Counterweights.

Cambridge: Cambridge University Press.

In order to provide practical knowledge that is crucial to creating and implementing successful bi/trilingual education systems, this book draws on case studies and the lessons learnt from them, practical tools and practitioner stories.

Mehisto, P., Marsh, D. and Frigols, M.-J. (2008).

Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education.

Oxford: Macmillan.

This handbook gives many practical insights into CLIL, at each stage in the cycle of reflective practice, helping teachers to know why and how to facilitate CLIL.

School leadership

Fullan, M. (2007).

Leading in a Culture of Change.

San Francisco, CA: Jossey-Bass.

How leaders in all types of organisations can accomplish their goals and become exceptional leaders. Draws on the most current ideas about and theories of effective leadership, with case examples of change, and analyses five core competencies for successful leadership of complex change: attending to a broader moral purpose; keeping on top of the

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change process; cultivating relationships; sharing knowledge; and setting a vision and context for creating coherence in organisations.

Harris, J., Carrington, S. and Ainscow, M. (2018). *Promoting Equity in Schools. Collaboration, Inquiry and Ethical Leadership*. Abingdon: Routledge.

Set against a backdrop of high-stakes testing, competition between schools, parental choice and school autonomy in Australia, the agenda of this book is to find ways of promoting equity in schools to break the link between disadvantage and educational failure and the implications this has for ethical leadership. The collaborative enquiry builds on international research, shares findings from student voice, covers use of school data, and examines factors that act as barriers to equity.

Macbeath, J. and Cheng, Y. C. (Eds.) (2008). *Leadership for Learning: International Perspectives*. Rotterdam: Sense Publishers.

Considers the impact of globalisation on school leadership and the importance of distributed leadership making schools into learning organisations. Examples are taken from 12 countries in different parts of the world.

MacBeath, J. and Dempster, N. (2009). *Connecting Leadership and Learning: Principles for Practice*. Abingdon: Routledge.

Five key principles for practice, tested by teachers, school leaders and learners, across cultural and

language boundaries, are explored in school and classroom practice: a focus of learning; an environment for learning; a learning dialogue; shared leadership; internal and external accountability.

Robinson, V. (2011). *Student-centered leadership*. San Francisco, CA: Jossey-Bass.

Focuses on leadership that improves student outcomes.

Wiliam, D. (2016). *Leadership for Teacher Learning*. West Palm Beach, FL: Learning Sciences International
Includes a critique of methods of meta-analysis, explanation of the file-drawer problem and logic models.

Wise, C., Bradshaw, P. and Cartwright, M. (Eds.) (2013). *Leading Professional Practice in Education*.

Focuses on leading learning and learner leadership, change processes and distributed leadership, and leading professional development, exploring the application of theory in authentic practice in a range of school contexts.

Assessment and assessment for learning

Black, P. et al. (2003). *Assessment for Learning: Putting it into Practice*. Maidenhead: Open University and McGraw-Hill.
Based on a two-year research project involving 36 teachers in UK schools in Medway and Oxfordshire, the specific assessment for learning practices that

teachers found fruitful are described. The underlying ideas about learning illustrated by these developments are explored. The problems that teachers encountered when implementing the new practices in their classroom are discussed, with guidance for school management about promoting and supporting such changes.

Christodoulou, D. (2016). *Making Good Progress? The future of Assessment for Learning*.

Oxford: Oxford University Press.

This book highlights the flaws of assessment and suggests alternative ways of assessing learning and the implications this has on teaching methods. Deliberate practice, a knowledge-based curriculum and suggested principles behind formative and summative assessments are some of the areas highlighted in this book.

Education Endowment Foundation. (2018). *Metacognition and self-regulated learning guidance report*.

An accessible overview of existing research with guidance on how to translate this into practice. This report is for senior leaders and classroom teachers who are interested in how research can improve their teaching.

Gardner, J. (Ed.) (2006). *Assessment and Learning*. London: SAGE.

A comprehensive overview of assessment to support learning, practice-based theory on assessment for

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learning, and formative assessment to support individual development and motivate learners. Research-informed insights and practical examples come from a wide variety of international contexts.

Harlen, W. (2007).
Assessment of Learning.
London: SAGE.

A critical review of how learners' achievements are assessed for a range of purposes, from reporting progress to selection and qualification. It considers the relationship between learning outcomes and assessment, the use of assessment for target setting and evaluation, and the role of teachers' judgements.

James, M. et al. (2007).
Improving Learning How to Learn.
Abingdon: Routledge.

Focuses on the conditions within schools, and across networks of schools, that are conducive to the promotion, in classrooms, of learning how to learn as an extension of assessment for learning.

Murchan, D. and Shiel, G. (2017).
Understanding and Applying Assessment in Education.
London: SAGE.

A comprehensive guide on current practice and trends in assessment. While primarily aimed at new teachers, this book is ideal for anyone wanting to get to grips with the nature of assessment in schools. Topics covered range from theoretical constructs of assessment to implementing assessment for learning in the classroom to assessment planning and policy at a whole-school level.

Stobart, G. (2008).
Testing Times: The uses and abuses of assessment.
Abingdon: Routledge.

Assessment as a social activity is one of the main themes of this book, critically discussing a range of assessment practices and their consequences for teaching and learning. Suggestions of how to reclaim assessment and make sure it is used for legitimate reasons conclude this book.

Swaffield, S. (Ed.) (2008).
Unlocking Assessment: Understanding for Reflection and Application.
Abingdon: Routledge.

This book explores the values, principles, research and theories that underpin our understanding and practice of assessment. It provides practical suggestions and examples, and addresses key points about the future development of assessment. Complex but crucial ideas and issues are made accessible, so that teachers can be more confident and proactive in shaping assessment in their classrooms, in ways that support learning and avoid unintentional harmful consequences.

Weeden, P., Winter, J. and Broadfoot, P. (2002).
Assessment: What's in it for Schools?
Abingdon: Routledge.

Shows how theory can best be put into practice, using as little jargon as possible. Issues discussed include: how skills of reflection, self-evaluation and personal target setting can impact on learning; how far learners are able to evaluate their own performance; and what schools can do in the short,

medium and long term to promote more effective learning.

William, D. (2011).
Embedded formative assessment.
Bloomington: Solution Tree.

William outlines five key strategies of formative assessment: clarifying, sharing and understanding learning intentions and criteria for success; engineering effective classroom discussions, activities and learning tasks that elicit evidence of learning; providing feedback that moves learners forward; activating learners' instructional resources for one another; activating learners as the owners of their learning. Through a summary of the research evidence he shows the impact of each of the above strategies, and offers many practical techniques that teachers can use to incorporate the strategies into their classroom practice.

Wylie, E.C. et al. (2012).
Improving formative assessment practice to empower student learning.
Thousand Oaks, CA: Corwin SAGE.

This practical guide can be used by individual teachers or collaboratively as a study guide in a professional learning community. Case studies provide examples of formative assessment in practice, along with examples of teachers implementing changes in their practice. Readers are encouraged to select a specific aspect of formative assessment to investigate, explore relevant personal practice relevant to that aspect, implement necessary changes, reflect on those changes, and continue the change process.

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School evaluation

Hopkins, D. (1989).
Evaluation for School Development.
Buckingham: Open University Press.

Provides a practice-focused guide to school evaluation, its methods, approaches and impact.

MacBeath, J. and McGlynn, A. (2002).
Self-Evaluation: What's in it for Schools?
London: RoutledgeFalmer.

Makes school self-evaluation accessible, and through case studies helps schools and teachers to develop self-confidence in working with evaluation tools. Discusses the concerns and issues of schools to propose challenging ideas for the future.

Ofsted. (2012).
School Inspection Handbook (UK).
www.ofsted.gov.uk/resources/school-inspection-handbook
(page 23ff).

In Part 2, the evaluation schedule, grade descriptors for each of the key areas are given: the achievement of pupils at the school, the quality of teaching in the school, the behaviour and safety of pupils at the school, the quality of leadership in, and management of, the school. This might form the basis from which a school could develop its own self-evaluation schedule.

Professional development

Alexandrou, A. and Swaffield, S. (Eds.) (2014).
Teacher Leadership and Professional Development.
Abingdon: Routledge.

Both leadership and professional development are central to school improvement. This book brings these two areas together to explore the role of teachers as leaders, and raises the question of what difference this makes to student learning. Authors write primarily about their own experiences and research in the UK and USA but a wider international perspective is acknowledged.

Craft, A. (2002).
Continuing Professional Development: A Practical Guide for Teachers and Schools.
2nd Ed. London: RoutledgeFalmer.

For teachers and school leaders to develop understanding of professional and institutional development, and of the principles of appraisal and review; to review their own professional development; develop and apply criteria for evaluating the quality and value of professional development; and identify appropriate areas for future development.

Colwell, J. and Pollard, A. (2015).
Readings for Reflective Teaching in Early Education.
London: Bloomsbury.

This book describes itself as a 'portable library', which is made up from a collection of 88 key readings from important contemporary and seminal publications on early years teaching and learning.

Gilchrist, G. (2018).
Practitioner enquiry: Professional development with impact for teachers, schools and systems.
London: Routledge.

An introduction to all aspects of practitioner enquiry, including case studies from schools.

Hargreaves, A. and Fullan, M. (2012).
Professional Capital: Transforming Teaching in Every School.
New York, NY: Teachers College Press.

Presents action guidelines for classroom teachers and school leaders to transform the culture of teaching and teacher development.

Kennedy, A. (2005).
Models of Continuing Professional Development: a framework for analysis. *Journal of In-service Education*, 31(2), pp. 235– 250.

An analysis of the potential nine models of teacher professional development has for transformative practice and professional autonomy. This article draws on international literature and uses specific examples from Scotland to raise the issues of purpose and power in continued professional development.

Moon, J. (2004).
A Handbook of Reflective and Experiential Learning.
Abingdon: RoutledgeFalmer.

Guide to understanding and using reflective and experiential learning, with practical ideas, tools, activities and photocopiable resources for classroom practice.

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O'Leary, M. (2014).

Classroom observation: A guide to the effective observation of teaching and learning.

London: Routledge.

While not a toolkit as such, this book explores the role of classroom observation in teaching. It is situated within the academic literature, but also including practical techniques.

O'Leary, M. (2017).

Reclaiming Lesson Observation. Supporting excellence in teacher learning.

Abingdon: Routledge.

The contributors to this book come from varying educational contexts in the UK, each putting forward their own experiences of lesson observation. The experiences elaborated upon in this book range from the process of transitioning from graded to un-graded observations, an analysis of observation feedback, suggestions for embedding coaching into the observation process and an evaluation of lesson study. This is a useful book to inform reflections on the purpose and outcomes of current models of observation that take place in schools.

Pollard, A. et al. (2008).

Reflective Teaching.

London: Continuum.

The textbook for reflective classroom professionalism, summarising latest research, analysing key topics and principles, and providing resources for continuing professional development.

Pollard, A. (Ed.) (2002).

Readings for Reflective Teaching.

London: Continuum.

This book is a 'portable library' of 120 essential readings for the reflective practitioner, concerning teaching and learning.

Impact

Bassey, M. (1999).

Case study research in educational settings.

Buckingham: Open University Press.

Introduction to using the case study approach in education.

Baumfield, V., Hall, E. and Wall, K. (2013).

Action research in education: Learning through practitioner enquiry.

2nd Ed. London: Sage Publications Ltd.

A guide to practitioner enquiry, with examples from teachers and guidance on data collection methods.

Churches, R. and Dommett, E. (2016).

Teacher-led research: Designing and implementing randomised controlled trials and other forms of experimental research.

Camarthen: Crown House Publishing.

A guide to all aspects of conducting randomised controlled trials in an education context.

Cohen, L., Manion, L. and Morrison, K. (2017).

Research methods in education.

8th Ed. London: Routledge.

A guide to key data collection methods such as questionnaires and interviews.

Denscombe, M. (2017).

The good research guide for small-scale social research projects.

6th Ed. London: Open University Press.

An introduction to strategies and methods for research.

Education Endowment Foundation (EEF)

● <https://educationendowmentfoundation.org.uk>

The website summarises research on education initiatives. The DIY evaluation tool gives a step-by-step approach to generating effect sizes. ● [https://v1.educationendowmentfoundation.org.uk/uploads/pdf/EEF_DIY_Evaluation_Guide_\(2013\).pdf](https://v1.educationendowmentfoundation.org.uk/uploads/pdf/EEF_DIY_Evaluation_Guide_(2013).pdf)

White, R. and Gunstone, R. (1992).

Probing understanding.

London: The Falmer Press.

Techniques for investigating students' learning in detail.

Yin, R. (2018).

Case study research.

6th Ed. Los Angeles, CA: SAGE.

A guide to all aspects of case study research, including use in evaluations.