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FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCES

ZOOMING OUT ON THE IMPLEMENTATION OF SRL: INSIGHTS FROM SCHOOL-LEVEL RESEARCH AND PROFESSIONAL DEVELOPMENT

Hilde Van Keer – April 17, 2024

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WHERE I COME FROM …

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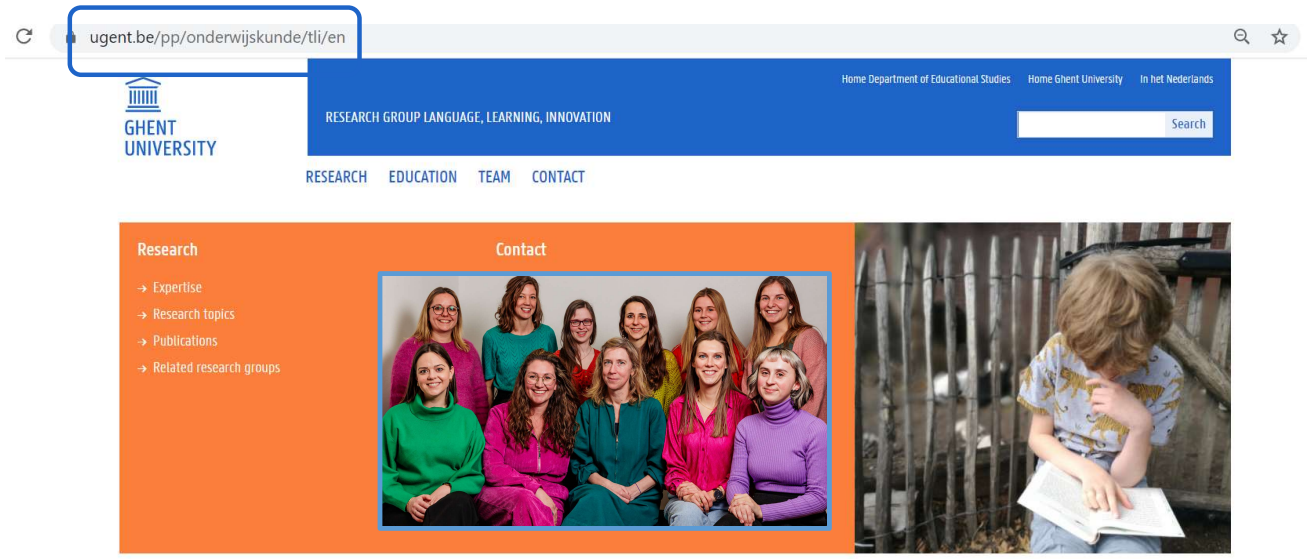
DEPARTMENT OF EDUCATIONAL STUDIES
RESEARCH GROUP LANGUAGE, LEARNING, INNOVATING



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RESEARCH AGENDA OF THE TEAM

Research lines

- Language & language education/didactics
  - Reading comprehension, text-based learning, writing, reading & writing motivation, interactive book reading, vocabulary development
- Self-regulated learning & SRL implementation (classes/schools)
  - Measuring & promoting
- Innovative, interactive learning environments (to foster the above) (peer learning)
  - Design, implementation, evaluation
  - Effect & process-oriented studies

Transversal themes & methodologies

- Intervention studies in authentic contexts
  → professionalisation of teachers & schools
- Dominantly in compulsory education
- All students, with particular attention to vulnerable students

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SRL: THE CONCEPT

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SELF-REGULATED LEARNING

- Many concepts in circulation
- Different theoretical angles or perspectives

Panadero (2017) compared 5 well-cited SRL frameworks

- Zimmerman's cyclical phases model (2000)
- Pintrich's SRL model (2000)
- Winne & Hadwin's SRL model (1998)
- Boekaerts' dual processing model (Boekaerts, 1997)
- Efklides' Metacognive and Affective Model of SRL (Efklides, 2011)

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SELF-REGULATED LEARNING

- "SRL is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate and control their cognition, motivation, and behaviour, guided and constrained by their goals and the contextual features in the environment" (Pintrich, 2000, p. 453)
- SRL is a process by which students systematically organise their thoughts, feelings, and actions to achieve learning goals (Usher & Schunk, 2017).
- SRL includes the cognitive, metacognitive, behavioral, motivational, and emotional/affective aspects of learning (Panadero, 2017).
- It is a cyclical process involving several phases: forethought, performance, reflection (Winne & Hadwin, 2008; Zimmerman, 2002)

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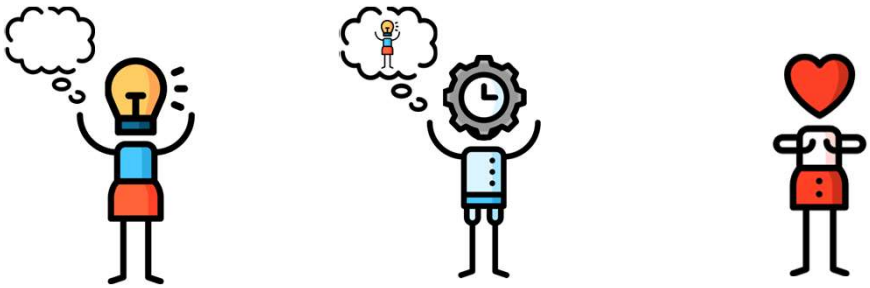
SELF-REGULATED LEARNING

Complex, multifaced learning process, which involves the combination of three components, namely a metacognitive (e.g., planning, setting goals, organizing, self-monitoring, and self-evaluating), a cognitive (e.g., selection of learning strategies, environmental structuring), and a motivational component (e.g., self-efficacy, task interest, self-attributions). (Zimmerman, 2002)



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WHAT WE KNOW…

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WHAT WE KNOW …

Educational learning = complex process

- Student level
- Teacher/class level
- School level

→Opening the black box of the schooling process

→Considering meaningful connections with the place where most school learning takes place, i.e., the class

Especially relevant for SRL, given that SRL is the product of years of experience and support (e.g., Muijs et al., 2014; Winne, 2005).

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WHAT WE KNOW …

Educational learning = complex process

- Student level
- Teacher/class level
- School level

There is no research in primary education showing whether schools or teachers differ in the way they foster students' metacognitive knowledge and skills and no research has gone deeper in looking for factors at school and teacher level that are responsible for any differences (Muijs et al., 2014)

→Opening the black

→Considering meani

where most school learning place, i.e., the class

Especially relevant for SRL, given that SRL is the product of years of experience and support (e.g., Muijs et al., 2014; Winne, 2005).

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WHAT WE KNOW …

- SRL is a key factor for
  - academic success
  - societal participation & innovation

Shared recognition of the potential of SRL **both by research and practice**: envisioning a future where …
→ learners are empowered
→ lifelong learning is embraced

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WHAT WE KNOW …

- However, significant number of students struggle
  - often persistently
  - large interpersonal differences in the quantity and quality of SRL

→ Challenges at the level of learners

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(e.g., Cleary & Chen, 2009; Gärtner et al. 2018; Heirweg et al., 2019; Malmberg et al., 2013; Perry et al., 2004; Pintrich, 2004; Vandevelde et al., 2012, 2013, 2015; Veenman et al., 2006; Winne, 2005; Zimmerman, 2002; …)

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WHAT WE KNOW …

Table 5
Means and standard deviations for the four cluster solutions on the CP-SRLI subscales.

	Hierarchical clustering			
Subscale	AHQN (n = 398; 19.65%)	AHQL (n = 297; 14.67%)	PLQN (n = 693; 34.22%)	PLQL (n = 637; 31.46%)
Surface-level learning strategies	4.18 (0.53)	3.91 (0.60)	3.14 (0.75)	3.72 (0.65)
Deep-level learning strategies	3.84 (0.50)	3.39 (0.49)	2.72 (0.54)	3.21 (0.52)
Task orientation	3.96 (0.52)	3.51 (0.57)	2.85 (0.63)	3.46 (0.55)
Planning	4.05 (0.56)	3.68 (0.59)	2.84 (0.69)	3.37 (0.65)
Monitoring	4.22 (0.44)	3.81 (0.47)	3.03 (0.58)	3.65 (0.49)
Self-evaluation product	4.46 (0.53)	4.29 (0.49)	3.30 (0.86)	3.91 (0.63)
Self-evaluation process	3.88 (0.68)	3.20 (0.80)	2.35 (0.76)	3.08 (0.76)
Persistence	4.63 (0.36)	4.39 (0.42)	3.62 (0.76)	4.11 (0.55)
Motivational strategies	4.40 (0.47)	3.82 (0.68)	2.85 (0.80)	3.62 (0.69)
Self-efficacy regulation	4.07 (0.48)	3.69 (0.44)	2.95 (0.58)	3.55 (0.47)
Self-efficacy motivation	4.59 (0.42)	4.27 (0.51)	3.40 (0.79)	4.02 (0.56)
External regulation	2.85 (1.16)	1.66 (0.69)	2.52 (0.96)	3.26 (0.89)
Introjected regulation	3.97 (0.72)	2.51 (0.73)	2.90 (0.91)	3.71 (0.68)
Identified regulation	4.75 (0.34)	4.62 (0.40)	3.80 (0.78)	4.22 (0.60)
Internal regulation	4.10 (0.70)	3.74 (0.83)	2.66 (1.02)	3.18 (0.85)

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Heirweg, S., De Smul, M., Devos, G., & Van Keer, H. (2019). Profiling upper primary school students' self-regulated learning through self-report questionnaires and think-aloud protocol analysis. *Learning and Individual Differences, 70*, 155–168. https://doi:10.1016/j.lindif.2019.02.001

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WHAT WE KNOW …

- Teachers and schools can turn the tide: via SRL promotion
- However, teachers and schools struggle
  - CK regarding SRL and PCK regarding SRL implementation limited & inadequate
  - Teacher beliefs: Thinking dominated by misconceptions or external attributions
  - Low self-efficacy regarding SRL implementation
  - SRL implementation often insufficient

→ Challenges at the level of teachers' SRL competences

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(e.g., Darmawan et al, 2020; De Smul et al., 2018; Dignath-van Ewijk, 2016; Dignath & Büttner, 2008; James & McCormick, 2009; Kistner et al., 2010; Peeters et al., 2016; Perry, 2013; Spruce & Bol, 2015; Steinbach & Stoeger, 2016; Veenman et al., 2006; Wigfield et al., 2011; …)

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WHAT WE KNOW …

E.g., misconceptions & external attributions, e.g.

- Not for young children
- Only relevant for high achievers
- Overcrowded curriculum, no time
- Increasing diversity between students, no time
- Teaching students study skills and techniques in isolated lessons is enough
- …

Last misconception I've heard:
"Isn't it just hype?"

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TABLE 1 Review of the literature on obstacles that prevent science teachers from Fostering their students' SRL skills.

Study	Time	Curriculum and assessment	Training	Teachers' belief	Resources	Student resistance
Jayawardena et al. (2019)		x				
Fluckiger et al. (2010)			x			
Davis and Neitzel (2011)	x	x		x		
Klug et al. (2011)			x			x
Dignath-van Ewijk and van der Werf (2012)			x		x	
Clark (2012)		x	x			x
Michalsky (2012)			x	x		
Vandevelde et al. (2012)	x	x	x	x	x	x
Zimmerman and Schunk (2012)			x	x		
Heritage and Heritage (2013)		x	x			x
Peeters et al. (2014)		x		x	x	
Spruce and Bol (2015)	x	x	x	x		
Panadero (2017)	x	x	x	x		x
De Smul et al. (2018)			x	x		x
Cleary et al. (2022)			x	x		x

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Del Mario & Tran, 2024

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WHAT WE KNOW …

SRL implementation: not only responsibility of individual teachers (e.g., De Smul et al., 2019, 2020; Heirweg et al., 2021; Peeters, 2015)

- Complex skill
- Entails long-term development, requiring
  - engagement of several teachers
  - continuous line throughout schooling
  - from early age to prevent developing negative and academically ineffective learning habits and beliefs

→ Challenges at the level of schools?
→ Starting point of our studies at that level to open the black box

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SCHOOL-LEVEL STUDIES

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RESEARCH PAPERS IN EDUCATION
https://doi.org/10.1080/02671522.2018.1536888

Routledge
Taylor & Francis Group

School and teacher determinants underlying teachers' implementation of self-regulated learning in primary education

Mona De Smul, Sofie Heirweg, Geert Devos and Hilde Van Keer

Department of Educational Studies, Ghent University, Ghent, Belgium

ABSTRACT

Teaching students how to regulate their own learning has become a popular innovative practice in primary education. However, not much is known about how teacher as well as school characteristics enhance students' self-regulated learning (SRL). This study explores whether schools differ in the way they implement SRL and what factors at the school and teacher level are related to successful classroom implementation of SRL. Survey data was gathered from 331 teachers in 44 primary schools. A comprehensive theoretical model, identifying determinants on teacher and school level related to teachers' SRL implementation, was tested using structural equation modelling. Results indicate that teachers' beliefs and teacher self-efficacy are strongly related to SRL implementation. At the school level, the importance of a shared SRL vision and the engagement of teachers in reflective dialogue are highlighted with implications for the role of the school leader. Recommendations for future research and considerations for teachers' educational practice are discussed.

ARTICLE HISTORY
Received 12 September 2017
Accepted 11 October 2018

KEYWORDS
Self-regulated learning (SRL); teacher beliefs; teacher self-efficacy; vision; reflective dialogue; school leadership

WHAT WE LEARNED ABOUT SRL IMPLEMENTATION IN (PRIMARY) SCHOOLS FROM A QUANTITATIVE APPROACH

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De Smul, M., Heirweg, dr. S., Devos, G., & Van Keer, H. (2019). School and teacher determinants underlying teachers' implementation of self-regulated learning in primary education. RESEARCH PAPERS IN EDUCATION, 34(6), 701–724. https://doi.org/10.1080/02671522.2018.1536888

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RESEARCH AIM

Study reasons for lack of SRL implementation by considering determinants on different levels

- SRL implementation considered
  - educational innovation
  - demanding professional learning from teachers

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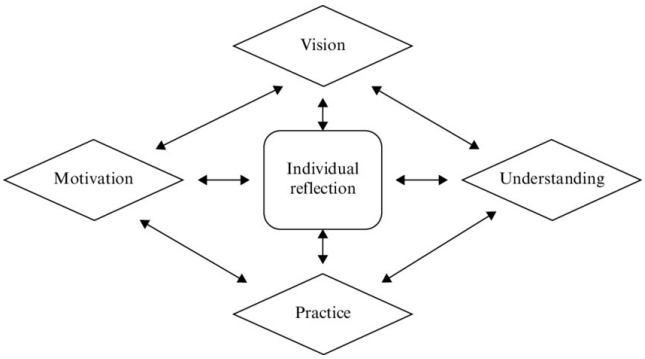
SRL AS EDUCATIONAL INNOVATION

Innovation < attributes: teachers should

- develop new vision on teaching and learning
- be motivated to learn about this new way of teaching
- develop necessary knowledge and skills
- implement and try in practice
- reflect on all the above



(Shulman & Shulman, 2004)

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School conditions can facilitate these attributes

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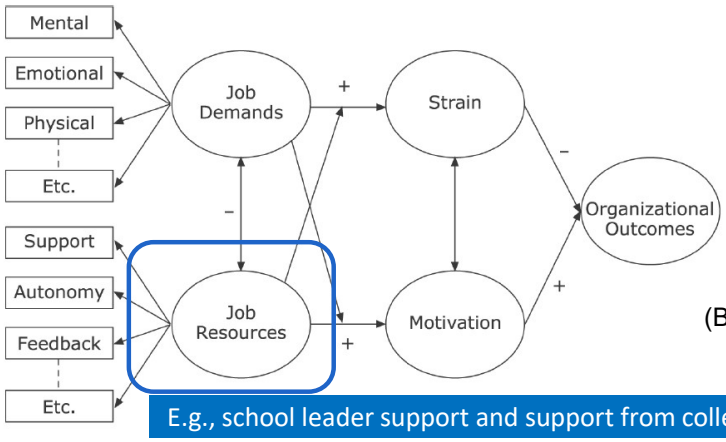
RESEARCH AIM

Study reasons for lack of SRL implementation by considering determinants on different levels

– Frame of reference: Job Demands-Resources model



(Bakker & Demerouti, 2007)

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E.g., school leader support and support from colleagues

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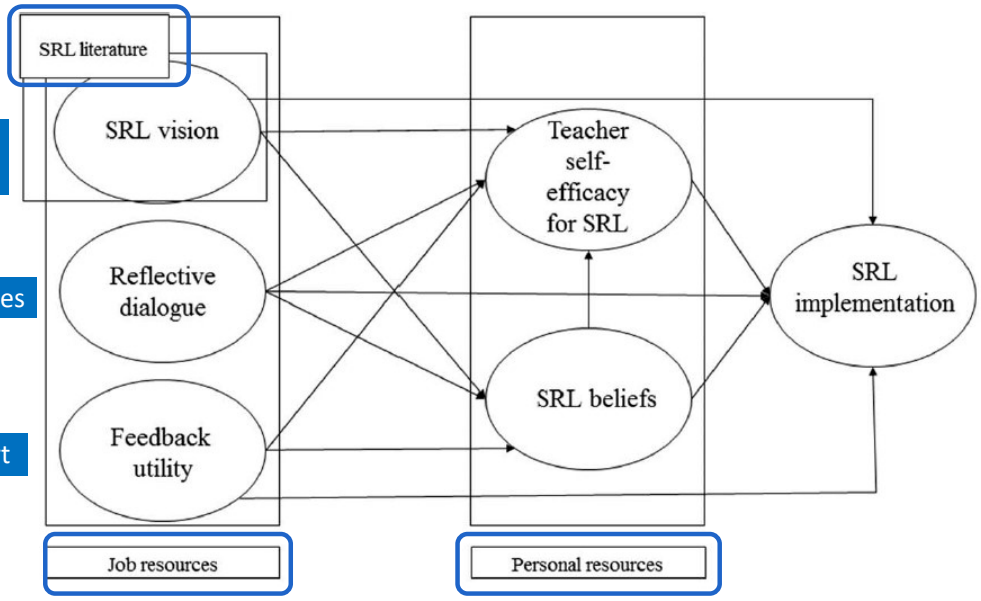
RESEARCH AIM

E.g., Peeters 2015; Vandevelde et al. 2012

Support from colleagues

School leader support



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PARTICIPANTS & INSTRUMENTS

Table 1. Overview of the instruments used in the teacher survey.

Instrument	Author(s)	Sample item	Range	Items	ρ*
SRLIT[a]	Lombaerts, Engels, and Athanasou 2007	Students determine the order in which they complete their tasks.	Never (0) – Always (5)	20	.91
SRLTB[b]	Lombaerts et al., 2009	Self-regulated learning provides students with a more thorough preparation for their transition to secondary education.	Strongly disagree (1) – Strongly agree (5)	9	.76
TSES-SRL[c]	De Smul et al. 2018	How well can you provide your students just enough support so they can work independently?	Cannot do at all (1) – Highly certain can do (5)	21	.91
SRL vision	(based on) Vanderlinde and van Braak 2010	The schools' vision on the place of self-regulated learning in education is acknowledged by all colleagues.	Strongly disagree (1) – Strongly agree (5)	5	.86
Feedback utility	(based on) Heneman and Milanowski 2003	I have a clearer idea of what the school expects of me regarding self-regulated learning because of the supervisor feedback.	Strongly disagree (1) – Strongly agree (5)	4	.96
Teachers' Professional Community Index: Reflective dialogue	Wahlstrom and Louis 2008	How often in this school year have you had conversations with colleagues about the goals of this school?	Never (1) – Very often (5)	5	.75

Notes. *Reliability analyses were performed to evaluate the model-based internal consistency using Bentlers' ρ (Bentler 2009); [a]Self-Regulated Learning Inventory for Teachers; [b]Self-Regulated Learning Teacher Belief Scale; [c]Teacher Self-Efficacy Scale to implement Self-Regulated Learning.

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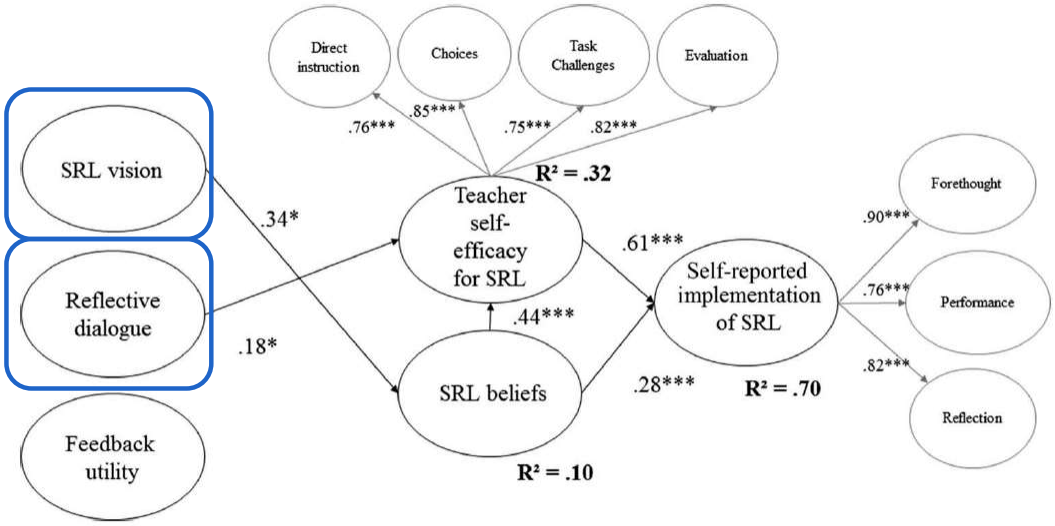
RESULTS



Fit measures

$\chi 2 = 360.24$, $p < .001$

CFI = .94

TLI = .93

SRMR = .05

RMSEA = .06

SEM analysis (Mplus)

Figure 2. SEM model of school and teacher determinants for teachers' self-reported implementation of SRL (*$p < .05$, **$p < .01$, ***$p < .001$).

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School Effectiveness and School Improvement

An International Journal of Research, Policy and Practice

ISSN: 0924-3453 (Print) 1744-5124 (Online) Journal homepage: https://www.tandfonline.com/loi/nses20

It's not only about the teacher! A qualitative study into the role of school climate in primary schools' implementation of self-regulated learning

Mona De Smul, Sofie Heirweg, Geert Devos & Hilde Van Keer

To cite this article: Mona De Smul, Sofie Heirweg, Geert Devos & Hilde Van Keer (2019): It's not only about the teacher! A qualitative study into the role of school climate in primary schools' implementation of self-regulated learning, School Effectiveness and School Improvement, DOI: 10.1080/09243453.2019.1672758

To link to this article: https://doi.org/10.1080/09243453.2019.1672758

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School differences in successful SRL implementation?

WHAT WE LEARNED ABOUT SRL IMPLEMENTATION IN (PRIMARY) SCHOOLS FROM A QUALITATIVE APPROACH

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PROCEDURE AND PARTICIPANTS

- Step 1: online survey on promotion of SRL

- Step 2: multiple case study design

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RESEARCH QUESTIONS

1. To what extend do teachers implement SRL and what are differences between high and low SRL schools?
2. How do school conditions foster SRL implementation?
3. What is the role of SRL implementation history?
4. How is school leadership related to SRL implementation?

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INSTRUMENTS

Semi-structured interviews

- SRL classroom practice
- Implementation history (in retrospect)
- School leadership
- Vision and policy
- Collaboration
- Professional development

7 school members

8 school members

Data-analysis via Nvivo 11:
- Transcription
- Coding scheme
- Intercoder-reliability: 86%

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RESULTS

1. To what extend do teachers implement SRL and what are differences between high and low SRL schools?

School A	School B	School C	School D
Continuous student development over all grades	Continuous student development over all grades	Depending on individual teacher	Depending on individual teacher

"I think every teacher does her own thing, there are no general agreements about who does what. **Continuity? I don't think there is.**"(Teacher, School D).

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RESULTS

2. How do school conditions foster SRL implementation?

School vision

School A	School B	School C	School D
Well-known and shared government-prescribed curriculum	Well-known and shared vision	No clear vision Not shared	No clear vision Not shared

"The vision is the **results of a conference we organised ourselves**. How will we tackle it [i.e., SRL]? What is the theoretical background? What will we do with this? […] What can we do in the classroom practice to promote SRL?" (School leader, School B).

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RESULTS

2. How do school conditions foster SRL implementation?

Professional development

School A	School B	School C	School D
• Focused on SRL • Tool to ensure commonly agreed line in the school • Obligatory commitment of the whole school team	• Focused on SRL • Tool to ensure commonly agreed line in the school • Obligatory commitment of the whole school team	• Not focused • Depending on individual teacher, with guiding from the school leader	• Not focused • Depending on individual teacher

"We **intentionally** provide professional development on SRL or social sciences, which are the school's foci for this year." (School leader, School A).

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RESULTS

2. How do school conditions foster SRL implementation?

Professional learning community

School A	School B	School C	School D
• Strong sense of **collective responsibility** for SRL implementation • **Formal and informal reflective dialogue** regarding SRL	• Strong sense of **collective responsibility** for SRL implementation • **Formal and informal reflective dialogue** regarding SRL	• **Moderate** sense of collective responsibility for SRL implementation: mostly **in higher grades**	• Sense of **individualism** regarding SRL implementation

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RESULTS

3. What is the role of SRL implementation history?

School A	School B	School C	School D
Recent history. School-wide SRL implementation **structurally** started after a negative evaluation from school inspection.	**Long history**. Started school-wide SRL implementation from the start of the implementation of the cross-curricular targets 'learning to learn' in 1997.	**No history. No gradual and structural** school-wide SRL implementation. Individual initiatives of teachers.	**No history. No gradual and structural** school-wide SRL implementation. Individual initiatives of teachers.

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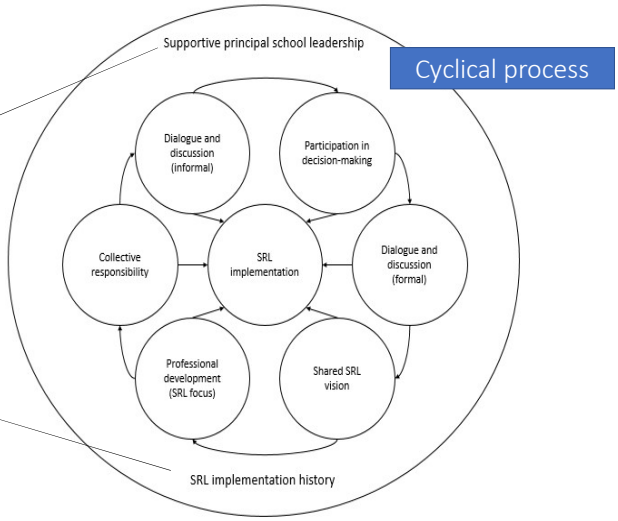
RESULTS

4. How is school leadership related to SRL implementation?

In high SRL schools

- Goal-oriented
- Designing effective learning environments for teachers: active learning, collective participation, in-depth discussion
- Motivating teachers for educational change through school climate.

- Long-term process of change of beliefs
- "A way of thinking and being" in the school, not an individual process.



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WHAT WE LEARNED ABOUT SRL IMPLEMENTATION IN (PRIMARY) SCHOOLS FROM A SCHOOL-WIDE PD APPROACH

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De Smul, M. (2019). It's not only about the teacher! Mapping and fostering the school-wide implementation of self-regulated learning in primary education.
Heirweg, S., De Smul, M., Merchie, E., Devos, G., & Van Keer, H. (2022). The long road from teacher professional development to student improvement : a school-wide professionalization on self-regulated learning in primary education. RESEARCH PAPERS IN EDUCATION, 37(6), 929–953. https://doi.org/10.1080/02671522.2021.1905703

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PD FOR SCHOOL TEAMS

Considering

- Our prior studies on SRL implementation
- Research literature on professional learning, with increasing attention to
  - role of schools and school teams as suitable PD contexts
  - teachers as collegial professionals (Hargreaves, 2000; Verbiest, 2008).

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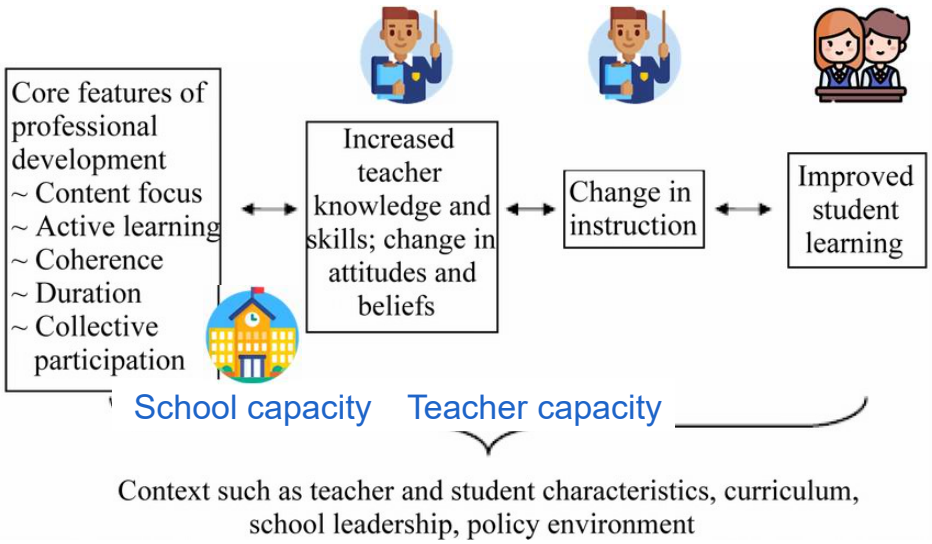
PROFESSIONAL DEVELOPMENT



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Desimone, 2009

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SCHOOL CAPACITY

The collective power of the full staff to improve student achievement schoolwide
(Newmann et al., 2000, p. 261)

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MEASURES

- Students: use of SRL strategies, performance scores

- Teachers: SRL knowledge, SRL beliefs, self-efficacy for SRL, SRL implementation

- Schools: reflective dialogue, collective responsibility, deprivitized practice, SRL school vision

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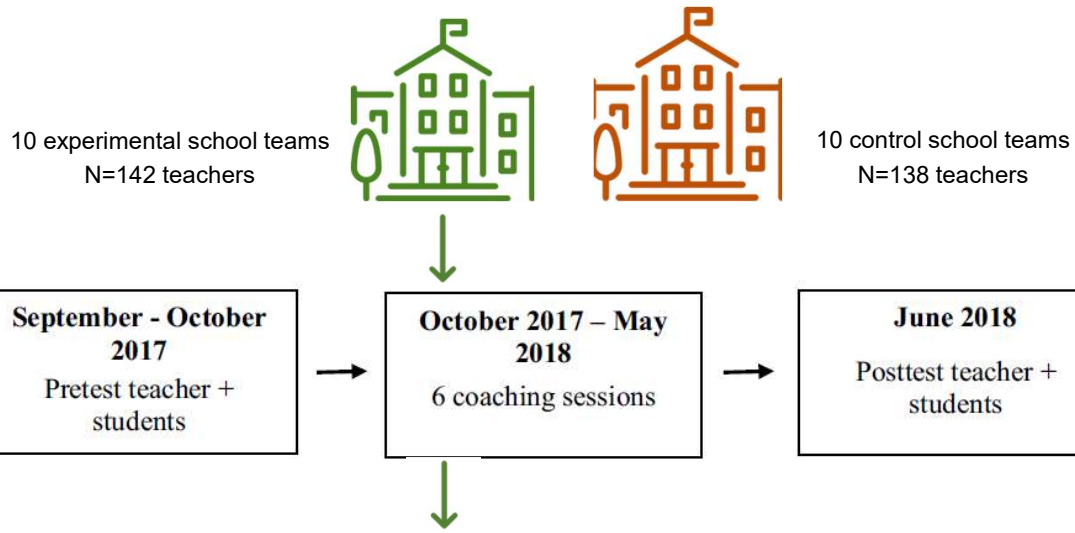
PROFESSIONAL DEVELOPMENT - DESIGN



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1-year school-wide professional development programme

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PROFESSIONAL DEVELOPMENT - CONTENT

Session	Content
Across schools	General session on SRL
Within schools	Implicit and explicit direct instruction
Within schools	Indirect instruction
Within schools	Motivation
Within schools	Evaluation
Across schools	Sharing good practices on SRL between schools

+ Responding to questions and challenges from own school practice (Perry, et ql<, 2015)

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RESULTS

- Students: use of SRL strategies, performance scores
- Teacher capacity
  - SRL knowledge
  - SRL beliefs
  - Self-efficacy for SRL: higher for direct instruction, for providing challenges and complex tasks, and for building in SRL-related types of evaluation
  - SRL implementation: more in the performance control and evaluation phase of the learning process

- School capacity
  - Reflective dialogue
  - Feeling more collectively responsible
  - More open regarding deprivitized practice
  - Better establishment of an SRL school vision

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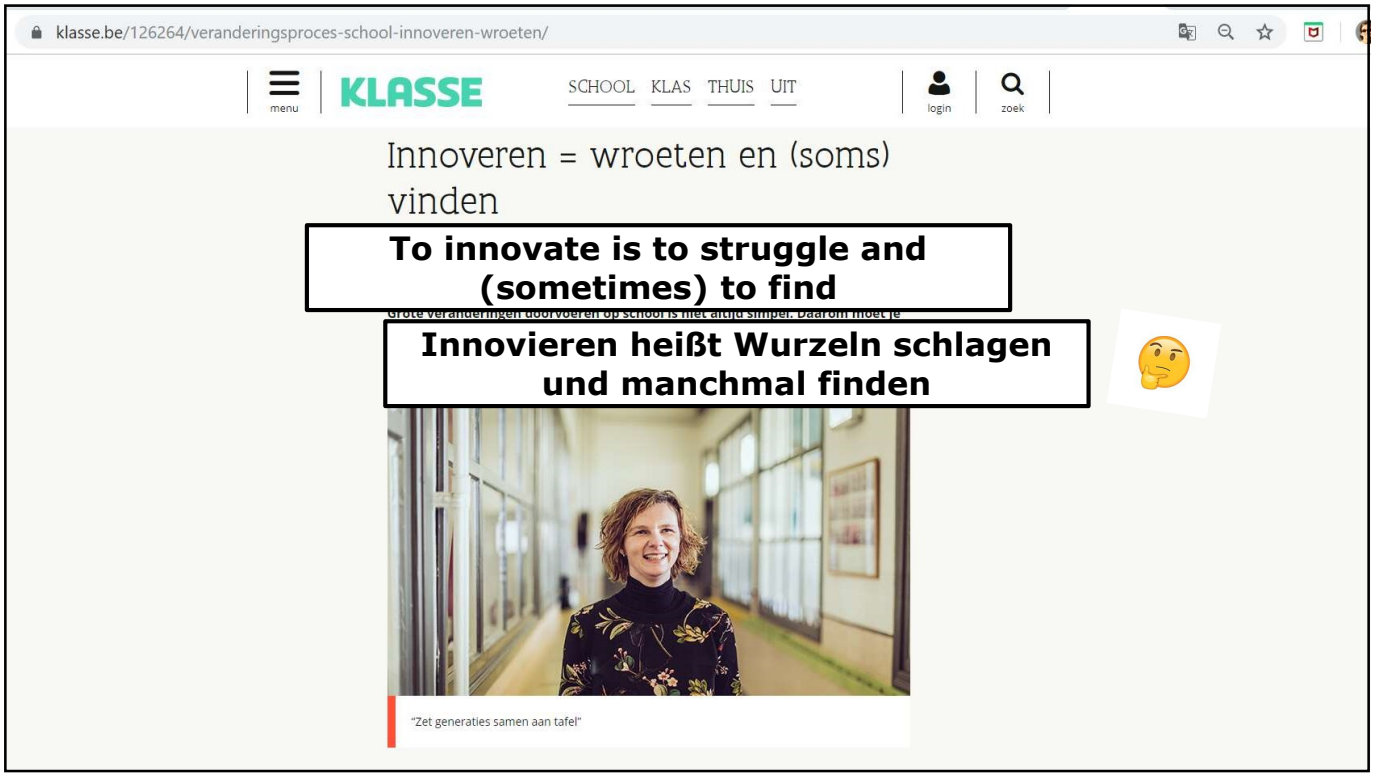

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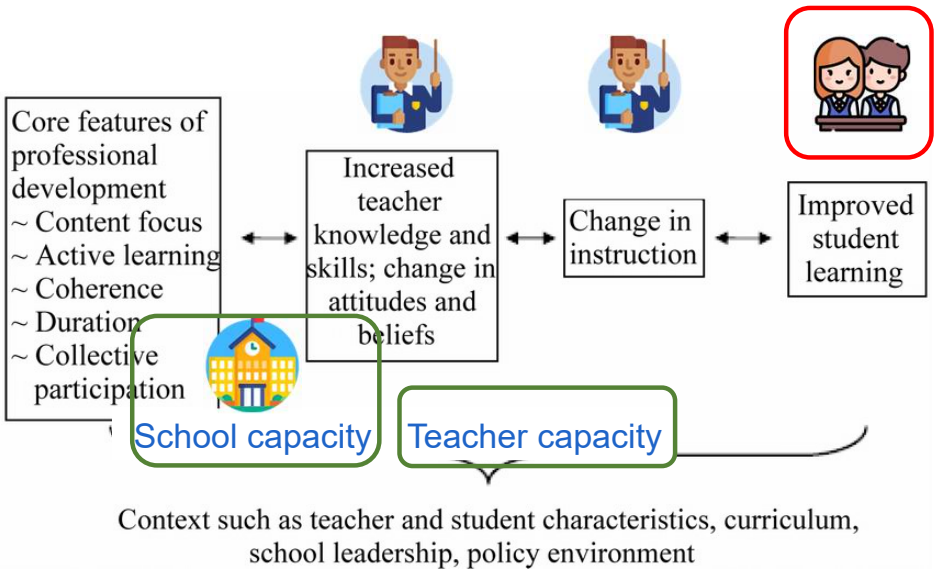
RESULTS



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Desimone, 2009

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FOLLOW-UP STUDY

Aim: Opening the black box of the schooling process

Thematic vertical and horizontal analysis of

- field notes of PD coaches of 38 individual in-school training sessions and two plenary sessions with all participating schools
- 160 individual feedback forms from teachers

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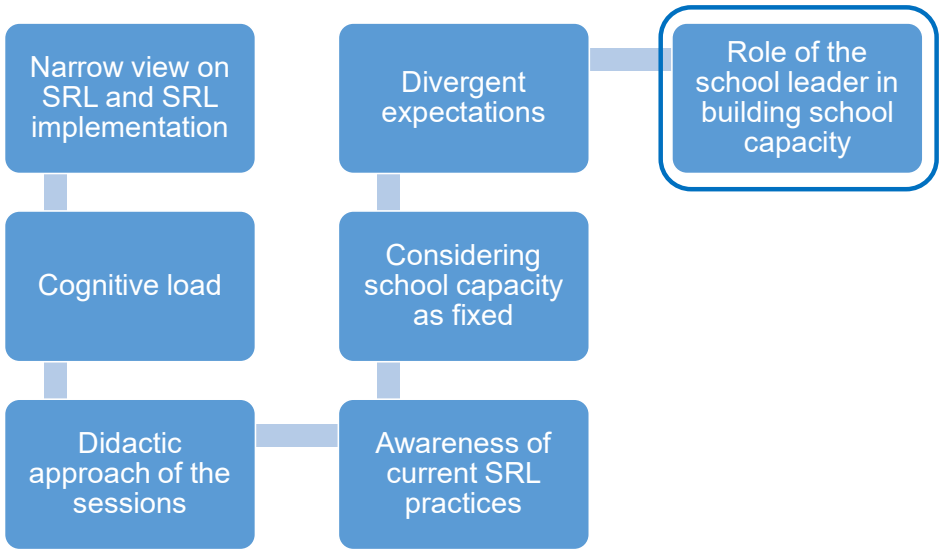
RESULTS: CHALLENGES IN THE PD



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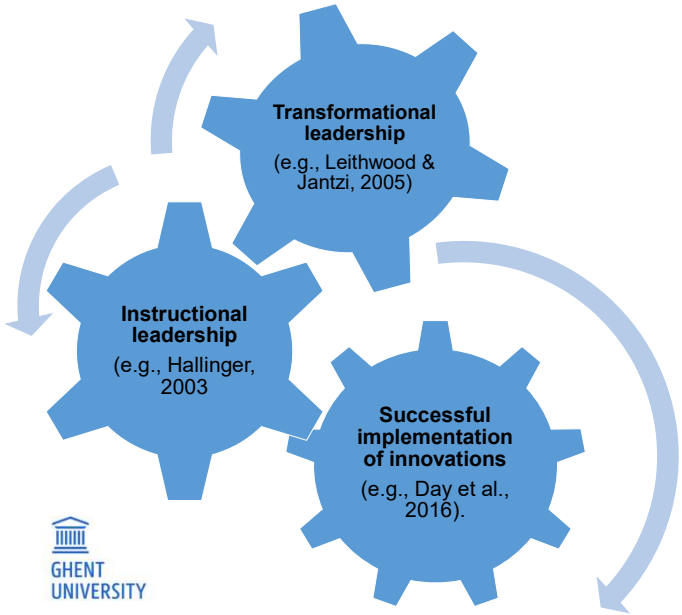
SUCCESSFUL SCHOOL LEADERSHIP



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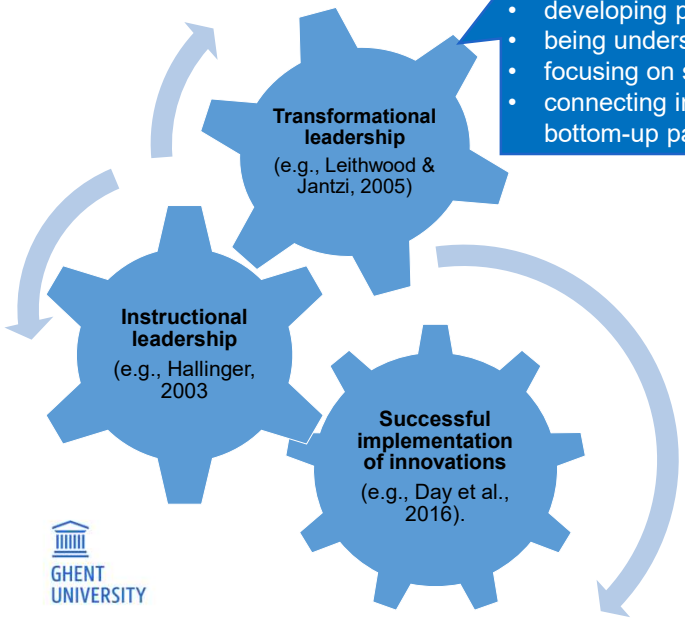
SUCCESSFUL SCHOOL LEADERSHIP

Focus on
- developing people in the school team
- being understanding towards concerns
- focusing on successes to build trust and ownership
- connecting individual and collective action by working through bottom-up participation



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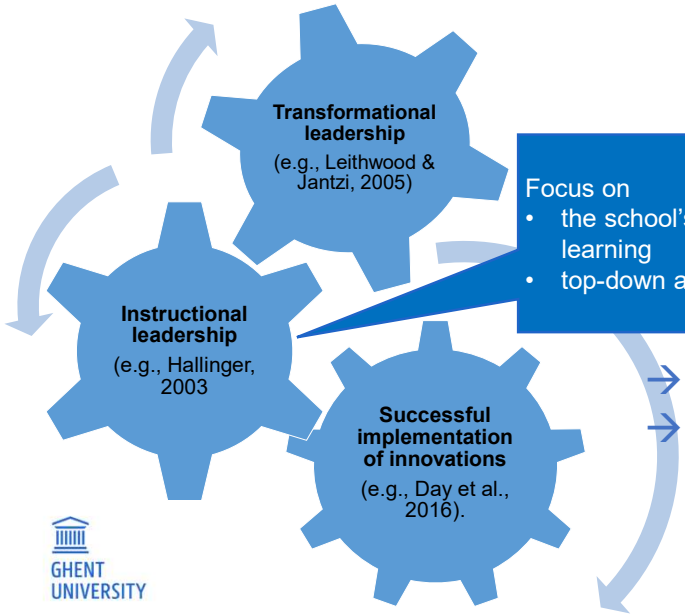
SUCCESSFUL SCHOOL LEADERSHIP



Focus on
- the school's goals, curriculum development, effective teaching and learning
- top-down approach

→ **School leaders as change agents**
→ **Follow-up:** Working closely together with school leaders in PD (Stosich et al., 2018)

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SUCCESSFUL SCHOOL LEADERSHIP

→ **School leaders as change agents**
→ **Follow-up:** Working closely together with school leaders in PD (Stosich et al., 2018)

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Ongoing PhD
Lies Backers

WHAT WE ARE LEARNING ABOUT SRL IMPLEMENTATION IN SCHOOLS FROM AN APPROACH BEYOND THE SCHOOL LEVEL

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STARTING POINTS

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SUCCESSFUL SCHOOL LEADERSHIP

- can be trained,
- but requires PD (e.g., Grissom et al., 2019; Ni et al., 2019)
  - that focusses on mentoring, coaching, and developing collaborative skills (Muijs & Harris, 2007)

Vekeman, E., Devos, G., & Tuytens, M. (2023). Wetenschappelijk rapport. Wetenschappelijke opvolging van professionaliseringtrajecten met het oog op het versterken van leiderschap voor herstel en veerkracht in het onderwijs [Scientific Report. Scientific monitoring of professionalization processes for strengthening leadership for recovery and resilience in education]. https://data-onderwijs.vlaanderen.be/onderwijsonderzoek/project/1701.

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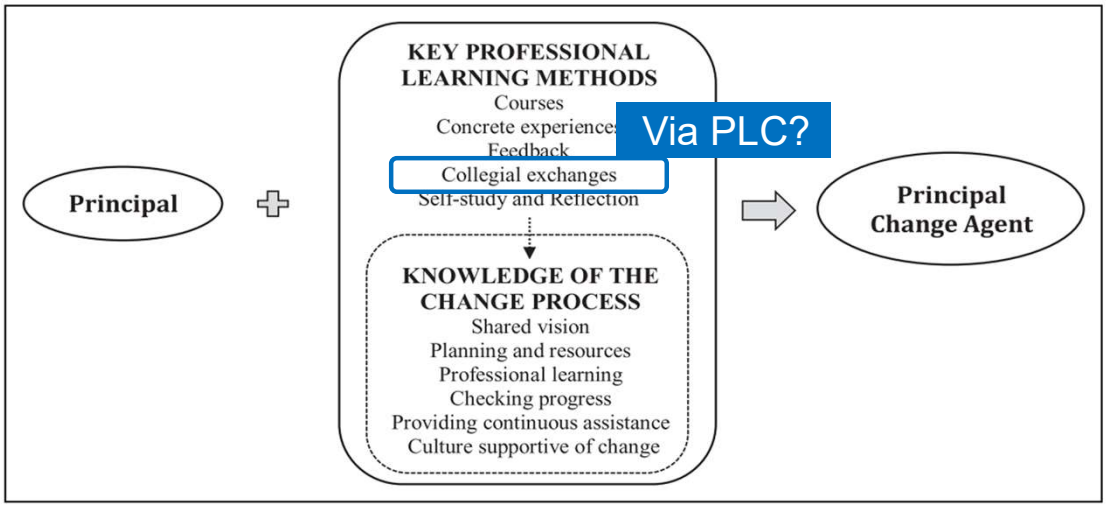
TOWARDS SCHOOL LEADERS AS CHANGE AGENTS



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(Acton, 2021)

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TOWARDS SCHOOL LEADERS AS CHANGE AGENTS

Via PLC

- frequently applied professional learning tool in education
- often limited to learning of (a) teachers and (b) within-schools

(Coenen et al., 2021)

→Adopting a principal perspective contributes to emerging research on between-schools PLCs for school leader professional learning

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PLC

"A group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way; operating as a collective enterprise"

(Stoll et al., 2006, p. 223)

- Reflective dialogue
- Deprivatized practice
- Collective responsibility
- Shared values and vision
- Collective focus on student learning

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LIES' PHD STUDY

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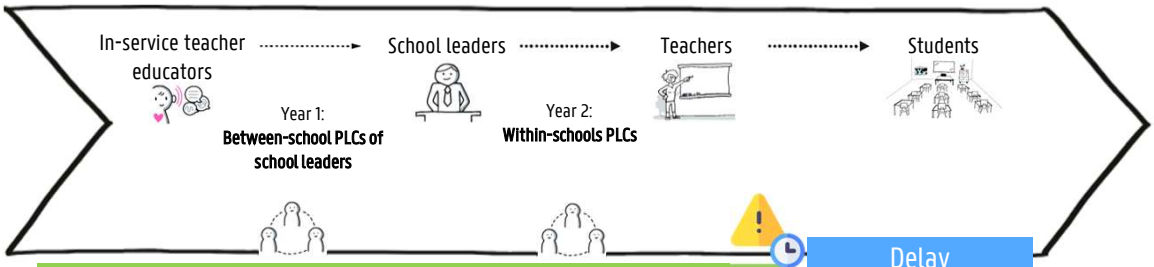
DESIGN



Year 1 ('21 – '22)

Focus group discussions
n = 8

Pre-test: online questionnaire
n = 38

Pre-test: online questionnaire
n = 531

Year 2 ('22 – '23)

Focus group discussions

Post-test: online questionnaire
n = 20

Interview
n = 10

Post-test: online questionnaire
n = 260

Year 3 ('23 – '24)

Video-based observation study + interview
n = 25
n = 10

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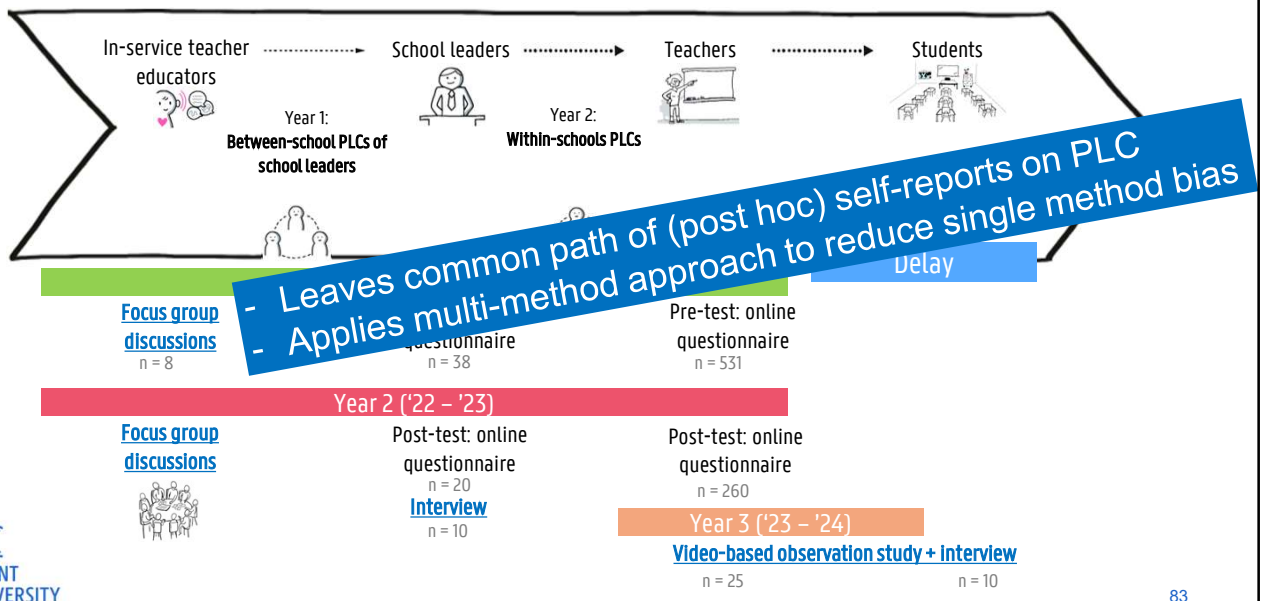
DESIGN



- Leaves common path of (post hoc) self-reports on PLC
- Applies multi-method approach to reduce single method bias

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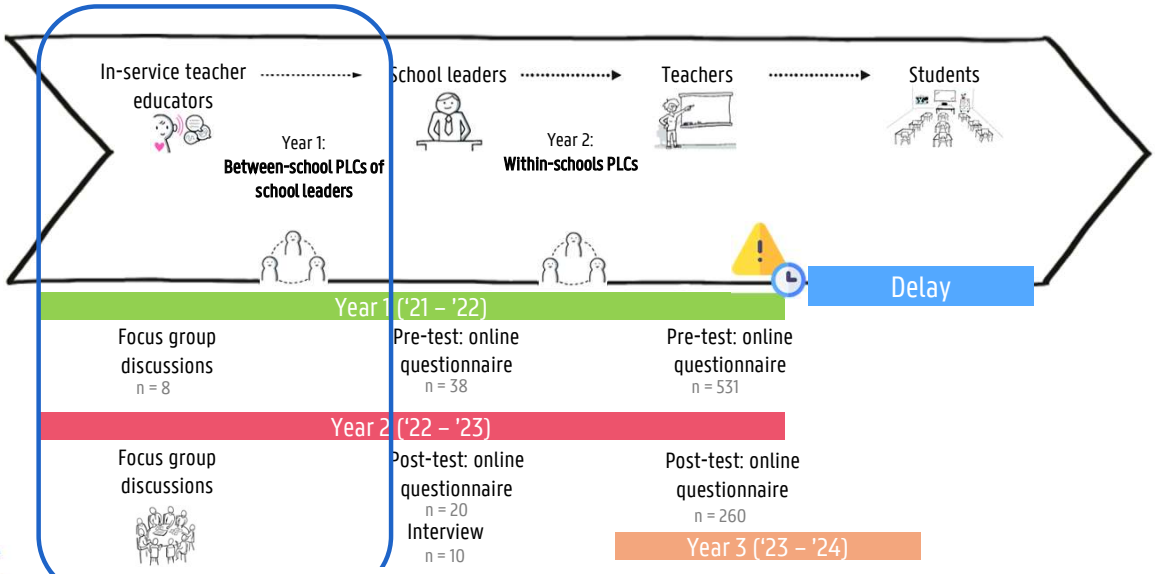
DESIGN



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Summary submitted: Professionalizing schools on self-regulated learning: in-service teacher educators' perspectives on barriers and opportunities" for special issue titled "Fostering self-regulated learning" in *Frontiers in Education*

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FOCUS GROUPS WITH IN-SERVICE EDUCATORS

Research aim

- Insights in barriers and opportunities related to PD implementation
- Understanding of the role of process coaches/moderators (i.e., the in-service educators) in supporting and facilitating group learning

Focus group discussions with in-service teacher educators

- Bi-montly (9 in total)
- Average duration per focus group: 1h55
- Total hours: 17h
- Total number of transcription pages: 251
- Qualitative inductive thematic analysis (Nvivo)

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ROLE OF PROCES COACHES

- **Expert**
  - Information and answers to content-specific questions
- **Coach**
  - Stimulating reflection and learning among group members
  - Team facilitator & group development
- **Coordinator**
  - Structuring meetings according predefined goals
  - Keeping track of logistical arrangements
  - Avoiding standstill (of merely sharing personal anecdotes and/or frustrations) without moving towards in-depth reflection and co-creation
  - Stimulating equal contribution

(Coenen et al., 2021)

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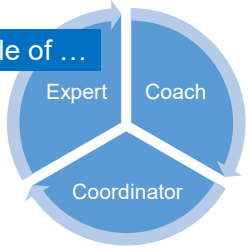
PRELIMINARY RESULTS

"As a facilitator, I find it difficult to stimulate the participants while I am still learning and searching myself."

Professional learning of in-service teacher educators

- High turnover
- Misconceptions on SRL and SRL implementation
- Limited self-efficacy in working with SRL theory
- Tension in transmission of (P)CK regarding SRL and SRL implementation from researchers to in-service educators and from in-service educators to school leaders
- Learning curve

Barriers in the role of …



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PRELIMINARY RESULTS

"As a facilitator, I find it difficult to stimulate the participants while I am still learning and searching myself."

"How to stay sufficiently in touch with the 'real' implementation process and blind spots to avoid 'window dressing' during meetings?"

Professional learning of in-service teacher educators

- High turnover
- Misc…
- …SRL regarding …d SRL implementation from researchers to in-service educators and from in-service educators to school leaders
- Learning curve

Emblematic for professional learning on other educational levels (i.e., school leaders, school teams, teachers)

Professional learning of school leaders

- Resistance
- Lack of reflective dialogue
  - → Allergy for theory vs. nutrition to move forward
  - → Moving quickly to operational issues vs. taking time for reflection
- Diversity in experience and knowledge
  - → Accelerating with a few vs. keeping everyone on board

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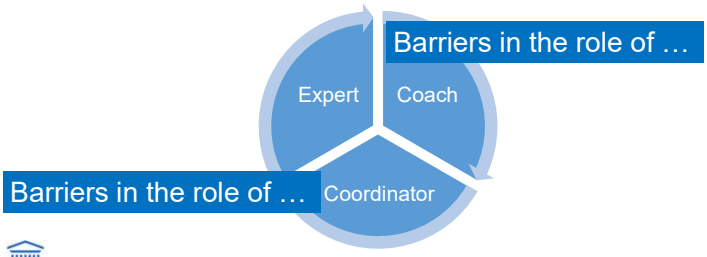
PRELIMINARY RESULTS

"How to stay sufficiently in touch with the 'real' implementation process and blind spots to avoid 'window dressing' during meetings?"



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Professional learning of school leaders

- Resistance
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  - → Accelerating with a few vs. keeping everyone on board

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FURTHER THINKING

Link with effective characteristics of professional development of school leaders (Crow & Whiteman, 2016; Goldring et al., 2012; Ni et al., 2017; Orr & Barber, 2009; Orr & Orphanos, 2011)

- **Content characteristics**
  - explicating a clear theory of leadership
  - ensuring a coherent curriculum
  - considering prior knowledge and individual development needs
- **Structural characteristics**
  - activating learning strategies
  - providing opportunities to apply knowledge and skills
  - investing in mentoring and/or coaching
  - working with cohorts or peer networks
  - using evaluation and feedback
  - providing sufficient time for implementation in practice
- **Organisation characteristics**
  - qualitative trainers
  - partnerships in view of shared vision and goals

Vekeman, E., Devos, G., & Tuytens, M. (2023). Wetenschappelijk rapport. Wetenschappelijke opvolging van professionaliseringtrajecten met het oog op het versterken van leiderschap voor herstel en veerkracht in het onderwijs [Scientific Report. Scientific monitoring of professionalization processes for strengthening leadership for recovery and resilience in education]. https://data-onderwijs.vlaanderen.be/onderwijsonderzoek/project/1701.

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FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCES

Thanks for listening!
I like to hear your thoughts, suggestions, and/or questions.

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