

Publications for Christopher Day

2017

Day, C. (2017). Competence-based education and teacher professional development. In M. Mulder (Eds.), *Competence-based vocational and professional education: Bridging the worlds of work and education*, (pp. 165-182). Cham: Springer.

Crow, G., Day, C., Moller, J. (2017). Framing research on school principals' identities. *International Journal of Leadership in Education*, 20(3), 265-277. [More Information]

Day, C. (2017). School Leadership as an Influence on Teacher Quality. In X. Zhu, A. L. Goodwin & H. Zhang (Eds.), *Quality of Teacher Education and Learning: Theory and Practice*, (pp. 101-117). Singapore: Springer. [More Information]

Day, C. (2017). *Teachers' worlds and work: Understanding complexity, building quality*. London: Routledge.

Day, C., Gu, Q., Townsend, A., Holdich, K. (2017). *Transforming the quality of education in high-need communities: Schools-university partnerships for change*. London: Routledge.

2016

Arlestig, H., Day, C., Johansson, O. (2016). *A decade of research on school principals: Cases from 24 countries*. Cham: Springer.

Day, C., Armstrong, P. (2016). England: School leadership research in England. In H. Arlestig, C. Day, O. Johansson (Eds.), *A decade of research on school principals: Cases from 24 countries*, (pp. 245-268). Cham: Springer.

Day, C., Hong, J. (2016). Influences on the capacities for emotional resilience of teachers in schools serving disadvantaged urban communities: Challenges of living on the edge. *Teaching and Teacher Education*, 59, 115-125. [More Information]

Lee, J., Day, C. (2016). *Quality and Change in Teacher Education: Western and Chinese Perspectives*. Cham: Springer.

Day, C., Townsend, A., Knight, R., Richardson, K. (2016). *School Leadership in the Primary Years Programme: An IB Funded Project 2014-15*, (pp. 7 - 101). Bethesda, United States of America: International Baccalaureate Organisation. [More Information]

Day, C. (2016). Teachers and the Quality of Education: Why Resilience Counts Most in Testing Times. In John Chi-Kin Lee, Christopher Day (Eds.), *Quality and Change in Teacher Education: Western and Chinese Perspectives*, (pp. 19-37). Cham: Springer. [More Information]

Day, C., Gu, Q., Sammons, P. (2016). The Impact of Leadership on Student Outcomes: How Successful School Leaders Use Transformational and Instructional Strategies to Make a Difference. *Educational Administration Quarterly*, 52(2), 221-258. [More

Information]

Day, C., Harris, B. (2016). Understanding and planning emotions research. In M. Zembylas & P. A. Schutz (Eds.), *Methodological advances in research on emotion and education*, (pp. 55-67). Cham: Springer. [More Information]

2015

Day, C. (2015). Publishing and disseminating qualitative research. *New Perspectives on Qualitative Research: Proceedings of the XV. and XVI. Workshop of the Center of Qualitative Psychology, University of Education, Weingarten, March 28-30, 2014 and University of La Laguna, Tenerife, February 26-28, 2015*, Tübingen, Germany: Center for Qualitative Psychology e.V.

Day, C. (2015). School Leadership as an Influence on Teacher Quality. *Professional Development Today*, 17(3), 8-16.

Chen, J., Day, C. (2015). Tensions and dilemmas for Chinese teachers in responding to system wide change: new ideas, old models. In Qing Gu (Eds.), *The work and lives of teachers in China*, (pp. 3-21). Abingdon: Routledge. [More Information]

Day, C. (2015). *The Role of Continuous Professional Development in Closing the Gap in Educational Attainment: A Review of What Works at Classroom, School and System Levels*, (pp. 4 - 59). Cardiff, United Kingdom: Public Policy Institute for Wales. [More Information]

2014

Day, C. (2014). England - Identity challenge: the courage of conviction. In Christopher Day, David Gurr (Eds.), *Leading Schools Successfully: Stories from the field*, (pp. 98-113). Abingdon: Routledge. [More Information]

Day, C., Gurr, D. (2014). *Leading Schools Successfully: Stories from the field*. Abingdon: Routledge. [More Information]

Day, C. (2014). Resilience, teachers and the quality of education [A resiliencia, os professores e a qualidade da Educacao]. In M. A. Flores & C. Coutinho (Eds.), *Formacao e Trabalho Docente: Diversidade e Convergencias [Training and teaching work: Diversity and convergence]*, (pp. 101-130). Santo Tirso, Portugal: De Facto Editores.

Day, C., Gu, Q. (2014). *Resilient teachers, resilient schools: Building and sustaining quality in testing times*. London: Routledge. [More Information]

Day, C., Sammons, P. (2014). *Successful leadership: A review of the international literature*, PMS 6390 SL-1 08/13, (pp. 2 - 49). Reading, UK, United Kingdom: CfBT Education Trust. <a href="https://www.educationdevelopmenttrust.com/en-GB/our

research/our-research-library/2016/r-successful-school-leadership">[More Information]

Day, C. (2014). Sustaining the turnaround: what capacity building means in practice. *Revista Electronica Iberoamericana sobre Calidad, Eficacia y Cambio en Educacion*, 12(5), 9-20.

Sammons, P., Davis, S., Day, C., Gu, Q. (2014). Using mixed methods to investigate school improvement and the role of leadership: An example of a longitudinal study in England. *Journal of Educational Administration*, 52(5), 565-589. [More Information]

2013

Gu, Q., Day, C. (2013). Challenges to teacher resilience: conditions count. *British Educational Research Journal*, 39(1), 22-44. [More Information]

Day, C. (2013). Committed for life? Variations in teachers' work, lives and effectiveness. In Les Bell, Howard Stevenson (Eds.), *Organizing public education*, (pp. 175-197). London: Sage Publications. [More Information]

Day, C. (2013). Teacher quality in the twenty first century: New lives, old truths. In X. Zhu, K. Zeichner (Eds.), *Preparing teachers for the 21st century*, (pp. 21-38). Berlin: Springer. [More Information]

Day, C. (2013). The new lives of teachers. In C. J. Craig, P. C. Meijer & J. Broeckmans (Eds.), *From teacher thinking to teachers and teaching: The evolution of a research community*, (pp. 357-377). Bingley, UK: Emerald. [More Information]

2012

Day, C. (2012). New Lives of Teachers. *Teacher Education Quarterly*, 39(1), 7-26.

Day, C. (2012). Professional learning and development. In N. M. Seel (Eds.), *Encyclopedia of the Sciences of Learning*, (pp. 2703-2706). New York: Springer. [More Information]

Day, C. (2012), *Resilient leaders, resilient schools (Opinion piece, National College for School Leadership, Nottingham, UK)*. [More Information]

Day, C. (2012). The importance of being resilient. *School Leadership Today*, 3(3).

Day, C. (2012). The importance of teacher resilience to outstanding teaching and learning in schools. *SecEd*, 334. [More Information]

Day, C. (2012). *The Routledge International Handbook of Teacher and School Development*. London: Routledge. [More Information]

2011

Day, C., Laneve, C. (2011). *Analysis of educational practice: A comparison of research models*. Brescia, Italy: Editrice La Scuola.

Day, C. (2011). Building and Sustaining Successful Principalship in an English School. In L. Moos, O. Johansson, C. Day (Eds.), *How School Principals Sustain Success over Time: International perspectives*, (pp. 91-108). Dordrecht: Springer. [More Information]

Sammons, P., Gu, Q., Day, C., Ko, J. (2011). Exploring the impact of school leadership on pupil outcomes: Results from a study of academically improved and effective schools in England. *International Journal of Educational Management*, 25(1), 83-101. [More Information]

Moos, L., Johansson, O., Day, C. (2011). *How School Principals Sustain Success over Time: International perspectives*. Dordrecht: Springer. [More Information]

Moos, L., Day, C., Johansson, O. (2011). Introduction to the International Successful School Principal Project. In L. Moos, O. Johansson, C. Day (Eds.), *How School Principals Sustain Success over Time: International perspectives*, (pp. 1-13). Dordrecht: Springer. [More Information]

Day, C., Jacobson, S., Johansson, O. (2011). Leading Organisational Learning and Capacity Building. In Rose Ylimaki, Stephen Jacobson (Eds.), *US and Cross-National Policies, Practices, and Preparation: Implications for Successful Instructional Leadership, Organizational Learning, and Culturally Responsive Practices*, (pp. 29-49). Dordrecht: Springer. [More Information]

Moos, L., Johansson, O., Day, C. (2011). New Insights: How successful school leadership is sustained. In L. Moos, O. Johansson, C. Day (Eds.), *How School Principals Sustain Success over Time: International perspectives*, (pp. 223-230). Dordrecht: Springer. [More Information]

Day, C., Lee, J. (2011). *New understandings of teachers work: Emotions and educational change*. Dordrecht: Springer. [More Information]

Jacobson, S., Johansson, O., Day, C. (2011). Preparing School Leaders to Lead Organizational Learning and Capacity Building. In Rose Ylimaki, Stephen Jacobson (Eds.), *US and Cross-National Policies, Practices, and Preparation: Implications for Successful Instructional Leadership, Organizational Learning, and Culturally Responsive Practices*, (pp. 103-123). Dordrecht: Springer. [More Information]

Day, C. (2011). School leadership research in England. In O. Johansson (Eds.), *Rektor - En Forskningsoversikt 2000-2010*, (pp. 204-229). Stockholm: Vetenskapsradet.

Kington, A., Sammons, P., Day, C., Regan, E. (2011). Stories and Statistics: Describing a Mixed Methods Study of Effective Classroom Practice. *Journal of Mixed Methods Research*, 5(2), 103-125. [More Information]

Day, C., Sammons, P., Leithwood, K., Hopkins, D., Gu, Q.,

Brown, E., Ahtaridou, E. (2011). *Successful school leadership: Linking with learning and achievement*. Maidenhead: Open University Press.

Day, C., Johansson, O., Muller, J. (2011). Sustaining Improvements in Student Learning and Achievement: The Importance of Resilience in Leadership. In L. Moos, O. Johansson, C. Day (Eds.), *How School Principals Sustain Success over Time: International perspectives*, (pp. 167-181). Dordrecht: Springer. [More Information]

Day, C. (2011). The Layering of Leadership. In Jan Robertson, Helen Timperley (Eds.), *Leadership and Learning*, (pp. 13-26). London: Sage. [More Information]

Day, C. (2011). The new lives of teachers: Research which influences. *Orbis Scholae*, 5(2), 7-30.

Day, C. (2011). Uncertain professional identities: Managing the emotional contexts of teaching. In Christopher Day, John Chi-Kin Lee (Eds.), *New understandings of teacher's work: Emotions and educational change*, (pp. 45-64). Dordrecht: Springer. [More Information]

2004

Day, C., Sachs, J. (2004). Professionalism, Performativity And Empowerment: Discourses In The Politics, Policies And Purposes Of Continuing Professional Development. In Christopher Dayand, Judyth Sachs (Eds.), *International Handbook for Continuing Professional Development of Teachers*, (pp. 3-63). Maidenhead, New York: Open University Press.