

PROFLEC: Professional Learning through Reflection, Feedback and Coaching

Prof. Dr. Stephan G. Huber, Dr. Guri Skedsmo, Marius Schwander, Nadine Schneider, Maren Hiltmann, Claudia Pohl

About the project

This project is an EU-project within the Lifelong Learning Programme, Comenius, Multilateral projects. All together, the project involves ten country partners. Eight of these country partners (Cyprus, Czech Republic, Denmark, England, Norway, Spain, Switzerland and the USA) are co-financed through the EU and two countries (Australia and Sweden) finance their participation on their own costs. The project is led by Prof. Dr. Stephan Huber, Institute for the Management and Economics of Education, University of Teacher Education Zug in Switzerland.

Aims

This project explores the potential of integrating an ICT-based self-assessment instrument and group coaching as part of CPD-programmes for school leaders in the participating countries. Based on an already existing and tested German version, the project will further develop and contextually adapt the instrument in ten different countries. It will be used to enhance continuous learning and promote high professional performance of school leaders. Such an instrument is relatively new to CPD activities in educational contexts. It is designed for adult learners, linked to school management tasks and provides personalized feedback based on both individual responses and cohort patterns which will help enhance reflection as part of professional development, and promote high performance of school leaders. The online self-assessment exercise generates a personalized feedback report in a very structured form. This feedback helps the participants to identify their individual strengths and weaknesses and suggests areas for improvement and will set the agenda for workshops and group coaching activities. Changes in the participants' knowledge and reflections about school leadership tasks and actions will be evaluated.

The project aims to:

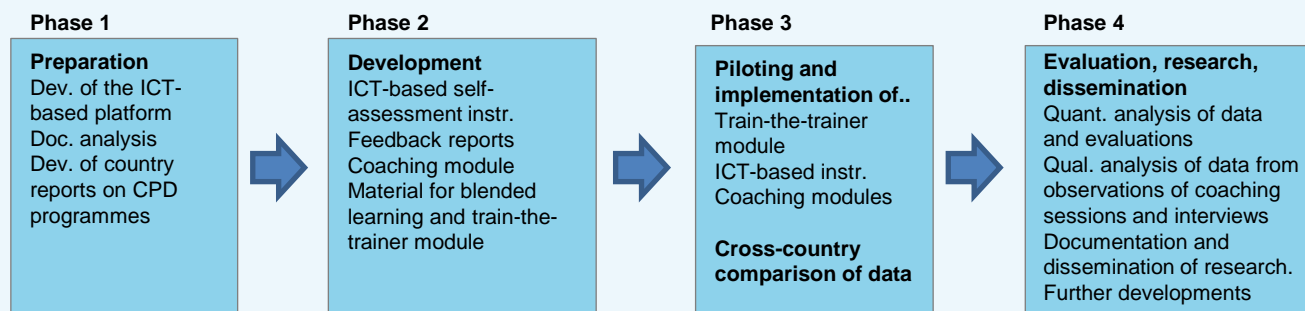
- develop needs-oriented CPD programmes which will promote reflection and personal leadership development which focus on improving the participants' motivation and competencies with respect to exercise leadership
- produce research findings about the role of new technologies and methods in CPD that will influence the way CPD is conceptualised and delivered to participants

Background

School leadership has in the last decades become one of the central concerns of educational policy makers. Providers of continuous professional development (CPD) for school leaders in Europe and elsewhere have over the last decades increased their efforts in creating effective learning contexts. Elements which are increasingly shaping the structure, content and methods of professional development programmes are the needs of the school leaders, new demands and expectations from stakeholders, school leaders' changing practice, aspects related to applying knowledge and skills, and how to sustain learning. Research on points to several challenges related to the need for a practical orientation of the programmes, integrating personal leadership development as well as finding ways to sustain learning beyond the period of participation in a CPD programme. This project aims to respond to these challenges by exploring the potential of integrating an ICT-based self-assessment instrument and group coaching as part of the CPD-programmes for school leaders in the participating countries.



Project phases



CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION
Nicosia, Cyprus

