

- Schweizer, T. S. (2006), "The psychology of novelty-seeking, creativity and innovation: Neurocognitive aspects within a work-psychological perspective", *Creativity and Innovation Management*, Vol. 15/2, pp. 164–172, <http://doi:10.1111/j.1467-8691.2006.00383.x>.
- Schwichow, M. et al. (2016), "Teaching the control-of-variables strategy: A meta-analysis", *Developmental Review*, Vol. 39/March, pp. 37–63, <http://doi:10.1016/j.dr.2015.12.001>.
- Seidel, T., R. Rimmel, and M. Prenzel (2005), "Clarity and coherence of lesson goals as a scaffold for student learning", *Learning and Instruction*, Vol. 15/6, pp. 539–556, <http://doi:10.1016/j.learninstruc.2005.08.004>.
- Sergiovanni, T. et al. (2009), *Educational Governance and Administration*, 6th edition, Pearson, Boston MA.
- Shulman, L. S. (1986), "Those who understand: Knowledge growth in teaching", *Educational Researcher*, Vol. 15/2, pp. 4–14.
- Simonson, M. (2000), Personal innovativeness, perceived organizational innovativeness, and computer anxiety: Updated scales", *The Quarterly Review of Distance Education*, Vol. 1/1, pp. 69–76.
- Sirin, S. (2005), "Socioeconomic status and academic achievement: A meta-analytic review of research", *Review of Educational Research*, Vol. 75/3, pp. 417–453.
- Sitzmann, T., and G. Yeo (2013), "A meta-analytic investigation of the within-person self-efficacy domain: Is self-efficacy a product of past performance or a driver of future performance?" *Personnel Psychology*, Vol. 66/3, pp. 531–568, <http://doi:10.1111/peps.12035>.
- Skaalvik, E. M., and S. Skaalvik (2010), Teacher self-efficacy and teacher burnout: A study of relations", *Teaching and Teacher Education*, Vol. 26/4, pp. 1059–1069, <http://doi:10.1016/j.tate.2009.11.001>.
- Skaalvik, E. M., and S. Skaalvik (2007), "Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout", *Journal of Educational Psychology*, Vol. 99/3, pp. 611–625, <http://dx.doi:10.1037/0022-0663.99.3.611>.
- Somech, A., and R. Bogler (2002), "Antecedents and consequences of teacher organizational and professional commitment", *Educational Administration Quarterly*, Vol. 38, pp. 555–577.
- Spillane, J. P. (2013), "The practice of leading and managing teaching in educational organisations", in *Leadership for 21st Century Learning*, OECD Publishing, Paris.
- Spillane, J. P. (2006), *Distributed Leadership*, Jossey-Bass, San Francisco.
- Stark, J., and L. R. Lattuca (1997), *Shaping the College Curriculum: Academic Plans in Action*, Boston MA: Allyn and Bacon.
- Stearns, E. et al. (2015), "Collective pedagogical teacher culture and teacher satisfaction", *Teachers College Record*, Vol. 117, pp. 1–32.
- Steenkamp, J.-B. E. M., and H. Baumgartner (1992), "The role of optimum stimulation level in exploratory consumer behavior", *Journal of Consumer Research*, Vol. 19/3, pp. 434–448.
- Tatto, M. T. et al. (2012), *Policy, Practice, and Readiness to Teach Primary and Secondary Mathematics in 17 Countries: Findings from the IEA Teacher Education and Development Study in Mathematics (TEDS-M)*, International Association for the Evaluation of Educational Achievement (IEA), Amsterdam.
- Teo, T. (2011), "Factors influencing teachers' intention to use technology: Model development and test", *Computers and Education*, Vol. 57/4, pp. 2432–2440, [doi:10.1016/j.compedu.2011.06.008](http://doi:10.1016/j.compedu.2011.06.008).
- Thapa, A. et al. (2013), "A review of school climate research", *Review of Educational Research*, Vol. 83/3, pp. 357–385.
- Timperley, H. et al. (2007), *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration*, Educational Practices Series, No. 18, Ministry of Education, Wellington, <http://www.oecd.org/edu/school/48727127.pdf>.