



Crown House Publishing Limited
www.crownhouse.co.uk

CATALYST

**An evidence-informed, collaborative
professional learning resource for teacher
leaders and other leaders working within
and across schools**

Extended Bibliography

Louise Stoll, Carol Taylor,
Karen Spence-Thomas and Chris Brown

These references either informed our work on the project and in developing *Catalyst*, or are ones we have subsequently come across that are currently informing our research and development efforts. We have organised them according to the four research questions (Research Findings cards), professional learning and development (Professional Learning cards), and a more general focus on leading evidence-informed practice. There is some overlap where a reference covers more than one topic. We will be updating the references from time to time.

Great teacher leaders / middle leaders

- Azorín, C., Harris, A. and Jones, M. (2020) Taking a distributed perspective on leading professional learning networks, *School Leadership and Management*, 40(2–3): 111–127.
- Baars, S., Parameshwaran, M., Menzies, L. and Chiong, C. (2016) *Firing on all Cylinders: What Makes an Effective Middle Leader? 2015–2016*. Teaching Leaders and LKMco.
- Bennett, N., Woods, P., Wise, C. and Newton, W. (2007) Understandings of middle leadership in secondary schools: a review of empirical research, *School Leadership & Management*, 27(5): 453–470.
- Boylan, M. (2018) Enabling adaptive system leadership: Teachers leading professional development, *Educational Management Administration & Leadership*, 46(1): 86–106.
- Carter, A. (2016) Empowering middle leaders: trends in school leadership research on the principal's impact on school effectiveness, *Australian Educational Leader*, 38(1): 37–41.
- Costa, A. L. and Kallick, B. (1993) Through the lens of a critical friend, *Educational Leadership*, 51(2): 49–51.
- Day, C. and Harris, A. (2002) Teacher leadership, reflective practice and school improvement, in K. Leithwood, H. Hallinger, G. C. Furman, K. Riley, J. MacBeath, P. Gronn and B. Bulford (eds) *Second International Handbook of Educational Leadership and Administration*. Dordrecht: Springer.
- Fairman, J. C., and Mackenzie, S. V. (2015) How teacher leaders influence others and understand their influence, *International Journal of Leadership in Education*, 18(1): 61–87.
- Frost, D. and Durrant, J. (2003) Teacher leadership: rationale, strategy and impact, *School Leadership & Management*, 27(2): 173–186.
- Hairon, S. and Goh, J. (2015) Pursuing the elusive construct of distributed leadership: is this search over? *Educational Management Administration & Leadership*, 43(5): 693–718.
- Harris, A. (2014) *Distributed Leadership Matters*. Thousand Oaks, CA: Corwin Sage Press.
- Harris, A. (1999) Effective Departments, Effective Schools, *Professional Development Today*, 2(2): 68–75.
- Harris, A., Jones, M. and Huffman, J. (2018, eds) *Teachers Leading Educational Reform: The Power of Professional Learning Communities*. Abingdon: Routledge.
- Harris, M. (2017) Middle leaders matter: reflections, recognition and renaissance, *School Leadership & Management*, 37(3): 213–216.
- Kiat, K. T. H., Heng, M. A. and Lim-Ratnam, C. (2016, eds) *Curriculum Leadership by Middle Leaders: Theory, Design and Practice*. Abingdon: Routledge.
- Lambert, L. (2010) Leadership redefined: an evocative context for teacher leadership, *School Leadership & Management*, 23(4): 421–430.

- Leithwood, K. (2016) Department-head leadership for school improvement, *Leadership and Policy in Schools*, 15(2): 117–140.
- Muijs, D. and Harris, A. (2003) Teacher leadership – improvement through empowerment, *Educational Management, Leadership and Administration*, 31(4): 437–448.
- Ng, P. T. (2015) What is Quality Education? How can it be achieved? The perspectives of school middle leaders in Singapore, *Educational Assessment, Evaluation and Accountability*, 27(4): 307–322.
- Sammons, P., Thomas, S. and Mortimore, P. (1997) *Forging Links: Effective Schools and Effective Departments*. London: Sage.
- Spillane, J. P. (2006) *Distributed Leadership*. San Francisco, CA: Jossey-Bass.
- Stoll, L. and Brown, C. (2015) Middle leaders as catalysts for evidence-informed change, in C. Brown (ed.) *Leading the Use of Research and Evidence in Schools*. London: IOE Press.
- Stoll, L., Brown, C., Spence-Thomas, K. and Taylor, C. (2015) Perspectives on teacher leadership for evidence-informed improvement in England, *Leading and Managing*, 21(2): 76–91.
- Tschannen-Moran, M. and Hoy, W. (1998) Trust in schools: a conceptual and empirical analysis, *Journal of Educational Administration*, 36(4): 334–352.
- Wenner, J. A. and Campbell, T. (2017) The theoretical and empirical basis of teacher leadership: a review of the literature, *Review of Educational Research*, 87(1): 134–171.

Tracking impact

- Brown, C. (2019) Using theories of action approach to measure impact in an intelligent way: a case study from Ontario Canada, *Journal of Educational Change*, 21(1): 135–156.
- Earley, P. and Porritt, V. (2014) Evaluating the impact of professional development: the need for a student-focused approach, *Professional Development in Education*, 40(1): 112–129.
- Guskey, T. (2002) Does it make a difference? Evaluating professional development. *Educational leadership*, 59(6): 45–51.
- Guskey, T. (2000) *Evaluating Professional Development*. New York: Corwin Press.
- Kaser, L. and Halbert, J. (2017) *The Spiral Playbook: Leading with an Inquiry Mindset in School Systems and Schools*. C21 Canada. <http://c21canada.org/wp-content/uploads/2016/10/Spiral-Playbook.pdf>.
- Robinson, V. (2018) *Reduce Change to Increase Improvement*. Thousand Oaks, CA: Corwin Press.
- Stoll, L., Brown, C., Spence-Thomas, K. and Taylor, C. (2018) Impact-focused change catalysts: teacher leadership within and across professional learning communities, in A. Harris, M. Jones and J. Huffman (eds) *Teachers Leading Educational Reform: The Power of Professional Learning Communities*. Abingdon and New York: Routledge.
- Taylor, C. and Spence-Thomas, K. (2015) Understanding impact and the cycle of enquiry, in C. Brown (ed.) *Leading the Use of Research and Evidence in Schools*, London: IOE Press.

Sharing knowledge within and across schools

- Brown, C. and Poortman, C. (2018, eds) *Networks for Learning: Effective Collaboration for Teacher, School and System Improvement*. Abingdon and New York: Routledge.
- Cain, T., Wieser, C. and Livingston, K. (2016) Mobilising research knowledge for teaching and teacher education, *European Journal of Teacher Education*, 39(5): 529–533.

- Daly, A. (2010, ed.) *Social Network Theory and Educational Change*. Cambridge, MA: Harvard Education Press.
- Earl, L. M. and Timperley, H. (2009) *Professional Learning Conversations: Challenges in Using Evidence for Improvement*. Dordrecht: Springer.
- Hubers, M. D., Moolenaar, N. M., Schildkamp, K., Daly, A. J., Handelzalts, A. and J. M. Pieters (2017) Share and succeed: the development of knowledge sharing and brokerage in data teams' network structures, *Research Papers in Education*, 33(2): 216–238.
- Kaser, L. and Halbert, J. (2018) Teachers leading reform through inquiry learning networks, in A. Harris, M. Jones and J. B. Huffman (eds) *Teachers Leading Educational Reform: The Power of Professional Learning Communities*. Abingdon: Routledge.
- Katz, S., Earl, L. M. and Ben Jaafar, S. (2009) *Building and Connecting Learning Communities: The Power of Networks for School Improvement*. Thousand Oaks, CA: Corwin Press.
- Lieberman, A. (2000) Networks as learning communities: shaping the future of teacher development. *Journal of Teacher Education*, 51(3): 221–227.
- McDonald, J. P., Mohr, N., Dichter, A. and McDonald, E. C. (2013) *The Power of Protocols: An Educator's Guide to Better Practice*. New York: Teachers College Press.
- Nonaka, I. and Takeuchi, H. (1995) *The Knowledge-Creating Company*. Oxford: Oxford University Press.
- OECD (2013) *Fostering learning communities among teachers*. Teaching in Focus. O4 (June). Paris: OECD.
- Rincón-Gallardo, S. and M. Fullan (2016) Essential features of effective networks in education, *Journal of Professional Capital and Community*, 1(1): 5–22.
- Stoll, L. (2015) How Do We Create and Exchange Knowledge For Systemic Change? ICSEI Monograph Series: Issue 6. International Congress for School Effectiveness and Improvement.
- Stoll, L. (2012) Stimulating learning conversations, *Professional Development Today*, 14(4): 6–12.
- Stoll, L., Bolam, R., McMahon, A., Wallace, M. and Thomas, S. (2006) Professional learning communities: a review of the literature, *Journal of Educational Change*, 7(4): 221–258.
- Stoll, L., Halbert, J. and Kaser, L. (2011) Deepening Learning in School-to-School Networks, in C. Day (ed.) *International Handbook on Teacher and School Development*. Abingdon: Routledge.
- Van Maele, D., Moolenaar, N. M. and Daly, A. J. (2015) All for one and one for all: a social network perspective on the effects of social influence on teacher trust, in M. DiPaola and W. K. Hoy (eds) *Leadership and School Quality*. Greenwich, CT: Information Age Publishing.
- Vescio, V., Ross, D. and Adams, A. (2008) A review of research on the impact of professional learning communities on teaching practice and student learning, *Teaching and Teacher Education*, 24(1): 80–91.

Leadership for cultures of shared practice

- Brown, C., MacGregor, S. and Flood, J. (2020) Can models of distributed leadership be used to mobilise networked generated innovation in schools? A case study from England, *Teaching and Teacher Education*, 94, 103101. <https://doi.org/10.1016/j.tate.2020.103101>.

- Bryk, A. S., Gomez, L. M., Grunow, A. and LeMahieu, P. G. (2015) *Learning to Improve: How America's Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press.
- Bryk, A. and Schneider, B. (2002) *Trust in Schools: A Core Resource for School Reform*. New York: Russell Sage. A short article is also published in *Educational Leadership* in 2003, 60(6): <http://www.ascd.org/publications/educational-leadership/mar03/vol60/num06/Trust-in-Schools@-A-Core-Resource-for-School-Reform.aspx>.
- City, E. A., Elmore, R. F., Fiarman, S. E. and Teitel, L. (2010) *Instructional Rounds in Education: A Network Approach in Improving Teaching and Learning*. Cambridge, MA: Harvard Education Press.
- Hargreaves, A. and Fullan, M. (2012) *Professional Capital: Transforming Teaching in Every School*. New York: Teachers College Press.
- Kools, M. and Stoll, L. (2016) What makes a school a learning organisation? OECD Working Paper, No. 137. Paris: OECD Publishing.
- Matthews, P. and Headon, M. (2016) *Multiple Gains: An Independent Evaluation of Challenge Partners Peer Reviews of Schools*. London: IOE Press. Available at: <http://www.challengepartners.org/sites/default/files/files/Multiple%20Gains.pdf>.
- OECD (2016) What Makes a School a Learning Organisation: a Guide for Policymakers, School Leaders and Teachers. Paris: OECD Publishing. Available at: <https://www.oecd.org/education/school/school-learning-organisation.pdf>.
- Stoll, L. (2020) Creating capacity for learning – are we there yet? *Journal of Educational Change*. 21(3): 421–430.
- Stoll, L. (2015) Three greats for a self-improving school system – pedagogy, professional development and leadership: Teaching schools R&D network national themes project 2012–14. Nottingham: NCTL.
- Stoll, L. (2011) Leading Professional Learning Communities, in J. Robertson and H. Timperley (eds) *Leadership and Learning*. London: Sage.
- Stoll, L. (2010) Connecting learning communities: capacity building for systemic change, in A. Hargreaves, A. Lieberman, M. Fullan and D. Hopkins (eds) *Second International Handbook of Educational Change*. Dordrecht: Springer.
- Stoll, L. (2009) Capacity building for school improvement or creating capacity for learning? A changing landscape. *Journal of Educational Change*, 10(2): 115–127.
- Stoll, L. and Kools, M. (2017) The school as a learning organisation: a review revisiting and extending a timely concept, *Journal of Professional Capital and Community*, 2(1): 2–17.
- Stoll, L. and Seashore Louis, K. (2007) *Professional Learning Communities*. Maidenhead: Open University Press.
- Tschannen-Moran (2014) *Trust Matters: Leadership for Successful Schools*, 2nd edition. San Francisco, CA: Jossey-Bass/Wiley.

Professional learning and development

- Beauchamp, C. (2015) Reflection in teacher education: issues emerging from a review of current literature, *Reflective Practice*, 16(1): 123–141.
- Butler, D. and Schnellert, L. (2012) Collaborative inquiry in teacher professional development, *Teaching and Teacher Education*, 28: 1206–1220.

- Cordingley, P., Higgins, S., Greany, T. et al. (2020) Developing Great Leadership of CPDL. CUREE, Durham University and the University of Nottingham.
- Darling-Hammond, L., Hyler, M. E. and Gardner, M. (2017) Effective Teacher Professional Development. Learning Policy Institute.
- Earley, P. and Porritt, V. (2014) Evaluating the impact of professional development: the need for a student-focused approach, *Professional Development in Education*, 40(1), 112–129.
- Higgins, S., Cordingley, P., Greany, T. and Coe, R. (2015) *Developing Great Teaching: Lessons from the International Reviews into Effective Professional Development*. London: Teacher Development Trust.
- Horn, I. S. and Little, J. W. (2010) Attending to problems of practice: routines and resources for professional learning in teachers' workplace interactions, *American Educational Research Journal*, 47(1): 181–217.
- Ince, A. (2017) Managing risk in complex adult professional learning: the facilitator's role, *Professional Development in Education*, 43(2): 194–211.
- Jensen, B., Sonnemann, J., Roberts-Hull, K. and Hunter, A. (2016) Beyond PD: Teacher Professional Learning in High-Performing Systems. Washington, DC: National Center on Education and the Economy.
- Katz, S. and Dack, L. (2013) *Intentional Interruption: Breaking Down Learning Barriers to Transform Practice*. Thousand Oaks, CA: Corwin Press.
- Kelchtermans, G. (2004) CPD for professional renewal: moving beyond knowledge for practice, in C. Day and J. Sachs (eds) *International Handbook on the Continuing Professional Development of Teachers*. Maidenhead: Open University Press.
- Kennedy, M. M. (2016) How does professional development improve teaching, *Review of Educational Research*, 86(4): 945–980.
- Le Fevre, D., Timperley, H., Twyford, K. and Ell, F. (2020) *Leading Powerful Professional Learning: Responding to Complexity with Adaptive Expertise*. Thousand Oaks, CA: Corwin Press.
- Pillans, G. (2015) *Leadership Development: Is it Fit for Purpose?* London: Corporate Research Forum.
- Porritt, V., Spence-Thomas, K. and Taylor, C. (2021) Leading professional learning and development, in P. Earley and T. Greany (eds) *School Leadership and Education System Reform*, 2nd edition. London: Bloomsbury.
- Prenger, R., Poortman, C. L. and Handelzalts, A. (2017) Factors influencing teachers' professional development in networked professional learning communities. *Teaching and Teacher Education*, 68: 77–90.
- Stoll, L. and Brown, C. (2015) Middle leaders as catalysts for evidence-informed change, in C. Brown (ed.) *Leading the Use of Research and Evidence in Schools*. London: IOE Press.
- Stoll, L., Bolam, R., McMahon, A., Wallace, M. and Thomas, S. (2006) Professional learning communities: a review of the literature, *Journal of Educational Change*, 7(4): 221–258.
- Stoll, L., Harris, A. and Handscomb, G. (2012) Great Professional Development Which Leads to Great Pedagogy: Nine Claims from Research. Nottingham: National College for School Leadership.
- Timperley, H. (2011) *Realising the Power of Professional Learning*. Maidenhead: Open University Press.

Timperley, H., Ell, F. and Le Fevre, D. (2018) Developing adaptive expertise through professional learning communities, in A. Harris, M. Jones and J. B. Huffman (eds) *Teachers Leading Educational Reform: The Power of Professional Learning Communities*. Abingdon and New York: Routledge.

Timperley, H., Wilson, A., Barr, H. and Fung, I. (2008) *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration*. NZ Ministry of Education and University of Auckland.

Leading evidence-informed practice

Brown, C. (2018) Improving teaching and learning in schools through the use of academic research: Exploring the impact of Research Learning Communities, *Research Intelligence*, 135 (Spring): 7–18.

Brown, C. (2017) *Achieving evidence-informed policy and practice in education: EvidencED*. London: Emerald Publishing.

Brown, C. (2015, ed.) *Leading the Use of Research and Evidence in Schools*. London: IOE Press.

Brown, C. and Greany, T. (2017) The evidence-informed school system in England: where should school leaders be focusing their efforts?, *Leadership and Policy in Schools*, 17(1): 115–137.

Brown, C. and Malin, J. (2017) Five vital roles for school leaders in the pursuit of evidence of evidence-informed practice, *Teachers College Record*. Available at: <http://www.tcrecord.org/Content.asp?ContentID=21869>.

Brown, C., Schildkamp, K. and Hubers, M. (2017) Combining the best of two worlds: a conceptual proposal for evidence-informed school improvement, *Educational Research*, 59(2): 154–172.

Brown, C., Stoll, L. and Godfrey, D. (2021) Leading for innovation and evidence-informed improvement, in P. Earley and T. Greany (eds) *School Leadership and Education System Reform*, 2nd edition. London: Bloomsbury.

Coldwell, M., Greany, T., Higgins, S., Brown, C., Maxwell, B., Stiell, B., Stoll, L., Willis, B and Burns, H. (2017) Evidence-informed teaching: an evaluation of progress in England. Research report. Sheffield Hallam University, UCL Institute of Education, Durham University and the Department for Education.

Dimmock, C. (2019) Leading research-informed practice in schools, in D. Godfrey and C. Brown (eds) *An Eco-System for Research-Engaged Schools: Reforming Education Through Research*. Abingdon: Routledge.

Earl, L. and Katz, S. (2006) *Leading Schools in a Data-Rich World: Harnessing Data for School Improvement*. Thousand Oaks, CA: Corwin Press.

Education Endowment Foundation (2018) *Putting evidence to work: a school's guide to implementation*. London: Education Endowment Foundation.

Godfrey, D. (2016) Leadership of schools as research-led organisations in the English educational environment: cultivating a research-engaged school culture. *Educational Management Administration & Leadership*, 44(2): 301–321.

Greany, T. and Maxwell, B. (2017) Evidence-informed innovation in schools: aligning collaborative research and development with high quality professional learning for teachers, *International Journal of Innovation in Education*, 4(2/3): 147–170.

- Gu, Q., Rea, S. et al. (2020) *The Research Schools Network: Supporting Schools to Develop Evidence-Informed Practice – Evaluation Report*. London: Education Endowment Foundation.
- Mintrop R. and Zumpe, E. (2019) Solving real-life problems of practice and education leaders' school improvement mind-set, *American Journal of Education*, 125(3): 295–344.
- Nelson, J. and O'Beirne, C. (2014) *Using Evidence in the Classroom: What Works and Why*. Slough: NFER.
- Nelson, R., Spence-Thomas, K. and Taylor, C. (2015) *Great pedagogy and great professional development: Research & Development network national themes 1 and 2 final report*. NCTL.
- Schildkamp, K. and Datnow, A. (2020) When data teams struggle: learning from less successful data use efforts, *Leadership and Policy in Schools*. DOI: 10.1080/15700763.2020.1734630.
- Stoll, L. (2017) Five challenges in moving towards evidence-informed practice, *Impact*, Interim Issue: 11–13.
- Stoll, L. (2015) Using evidence, learning and the role of professional learning communities, in C. Brown (ed.) *Leading the Use of Research and Evidence in Schools*, London: IOE Press.
- Stoll, L. (2009) Knowledge animation in policy and practice: making connections. Paper presented at the Annual Meeting of the American Educational Research Association as part of the symposium Using Knowledge to Change Policy and Practice, April.
- Stoll, L., Greany, T., Coldwell, M., Higgins, S., Brown, C., Maxwell, B., Stiell, B., Willis, B. and Burns, H. (2018) *Evidence-informed teaching: self-assessment tool for schools*. UCL Institute of Education, Sheffield Hallam University, Durham University and Chartered College of Teaching.
- Street, H. and Temperley, J. (2005, eds) *Improving Schools through Collaborative Enquiry*. London: Continuum.
- Walker, M. (2017) *Insights into the Role of Research and Development in Teaching Schools*. Slough: NFER.