

- Hanfstingl, B., and J. Mayr (2007), “Prognose der Bewährung im Lehrerstudium und im Lehrberuf [Prediction of success in teacher education and profession]”, *Journal für Lehrer Innenbildung*, Vol. 7/2, pp. 48–56.
- Hargreaves, A. (1993), “Individualism and individuality: Reinterpreting the teacher culture”, in, *Teachers’ Work: Individuals, Colleagues and Contexts*, Teachers’ College Press: New York, pp. 51–76.
- Hargreaves, A. (1994), *Changing Teachers, Changing Times: Teachers’ Work and Culture in the Postmodern Age*, Teachers College Press, New York.
- Harris, A. (2014), *Distributed Leadership Matters: Perspectives, Practicalities, and Potential*, Corwin Press, Thousand Oaks CA.
- Harris, A. (2002), *School Improvement: What’s in it for Schools?* Routledge Falmer, London.
- Harris, A., and D. Muijs (2004), *School Improvement through Teacher Leadership*, Open University Press, Ballmoor, Buckinghamshire.
- Hattie, J. (2009), *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*, Routledge, London.
- Hattie, J., and H. Timperley (2007), “The power of feedback”, *Review of Educational Research*, Vol. 77/1, pp. 81–112, <http://dx.doi:10.3102/003465430298487>.
- Hattie, J., and G. Yates (2014), *Visible Learning and the Science of How We Learn*, Routledge, London.
- Hiebert, J., and D. A. Grouws (2007), The effect of classroom mathematics teaching on students’ learning, in *Second Handbook of Research on Mathematics Teaching and Learning*, Information Age Publishing, Charlotte NC.
- Hiebert, J. et al. (2003), *Teaching Mathematics in Seven Countries: Results from the TIMSS 1999 Video Study*, (2003–013), UNESCO, U.S. Department of Education and National Center for Education Statistics, Washington DC.
- Hill, H. C., B. Rowan, and D. J. Ball (2005), “Effects of teachers’ mathematical knowledge for teaching on student achievement”, *American Educational Research Journal*, Vol. 42/2, pp. 371–406.
- Ho, I. T., and K.-T. Hau (2004), “Australian and Chinese teacher efficacy: Similarities and differences in personal instruction, discipline, guidance efficacy and beliefs in external determinants”, *Teaching and Teacher Education*, Vol. 20(3), pp. 313–323, <http://dx.doi:10.1016/j.tate.2003.09.009>.
- Holzberger, D., A. Philip, and M. Kunter (2014), “Predicting teachers’ instructional behaviors: The interplay between self-efficacy and intrinsic needs”, *Contemporary Educational Psychology*, Vol. 39/2, pp. 100–111, <http://doi:10.1016/j.cedpsych.2014.02.001>.
- Holzberger, D., A. Philipp, and M. Kunter (2013), “How teachers’ self-efficacy is related to instructional quality: A longitudinal analysis”, *Journal of Educational Psychology*, Vol. 105/3, pp. 774–786, <http://dx.doi:10.1037/a0032198>.
- Honick, T., and J. Broadbent (2016), “The influence of academic self-efficacy on academic performance: A systematic review”, *Educational Research Review*, Vol. 17, pp. 63–84, <http://dx.doi:10.1016/j.edurev.2015.11.002>.
- Hospel, V., and B. Galand (2016), “Are both classroom autonomy support and structure equally important for students’ engagement? A multilevel analysis”, *Learning and Instruction*, Vol. 41, pp. 1–10, <http://dx.doi:10.1016/j.learninstruc.2015.09.001>.
- Hoy, W. K., C. J. Tarter, and A. W. Hoy (2006), “Academic optimism of schools: A force for student achievement”, *American Educational Research Journal*, Vol. 43/3, pp. 425–446.
- Hoy, W. K., and A. E. Woolfolk (1993), “Teachers’ sense of efficacy and the organizational health of schools”, *The Elementary School Journal*, Vol. 93, pp. 355–372.