Developing teacher leadership and its impact in schools
Snoek, M.

Citation for published version (APA):
Snoek, M. (2014). Developing teacher leadership and its impact in schools

General rights
It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations
If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please Ask the Library: http://uba.uva.nl/en/contact, or a letter to: Library of the University of Amsterdam, Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.
References


• Bruin, T. (2012). Werken met onderzoeksgroepen binnen een academische basisschool. [Working with research groups within an academic development school]. Amsterdam: Hogeschool van Amsterdam.


Developing Teacher Leadership and its Impact in Schools


• Lebel, L. (2010). *Scenarios as boundary objects in the allocation of water resources and services in the Mekong region*. Chiang Mai: Unit for Social and Environmental Research, Chiang Mai University.


• Mayrowetz, D., Murphy, J., Seashore Louis, K., & Smylie, M. A. (2007). Distributed leadership as work redesign: Retrofitting the job characteristics model. Leadership and Policy in Schools, 6(1), 69-101.


• Ministerie van OCW. (2005b). *Regeling bekwamheidseisen onderwijspersoneel.* [Regulation competence requirements educational staff]. Den Haag: Ministerie van OCW.


• Muijs, D., & Harris, A. (2006). *Teacher led school improvement: Teacher leadership in the UK.* *Teaching and Teacher Education, 22*(8), 961-972.


Developing Teacher Leadership and its Impact in Schools


• Snoek, M., & Beishuizen, J. (2010). Wat zijn de recente beleidsontwikkelingen en trends met betrekking tot de lerarenopleidingen? [What are recent policy developments and trends in the area of teacher education?]. In M. Lunenberg, & J. Dengering (Eds.), Kennisbasis lerarenopleiders Amsterdam/Utrecht: VU-VELON.


• Snoek, M., & Van den Herik, M. (2012). Onderzoeksmatig werken en ontwikkelen in een ontwikkelingsgerichte academische opleidingsschool. Praktijkkennis van en voor onderzoeksbegeleiders vanuit de academische opleidingsschool ASKO. [Inquiry based work and development in a development-oriented academic development school. Practical knowledge by and for research coordinators in the academic development school ASKO]. Amsterdam: Hogeschool van Amsterdam/ASKO.


• VELON. (2012b). Reactie van de Vereniging Lerarenopleiders Nederland op de discussienotitie herijking bekwaamheidseisen leraren. [Response of the Dutch Association for Teacher Educators on the proposal for renewal of the competence requirements for teachers]. Eindhoven: VELON.


