References

Bandura, A. (1997). *Self-e cacy: e exercise of control.* New York: Freeman.

Bill & Melinda Gates Foundation. (2010). *Learning about teaching: Initial ndings from the measures of e ective teaching project.* Retrieved from http://www.gatesfoundation.org/co

Lee, V. & Zuze, T. (2011). School resources

OECD. (1999). *Classifying educational programmes: Manual for ISCED-97 implementation in OECD countries* (1999 ed.). Retrieved from http://www.oecd.org/dataoecd/7/2/1962350.pdf

Princiotta, D., Flanagan, K. D., & Hausken, E. (2006). *Fi h grade: Findings from the h-grade follow-up of the early childhood longitudinal study, kindergarten class of 1998-99 (ECLS-K).* (NCES 2006-038) Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Robinson, V. M. J., Lloyd, C.A., & Rowe, K. J. (2008). e impact o f leadership on student outcomes: An analysis of the di erential e ects of leadership types. *Educational Administration Quarterly, 44*(5), 635–674.

Sammons, P., Sylva, K., Melhuish, E., Siraj-Blatchford, I., Taggart, B., & Elliot, K. (2002). *Measuring the impact of pre-school on children's cognitive progress over the pre-school period.* (Technical paper 8a). London: Institute of Education, University of London.

Tamim, R. M., Bernard, R. M., Borokhovski, E., Abrami, P. C., & Schmid, R. F. (2011). What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study. *Review of Educational Research, 81*(1), 4–28.

ten Bruggencate, G., Luyten, H., Scheerens, J, & Sleegers, P. (2012). Modeling the in uence of school leaders on student achievement: How can school leaders make a di erence? *Educational*