

Friday the 17<sup>th</sup> September – 9.00 – JATIK – Lecture Hall

***School improvement over time. Changing teaching practices: what matters?***

Prof. dr. Peter Sleegers; University of Twente; The Netherlands

The aim of the key-note is to examine the relative impact of transformational leadership practices, school organizational conditions, teacher motivational factors and teacher learning on changing teaching practices. To understand the impact of school-level and teacher-level factors for school improvement, a model will be presented that hypothesizes the relationships between these factors. To test this model, data from three different studies (two cross-sectional studies and one longitudinal study) were analyzed using structural equation modelling and multilevel models.

The findings suggest that teachers' engagement in professional learning activities, in particular experimenting and reflecting, affect teaching practices. Teachers' sense of self-efficacy appeared to be the most important motivational factor for explaining teacher learning and teaching practices. Motivational factors also mediate the effects of school organizational conditions and leadership practices on teacher learning and teaching practices. Finally, transformational leadership practices stimulate teachers' professional learning and motivation, and improve school organizational conditions.

To better understand change mechanisms in schools more longitudinal studies in various context (other types of education, other countries) are needed to model changes in school's capacities and growth and their subsequent effects on teaching practices.