

Anderson, S. K. (2023, November 17). *Teacher education in Scotland: Policy, quality, standards, and the judgement of competency* [PowerPoint slides]. Dutch Education Council.

## References

- Adams, G. S., Converse, B. A., Hales, A. H., & Klotz, L. E. (2021). People systematically overlook subtractive changes. *Nature*, 592, 258-261. <https://doi.org/10.1038/s41586-021-03380-y>
- American Association of School Personnel Administrators [AASPA]. (2023, October). *5 shifts to address the national educator shortage*. [https://assets.noviams.com/novi-file-uploads/aaspa/5\\_Shifts\\_NESS\\_PP.pdf](https://assets.noviams.com/novi-file-uploads/aaspa/5_Shifts_NESS_PP.pdf)
- Anderson, S. K., & Tonner, P. (2023). A post-critical pedagogy for sustainability: Engaging the head, heart, and hands. *Open Scholarship of Teaching and Learning*, 2(3), 163-172. <https://doi.org/10.56230/osotl.54>
- Association for Advancing Quality in Educator Preparation [AAQEP]. (2023). *Guide to AAQEP accreditation*. <https://aaqep.org/files/2023%20Guide%20to%20AAQEP%20Accreditation.pdf>
- Biesta, G. (2020.) *Educational research: An unorthodox introduction*. Bloomsbury.
- Bell, C. A., Jones, N. D., Qi, Y., & Lewis, J. M. (2018). Strategies for assessing classroom teaching: Examining administrator thinking as validity evidence. *Educational Assessment*, 23(4), 229-249.
- Campbell, C. & Harris, A. (2023, May 31). *All Learners in Scotland Matter - National Discussion on Education: Final Report*. Scottish Government. <https://www.gov.scot/publications/learners-scotland-matter-national-discussion-education-final-report/>
- Chapman, C. (2019). *Making sense of reform: Where next for Scottish education?*. Association of Directors of Education in Scotland [ADES]. <https://www.ad.es.scot/Documents/Documentlist>
- Chapman, C., & Ainscow, M. (2021, March 30). *Manifesto for change in Scottish education*. <https://policyscotland.gla.ac.uk/educational-researchers-launch-manifesto-for-change-in-scottish-education/>
- Chapman, C., & Donaldson, G. (2023). *Where next for Scottish education: Learning is Scotland's future?*. Unpublished working paper. University of Glasgow. [https://www.gla.ac.uk/media/Media\\_930286\\_smx.pdf](https://www.gla.ac.uk/media/Media_930286_smx.pdf)
- Cochran-Smith, M., & Lytle, S. (2009). *Inquiry as stance: Practitioner research for the next generation*. Teachers College Press.
- Cochran-Smith, M. (2021). Rethinking teacher education: The trouble with accountability. *Oxford Review of Education*, 47(1), 8-24. <https://doi.org/10.1080/03054985.2020.1842181>
- Coid, J., Zhang, Y., Ullrich, S., Wood, J., Bhavsar, V., Bebbington, P., & Bhui, K. (2021). Interpersonal violence in a deprived Scottish urban area with aggregations of physical health risks and psychiatric morbidity: An ecological study. *BMC Public Health*, 21. <https://doi.org/10.1186/s12889-021-11167-z>
- Commission on Effective Teachers and Teaching. (2012). *Transforming teaching: Connecting professional responsibility with student learning*. National Education Association.
- Conn, C. A., Bohan, K. J., Pieper, S. L., & Musumeci, M. (2020). Validity inquiry process: Practical guidance for examining performance assessments and building a validity argument. *Studies in Educational Evaluation*, 65, 1-11. <https://doi.org/10.1016/j.stueduc.2020.100843>
- Council for the Accreditation of Educator Preparation. (2021, June 11). *CAEP revised 2022 standards workbook*. <https://caepnet.org/~media/Files/caep/accreditation-resources/caep-2022-standards-workbook-final.pdf?la=en>
- Council of Chief State School Officers. (2017, June). *CCSSO principles of effective school improvement systems*. <https://ccsso.org/resource-library/ccsso-principles-effective-school-improvement-systems>
- Cremin, H. (2016). Peace education research in the twenty-first century: Three concepts facing crisis or opportunity?" *Journal of Peace Education*, 13(1), 1-17. <https://doi.org/10.1080/17400201.2015.1069736>

Anderson, S. K. (2023, November 17). *Teacher education in Scotland: Policy, quality, standards, and the judgement of competency* [PowerPoint slides]. Dutch Education Council.

- Darling-Hammond, L. (2020, May 26). *Only a teacher: Interview with Linda Darling-Hammond*. PBS.  
[www.pbs.org/onlyateacher/today2.html](http://www.pbs.org/onlyateacher/today2.html)
- Deloitte. (2022). *Striving for balance, advocating for change: The Deloitte Global 2022 Gen Z & Millennial Survey*.  
[https://www2.deloitte.com/content/dam/insights/articles/glob175227\\_global-millennial-and-gen-z-survey/Gen%20Z%20and%20Millennial%20Survey%202022\\_Final.pdf](https://www2.deloitte.com/content/dam/insights/articles/glob175227_global-millennial-and-gen-z-survey/Gen%20Z%20and%20Millennial%20Survey%202022_Final.pdf)
- Education Scotland. (n.d.). *Curriculum for excellence*. <https://education.gov.scot/media/wpsnsgv/all-experiencesoutcomes18.pdf>
- Education Scotland. (2015). *How good is our school?* (4th ed.).
- Education Scotland. (2023a). *What is our role and status?*. <https://education.gov.scot/education-scotland/who-we-are/role-and-status/what-is-our-role-and-status/>
- Education Scotland. (2023b, June 6). *National Improvement Framework*.  
<https://education.gov.scot/parentzone/curriculum-in-scotland/national-improvement-framework/>
- Farquharson, C., McNally, S., & Tahir, I. (2022, August 16). *Education inequalities*. Institute for Fiscal Studies.  
<https://ifs.org.uk/publications/education-inequalities>
- General Teaching Council Scotland. (n.d.). *Archive: 2012 Professional Standards*. <https://www.gtcs.org.uk/professional-standards/archive-2012-professional-standards/>
- General Teaching Council Scotland. (n.d.). *Practitioner enquiry*. <https://www.gtcs.org.uk/professional-update/practitioner-enquiry/>
- General Teaching Council Scotland. (2012). *Code of professionalism and conduct*. <https://www.gtcs.org.uk/wp-content/uploads/2021/09/code-of-professionalism-and-conduct.pdf>
- General Teaching Council Scotland. (2021). *GTC Scotland professional standards 2021*. <https://www.gtcs.org.uk/wp-content/uploads/2021/09/professional-standards-side-by-side-comparison.pdf>
- General Teaching Council Scotland. (2023, October 29). *Comparison of professional standards 2012 and 2021* [PowerPoint slides]. <https://www.gtcs.org.uk/professional-standards/archive-2012-professional-standards/>
- Gillies, D. (2018). The history of Scottish education since devolution. In T. G. K. Bryce, W. M. Humes, D. Gillies & A. Kennedy (Eds.), *Scottish Education*. Edinburgh University Press.
- Glasgow Centre for Population Health. (2023, June). *Childrens poverty overview*.  
<https://www.understandingglasgow.com/indicators/children/poverty/overview>
- Grossman, P. (2020). Making the complex work of teaching visible. *The Phi Delta Kappan*, 101(6), 8-13.
- Hayward, L. (2023, June 22). *It's our future: Report of the independent review of qualifications and assessment*. Scottish Government. <https://www.gov.scot/publications/future-report-independent-review-qualifications-assessment/>
- Hodgson, N., Vlieghe, J., & Zampjski, P. (2017). *Manifesto for a post-critical pedagogy*.  
<https://library.oapen.org/bitstream/id/a087bb49-c71f-495e-82dcabb02a1228da/1004659.pdf>
- Hodgson, N., Vlieghe, J., & Zampjski, P. (2018). Education and the love for the world: Articulating a post-critical educational philosophy. *Foro de Educación*, 16(24), 7-20. <http://dx.doi.org/10.14516/fde.576>
- Hsieh, B. (2023). A matter of respect. *Educational Leadership*, 81(1), p. 62-67.
- Humes, W. & Bryce, T. (2018). The distinctiveness of Scottish Education. In T. G. K. Bryce, W. M. Humes, D. Gillies & A. Kennedy (Eds.), *Scottish Education*. Edinburgh University Press.

Anderson, S. K. (2023, November 17). *Teacher education in Scotland: Policy, quality, standards, and the judgement of competency* [PowerPoint slides]. Dutch Education Council.

- Ingvarson, L., & Rowley, G. (2017). Quality assurance in teacher education and outcomes: A study of 17 countries. *Educational Researcher*, 46(4), 177-193.
- Kavanagh, S., & Fitzsimons, S. (2021). Transforming middle leadership in education and training board post-primary schools in Ireland. *International Journal for Transformative Research*, 7(1), 20-32. <http://dx.doi.org/10.2478/ijtr-2021-0003>
- Kennedy, A., Beck, A., & Shanks, R. (2021). Developing a context-appropriate framework for measuring quality in initial teacher education. *Scottish Educational Review*, 53(1), 3-25.
- Kennedy, A., Carver, M., & Adams, P. (2023). *Measuring quality in initial teacher education: Final report*. Scottish Council of Deans of Education. <https://www.mquite.scot/publications-and-presentations/>
- Klotz, L. (2021). *Subtract: The untapped science of less*. St Martin's Press.
- Knoster, T., Villa, R., & Thousand, J. (2000). A framework for thinking about systems change. In R. Villa & J. Thousands. (Eds.). *Restructuring for caring and effective education: Piecing the puzzle together*. (pp. 93-128). Paul H. Brookes Publishing Co.
- Linn, R. L., Baker, E. L., & Dunbar, S. B. (1991). Complex, performance-based assessment: Expectations and validation criteria. *Educational Researcher*, 20(8), 15-21.
- McGeown, S. (2023). Research-practice partnerships in education: Why we need a methodological shift in how we do research. *Psychology of Education Review*, 47(1), 6-14. <https://doi.org/10.53841/bpsper.2023.47.1.6>
- McMahon, M. (2021). Literature review on professional standards for teaching. General Teaching Council Scotland. <https://www.gtcs.org.uk/wp-content/uploads/2021/09/literature-review-professional-standards-margery-mcmahon.pdf>
- Menter, I., & Tatto, M. T. (2019). *Knowledge, policy and practice in teacher education: A cross-national study*. Bloomsbury.
- Messick, S. (1994). The interplay of evidence and consequences in the validation of performance assessments. *Educational Researcher*, 23(2), 13-23.
- Morgan, A. (2021, November). *Additional support for learning action plan: A progress report*. Scottish Government and COSLA. <https://www.gov.scot/publications/additional-support-learning-action-plan-progress-report/documents/>
- Muir, K. (2022, March 9). *Putting learners at the centre: Towards a future vision for Scottish education*. Scottish Government. <https://www.gov.scot/publications/putting-learners-centre-towards-future-vision-scottish-education/>
- Nesterova, Y., & Anderson, S. K. (2023). *Peace is a beacon of hope: Young people's commitment to building a culture of peace in Scotland*. [Under peer review]
- Organisation for Economic Co-operation and Development [OECD]. (2021, June 21). *Scotland's Curriculum for Excellence: Into the future*. OECD. <https://www.oecd.org/education/scotland-s-curriculum-for-excellence-bf624417-en.htm>
- Rauschenberger, E., Adams, P., & Kennedy, A. (2017). *Measuring quality in ITE: A literature review for Scotland's MQuITE study*. Scottish Council of Deans of Education.
- Sahlberg, P. (2015). *Finnish lessons 2.0: What can the world learn from educational change in Finland?* (2<sup>nd</sup> ed.). Teachers College Press.
- Schulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22.

Anderson, S. K. (2023, November 17). *Teacher education in Scotland: Policy, quality, standards, and the judgement of competency* [PowerPoint slides]. Dutch Education Council.

Scottish Government. (2020). *Scottish index of multiple deprivation 2020*. <https://simd.scot/#/simd2020/BTTTTFTT/11/-4.3993/55.8438/>

Scottish Government. (2022, December 13). *Schools in Scotland 2022: summary statistics*. <https://www.gov.scot/publications/summary-statisticsfor-schools-in-scotland-2022/pages/overview/>

Scottish Government. (2023, October 15). *News: Centre of Teaching Excellence*. <https://www.gov.scot/news/centre-of-teaching-excellence/>

Scottish Qualification Authority [SQA]. (n.d.). *About us*. <https://www.sqa.org.uk/sqa/5656.html>

Thoren, P. M. (2019, March 1). *What is T-shaped competence?*. Cornerstone Resource Corner Blog. <https://www.cornerstoneondemand.com/uk/resources/article/blog-what-is-t-shaped-competence-en-uk/>

Torres, C. (2023). *Repairing the leaky bucket: Research points to key actions school leaders can take to hire and retain good teachers*. *Educational Leadership*, 81(1), 8-13.