



STIMULERENDE FACTOREN VOOR HET PROFESSIONEEL LEREN VAN LEERKRACHTEN IN RELATIE TOT STRATEGISCH PERSONEELSBELEID BINNEN SCHOLEN

Melissa Tuytens, Eva Vekeman en Geert Devos



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Voorwoord

In dit rapport worden de resultaten van een onderzoek naar ‘Personeelsbeleid vanuit schoolperspectief’ gerapporteerd. Dit onderzoek kadert binnen het Steunpunt Onderwijsonderzoek. De dataverzameling werd uitgevoerd door onderzoekers aan de Universiteit Gent van augustus 2017 tot september 2019. Dit rapport is het vijfde deelrapport gebaseerd op deze dataverzameling. In dit onderzoeksrapport gaan we dieper in op enkele leerkrachtkenmerken en uitkomsten die centraal stonden binnen het onderzoeksmodel uit het meerjarenprogramma van de onderzoekslijn maar die in voorgaande onderzoeksrapporten nog niet aan bod zijn gekomen: onderwijsopvattingen en doelmatigheidsbeleving van leerkrachten en professioneel leren. Hoewel het niet evident is om deze variabelen in kaart te brengen op basis van een kwalitatieve dataverzameling pogen we in het voorliggend rapport op schoolniveau te rapporteren over de data die we hebben verzameld met betrekking tot deze twee leerkrachtkenmerken en uitkomst in relatie tot strategisch personeelsbeleid. Daarmee proberen we deels een antwoord te bieden op onderzoeksvraag 2 en 5 uit het meerjarenprogramma: ‘Hoe is de relatie tussen de diverse componenten van schoolleiderschap, personeels- en strategisch beleid, structurele en culturele kenmerken van scholen en van leerkrachten met hun welbevinden en hun professioneel leren?’ en ‘Hoe beïnvloeden de structurele en culturele schoolkenmerken de opvattingen van leerkrachten en hun doelmatigheid?’. Schoolleiderschap, structurele en culturele kenmerken en welbevinden van leerkrachten werden eerder behandeld in voorgaande onderzoeksrapporten. In dit rapport focussen we hier dus niet meer expliciet op.

Dit rapport bestaat uit twee onderdelen. In een eerste deel wordt een korte Nederlandstalige beleidssamenvatting voorzien waarin de hoofdpunten van de onderzoekspaper worden toegelicht. Er wordt zowel aandacht besteed aan theorie, onderzoekszet, resultaten en discussie. In een tweede deel is de integrale Engelstalige paper terug te vinden.

In een eerder onderzoeksrapport SONO/2019.OL2.3/2 (Tuytens, Vekeman & Devos, 2019) werd ingegaan op hoe scholen de strategische planning en het personeelsbeleid op elkaar afstemmen. We gebruiken de resultaten van dit voorgaande rapport om de scholen uit onze steekproef in twee groepen in te delen op basis van hun personeelsbeleid: excellent strategische scholen en matig strategische scholen. Deze twee groepen scholen worden vergeleken met elkaar m.b.t. de onderwijsopvattingen en doelmatigheidsbeleving van leraren, enerzijds, en het professioneel leren binnen de school, anderzijds.

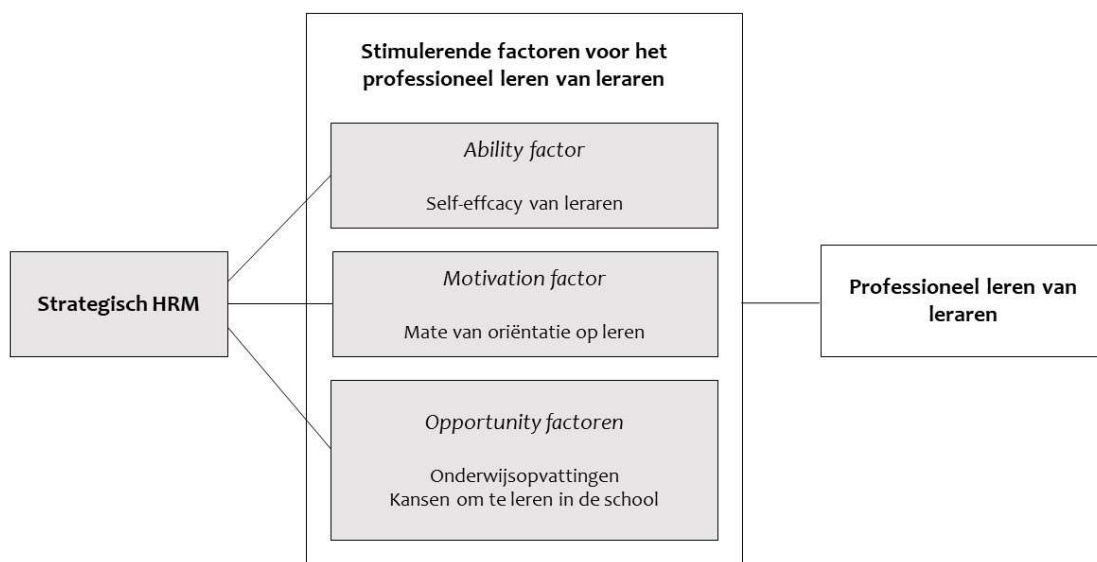
Op basis van alle onderzoeksresultaten uit de verschillende onderzoeksrapporten binnen deze onderzoekslijn wordt een eindrapport geschreven dat de belangrijkste conclusies voor de volledige onderzoekslijn omvat, alsook aanbevelingen voor het beleid en de praktijk. Dit eindrapport wordt voorzien voor eind augustus 2020.

Beleidssamenvatting

Inleiding en theoretisch kader

Internationaal is het belang van levenslang leren voor leerkrachten benadrukt om zo een essentiële factor in het leerproces van hun leerlingen te blijven. Professioneel leren is dan ook nodig om vakkennis en vaardigheden te ontwikkelen voor de klaspraktijk (Merchie, Tuytens, Devos & Vanderlinde, 2016). De aandacht voor menselijk kapitaal (of human resources (HR)) via personeelsbeleid in scholen is hierbij belangrijk. Er is echter tot nu toe weinig onderzoek dat de link tussen personeelsbeleid en professioneel leren onderzoekt binnen onderwijs (Evers & van der Heijden, 2011). Dit rapport wenst hieraan tegemoet te komen. Specifiek zullen we focussen op stimulerende factoren voor professioneel leren gebaseerd op Runhaar (2017a) die stelt dat Human Resource Management (HRM) een middel kan zijn om stimulerende factoren voor professioneel leren met elkaar te verbinden. Hiertoe schuift zij het AMO-model naar voren dat inzet op het stimuleren van Ability, Motivation en Opportunities voor leraren om professioneel te leren. In deze studie zullen wij dan ook self-efficacy als Ability-factor, de mate van oriëntatie op leren als Motivatie-factor en onderwijsopvattingen en kansen tot leren in de school als Opportunity-factoren onderzoeken. Deze studie zal ook ingaan op de mogelijke verschillen in deze stimulerende factoren tussen excellent en matig strategische scholen (Figuur 1).

Figuur 1. Link tussen SHRM en professioneel leren van leraren (gebaseerd op Runhaar, 2017a) (grijze vakjes geven de variabelen in deze studie weer).



Professioneel leren. Professioneel leren en professionele ontwikkeling zijn twee vaak gebruikte termen, maar geen synoniemen van elkaar (Avalos, 2011). Niet alle initiatieven tot professionele ontwikkeling leiden ook daadwerkelijk tot professioneel leren (Katz & Ain Dack, 2013). Het eigenlijke professioneel leren van leraren, m.n. de toename van kennis, vaardigheden of de verandering in opvattingen, ook wel het mentale aspect van professioneel leren genaamd en de veranderingen in de klaspraktijk, of het gedragsaspect van professioneel leren, is moeilijk te meten. Dit is dan ook niet het opzet van deze studie. Wel willen we in deze studie de stimulerende factoren voor professioneel leren van leraren in scholen in kaart brengen. Hiertoe focussen we zowel op factoren van de leraren zelf in de school als op schoolfactoren die beiden belangrijk zijn voor professioneel leren (Opfer & Pedder, 2011).

AMO-theorie als conceptueel kader. Runhaar (2017a) stelt dat het professioneel leren van leraren, net als elk menselijk gedrag, gezien kan worden als een functie van individuele en contextfactoren. Deze factoren kunnen ondergebracht worden in het AMO-model dat stelt dat gedrag een functie is van Ability, Motivation en Opportunities. Runhaar (2017a) schuift dan ook stimulerende factoren voor professioneel leren naar voren die binnen dit model ondergebracht kunnen worden. In deze studie onderzoeken we self-efficacy (Ability-factor), de mate van oriëntatie op leren (Motivation-factor) en onderwijsopvattingen en kansen tot leren in de school (Opportunity-factoren):

- Self-efficacy (Ability) refereert naar de mate waarin mensen zich competent voelen om taken uit te voeren en doelen te bereiken (Bandura, 1977). Een hoge mate van self-efficacy is gerelateerd aan de assumptie dat iemand kan groeien.
- Mate van oriëntatie op leren (Motivation): Naast het gevoel hebben in staat te zijn om deel te nemen aan leeractiviteiten, is ook de motivatie om dit te doen bepalend (Runhaar, 2017a). Tot nu is hier echter weinig onderzoek rond gebeurd (Appova & Arbaugh, 2017). De mate van oriëntatie op leren verwijst naar de motivatie om zichzelf continu te verbeteren door leren en training (Dweck & Leggett, 1988). Leerkrachten met deze oriëntatie zijn meer geneigd om activiteiten als feedback vragen, elkaars praktijk observeren en experimenteren met nieuwe methodes als uitdagende manieren om te groeien en niet als bedreigend voor het eigen zelfbeeld (Runhaar, 2017a).
- Onderwijsopvattingen (Opportunity): Het leren van leraren wordt ook bepaald door de cultuur binnen de school (Runhaar, 2017a). De onderwijsopvattingen van de leraren in de school zijn dan ook belangrijk voor het leren van leraren binnen de school (Meirink, Meijer, Verloop & Bergen, 2009). De opvattingen omtrent wat een goede leerkracht betekent, houden verband met het gedrag van leerkrachten, hun personaliteit, hun relationele vaardigheden, enz. (Devine, Fahie & McGillicuddy, 2013). Deze onderzoekers schuiven een vijf dimensioneel

model naar voren omtrent de opvattingen met betrekking tot een goede leerkracht: 1) passie voor lesgeven en leren (bvb. een goede leerkracht is sterk gemotiveerd, stimuleert leerlingen om te werken, behandelt leerlingen eerlijk), 2) sociale en morele dimensie (bvb. een goede leerkracht is een rolmodel, wil waarden meegeven aan leerlingen), 3) reflective practitioner (bvb. een goede leerkracht wil zijn/haar lesgeven verbeteren, zoekt advies bij collega's, is innovatief), 4) effectieve planning en management van leren (bvb. een goede leerkracht baseert zich op het curriculum, is een multitasker); en 5) de liefde voor kinderen (bvb. een goede leerkracht toont warmte voor de leerlingen, zoekt verbinding met de leerlingen). In deze studie gebruiken we dit vijf dimensioneel model.

- Kansen tot leren in de school (Opportunity): Ook de rol van de schoolleider is belangrijk voor het leren van leraren in de school (Runhaar, 2017a). Wanneer schoolleiders (of het leidinggevend team) hun leraren ondersteunen en aanmoedigen, zullen leraren ook meer geneigd zijn om inspanningen te doen om te leren. In deze studie bekijken we de kansen tot leren in de school geboden door de schoolleider of het leidinggevend team.

SHRM als een geïntegreerd middel om professioneel leren te stimuleren. HRM wordt in organisaties ingezet om de Ability, Motivation en Opportunities van werknemers te stimuleren (Boxall & Purcell, 2003). Runhaar (2017a) ziet HRM dan ook als een geïntegreerd middel gerelateerd aan de stimulerende factoren voor het professioneel leren van leraren hierboven beschreven. Het belang van Strategisch HRM werd eerder geduïd (Tuytens, Vekeman & Devos, 2019). De link tussen SHRM en deze stimulerende factoren voor professioneel leren van leraren werd nog niet onderzocht. Daarom gaat deze studie hier dieper op in door na te gaan of de stimulerende factoren verschillen in excellent en matig strategische scholen.

Onderzoeksvragen

In deze studie behandelen we volgende onderzoeksvragen:

- 1) Hoe percipiëren leraren in de school hun self-efficacy?
 - a. In hoeverre zijn de percepties van leraren omtrent hun self-efficacy verschillend in excellent en matig strategische scholen?
- 2) Hoe wordt de mate van oriëntatie op leren van leraren gepercipieerd in de school?
 - a. In hoeverre zijn de percepties omtrent de mate van oriëntatie op leren van leraren verschillend in excellent en matig strategische scholen?

- 3) Wat zijn de onderwijsopvattingen van leerkrachten in de school?
 - a. In hoeverre zijn de onderwijsopvattingen van leerkrachten verschillend in excellent en matig strategische scholen?
- 4) Hoe worden kansen tot leren van leraren binnen de school gepercipieerd?
 - a. In hoeverre zijn de kansen tot leren van leraren verschillend in excellent en matig strategische scholen?

Onderzoeksmethode

Deze studie maakt deel uit van een groot casestudie onderzoek omtrent 'Personeelsbeleid vanuit schoolperspectief'. Binnen dit onderzoek werden diepgaande casestudies uitgevoerd in 12 basisscholen en 12 secundaire scholen. Scholen werden bewust gekozen in functie van de onderzoeksdoelstelling. Enerzijds werd een oproep gelanceerd aan alle Vlaamse scholen. In deze oproep werd gevraagd om scholen aan te melden die reeds een specifieke aanpak hanteren met betrekking tot 1 of meerdere personeelspraktijken. Op basis van deze oproep konden zo 14 scholen geselecteerd worden. Anderzijds, selecteerden we 10 scholen op basis van eerdere onderzoekservaring die we hadden binnen de school m.b.t. personeelsbeleid. Verder werden deze scholen gestratificeerd op basis van een aantal demografische kenmerken zoals onderwijsnet, schoolgrootte, leerlingpopulatie (OKI), ligging van de school en onderwijsvorm (voor de secundaire scholen). Deze 24 scholen werden gedurende één volledig schooljaar onderzocht op basis van verschillende databronnen. In totaal werden 194 semigestructureerde interviews afgenomen met verschillende actoren binnen de school (bv. schoolleiders en leerkrachten) en (indien relevant) ook op bovenschools niveau (bv. coördinerend directeur van de scholengemeenschap). Verder werden in totaal 66 observaties uitgevoerd van relevante gebeurtenissen voor het personeelsbeleid en de strategische planning binnen de school (bv. personeelsvergadering) en werden verschillende relevante schooldocumenten opgenomen in de analyse (bv. visieteksten). Deze dataverzameling liet ons toe om een zo volledig mogelijk beeld te krijgen op het strategisch- en personeelsbeleid van scholen, schoolkenmerken en schoolleiderschap. Om de verzamelde data te verwerken werd stapsgewijs te werk gegaan. In een eerste stap werden alle afgenomen interviews systematisch getranscribeerd en gecodeerd. Daarna werd op basis van de interviewleidraad een set van categorieën gecreëerd die gebruikt werd om de interviews te coderen. Verder werd telkens na het coderen van een interview (of een reeks van interviews) een samenvatting gemaakt per case (cf. 'interim case summary' (Miles & Huberman, 1994)). Deze samenvatting werd systematisch na het uitvoeren van verdere interviews aangevuld. In een volgende stap werd op basis van de samenvatting en de gecodeerde citaten een caserapport uitgewerkt per school waarin de resultaten van de verticale analyse gedetailleerd werden gerapporteerd. Indien relevant,

werd ook aanvullende informatie uit de observaties en verzamelde documenten gerapporteerd in het caserapport.

De resultaten binnen dit onderzoeksrapport zijn gebaseerd op de data van deze diepgaande casestudies. Voor onderzoeksvraag 1 en 3 werden specifiek de interviews met leerkrachten gebruikt om de perceptie op hun self-efficacy en onderwijsopvattingen te meten. Hierbij werd per school telkens minstens één TABD-leerkracht, één TADD-leerkracht en één vastbenoemde leerkracht bevroegd. In totaal, werden data gebruikt van 86 leerkrachten voor deze specifieke studie. Het gaat hierbij om 53 vrouwen en 33 mannen met een gemiddelde ervaring in de school van 9,5 jaren. Er zijn 23 TABD-leerkrachten, 24 TADD leerkrachten en 39 vastbenoemde leerkrachten in onze steekproef. De steekproef omvat 11 zij-instromers in het lerarenberoep. Om self-efficacy van leerkrachten in kaart te brengen, werden de vragen: ‘Wat zijn uw sterktes als leerkracht?’ en ‘Wat zijn uw zwaktes/werkpunten als leerkracht?’ gesteld. Onderwijsopvattingen werden bevroegd via volgende vraag: ‘Wat is volgens u een goede leerkracht?’. De resultaten van onderzoeksvragen 1a, 2(a), 3a en 4(a) zijn ook gebaseerd op de interviews met de schoolleiders (n=24) en andere teamleden (bv. coördinatoren) de observaties en documenten. Voor onderzoeksvragen 2 en 4 werden zowel de percepties van leerkrachten, schoolleiders als die van andere teamleden binnen de school gebruikt.

De data werden geanalyseerd volgens een duidelijk stappenplan:

1) Alle interviews werden getranscribeerd en gecodeerd in Nvivo.

2) De relevante codes voor dit onderzoek werden bestudeerd per leerkracht en per school. Hierbij maakten we een case ordered descriptive matrix (Miles & Huberman, 1994) om de self-efficacy (dus meer bepaald de door hen aangehaalde sterktes en zwaktes/werkpunten) en onderwijsopvattingen van leerkrachten per school in kaart te brengen. Om de oriëntatie op leren van leerkrachten per school in kaart te brengen, analyseerden we de informatie uit de interviews met betrekking tot professioneel leren, professionele ontwikkeling en professionele leergemeenschap. Voor elke school in onze steekproef werd vastgesteld of de oriëntatie op leren van leerkrachten hoog (i.e. leraren binnen de school zijn sterk gemotiveerd om te professioneel te leren) of laag (i.e. leraren binnen de school zijn minder gemotiveerd om te professioneel te leren) was. Eenzelfde manier van analyse werd toegepast vast te stellen of de kansen tot leren in de school voor leerkrachten laag of hoog waren.

3) De data werden verder geanalyseerd om de specifieke onderzoeksvragen te beantwoorden. Hiertoe werd ook, gelijklopend aan eerdere onderzoeksrapporten in deze onderzoekslijn, de scoring van de scholen met betrekking tot strategisch personeelsbeleid gebruikt om de scholen in twee groepen in te delen: de matig strategische scholen en de excellent strategische scholen. Het verschil tussen deze twee groepen van scholen zit hem

in de mate waarin personeelspraktijken afgestemd zijn op de strategische planning en de individuele noden van leerkrachten. Matig strategische scholen zijn scholen die maximaal 2 personeelspraktijken afstemmen op de strategische planning binnen de school én de individuele noden van leerkrachten. Excellent strategische scholen worden daarentegen gekenmerkt door het afstemmen van minstens 3 personeelspraktijken met de strategische planning binnen de school én de individuele noden van leerkrachten¹.

Doorheen het analyseproces van de data, werden beslissingen en interpretaties steeds door de verschillende onderzoekers binnen het team in overleg genomen. Onderzoekers gingen hiervoor eerst onafhankelijk van elkaar aan de slag met de data om deze te coderen en te analyseren waarna overleg volgde om ervoor te zorgen dat beslissingen en interpretaties op dezelfde manier gebeurden. Dit werd ook steeds gecontroleerd door de onderzoekers en indien nodig, bijgestuurd.

Resultaten

Onderzoeksvraag 1: Hoe percipiëren leraren in de school hun self-efficacy? De analyse in verband met de gerapporteerde sterktes en zwaktes/werkpunten door leerkrachten toont dat zij verschillende aspecten vermelden waar ze zich meer of minder efficiënt in voelen (cf. Tabel a).

Tabel a. Aantal genoemde sterktes en zwaktes/werkpunten per dimensie

	Love for children / young people	Passion for teaching and learning	Effective planning and management of learning	Reflective practitioner	Social and moral dimension	Other
Strengths	39	35	35	10	6	10
Primary schools	17	18	12	7	4	6
Secondary schools	22	17	23	3	2	4
Weaknesses	2	17	57	0	0	19
Primary schools	0	5	25	0	0	13
Secondary schools	2	12	32	0	0	6

Sterktes die zij rapporteren zijn meestal gerelateerd aan de dimensies ‘liefde voor kinderen’ (n=39), ‘passie voor lesgeven en leren’ (n=35) en ‘effectieve planning en management van leren’ (n=35). De ‘sociale en morele dimensie’ (n=6) komt hier het minst voor. Hoewel er in het algemeen geen duidelijke verschillen te merken zijn tussen basis- en secundair onderwijs, zien we wel dat de dimensie ‘effectieve planning en management van

¹ Deze tweedeling is louter gebaseerd op de mate waarin de 5 personeelspraktijken afgestemd zijn op het strategisch beleid van de school en de individuele noden van leerkrachten en heeft dus niet de intentie iets te willen zeggen over de kwaliteit van onderwijs die geboden wordt in de desbetreffend school.

leren' dubbel zo veel vermeld wordt door leerkrachten in het secundair onderwijs in vergelijking met leerkrachten in het basisonderwijs. Met betrekking tot de zwaktes of werkpunten die leerkrachten in het algemeen rapporteren stellen we vast dat deze vooral gesitueerd zijn in de dimensie 'effectieve planning en management' (n=57). De andere dimensies worden veel minder aangehaald. Ook hier zien we weinig verschil tussen basis- en secundair onderwijs, behalve dan voor de dimensie 'passie voor lesgeven en leren' waar we vaststellen dat dit in basisonderwijs (n=5) minder als een zwakte/werkpunt wordt aangehaald dan in het secundair onderwijs (n=12)

Onderzoeksvraag 1a: In hoeverre zijn de percepties van leraren omtrent hun self-efficacy verschillend in excellent en matig strategische scholen? In onze analyse bekeken we ook of er verschillen waar te nemen zijn tussen het aantal sterktes en aantal zwaktes/werkpunten die leerkrachten aanhalen in excellent en matig strategische scholen. Tabel b toont een paar kleine verschillen tussen matig en excellent strategische scholen.

Tabel b. Totaal aantal sterktes en zwaktes/werkpunten aangehaald in excellent en matig strategische scholen

	Liefde voor kinderen	Passie voor lesgeven en leren	Effectieve planning en management van leren	Reflective practitioner	Sociale en morele dimensie	Andere	TOTAAL
Excellent strategische scholen (n=10)							
Sterktes	11 (1.10)	14 (1.40)	20 (2.00)	4 (0.40)	4 (0.40)	4 (0.40)	57 (5.70)
Zwaktes/werkpunten	0 (0.00)	6 (0.60)	26 (2.60)	0 (0.00)	0 (0.00)	3 (0.30)	78 (5.75)
Matig strategische schools (n=14)							
Sterktes	28 (2.00)	21 (1.50)	15 (1.07)	6 (0.43)	2 (0.14)	6 (0.43)	35 (3.50)
Zwaktes/werkpunten	2 (0.14)	11 (0.79)	31 (2.21)	0 (0.00)	0 (0.00)	16 (1.14)	60 (4.29)

Noot. Tussen haakjes: gemiddeld aantal aspecten vermeld per school.

Zo zien we dat leraren in excellent strategische scholen gemiddeld meer sterktes en zwaktes/werkpunten aanhalen dan de leraren in matig strategische scholen. We zien ook dat in matig strategische scholen sterktes meer gerelateerd zijn aan de dimensie 'liefde voor kinderen' terwijl deze in excellent strategische scholen meer gerelateerd zijn aan de dimensie 'effectieve planning en management van leren'. De verschillen zijn echter klein daarom trekken we hier geen verdere conclusies uit.

Onderzoeksvraag 2: Hoe wordt de mate van oriëntatie op leren van leraren gepercipieerd in de school? Voor elke school bekeken we of de mate van oriëntatie op leren gepercipieerd door respondenten binnen de school in de school hoog of laag was. Tabel c voorziet een overzicht hiervan.

Tabel c. Aantal scholen met een hoge en lage mate van oriëntatie op leren door leraren

Hoog	13 (54.2%)
<i>Basisscholen</i>	7 (53.8%)
<i>Secundaire scholen</i>	6 (46.2%)
Laag	11 (45.8%)
<i>Basisscholen</i>	5 (45.5%)
<i>Secundaire scholen</i>	6 (54.5%)
Total	24 (100%)

Deze tabel toont dat de mate van oriëntatie op leren binnen het schoolteam in bijna de helft van de onderzochte scholen laag is. Er is hierbij geen duidelijk verschil te zien tussen basis- en secundair onderwijs. Dit betekent dus dat in iets meer dan de helft van de scholen de leerkrachten een hoge motivatie om professioneel te leren vertonen zoals uit onze analyse van interviews en observaties blijkt.

Onderzoeksvraag 2a: In hoeverre is de mate van oriëntatie op leren van leraren verschillend in excellent en matig strategische scholen? Tabel d toont het aantal scholen met een hoge en lage mate van oriëntatie op leren in excellent en matig strategische scholen.

Tabel d. Het aantal scholen met een hoge en lage mate van oriëntatie op leren in excellent en matig strategische scholen

	Mate van oriëntatie op leren van leraren	Cases
Hoog	13 (54.2%)	
<i>Excellent strategische scholen</i>	9 (90%)	A, D, E, F, G, 3, 8, 9, 11
<i>Matig strategische scholen</i>	4 (28.6%)	B, J, 2, 6
Laag	11 (45.8%)	
<i>Excellent strategische scholen</i>	1 (7.10%)	4
<i>Matig strategische scholen</i>	10 (71.4%)	C, H, I, K, L, 1, 5, 7, 10, 12
Totaal	24 (100%)	

Hierbij stellen we vast dat de meerderheid van scholen met een hoge mate van oriëntatie op leren bij leraren excellent strategische scholen zijn. Er is slechts één excellent strategische school in onze steekproef met een lage mate van oriëntatie op leren van leraren. Binnen excellent strategische scholen merken we dus meer op dat de leraren bereid zijn om professioneel te leren. Dit is duidelijk anders in matig strategische scholen waar deze bereidheid in de meerderheid van scholen laag is.

Onderzoeksvraag 3: Wat zijn de onderwijsopvattingen van leerkrachten in de school?

We clusterden de onderwijsopvattingen van leraren in vijf dimensies: 1) passie voor lesgeven en leren, 2) sociale en morele dimensie, 3) reflectieve practitioner, 4) effectieve planning en management van leren en 5) de liefde voor kinderen. In Tabel e wordt weergegeven hoeveel aspecten binnen de verschillende dimensies vermeld worden door leerkrachten als kenmerk van een goede leerkracht.

Tabel e. Aantal aspecten per dimensie vermeld door leerkrachten per school

		Liefde voor kinderen	Passie voor lesgeven en leren	Effectieve planning en management van leren	Reflective practitioner	Sociale en morele dimensie	Andere
CASES							
<i>Basisscholen</i>	A	3	6	2	1	0	0
	B	1	2	1	1	0	0
	C	2	1	1	2	1	0
	D	3	3	1	0	0	0
	E	3	3	0	1	1	0
	F	1	1	1	1	0	1
	G	2	2	1	3	2	1
	H	2	4	1	1	0	0
	I	5	2	1	1	0	1
	J	3	3	2	1	1	0
	K	6	6	5	0	0	0
	L	9	1	0	2	0	0
Totaal		40	34	16	14	5	3
<i>Secundaire scholen</i>	1	4	3	4	0	0	0
	2	1	1	2	1	1	0
	3	4	3	2	0	2	0
	4	2	3	5	0	0	1
	5	1	4	2	0	1	0
	6	1	1	2	0	0	0
	7	5	4	3	0	0	0
	8	7	2	2	0	0	1
	9	6	1	6	1	1	0
	10	5	2	6	0	1	0
	11	6	3	3	0	0	1
	12	4	3	5	1	1	2
Totaal		46	30	42	3	7	5
Algemeen totaal		86	64	58	17	12	8

Hierbij stellen we vast dat de dimensie 'liefde voor kinderen' (n=86) het vaakst vermeld wordt als kenmerk van een goede leerkracht. De sociale en morele dimensie (n=12) wordt het minst vaak vermeld. Er zijn kleine verschillen te merken tussen basis- en secundaire

scholen. Zo leggen leerkrachten in secundaire scholen meer nadruk op de aspecten binnen de dimensie ‘effectieve planning en management van leren’ (n=42 t.o.v. n=16 in basisscholen). In het basisonderwijs komen aspecten gerelateerd aan ‘reflective practitioner’ dan weer meer aan bod (n=14 t.o.v. n=3 in het secundair onderwijs).

Onderzoeksvraag 3a: In hoeverre zijn de onderwijsopvattingen van leerkrachten verschillend in excellent en matig strategische scholen? Wat het verschil tussen excellent en matig strategische scholen betreft, zien we in Tabel f dat er geen duidelijke verschillen zijn tussen excellent en matig strategische scholen wat het aantal aspecten per dimensie betreft.

Tabel f. Totaal aantal vermeldde aspecten door leerkrachten in excellent en matig strategische scholen

	Liefde voor kinderen	Passie voor lesgeven en leren	Effectieve planning en management van leren	Reflective practitioner	Sociale en morele dimensie	Andere
<i>Excellent strategische scholen (n=10)</i>	37 (3.7)	27 (2.7)	23 (2.3)	7 (0.7)	6 (0.6)	5 (0.5)
<i>Matig strategische scholen (n=14)</i>	49 (3.5)	37 (2.6)	35 (2.5)	10 (0.7)	6 (0.4)	3 (0.2)

Noot. Tussen haakjes: gemiddeld aantal aspecten genoemd per groep

Wanneer we echter meer in detail de interviews van schoolleiders bekijken, zien we dat schoolleiders in excellent strategische scholen meer refereren naar aspecten met betrekking tot de dimensie ‘effectieve planning en management van leren’ en ‘reflective practitioner’ wanneer zij gevraagd worden om een goede leerkracht te beschrijven (zie Tabel g). Deze verschillen in aantal aspecten zijn uiteraard eerder klein, maar we zien wel dat 80% van de schoolleiders in excellent strategische scholen refereren naar de dimensie ‘effectieve planning en management van leren’ t.o.v. 64% in matig strategische scholen. Voor de dimensie ‘reflective practitioner’ gaat het om 40% in de excellent strategische scholen t.o.v. 21% in de matig strategische scholen.

Tabel g. Totaal aantal vermeldde aspecten door schoolleiders in excellent en matig strategische scholen

	Liefde voor kinderen	Passie voor lesgeven en leren	Effectieve planning en management van leren	Reflective practitioner	Sociale en morele dimensie	Andere
Excellent strategische scholen (n=10)	8 (0.8)	7 (0.7)	15 (1.5)	5 (0.5)	1 (0.1)	2 (0.2)
Matig strategische scholen (n=14)	13 (0.9)	11 (0.8)	11 (0.8)	3 (0.2)	2 (0.1)	2 (0.1)

Noot. Tussen haakjes: gemiddeld aantal aspecten genoemd per groep

Wanneer we naast de onderwijsopvattingen omtrent een goede leerkracht, ook de visie van de school bekijken, zien we dat schoolleiders ook andere aspecten benadrukken met betrekking tot de strategische planning van de school (cf. Tabel h).

Tabel h. Aantal aspecten vermeld door schoolleiders m.b.t. de strategische planning van de school.

CASES	Kwaliteit in curriculum en instructie aanbieden	Leerlingen voorbereiden op de toekomst	Traditionele waarden onderwijzen	Aandacht voor het welbevinden van leerlingen	Een goede relatie tussen leerkrachten en leerlingen garanderen	Leerlingen onafhankelijkheid leren	Een inclusieve omgeving garanderen	Een veilige, ordentelijke en aantrekkelijke omgeving voorzien	Niet-academische vaardigheden stimuleren	Een kwaliteitsvolle lerarenpopulatie garanderen
Excellent strategische scholen (n=10)	7 (70.0%)	5 (50.0%)	1 (10.0%)	3 (30.0%)	4 (40.0%)	2 (20.0%)	8 (80.0%)	2 (20.0%)	2 (20.0%)	1 (10.0%)
Matig strategische scholen (n=14)	5 (35.7%)	4 (28.6%)	2 (14.3%)	4 (28.6%)	1 (7.1%)	3 (21.4%)	10 (71.4%)	6 (42.9%)	2 (14.3%)	2 (14.3%)

Tabel h toont dat schoolleiders in excellent strategische scholen meer verwijzen naar de 'kwaliteit in curriculum en instructie aanbieden' als onderdeel van de strategische planning

van de school in vergelijking met schoolleiders in matig strategische scholen. Schoolleiders in matig strategische scholen verwijzen dan weer meer naar ‘een veilige, ordentelijke en aantrekkelijke omgeving voorzien’. We merken ook dat enkel in die scholen waar in hun strategische planning het aspect ‘aandacht voor het welbevinden van leerlingen’ belangrijk is, de leerkrachten ook verwijzen naar ‘liefde voor kinderen’ als opvatting omtrent wat een goede leerkracht is. Deze link zien we zowel in excellent als matig strategische scholen.

Onderzoeksvraag 4: Hoe worden kansen tot leren van leraren binnen de school gepercipieerd? Op basis van de interviews met leraren en schoolleiders bekeken we of er in elke school in onze steekproef kansen tot leren geboden worden. Tabel i geeft hier een overzicht van en toont dat iets meer dan de helft van de scholen verschillende kansen tot leren biedt en iets minder dan de helft van de scholen beperkte kansen. We stellen hier geen onderscheid tussen basis- en secundair onderwijs vast.

Tabel i. Aantal scholen met hoge en lage kansen tot leren

	Aantal scholen	Cases
Verschillendekansen tot leren	13 (54.2%)	
<i>Basis</i> scholen	6	A, D, E, F, G, L
<i>Secundaire</i> scholen	7	1, 2, 3, 6, 9, 11, 12
Beperkte kansen tot leren	11 (45.8%)	
<i>Basis</i> scholen	6	B, C, H, I, J, K
<i>Secundaire</i> scholen	5	4, 5, 7, 8, 10
Totaal	24 (100%)	

Respondenten in scholen met beperkte kansen tot leren leggen vooral de nadruk op externe professionaliseringsinitiatieven en de interne kansen tot leren blijven hier eerder beperkt tot bijvoorbeeld de pedagogische studiedagen. In scholen die verschillende kansen bieden tot leren merken we dat respondenten verwijzen naar zowel externe als interne professionaliseringsinitiatieven: naast externe nascholing vermelden zij ook interne werkgroepen, interne workshops gegeven door teamleden zelf, team-teaching, enz.

Onderzoeksvraag 4a: In hoeverre zijn de kansen tot leren van leraren verschillend in excellent en matig strategische scholen? Tabel j heeft een overzicht van het aantal excellent en matig strategische scholen met enerzijds verschillende en anderzijds beperkte kansen tot leren. Deze tabel toont duidelijk dat in de ruime meerderheid van excellent strategische scholen er verschillende kansen tot leren gepercipieerd worden door de respondenten, terwijl in de meerderheid van matig strategische scholen eerder beperkte kansen tot leren worden gepercipieerd.

Tabel j. Aantal scholen met verschillende en met beperkte kansen tot leren in de groep excellent strategische scholen en in de groep matig strategische scholen

	Aantal scholen	Cases
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Verskillende kansen tot leren	13 (54.2%)	
<i>Excellent strategisch scholen</i>	8 (80.0%)	3, 9, 11, A, D, E, F, G
<i>Matig strategische scholen</i>	5 (35.7%)	1, 2, 6, 12, L
Beperkte kansen tot leren	11 (45.8%)	
<i>Excellent strategische scholen</i>	2 (20%)	4, 8
<i>Matig strategische scholen</i>	9 (64.3%)	B, C, H, I, J, K
Totaal	24 (100%)	

Wanneer we de inzichten van onderzoeksvraag 2 en 4 combineren (zie Figuur 2), stellen we vast dat bijna de helft van de scholen in onze steekproef gekenmerkt worden door zowel een hoge oriëntatie op leren als verschillende kansen tot leren in de school. De meerderheid van deze scholen zijn bovendien excellent strategische scholen.

Figuur 2. Typologie gebaseerd op de oriëntatie op leren door leraren en de kansen tot leren in de school

		Kansen tot leren in de school	
		Verskillende kansen	Beperkte kansen
Oriëntatie op leren door leraren	Hoog	CASE A CASE D CASE E CASE F CASE G CASE 2 CASE 3 CASE 6 CASE 9 CASE 11 n=10	CASE B CASE J CASE 8 n=3
	Laag	CASE L CASE 1 CASE 12 n=3	CASE C CASE H CASE I CASE K CASE 4 CASE 5 CASE 7 CASE 10 n=8

Noot: groen = excellent strategische school; oranje = matig strategische school

Tegelijk stellen we vast dat één derde van de scholen in onze steekproef tegelijk gekenmerkt worden door een lage oriëntatie op leren door leraren en beperkte kansen tot leren in de school. Op één case na, zijn dit allemaal matig strategische scholen. We willen voorzichtig zijn in het interpreteren van deze scholen, maar het lijkt erop dat de kans dat er ook daadwerkelijk professioneel leren plaatsvindt door leraren in de school (een variabele die we zelf niet gemeten hebben in deze studie) het grootst is in de eerste groep scholen en dus ook in excellent strategische scholen. Er lijkt ook een samenhang te zijn tussen de kansen tot leren in de school en de oriëntatie van leraren op leren. In die scholen

waar meer kansen geboden worden, wordt het lerarenteam namelijk gekenmerkt door een hoge motivatie om te leren.

Discussie

Het doel van deze studie was om inzicht te krijgen in stimulerende factoren voor het professioneel leren van leraren. Op basis van Runhaar (2017a) onderzochten we volgende variabelen: 1) self efficacy van leraren (Ability-factor), 2) de mate van oriëntatie op leren van leraren (Motivatie-factor), 3) onderwijsopvattingen en 4) kansen tot leren in de school (beiden Opportunity-factoren). We onderzochten ook in deze studie of deze factoren verschillen in excellent en matig strategische scholen wat het personeelsbeleid betreft (zie Tuytens, Vekeman & Devos, 2019).

Self efficacy van leraren. Onze resultaten tonen dat leerkrachten als sterkte vaker kenmerken aanhalen gerelateerd aan ‘liefde voor kinderen’, ‘passie voor lesgeven en leren’ en ‘effectieve planning en management van leren’. Dit laatste domein wordt tegelijk ook het meest vermeld wanneer leraren hun zwaktes/werkpunten beschrijven. In de meeste studies die self efficacy van leraren in kaart brengen, merken we dat onderzoekers dit kwantitatief meten (bvb. Skaalvik & Skaalvik, 2007). Dit verschilt uiteraard van de manier waarop we dit in kaart brachten in deze studie. Er zijn echter ook een beperkt aantal studies die inzicht trachtten te verwerven in de gebieden waarin leraren zich meer of minder efficiënt inschatten (bvb. Feistritzter, 2011; TALIS, 2018). Feistritzter (2011) vond, gelijklopend aan onze resultaten, dat leerkrachten zich het meest incompetent voelen met betrekking tot klasdiscipline, klasmanagement en tijdsmanagement. Er is echter meer onderzoek nodig dat self efficacy op een gelijkaardige manier belicht om hier verder conclusies te kunnen trekken.

De mate van oriëntatie op leren van leraren. In bijna de helft van de scholen in onze steekproef blijkt de mate van oriëntatie op leren van leraren als laag gepercipieerd te worden. Dit impliceert dus ook dat in meer dan de helft van de scholen deze oriëntatie als hoog gepercipieerd wordt. Ook hier is eerder onderzoek voornamelijk kwantitatief van aard (bvb. Runhaar, Bednall, Sanders & Yang, 2016). Daarnaast bekijkt eerder onderzoek dit ook vooral op individueel niveau, en niet op team niveau zoals in ons onderzoek. Er is dus meer onderzoek nodig om de resultaten van onze studie te kunnen bevestigen.

Onderwijsopvattingen. Om de onderwijsopvattingen in kaart te brengen, gebruikten we vijf dimensies van Devine en collega's (2013): 1) passie voor lesgeven en leren, 2) sociale en morele dimensie, 3) reflective practitioner, 4) effectieve planning en management van leren, en 5) de liefde voor kinderen. Onze resultaten tonen aan dat leerkrachten het meest aspecten vermelden m.b.t. de dimensie ‘liefde voor kinderen’ en ‘passie voor lesgeven en leren’. Deze resultaten bevestigen ook eerder onderzoek dat aantoont dat leraren vinden dat goede leraren persoonlijke relaties uitbouwen met hun

leerlingen (Beishuizen et al., 2001) en dat leraren meest verwijzen naar relationele kwaliteiten wanneer zij een goede leerkracht beschrijven (Bullock, 2015). Ook Meng & Muñoz (2016) stelden vast dat leerlingen engageren in het leerproces als een hoge prioriteit wordt gezien door leraren.

Kansen tot leren van leraren in de school. Ook hier merken we dat er in de helft van de scholen in onze steekproef verschillende kansen tot leren van leraren geboden worden, terwijl dit in de andere helft om beperkte kansen gaat. Dit resultaat is in lijn met onderzoek van Admiraal et al. (2016) die vonden dat schoolleiders verschillen in de mate waarin zij kansen tot leren bieden in de school. In onze studie zien we dan ook dat in scholen waar verschillende kansen tot leren geboden worden, er een mix van externe en interne professionele ontwikkelingsinitiatieven mogelijk zijn voor leraren zoals bijvoorbeeld werkgroepen, teamteaching, collegiale consultatie. Merchie et al. (2016) benadrukten in hun studie dat dergelijke interne professionaliseringsinitiatieven meer kans hebben om bij te dragen tot het professioneel leren van leraren.

Link tussen personeelsbeleid en stimulerende factoren voor professioneel leren van leraren. In deze studie linken we ook strategisch personeelsbeleid met de stimulerende factoren voor professioneel leren. We vonden een verband tussen de mate van oriëntatie op leren van leraren en kansen tot leren, maar niet voor self efficacy en onderwijsopvattingen. De meerderheid van de scholen waar de mate van oriëntatie op leren van leraren hoog is, zijn ook excellent strategische scholen wat hun personeelsbeleid betreft. Daarnaast toont onze studie ook aan dat in de meerderheid van excellent strategische scholen verschillende kansen tot leren van leraren geboden worden. Uiteraard kunnen we hier geen direct causaal verband veronderstellen, maar onze studie bevestigt het werk van Runhaar en collega's (2016, 2017a) dat vooropstelt dat personeelsbeleid ervoor kan zorgen dat de werksituatie van leraren gekenmerkt wordt door een hoge mate van oriëntatie op leren en verschillende kansen tot leren. In dat opzicht menen we dan ook dat het eigenlijke professioneel leren van leraren hoger kan liggen in de excellent strategische scholen in onze steekproef. Er is echter meer onderzoek nodig om het verband tussen strategisch personeelsbeleid en professioneel leren vast te stellen. We vonden geen onmiddellijke link tussen self efficacy, onderwijsopvattingen en het strategisch personeelsbeleid van scholen. Dit resultaat kan ingegeven zijn door onze manier van het in kaart brengen van self efficacy en onderwijsopvattingen. Daarnaast kan het ook zijn dat onze studie niet ingaat op andere belangrijke variabelen die mogelijks een invloed op deze relatie kunnen hebben (bvb. culturele schoolkenmerken).

Beperkingen van het onderzoek en suggesties voor vervolgonderzoek. Ten eerste moeten we beklemtonen dat onze studie geen representatief beeld geeft van alle Vlaamse scholen. Onze steekproef van 24 cases is in dat opzicht te klein. Mogelijks kunnen mixed method designs in toekomstig onderzoek nuttig zijn om enerzijds via een kwantitatief luik een grootschalige survey te kunnen uitvoeren en anderzijds via een kwalitatief luik meer in

de diepte bepaalde fenomenen te begrijpen. Ten tweede focuste onze studie niet op het eigenlijke professioneel leren van leraren in de scholen uit onze steekproef. We kunnen hier dan ook op gedragsniveau geen uitspraken over doen. Verder onderzoek dat dit professioneel leren zelf wel in kaart kan brengen is dan ook nodig. Hierbij sluiten we aan bij het pleidooi van Admiraal et al. (2016) om dit niet geïsoleerd van de schoolcontext te bestuderen. Ten derde, wij bekeken de stimulerende factoren op schoolniveau. Het kan echter belangrijk zijn om dit in toekomstig onderzoek ook op individueel lerarenniveau te bestuderen. Ten vierde willen we ook onze specifieke manier van meten van self-efficacy opmerken. Wij bevroegen de sterktes en zwaktes/werkpunten van leraren als indicatie voor hun self-efficacy in onze kwalitatieve studie. Er is echter meer kwalitatief onderzoek naar self-efficacy nodig dat het concept in detail in kaart brengt (Glackin & Hohenstein, 2018). Als laatste willen we opmerken dat we eerder constateerden dat de personeelspraktijk ‘professionele ontwikkeling’ an sich vaak wel strategisch wordt geïmplementeerd in de scholen in onze steekproef (Tuytens, Vekeman & Devos, 2019). Hierbij stellen we dan ook vast dat dit an sich blijkbaar geen garantie is om ook hoge mate van oriëntatie op leren van leraren en verschillende kansen tot leren in de school te krijgen. Hierbij is longitudinaal onderzoek mogelijks nuttig om directere verbanden te kunnen onderzoeken tussen beleidsprocessen en uitkomsten.

Research paper: Stimulating factors for teachers' professional learning in relation to SHRM in schools

Introduction

Internationally the awareness has grown that, in order to stay an essential factor in their students' learning processes, teachers should develop continuously throughout their career. In order to develop the content knowledge and skills teachers need to succeed in their classroom, professional learning is necessary (Merchie, Tuytens, Devos & Vanderlinde, 2016). In this regard, in many countries, initiatives were started to create opportunities for schools to facilitate and stimulate teachers' professional learning (Admiraal et al., 2016). However, the current literature shows (e.g. van Veen, Zwart & Meirink, 2012) that many of these activities are mainly set up as individual activities, seem to reach only a small portion of the school teachers and appear to last only for a short time. At the same time, with the intent to attract, develop and retain high quality teachers in education many countries took different policy measures which should stimulate schools to work on their human resource management (HRM) (e.g. the implementation of teacher evaluation policies; obligation to develop a professional development plan). Based on HR literature, voices have raised to align HRM with strategic planning, on the one hand, and the individual needs of teachers, on the other hand, which are actually two basic fundamentals of strategic HRM (SHRM) (Boselie, 2014; Vekeman, Devos & Valcke, 2016). Yet, the educational literature until now points to the fact that in many schools current HRM is anything but strategic (DeArmond, 2013; Smylie et al., 2004; Rebore, 2010; Vekeman, Devos & Valcke, 2016). Actually, it is stated that HRM has been viewed as narrowly construed, built around a limited range of disconnected practices and approached in a reactive way instead of forward-looking and proactive (Keep, 1993; Rebore, 2010). Although both in the existing educational literature on professional learning and HRM researchers conclude that schools lack a systematic and comprehensive viewpoint, up to now, little is known on the possible relation between HRM in schools and professional learning (Evers & van der Heijden, 2011). Hence, this study tries to explore the relation between HRM and teachers' professional learning. More specifically, this study aims to focus on stimulating factors of teachers' professional learning as Runhaar (2017a) states that HRM can be viewed as an integrative mean that links a set of stimulating factors of professional learning. More specifically, Runhaar (2017a) puts forward the AMO-model that proposes that HRM can stimulate the Ability, Motivation and Opportunities for teachers to learn. Hence, this study explores 'teachers' self-efficacy' as an ability factor, 'teachers' learning goal orientation' as a motivation factor and 'teachers' collective beliefs about teaching' and 'affordances for professional learning within the school' as two opportunity factors stimulating teachers' professional learning within the school. Furthermore, this study will also explore whether these stimulating factors are different according to the extent to which HRM is strategic

within their school. Based on a previous qualitative study², teachers and school leaders within ‘excellent’ strategic and ‘moderate’ strategic HRM schools are compared.

Theoretical framework

Professional learning

Conceptualizing teachers’ professional learning is not easy as it is naturally interwoven with professional development (Avalos, 2011). In this regard, several authors contest the interchangeable use of the terms professional development and professional learning. As such, Timperley (2011) described that professional development, on the one hand, has over time gotten the connotation of some kind of delivery of information in order to change teaching practices. On the other hand, professional learning implies a more internal process in which teachers create knowledge and new meanings through critical interaction with information and through challenging previous assumptions. Likewise, Katz and Ain Dack (2013) argued that professional development does not equal professional learning unless it not only intends to change teachers’ beliefs or practices, but actually does so. However, as many forms of professional development do not change the way teachers think or behave, and thus not lead to learning, these authors stress the big leap from development to learning. As suggested by Opfer and Pedder (2011), we will use the term professional learning here instead of professional development because the latter has the connotation of individual programmes, individual activities and individual teachers.

Besides the fact that professional learning is difficult to conceptualise it is also a complex concept to study. With regards to studying teacher learning, Desimone (2009) proposes a basic conceptual framework. She argues that the core theory of action for professional development consists of the following steps. First, teachers experience effective professional development. Second, this increases their knowledge and skills and/or changes their attitudes and beliefs, which is referred to as the mental aspect of professional learning. Third, teachers use these new skills, knowledge, attitudes, and beliefs to improve the content of their instruction or pedagogical approach, which is called a behavioral aspect of professional learning. Finally, these instructional changes foster increased student learning. Examining the implications of professional development for student learning and changes in behaviour of teachers falls out of the scope of this study. Yet, in this study we choose to focus on different types of stimulating factors of professional learning which are related to both teachers and the context in which they work. In this regard, this study focuses both on ‘the teacher’ and ‘the school’ which have been identified by Opfer and Pedder (2011) as two overlapping systems

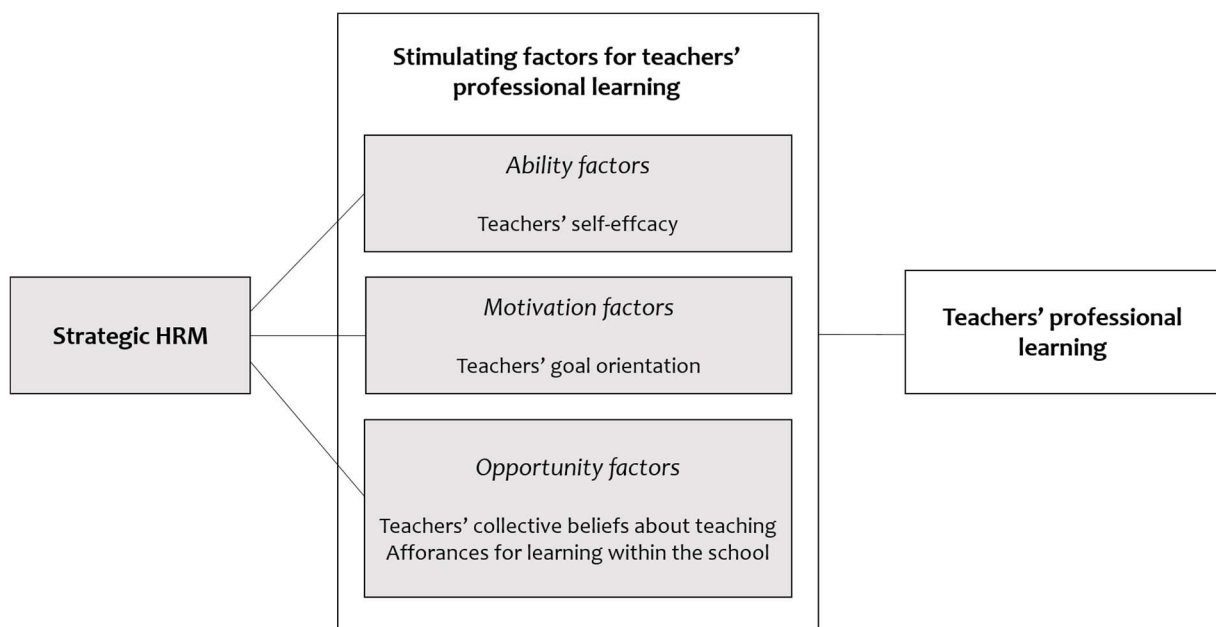
² Tuytens, M.; Vekeman, E. & Devos, G. (2020). *Strategisch personeelsbeleid in Vlaamse scholen. Een exploratieve studie*. Steunpunt Onderwijsonderzoek, Gent.

involved in professional learning. The individual teacher refers to teachers' prior experiences, their orientation to, and beliefs about learning, their prior knowledge and their teaching practices. School-level variables refer to the context of the school that supports teaching and learning and collective orientations, beliefs and practices in school.

AMO theory of performance as conceptual framework

According to Runhaar (2017a) teachers' learning, like all human behavior, can be viewed as a function of individual and contextual factors. To distinguish between the kinds of individual and contextual factors that play a role in explaining employee behaviour, organisation psychologists and management scientists often rely on the so-called AMO theory of performance (Appelbaum et al., 2000). This theory states that performance (P) is a function of employees' abilities (A), their motivation (M) and the opportunities (O) they are offered to perform and has been used to model different kinds of behaviour within organisations, like employees' engagement in learning activities. Runhaar (2017a), for example, uses the AMO theory to categorise different types of stimulating factors of learning. More specifically, she distinguishes specific ability, motivation and opportunity factors which enhance professional learning. Building on this work, we focus on four stimulating factors of teachers' professional learning (cf. Figure 1) which will be discussed in what follows.

Figure 1. Link between SHRM and teachers' professional learning (based on Runhaar (2017a))



Note. Only the gray shaded boxes (and relationships between these gray shaded boxes) are explored within this study. This means that teachers' professional learning as such is not included in this study.

Teachers' self-efficacy as an ability (A) factor

According to Runhaar (2017a) certain skills from the learners (e.g. communication skills or reflection skills) play a role in learning, but also the 'sense of being able'. The latter refers to teachers' self-efficacy and is a concept which is often examined in relation to learning and development. Self-efficacy is grounded in the theoretical framework of social cognitive theory emphasizing the evolvment and exercise of human agency – that people can exercise some influence over what they do. In this regard, self-efficacy refers to the extent to which people believe in their ability to complete tasks and to reach their goals (Bandura , 1977). Such efficacy beliefs determine how environmental opportunities are perceived, affect choice of activities, how much effort is spent on an activity, and how strong people persist when confronted with obstacles (Bandura, 1977). A high sense of self-efficacy is related to the assumption that, with effort, one can improve oneself. This means that the higher a teacher's self-efficacy, the lesser she/he is afraid to reveal what he/she still has to learn and to openly doubt about one's practice or assumptions. It is generally assumed that teachers' self-efficacy influences teachers' engagement in professional learning activities (Kwakman, 2003). This was also confirmed by research of De Neve, Devos & Tuytens (2015) who found that self-efficacy contributed to beginning teachers' professional learning. Also, Liu & Hallinger (2018) found a direct relationship between teachers' self-efficacy and teachers' professional learning.

Teachers' learning goal orientation as a motivation (M) factor

Besides feeling able to engage in learning activities it is also important to be motivated to engage in those activities (Runhaar, 2017a). Yet, until now, research on teachers' motivation to learn professionally is scarce (Appova & Arbaugh, 2017). Although a few studies do exist that examine teachers' engagement in professional development, most studies are mainly focused on teachers' learning through examining knowledge, cognition and beliefs, classroom practices and pedagogy, influence of students' learning on teaching, curriculum, development, enactment and implementation and teacher professional collaboration and communities. In this regard, Runhaar (2017a) states it is important to take into account teachers' motivation to learn when studying teachers' learning. To investigate this she refers to the goal orientation theory of Dweck (2000). This theory states that goals are important for the motivation of behaviour, for task interpretation and for how employees react to work outcomes. In this theory, the learning goal orientation is an important concept (Dweck & Legett, 1988). The learning goal orientation refers to employees' motivation to continuously improve one's competencies through learning and training new skills, as well as through learning to complete new and more complex tasks. When teachers have a high learning goal orientation, they are motivated to learn. This means, for example, that they are likely to view activities like asking for feedback, letting others observe their teaching and experimenting with new

teaching methods as challenging ways to grow rather than activities that may affect their self-image (Runhaar, 2017a).

Teachers' beliefs about teaching and chances for learning within the school as opportunity (O) factors

Finally, according to Runhaar (2017a) having self-confident and motivated teachers is still not enough to ensure that learning within the school will take place. Actually, teachers' school environment must also offer enough opportunities to learn with and from one another. In this context, often a distinction is made between factors at task level (e.g. autonomy), team level (e.g. interdependence among team members) and organisational level (e.g. organisational climate) (Runhaar, Sanders & Slegers, 2009). Although factors at all levels are important, in this study we zoom in on the organisational level only. More specifically, in this study we focus on two opportunity factors at the organisational level: 'teachers' beliefs about teaching' and 'chances for learning provided within the school'.

Teachers' beliefs about teaching. Based on the work of Runhaar (2017a) we expect that teachers' learning is also determined by the climate or culture within the school (i.e. the basic assumptions, norms and values shared by school members (Maslowski, 2001)). Moreover, we know that teachers-like members of most organizations- shape their beliefs and actions largely in conformance with the existing school culture (Rosenholtz, 1991). Thus, what teachers decide to do or not to do in their classrooms could be determined by teachers' association with their school cultures. Furthermore, research shows that teachers' beliefs about teaching influence the extent to which teachers engage in learning activities (Meirink, Meijer, Verloop & Bergen, 2009). In this regard, this study takes into account teachers' beliefs about teaching as a possible stimulating factor of professional learning. Different researchers investigating teachers' beliefs about teaching focused on teachers' beliefs about a good teacher, which in research is also referred to as an 'ideal teacher' (Arnon & Reichel, 2007). The beliefs have been found to be related to teacher personalities, behaviors, abilities, and relational skills leading to lists of characteristics which are often times extensive and complex (Devine, Fahie & McGillicuddy, 2013). Therefore, researchers have proposed several factors into which these characteristics can be categorized in order that components of a good teacher can be easily seen (Arnon & Reichel, 2007). A review of the literature shows that a couple of major factors have emerged, as a way to organize good teacher characteristics. First, we notice that some researchers make a distinction between personality related characteristics and characteristics related to the profession (e.g. Arnon & Reichel, 2007; Baier, 2019; Beishuizen et al., 2001). Beishuizen and colleagues (2001), for example, made a distinction between the personality view and the ability view while Arnon & Reichel (2007) identified components of appropriate personality and professional knowledge and Baier (2019) identifies generic (cognitive ability and personality) and profession-specific (professional knowledge, beliefs, and motivation for teaching) teacher characteristics. Second, the

literature shows some researchers also include an ‘affective component’ besides the distinctions between personality and profession. Sahin & Cokadar (2009), for example, identified themes of general personal, affective roles towards students and professional roles. Finally, some studies identify various factors related to the teaching profession. In this regard, Devine et al. (2013) claimed a five-dimension model of good teaching for teachers. The five dimensions they have identified are: (1) ‘passion for teaching and learning’ (i.e. a good teacher is strongly motivated for the teaching job, encourages weak students to work, is fair in treatment of students, etc.), (2) ‘social and moral dimension’ (i.e. a good teacher is a good role model, tries to pass values onto students, etc.), (3) ‘reflective practitioner’ (i.e. a good teacher strives to improve their own teaching, seeks advice from colleagues, is innovative, etc.), (4) ‘effective planning and management of learning’ (i.e. a good teacher covers the curriculum, is a multitasker, etc.) and (5) ‘love for children / young people’ (i.e. a good teacher loves and displays genuine warmth to children / young people, tries to connect with students at their level, etc.). In this study, we will use this five dimension framework of Devine and colleagues (2001) to explore teachers’ beliefs about a good teacher as these researchers developed this framework based on a data collection in both primary and secondary education in a European country.

Affordances for learning within the school. Besides the importance of school culture and teachers’ beliefs about teaching, Runhaar (2017a) stresses it is also important to take in to account the role of the school leader. Actually, research shows that school leaders influence the effort teachers put into their jobs, their commitment to educational innovations and their engagement in professional development activities in general (Runhaar, 2017a). According to Runhaar (2017a) these findings suggest that when employees can rely on leaders’ support and encouragement when needed, they will reciprocate this with effort put into the educational innovation and professional learning. Therefore, in this study, we explore to what extent school leaders support and encourage teachers’ learning. More specifically, we will investigate this by zooming in on the extent to which affordances for teachers’ learning are provided by the school leader or the leadership team within the school. Actually, relying on the work of Admiraal and colleagues (2016) we expect that school leaders (or leadership teams) might differ in the way they afford teachers’ professional learning, for instance, by showing flexibility in applying rules and regulations and administering teachers with new tasks that align with their interest and potential, by stimulating collegial consultation, by installing team teaching, by facilitating internal training or through practicalities such as scheduled time for teachers to collaborate and share practices and insights.

SHRM as an integrated means to stimulate professional learning?

Besides the stimulating factors for teachers’ learning described above, Runhaar (2017a) states that a school’s human resources management (HRM) can be viewed as a powerful means to influence teachers’ engagement in learning activities. Based on

previous research (e.g. Boxall & Purcell, 2003) we know that with HRM organisations try to influence employees' ability, motivation and opportunities to perform. As such, according to Runhaar (2017a) HRM in schools can be viewed as an integrative means that links to all factors listed above. Although recently the importance of strategic HRM in schools has been stressed, seldom the link between SHRM and stimulating factors for teachers' professional learning has been investigated. Therefore, in this study we explore how stimulating factors for teacher's professional learning are linked to SHRM in schools.

Strategic human resource management (SHRM) can be defined as an approach of human resource management which is 'explicitly' aimed at achieving individual, organisational and societal goals (Boselie, 2014). First, in order to achieve individual goals, different authors state that schools should invest in their 'resources' in line with the resource-based view (RBV) (Barney, 1991; Leisink & Boselie, 2014; Smylie, Miretzky & Konkol, 2004). The RBV paradigm states that organisations achieve value through HR practices that are aligned with employees' characteristics and needs (Wright, Dunford, & Snell, 2001) or as Smith (2001) states in the context of education: 'schools should take into account the needs of faculty across careers'. Second, in order to achieve organisational goals, it is important for schools to develop meaningful school goals, which are essential, sufficiently operationalised, and take the school's context into account (Leisink & Boselie, 2014). In other words, an essential point to develop SHRM is that schools stipulate goals on their own and that schools work yield oriented. Yet, in line with Leisink and Boselie (2014) we believe the term "goals" and "outcomes" should not be interpreted narrowly in economic terms and specific school goals can also contribute to the development of certain school values. Therefore, we choose to focus in this study not only on school goals but look at the articulation of widely shared ownership and commitment to purpose in schools (i.e. mission, vision, values, and goals). Building on the work of Gurley and colleagues (2015), we refer with the term 'strategic planning' to the process of developing a clear school mission, shared vision, articulated values, and specific goal statements. Taken together, based on previous literature outside and inside education, we believe a balanced approach in HRM is necessary (Boselie, 2014). In this regard, SHRM in education is explicitly aimed at achieving individual goals, on the one hand, by taking into account the needs of individual teachers, and organisational and societal goals, on the other hand, by aligning HR practices with strategic planning in the school.

In the past years, various studies have put forward different HR practices and an awareness has grown that the relevance of HR practices and their effectiveness is context-specific. In this regard, recently is stressed that the difference between the profit and non-profit organizations should not be ignored when studying SHRM (Knies, Boselie, Gould-Williams & Vandenabeele, 2018). In this context, Runhaar (2017b) conceptualized HRM in the context of schools. According to her this conceptualisation helps schools to create a high-quality and committed teacher team. Relying on her work a set of common HR practices in education can be identified: staffing, professional development,

performance appraisal and reward systems. The first HR practice, 'staffing' deals with the 'recruitment and selection' of new teachers from outside the school. Moreover, it includes the 'assignment' of teachers within the organization to specific tasks (Runhaar, 2017b). In this study, we approach recruitment and selection, on the one hand, and assignment on the other hand as two separate HR practices. This choice was made as previous research (e.g. Donaldson, 2013) has shown that principals approach these practices differently. It seems that principals pay less attention to assignment compared to recruitment and selection (Donaldson, 2013). In order to capture these differences also in this study, assignment was studied as a separate HR practice. Professional development, here seen as a third HR practice, aspires the stimulation of continuous professionalization of teachers. Performance appraisal (or teacher evaluation which is a synonym) has both formative and summative objectives. In essence, it holds teachers accountable, but it is also a means to improve teachers' practice. Both objectives require accurate assessments of teachers' performance based on a clear description of teacher standards. Reward systems can be financial (e.g. merit pay), although this is still rare in the educational context, or non-financial. Research has shown that teachers are highly intrinsically motivated. Hence schools should pay attention to teachers' intrinsic motivators in order to stimulate such intrinsic motivators such as providing positive feedback, allocating of a challenging project or creating development opportunities.

Purpose of study

The existing educational literature until now concludes that schools lack a systematic and comprehensive viewpoint on professional learning, on the one hand, and HRM, on the other hand. Yet, up to now, little is known on the possible relation between HRM in schools and professional learning (Evers & van der Heijden, 2011). Building on the work of Runhaar (2017a), this study aims to shed light on stimulating factors of teachers' professional learning using a qualitative research design. Moreover, we explore possible differences in these factors between schools installing HR practices in an excellent strategic way and schools installing HR practices in a moderate strategic way. Figure 1 summarises the line of reasoning within this study and works as a guiding framework based on which the following research questions are formulated:

1. How do teachers in the school perceive their self-efficacy?
 - a. To what extent are teachers' perceptions of self-efficacy different in excellent and moderate strategic schools?
2. How is teachers' learning goal orientation perceived within the school?
 - a. To what extent is teachers' learning goal orientation different in excellent and moderate strategic schools?
3. What are teachers' beliefs about teaching in the school?

- a. To what extent are teachers' beliefs about teaching different in excellent and moderate strategic schools?
4. How are the affordances for teachers' learning perceived within the school?
 - a. To what extent are affordances for teachers' learning are provided within the school different in excellent and moderate strategic schools?

Methods

Data collection

This study is part of a larger case study on human resource management from a school's perspective. For this research project we used a multiple case study design in order to deepen the understanding about strategic human resource management in elementary and secondary schools. More specifically, a sample of schools was used that was purposefully chosen. In this regard, we aimed to select schools that were particularly interesting based on one of their human resource practices and hence, had a high potential of being meaningful and enriching for this study. This means that we were not pursuing a representative, random sample, but we used a *stratified purposeful sample* (Miles & Huberman, 1994).

When selecting schools, we looked for an equal representation of schools based on demographic characteristics (e.g. school size; educational umbrella organisation; pupil population (OKI), school location and type of education (ASO/TSO/BSO). We selected a sample of 24 schools in total, in essence 12 elementary schools and 12 secondary schools (see Table 1). In order to identify particularly interesting schools in light of their human resource practices, our case selection was twofold: 1) we launched a call to all Flemish schools to participate in the study through a newsletter that was sent out to all Flemish schools by the Ministry of Education. In this call, we asked to identify schools that had a specific approach of one or more human resource practices that are under investigation through an online form. In this form, we requested information about the specific approach of one or more HR practices and several characteristics of the school (elementary or secondary, school size, student population, etc.). 2) we selected schools based on our prior knowledge of the school. In essence this involved schools that already participated in previous studies that were performed in our research group. The focus of these previous studies was specifically on one of the human resource practices that are put forward in this study (e.g. teacher assignment, teacher evaluation, teacher recruitment). For the selection of our cases, first we looked at the schools that were identified through the call. In total, 14 schools were selected based on the call. This involved 8 elementary and 6 secondary schools.

Table 1: Demographic characteristics of cases

CASE	SCHOOL LEVEL	SCHOOL SECTOR	NUMBER OF STUDENTS	SES	LOCATION	EDUCATIONAL TRACK
1	SE	KOV	950	1.06	urban	TSO/BSO/KSO
2	SE	GO	250	1.04	urban	ASO/TSO/BSO
3	SE	POV	380	2.23	urban	TSO/BSO
4	SE	KOV	1700	0.90	urban	TSO/BSO/DBSO
5	SE	KOV	280	0.48	rural	ASO
6	SE	KOV	840	0.59	urban	ASO/TSO/BSO
7	SE	KOV	670	1.11	urban	ASO
8	SE	GO	540	1.83	urban	TSO/BSO/DBSO
9	SE	KOV	780	0.64	urban	TSO/BSO
10	SE	KOV	1100	0.29	semi-urban	ASO
11	SE	GO	360	0.60	semi-urban	TSO/BSO
12	SE	POV	320	0.37	rural	ASO/TSO
A	PE	KOV	300	0.30	rural	/
B	PE	OVSG	160	0.26	rural	/
C	PE	KOV	440	0.38	semi-urban	/
D	PE	GO	280	0.54	rural	/
E	PE	KOV	240	0.11	semi-urban	/
F	PE	OVSG	320	0.83	semi-urban	/
G	PE	GO	580	3.32	urban	/
H	PE	KOV	190	0.21	urban	/
I	PE	OVSG	290	0.88	rural	/
J	PE	OKO - FOPEM	200	0.32	urban	/
K	PE	KOV	250	1	urban	/
L	PE	KOV	370	0.27	rural	/

Note. Number of students are rounded. Bold numbers indicate large number of pupils (for elementary more than 270 pupils; for secondary more than 600 pupils) or high SES level (for elementary larger than 0.83; for secondary larger than 0.94) – School level: secondary education (SE), primary education (PE). School sector: KOV (Katholiek Onderwijs Vlaanderen), GO (Gemeenschapsonderwijs), POV (Provinciaal Onderwijs), OVSG (Onderwijsvereniging van Steden en Gemeenten), OKO-FOPEM (Overleg Kleine Onderwijsverstrekkers – Federatie van Onafhankelijke Pluralistische Emancipatorische Methodescholen) Educational tracks: general (ASO), vocational (BSO), technical (TSO) and part-time vocational (DBSO) secondary education , Leadership team: Yes (leadership team available), No (no leadership team available)

After this selection, we added 10 schools (4 elementary and 6 secondary schools) to our sample based on our experiences with these schools through prior research on one of the HR practices. To get a good insight in the schools' human resource management and related factors (such as leadership, school context, etc.), we investigated the 24 cases throughout one entire school year using interviews, observations and documents. First, a pilot study in 4 cases (2 elementary schools and 2 secondary schools) was carried out during school year 2017-2018. Second, based on the same format of the pilot study, 20 cases (10 elementary schools and 10 secondary schools) were investigated during the following school year (from August 2017 until August/September 2018). Interviews were used as the main source of data collection. Observations and documents were gathered as a complementary data collection procedure in support of data triangulation. In total, we conducted 194 interviews with on average 8 interviews per school. In each school, three semi-structured interviews were conducted with the school leader (at the beginning, in the middle and at the end of the school year). This approach gave us the chance to get insight in important moments related to HRM during the school year and time to gain deep insight in the different HR practices, strategic planning and schools' characteristics and context (see Appendix I). Moreover, during the school year, we conducted interviews with teachers in each school (see Appendix II). If relevant for HR-practices, we also conducted interviews with (teacher) leaders, members of the school board, etc.

The results of this study are based on this large data collection. To answer research question 1 and 3 we relied on the data we collected during the interviews with teachers only. More specifically, we focused on the interviews with school members with a teaching assignment³ and ensured that for every school minimum 3 teachers were included: 1) (when present in the school) a teacher with a temporary position of definite duration (i.e. TABD) (cf. 'Teacher 1' in results section), 2) a teacher with a temporary appointment of continuous duration (i.e. TADD) (cf. 'Teacher 2' in results section) and 3) a teacher with a tenured position (cf. 'Teacher 3' in results section). When more teachers per category were interviewed within the school, these teachers were also included (cf. Teacher 1a/b, Teacher 2a/b, Teacher 3a/b in results section). In total 86 teacher interviews were used (41 in primary education and 45 in secondary education) for this study. This sample consists of 53 female and 33 male respondents with an average teaching experience in the school of 9.5 years (min.: < 1 year; max.: 40 years). At the time of the interview 23 teachers had TABD, 24 teachers had a TADD (or had a perspective to attain this position within the current school year) and 39 teachers had a tenured position. The majority of the interviewed teachers were first career teachers (n=75). Yet, we also interviewed 11 second career teachers (i.e. 'zij-instromers'). Furthermore, in order to answer research question 1 and 3 we focused on the interview questions for teachers which were asked in order to measure teachers' self-

³ Teachers with a teaching assignment and other function within the school (e.g. coordinator, mentor) were also included unless the extra function extended a halftime appointment.

efficacy and teachers' beliefs about teaching. In order to get insight in teachers' beliefs about teaching, the following question was asked: 'How would you describe a good teacher?'. In order to measure teachers' self-efficacy, the following questions were asked: 'What are your strengths as a teacher?' and 'What are your weaknesses as a teacher?'. In order to answer the research questions 1a, 2(a), 3a, 4(a) also the interview data with school leaders, observations and documents were used. In order to answer research question 2 and 4 we took into account both the perceptions of team members (e.g. teachers, coordinators) and school leaders. What we exactly used from the interviews with school leaders, observations and documents in order to answer research question 1a, 2a, 3a and 4a will be discussed more in detail in the following section.

Data analysis

In order to analyse the data we followed a clear step-by-step plan. First, all interviews were systematically transcribed and coded using Nvivo (i.e. a qualitative research software tool). Second, based on the interview protocol, sets of categories (or nodes) (e.g. wellbeing, turnover intention) were created in Nvivo. The interviews were coded based on these categories in order to structure the text and to reduce the data. Third, after coding each interview or set of interviews an 'interim case summary' (Miles & Huberman, 1994) was adjusted or refined. An interim case summary is a provisional product of varying length that provides a synthesis of what the researcher knows about the case and also indicates what may remain to be found out. In our study the case summary presents (a) a review of findings, (b) a careful look at the quality of data supporting them, (c) the agenda for the next interview(s). The review of findings in the summary was ordered based on the different codes in Nvivo (cf. Appendix IV for case summary format). Fourth, based on the final case summaries (approximately 35 pages per case) and the coded interviews in Nvivo a detailed case report (on average 25 pages) was written for each school in which we reported on the within-case analysis for the different central variables (i.e. school's internal and external context, school characteristics, HR practices, school leadership, teacher characteristics and teacher outcomes (i.e. wellbeing and turnover intention). When relevant, we added extracted information from the observations and documents to the interim case summary and case reports. As both the analysis of the observations and documents were mainly supplementary to the interviews, the predefined categories were also used to analyse the documents and observations (Bowen, 1997). After we carried out these steps in our data-analysis, a systematic approach was followed in order to answer the research questions of this specific study. For certain research questions, we looked at frequencies related to certain variables in our study which is one of the analysis operations put forward by Miles & Huberman, 2014. In this way, we intended to facilitate comparative analyses of our cases. We then looked for meaningful information in the interviews that can help us understand the variables under study. For this purpose, we also illustrated this

with citations in our results. In what follows, our approach will be discussed for each research question in detail.

Research question 1. In order to get an overview of the aspects of the job which teachers describe as strengths and weaknesses a case ordered descriptive matrix (Miles & Huberman, 1994) was created (see Appendix V). This case-ordered descriptive meta-matrix lists all strengths and weaknesses mentioned by teachers per case. More specifically, these strengths and weaknesses (e.g. ‘class management’, ‘team work’) are clustered in the same dimensions we used to cluster teachers’ beliefs about teaching (i.e. ‘passion for teaching and learning’, ‘social and moral dimension’, ‘reflective practitioner’, ‘effective planning and management of learning’ and ‘love for children’). We were able to create this matrix based on the information in Nvivo (node: ‘self-efficacy’) and the information gathered in the case summaries.

Research question 2. In order to answer research question 2 (‘How is teachers’ learning goal orientation perceived within the school?’) we analysed the interview fragments of school leaders’ and teachers’ which were coded in Nvivo with the following nodes: ‘professional development’, ‘professional learning community’ and ‘professional learning’. Based on these nodes and the information that was summarized in the case summaries (including also relevant information from the observations and documents), respondents’ perceptions on ‘teachers’ learning goal orientation within the school’ were scored per school using the scoring scheme in Table 2.

Table 2. Scoring scheme ‘teachers’ learning goal orientation’

Low	The respondents perceive that within the school teachers in general have a low learning goal orientation (i.e. weakly motivated to learn professionally).
High	The respondents perceive that within the school teachers in general have a high learning goal orientation (i.e. strongly motivated to learn professionally).

Research question 3. Also a case-ordered descriptive matrix was created in order to answer this research question (see Appendix VI). This case-ordered descriptive meta-matrix lists all aspects of a good teacher mentioned by teachers per case. More specifically, these different factors (e.g. ‘being open for innovations’, ‘being an expert in your course’) are clustered in five dimensions of good teaching defined by Devine and colleagues (2013). The five dimensions are: (1) passion for teaching and learning, (2) social and moral dimension, (3) reflective practitioner, (4) effective planning and management of learning, (5) love for children. We were able to create this matrix based on the information in Nvivo (node: ‘educational beliefs’) and the information gathered in the case summaries.

Research question 4. In order to answer research question 4 ('How are the affordances for teachers' learning perceived within the school?') we analysed the interview fragments of school leaders' and teachers' which were coded in Nvivo with the following nodes: 'professional development', 'professional learning community', 'professional learning' and 'changes in practice'. Based on these nodes and the information that was summarized in the case summaries (including also relevant information from the observations and documents), respondents' perceptions on 'affordances for teachers' learning within the school' was scored using the scoring scheme in Table 3.

Table 3. Scoring scheme 'affordances for teachers' learning within the school'

Limited affordances	The respondents perceive that within the school limited affordances for professional learning are provided.
Various affordances	The respondents perceive that within the school various affordances for professional learning are provided.

Research question 1a, 2a and 3c. In order to answer research question 1a, 2a, 3a and 4a we focus on possible differences in the results of research question 1, 2, 3 and 4 between two groups of schools: 'excellent strategic schools' and 'moderate strategic schools'. The difference between these two groups of schools lies in the extent to which HR practices are aligned with school's strategic planning and individual needs of teachers and has not the intention to suggest any difference in educational quality. Moderate strategic HRM schools are schools characterised by the alignment of 2 or less HR practices with school's strategic planning and individual needs of teachers while excellent strategic schools are characterised by the alignment of 3 or more HR practices with school's strategic planning and individuals needs of teachers. Based on a previous qualitative study (Tuytens, Vekeman & Devos, 2020) -in which the same cases were investigated- we could classify schools in one of the two groups. In the previous study for each of the 24 cases a score was given to each human resource practice under investigation. This score was based on several data sources (namely, interview data from the principal, interview data from teachers, documents, observations). This scoring contained three categories per HR practice based on the literature (Boselie, 2014): 0, 0.5 or 1. A score '0' indicates that a human resource practice is not aligned with strategic planning nor with individual needs. A score '0.5' shows that a human resource practice is aligned with strategic planning OR with individual needs. A score '1' demonstrates that a human resource practice is aligned with strategic planning AND individual needs. Details about this scoring per human resource practice can be found in the earlier research report. When we look at the scoring of these cases, we notice that 10 out of the 24 schools align 3 or more HR practices (or in other words: 3, 4 or 5 HR practices) with the strategic planning of schools and the individual needs. As only a minority of schools could be classified in this group, we labelled this group as 'excellent strategic schools'. On the other hand, we noticed that 14 out of the 24 schools align 2 or less HR practices (or in other words: 0, 1 or 2 HR practices) with the school's strategic planning and individual needs of teachers. The term 'moderate strategic' was here

purposefully chosen. Only in one out of the 14 schools none of the HR practices were aligned with strategic planning and individual needs. Yet, in this school and in all other schools of this ‘moderate group’ we see that they try to align HR practices with the strategic planning OR the individual needs. Therefore, we use the term ‘moderate’ (compared to excellent) as these schools show clear efforts to install HRM strategically but do not (yet) succeed in a balanced approach.

Results

Research question 1: How do teachers in the school perceive their self-efficacy?

The case-ordered descriptive meta-matrix (see Appendix V), listing all strengths and weaknesses mentioned by teachers per case, shows that teachers mention different aspects in which they feel efficacious or less efficacious. Table 4 and Table 5 summarize respectively the amount of the personal strengths and personal weaknesses that teachers per school mentioned for each of the five domains.

Table 4. Amount of mentioned strengths per case and domain

		Love for children / young people	Passion for teaching and learning	Effective planning and management of learning	Reflective practitioner	Social and moral dimension	Other
CASES							
Primary schools	A	0	2	0	1	0	1
	B	1	0	0	1	0	1
	C	1	1	0	0	1	2
	D	1	1	3	2	0	0
	E	1	2	1	0	2	2
	F	1	0	1	0	0	0
	G	2	0	1	1	1	0
	H	4	3	2	1	0	0
	I	1	3	2	0	0	0
	J	0	2	1	0	0	0
	K	1	3	0	0	0	0
	L	4	1	1	1	0	0
	Total		17	18	12	7	4
Secondary schools	1	2	2	1	1	0	0
	2	2	1	0	1	0	0
	3	2	1	1	0	0	0
	4	2	2	2	0	0	0
	5	3	2	1	0	0	2
	6	1	0	0	0	0	1
	7	3	1	3	0	0	0
	8	0	1	5	0	0	0
	9	2	3	3	0	0	0

	10	4	0	2	0	0	0
	11	0	2	3	0	1	1
	12	1	2	2	1	1	0
Total		22	17	23	3	2	4
General total		39	35	35	10	6	10

Table 4 shows that the strengths that teachers mention are mostly related to the domain ‘love for children / young people’ (n=39), ‘passion for teaching and learning’ (n=35) and ‘effective planning and management of learning’ (n=35). Moreover, this table also indicates that the strengths that teachers mention are least related to the domain ‘social and moral dimension’ (n=6). Table 4 gives also an overview of the amount of strengths mentioned by teachers per educational level. This overview indicates that in general only small differences can be found between primary and secondary schools. Yet, it is striking that in secondary schools almost twice as much strengths are mentioned which are related to the domain ‘effective planning and management of learning’ compared to primary schools (i.e. primary schools (n=12); secondary schools (n=23)).

Table 5. Amount of mentioned weaknesses per case and domain

		Love for children / young people	Passion for teaching and learning	Effective planning and management of learning	Reflective practitioner	Social and moral dimension	Other
CASES							
Primary schools	A	0	0	3	0	0	0
	B	0	2	1	0	0	0
	C	0	0	3	0	0	1
	D	0	0	1	0	0	1
	E	0	0	3	0	0	0
	F	0	1	0	0	0	0
	G	0	1	4	0	0	0
	H	0	0	1	0	0	5
	I	0	0	1	0	0	2
	J	0	0	3	0	0	1
	K	0	1	3	0	0	1
	L	0	0	2	0	0	2
	Total		0	5	25	0	0
Secondary schools	1	0	0	3	0	0	0
	2	0	0	0	0	0	0
	3	0	0	3	0	0	0
	4	0	3	2	0	0	1
	5	0	0	6	0	0	1
	6	0	2	2	0	0	0
	7	2	2	1	0	0	0
	8	0	0	2	0	0	0
	9	0	0	3	0	0	0

	10	0	1	2	0	0	2
	11	0	1	5	0	0	1
	12	0	3	3	0	0	1
Total		2	12	32	0	0	6
General total		2	17	57	0	0	19

Looking at what teachers mention as weaknesses during the interviews (see Table 5), we found that these weaknesses are mostly related to the domain ‘effective planning and management of learning’ (n=57). Although some weaknesses are mentioned related to the domain ‘passion for teaching and learning’ (n=17) or personal characteristics (situated in the domain ‘other’) (n= 19), (almost) no weaknesses are mentioned related to the domain ‘love for children / young people’ (n=2), ‘reflective practitioner’ (n=0) and ‘social and moral dimension’ (n=0). Table 5 gives also an overview of the amount of weaknesses mentioned by teachers per educational level. This overview indicates that in general only small differences can be found between primary and secondary schools. Yet, it is striking that in secondary schools twice as much weaknesses are mentioned which are related to the domain ‘passion for teaching and learning’ compared to primary schools (i.e. primary schools (n=5); secondary schools (n=12)). Moreover, Table 5 indicates that in primary schools twice as much weaknesses are mentioned situated in the domain ‘other’ (i.e. primary schools (n=13); secondary schools (n=6)) in which teachers refer to weaknesses such as ‘self-care’, ‘perfectionism’, ‘assertiveness’, etc.

In what follows, we will discuss each of the five domains and the residual category ‘other’ more in detail. For each domain we will give an overview and examples of the strengths and weaknesses which were mentioned most often (i.e. five or more times). For a complete list of all strengths and weaknesses mentioned we refer to Appendix V.

Love for children / young people. While in almost all schools different strengths are mentioned by teachers related to the domain ‘love for children / young people’ (n= 39), only in one school (i.e. school 7) two weaknesses are mentioned related to this domain (i.e. ‘patience with students’ and ‘social emotional guidance of students’). Looking more closely to what teachers exactly mention during the interviews as strengths we notice that they refer most often to things such as ‘listening to students’, ‘having patience with students’ and ‘building a good relationship with students’.

Some example quotes for strengths related to ‘love for children / young people’

Listening to students	<i>“My strengths? I listen to students. I pay attention to what they need.” (Teacher 1, school E)</i>
Having patience with students	<i>“A good teacher is someone who listens to pupils, has patience and makes time for pupils. I’m such a teacher. I think those things are important and I try to be like that as much as possible. ... Yes, those are my strengths.” (Teacher 2, school L)</i>

Building a good relationship with students	<i>“I think I’m good at building a relationship with students. I feel when they don’t feel good and they dare to talk with me. ... I feel that this goes well.” (Teacher 1, school F)</i>
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Passion for teaching and learning. As with the domain ‘love for children / young people’, almost in all schools different strengths are mentioned by teachers related to the domain ‘passion for teaching and learning’ (n=35). Only in less than the half of the schools in our study (n=10) weaknesses are mentioned related to this domain (n=17). More specifically, we notice teachers refer most of the time to strengths such as ‘motivating students’, ‘responding to students’ interests’, ‘differentiated instruction’, ‘being enthusiastic /motivated’.

Some example quotes for strengths related to ‘passion for teaching and learning’

Motivating students	<i>“Yes, I believe I’m able to motivating pupils. ... I experience that pupils are motivate to start tasks and ask me when they could finish it. That is for me sign they like it and love to do the tasks I provide for them.” (Teacher 2, school K)</i>
Responding to students’ interests’	<i>“I think I’m good at choosing topics in which students are interested. I think that is a main personal strength.” (Teacher 3, school 3)</i>
Differentiated instruction	<i>“I certainly need to grow in differentiated instruction; in encouraging weak students to learn. That is still difficult” (Teacher 2, school 6)</i>
Being enthusiastic /motivated	<i>“My strength is, I suppose, that I’m motivated. I feel some other teachers have lost their motivation. ... I still love to come to school.” (Teacher 2, school H)</i>

It is striking that some of these strengths are also mentioned as weaknesses (n=17). Teachers mention, for instance, the following weaknesses: ‘differentiated instruction’, ‘motivating students’ and ‘using activating teaching methods’.

Some example quotes for weaknesses related to ‘passion for teaching and learning’

Differentiated instruction	<i>“Points I should work on in the future are cooperative teaching methods and differentiated instruction. This school consists of different students, not everyone learns in the same way. I should get more information in order to deal with these differences.” (Teacher 2, school 5).</i>
Motivating students	<i>“I try to motivate students but I don’t always succeed in it. It is one of my personal goals. It is difficult for example to motivate strong students. Some of them I can’t motivate to work and that frustrates me.” (Teacher 3, school J)</i>

Using activating teaching methods	<i>“Maybe I should use more activating teaching methods although it is difficult for mathematics ... I feel I should be stronger in that. It is also the first time I teach this subject matter. First I try to explain it in a good way and in the future I’ll try to make it fun.” (Teacher 1, school 4)</i>
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Effective planning and management of learning. It is striking to see that in almost all schools different strengths and/or weaknesses are mentioned related to the domain ‘effective planning and management of learning’. Yet, we notice that more weaknesses (n=57) are mentioned than strengths (n=35) in this domain. On the one hand, looking more closely to what teachers exactly mention during the interviews as weaknesses we notice that they refer most often to things such as: ‘class management’, ‘administration’, ‘ICT skills’ and ‘general management (or organisation) of the classroom’.

Some example quotes for weaknesses related to ‘effective planning and management of learning’

Class management	<i>“I’m sometimes a bit soft because I think it is important to listen to students. But I know it is also important to be strict and to provide structure to students. I’m working on that.” (Teacher 2, school L)</i>
Administration / paperwork	<i>“Everything related to paperwork is a personal weakness. Keeping everything on paper ... I think it is such a waste of time ... That is really my weak point and I don’t like to do it.” (Teacher 3, school I)</i>
ICT skills	<i>“I think I should grow in ICT skills. I feel I need to learn a lot more about computers and tablets. I’m not old but I feel pupils know more than I so I think it is important to improve in that.” (Teacher 2, school J)</i>
General management of the classroom	<i>“I’m not that good in general management and punctuality. ... I always forget things I need to do and this results in the fact I often need to arrange things last minute.” (Teacher 3, school 10)</i>

On the other hand, besides some strengths that are mentioned only occasionally (e.g. ‘planning’, ‘didactical skills’, ‘providing structure’), ‘class management’ and ‘professional knowledge’ are most often mentioned as strengths within this domain.

Some example quotes for strengths related to ‘effective planning and management of learning’

Class management	<i>“Class management is one of my strengths. Parents also give me that feedback. I learned that being strict is not a negative</i>
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	<i>point. Pupils know what can do and what I don't like they do. I stick to these rules.” (Teacher 3, school J)</i>
Professional knowledge	<i>“My strength? Difficult to say that but my professional knowledge. I'm the only math teacher in this school with a master diploma. ... I experience that the teacher team sees me as the expert in mathematics.” (Teacher 1, school 12)</i>

Reflective practitioner. While in some schools strengths are mentioned by teachers related to the domain ‘reflective practitioner’ (n= 10), in none of the schools weaknesses are mentioned related to this domain. More specifically, we notice that teachers mention for instance strengths such as: ‘team work’, ‘professional development’ and ‘innovativeness’.

Some example quotes for strengths related to ‘reflective practitioner’

Team work	<i>“I'm enthusiastic and I want to learn. I'm also able to cooperate in a good way with my colleagues and that is something I believe is important.” (Teacher 2, school H)</i>
Professional development	<i>“I think my creativity is a strong point and also the fact that I'll never teach a lesson in the same way. I always change some things. This does not mean it is always better but I experiment. Actually, I'm always developing. I think that is the most important and I feel I'm good at it.” (Teacher 2, school 5)</i>
Innovativeness	<i>“I try to be innovative. My principal asked me to teach ‘computer programming’ and then I searched for the best textbooks.” (Teacher 1, school 2)</i>

Social and moral dimension. In only a few schools some strengths (and no weaknesses) are mentioned which are related to the domain ‘social and moral dimension’ (n=6). Most often here teachers refer to the fact they feel strong in ‘teaching norms and values’ to students.

“A good teacher is someone who will be remembered by pupils. I believe teachers should teach norms and values to students. This is really important in the current society in which we live. ... I would like that pupils remember me as someone who supported them in their development as an adult. ... When I should describe my strengths I believe I'm strong in that.” (Teacher 2, school C)

Other. Only in a few schools both strengths (n= 10) and weaknesses (n=19) are mentioned which could not be classified in one of the five domains. Therefore, a residual category ‘other’ was created. More specifically, we notice that teachers refer, for instance, also to strengths such being good in ‘language or music’ or ‘communication with parents’. When we look at the additional weaknesses mentioned by teachers, we notice that

personal traits such as ‘assertiveness’ or ‘self-confidence’ are mentioned, besides ‘self-care’ which is mentioned the most.

“Self-care is something I need to work on. We are a school in which we stand close to pupils and parents. I have a student in my class room with autism. ... I want to be there for those children, I think this is important but sometimes I loose myself in taking care of all those problems ... I feel it is a weakness of a lot of teachers here.” (Teacher 3, school J)

Research question 1a. To what extent are teachers’ perceptions of self-efficacy different in excellent and moderate strategic schools?

Based on the case-ordered descriptive meta-matrix (Appendix V) we looked for possible differences between excellent and moderate strategic schools in the amount of strengths and weaknesses that were mentioned by teachers in each dimension. In general Table 6 shows small differences between excellent strategic schools and moderated strategic schools. It is striking, for example, to see that on average a few more strengths and weaknesses are mentioned by teachers in excellent strategic schools compared to moderate strategic schools. Moreover, we notice that on average in moderate strategic schools more strengths related to ‘love for children / young people’ are mentioned, while on average more strengths related to ‘effective planning and management of learning’ are mentioned within excellent strategic schools. Yet, as only small differences are found in this regard we should be prudent to overestimate these findings.

Table 6. Total amount of strengths and weaknesses mentioned in excellent strategic and moderate strategic schools

	Love for children / young people	Passion for teaching and learning	Effective planning and management of learning	Reflective practitioner	Social and moral dimension	Other	TOTAL
Excellent strategic schools (n=10)							
Strengths	11 (1.10)	14 (1.40)	20 (2.00)	4 (0.40)	4 (0.40)	4 (0.40)	57 (5.70)
Weaknesses	0 (0.00)	6 (0.60)	26 (2.60)	0 (0.00)	0 (0.00)	3 (0.30)	78 (5.75)
Moderate strategic schools (n=14)							
Strengths	28 (2.00)	21 (1.50)	15 (1.07)	6 (0.43)	2 (0.14)	6 (0.43)	35 (3.50)
Weaknesses	2 (0.14)	11 (0.79)	31 (2.21)	0 (0.00)	0 (0.00)	16 (1.14)	60 (4.29)

Note. Between brackets: average amount of aspects mentioned per school.

Research question 2: How is teachers' learning goal orientation perceived within the school?

As stated earlier, for each school an appreciation was given based on the respondents' perceptions on 'teachers' learning goal orientation within the school'. Table 7 provides an overview of these scores and shows that while in almost half of the schools (45.8%) in our study the respondents perceive that within the school teachers in general have a low learning goal orientation, in more than the half of the schools in our study (i.e. 54.2%) the respondents perceive that teachers have a high learning goal orientation. Moreover, Table 7 provides an overview of teachers' learning goal scores for primary and secondary teachers separately. Yet, based on this overview no clear differences between primary and secondary schools could be noticed.

Table 7. Amount of schools with high and low perception on teachers' learning orientation within the school

	Teachers' learning goal orientation within the school	Cases
High	13 (54.2%)	
Primary schools (n=12)	7	A, B, D, E, F, G, J
Secondary schools (n=12)	6	2, 3, 6, 8, 9, 11
Low	11 (45.8%)	
Primary schools (n=12)	5	C, H, I, K, L
Secondary schools (n=12)	6	1, 4, 5, 7, 10, 12
Total	24 (100%)	

In other words, on the one hand, in almost half of the primary and secondary schools we studied we notice that that teachers have a weak motivation to learn professionally. In those schools both the interviews and observations point to the fact that teachers' motivation to learn fluctuates often or that not everyone in the school is motivated to learn. From all secondary schools we investigated, school 12 is here a specific case. In this school we noticed, for instance, that both the observations and interviews within the school indicate that a large group of teachers within the school is reluctant to change their current practice or engage in professional learning.

“Two weeks ago we went to another school to observe their approach. It was a nice and interesting story. I also asked the team to change our approach in that way but I experience that not everyone is motivated. [...] Actually, our school can't wait to innovate. When we do not innovate, we will lose pupils. [...] I'm worried about that but teachers in this school seem to be not aware of that. [...] We need to stress the current qualities of our school but I'm also aware of the fact that we need to innovate. I informed my core team that I'll quit if they don't evolve in that way of thinking. I can't innovate if no one want to adjust their practice. [...] Most of the time I'm the one who is pulling the wagon ...” (Principal, school 12)

Observation notes - pedagogical board meeting (case 12)

Date: 06/05/2019

Attendees: 6 (teachers, principal and coordinator)

The school principal stresses the need to change the current teaching practice within the school and proposes to introduce more teamteaching practices and cooperation between teachers in order to attain new attainment targets. During this meeting different teachers react reluctant towards this change and state that the majority of teachers are not comfortable with the adjustments that the principal proposes. One teacher is clearly frustrated by the fact teachers within the school are not motivate to adjust their practice, observe the practice of colleagues or think about teamteaching.

The principal proposes to focus on ICT competencies during the next internal professional development day as he experienced a lot of teachers need to develop those competencies. Two teachers during the meeting complain about that and wonder why they could not have a teambuilding instead. The principal does not agree with this suggestion and sticks to his opinion.

Moreover, from the primary schools we investigated, case H is a specific case. The interviews with the school leader and other team members in this case indicate, for instance, that different teachers are not motivated to learn and react reluctant to adjust their practice or sign in for professional development activities.

“I’m someone who likes to innovate and wants to try new things. It is a pity that I often get the door slammed in my face. Then I feel very demotivated. Last year I tried to motivate teachers to read aloud in their class for fifteen minutes, as I know this has a lot of advantages for pupils. I proposed that to the whole team but teachers did not change their current practice. [...] This year there was again a team meeting and one teacher said that he heard on a professional development course about reading comprehension that it is good to read aloud in the classroom each day. [...] Again teachers complained: ‘When should we do that? We need to do so many things already ...?’. I don’t understand those reactions. I experienced it worked in my classroom.”
(Care coordinator – school H)

Moreover, also the observation of a team meeting on which the professional development initiatives are discussed shows in general teachers within the school are not characterised by a high learning goal orientation.

Observation notes - team meeting (case H)

Date: 27/08/2018

Attendees: 18 (teachers, care coordinator and principal)

The school principal asks teachers who is willing to sign in for professional development initiatives for the upcoming school year. Only a two teachers react. Teachers who react seem to mention some professional development initiatives only because it is obligated and state that they actually do not know what the real content is of these initiatives.

On the other hand, we also notice that in half of the primary and secondary schools we studied teachers have in general a strong motivation to learn professionally. Looking at the primary schools in our study, we notice for instance that in school A all teachers state they are motivated to engage in professional development initiatives inside and outside the school.

“I’m interested in innovations implemented in our school. Last year I followed a professional development course together with another teacher focused on ‘contract work’. Together with this teacher we reflected already on this approach within a working group. On that professional development course we experienced that a lot of teachers from other schools never worked with contract work. We were surprised and had the opinion that it is necessary for a teachers to stay informed about innovations.”
(Teacher 3, school A)

“I believe it is always interesting to learn something new and to implement the things you through during professional learning initiatives.” (Teacher 2, school A)

Also in different documents we analysed in this school, we notice that a strong motivation and commitment of teachers towards professional learning is stressed. In the most recent inspection report, for instance, the following statements support our findings:

Inspection report 2015-2016 (case A)

“School policy is supported by a growing collegiality and a strongly motivated team.”

“The school is characterised by a growing culture of professional learning, collegiality

and intrinsic motivation of teachers.”

Within the group of secondary schools we studied also different examples can be found pointing at the fact teachers have a high learning goal orientation. School 2, for instance, is a specific case in which both the interviews with the school leader and teachers point at the fact teachers within the school have a high learning goal orientation.

“Yes [teachers learn from professional development and implement the things they learn within their classroom]. We invest quite a lot in professional development and I experience that a lot of teachers ask to take part in professional development initiatives. I need to approve those requests. Actually, seldom I do not approve a request. [...] We also had an internal professional development day focused on evaluating students. One teacher demonstrated his evaluation tool and I experienced that a teachers within the school also adopted that approach.” (Principal, school 2)

“I’m studious, I want to learn new things and I like to go to another context to learn something new about your expert field. On Wednesday I follow a course focused on motivating students and on Friday I’ll to a professional development day focused on French. We can always participate in professional development activities, it is never a problem. So, I’ll go to that professional development day together with two colleagues. Professional learning is stimulated very strongly in this school.” (Teacher 2, school 2)

Research question 2a: To what extent is teachers’ learning goal orientation different in excellent and moderate strategic schools?

In order to investigate whether teachers’ learning goal orientation differs according to the extent HR practices are installed strategically within the school, we compared the amount of schools with a high and low teachers’ learning orientation between excellent strategic schools and moderate strategic schools (cf. Table 8).

Table 8. Amount of schools with high and low perception on teachers’ learning orientation within the school in excellent and moderate strategic schools

	Teachers’ learning goal orientation within the school	Cases
High	13 (54.2%)	
<i>Excellent strategic schools</i>	9 (90.0%)	A, D, E, F, G, 3, 8, 9, 11
<i>Moderate strategic schools</i>	4 (28.6%)	B, J, 2, 6
Low	11 (45.8%)	
<i>Excellent strategic schools</i>	1 (10.0%)	4
<i>Moderate strategic schools</i>	10 (71.4%)	C, H, I, K, L, 1, 5, 7, 10, 12
Total	24 (100%)	

Table 8 shows clearly that within the majority of the excellent strategic schools (90%) teachers seem to be characterised by a high learning goal orientation. In other words, this means that in almost all excellent strategic schools the respondents perceive that in general teachers within the school are motivated to learn professionally. Actually, in these schools we notice teachers are willing to take part in professional development initiatives organized outside (e.g. external course) and inside the school (e.g. internal professional development day, collegial consultation) and are open to learn something from these activities.

“I think professional learning is extremely important. During the five years I work here I followed already 16 professional development activities. Really useful activities, not just something.” (Teacher 2, school 8)

“The atmosphere is really good here. No one says: ‘Oh, no, I don’t like it that you observe my lesson’. Everyone is very open. Also teachers give feedback to each other. [...] Everyone really does this within the school.” (Teacher, school F)

On the other hand, we notice that within the majority of the moderate strategic schools (71.4%) respondents perceive that in general teachers are not really motivated to learn from professional development activities outside or inside the school.

“Yes, it [internal coaching sessions for beginning teachers] is useful but as a beginning teacher you have always a lot of work. We often said to each other: ‘We really need to stay here?’ Okay, I get the concept but actually no one dared to ask questions. Often we reacted: ‘Okay, it is done, we go home’.” (Teacher 2, school 10)

“I should be honest and say that it has been a long time that I participated in professional learning activities. [...] I doesn’t mean I don’t think it is important but I don’t do that often. When I need something, I’ll join.” (Teacher 3, school 1)

Research question 3. What are teachers’ beliefs about teaching in the school?

As stated earlier, a case-ordered descriptive matrix was created (see Appendix V) in order to answer this research question. This case-ordered descriptive meta-matrix shows teachers’ mention different aspects of a good teacher which we clustered based on five existing dimensions (Devine et al., 2013): 1) passion for teaching and learning; 2) attention for individual needs; 3) social and moral dimension; 4) reflective practitioner; 5) effective planning and management of learning. Table 9 summarizes the amount of aspects that teachers mentioned per each of the five domains. The domains are ordered according to the general amount of aspects mentioned within it.

Table 9. Amount of mentioned aspects of a good teacher per each dimension

		Love for children / young people	Passion for teaching and learning	Effective planning and management of learning	Reflective practitioner	Social and moral dimension	Other
CASES							
Primary schools	A	3	6	2	1	0	0
	B	1	2	1	1	0	0
	C	2	1	1	2	1	0
	D	3	3	1	0	0	0
	E	3	3	0	1	1	0
	F	1	1	1	1	0	1
	G	2	2	1	3	2	1
	H	2	4	1	1	0	0
	I	5	2	1	1	0	1
	J	3	3	2	1	1	0
	K	6	6	5	0	0	0
	L	9	1	0	2	0	0
	Total		40	34	16	14	5
Secondary schools	1	4	3	4	0	0	0
	2	1	1	2	1	1	0
	3	4	3	2	0	2	0
	4	2	3	5	0	0	1
	5	1	4	2	0	1	0
	6	1	1	2	0	0	0
	7	5	4	3	0	0	0
	8	7	2	2	0	0	1
	9	6	1	6	1	1	0
	10	5	2	6	0	1	0
	11	6	3	3	0	0	1
	12	4	3	5	1	1	2
Total		46	30	42	3	7	5
General total		86	64	58	17	12	8

Table 9 shows that in general teachers mention most often aspects of a good teacher which are related to the domain ‘love for children / young people’ (n=86) and teachers mention least often aspects of a good teacher related to the domain ‘social and

moral dimension' (n=12). Table 9 gives also an overview of the amount of mentioned aspects of a good teacher per educational level. This overview indicates that in general only small differences can be found between primary and secondary schools. Yet, it is striking that in primary schools more aspects of a good teacher are mentioned which are related to the domain 'reflective practitioner' compared with secondary schools (i.e. primary schools (n=14); secondary schools (n=3)). This means, for instance, that within the primary schools we studied, teachers refer more often to the fact a good teacher is willing to innovate and/or is able to cooperate with colleagues. Moreover, we notice that in secondary schools twice as much aspects of a good teacher are mentioned which are related to the domain 'effective planning and management of learning' compared to primary schools (i.e. primary schools (n=16); secondary schools (n=42)). This means, for example, that within the secondary schools we studied teachers refer more often to the fact a good teacher has professional knowledge, has didactical skills and/or is good in class management.

In what follows, we will discuss each of the five domains and the residual category 'other'. For each domain we will give an overview and examples of aspects of a good teacher which were mentioned most often (i.e. five or more times). A complete list of all strengths and weaknesses mentioned can be found in Appendix VI.

Love for children / young people. Looking across the interviews we see that in all schools one to nine aspects of a good teacher are mentioned by teachers which are related to 'love for children / young people' (n=86). More specifically, the interviews show that teachers most often refer to the fact that a good teacher 'has a warm heart for students' (i.e. more than 10 times). Furthermore, we notice teachers often refer to the fact that a good teacher 'is patient with students', 'shows commitment towards students', 'pays attention to students' wellbeing', 'empathizes with the world of students' and 'listens to students'. As some of these aspects were often mentioned in combination with other aspects, not for every aspect a separate quote will be given. However, the following quotes will illustrate most of the aspects mentioned within this dimension.

"A good teacher is someone who has a heart for children. I think this is very important. It is also someone who pays attention to the wellbeing of students." (Teacher 2, school F)

"For me is respect important and listening to students. I believe that is more important than a focus teaching content knowledge. For me it is more important to build a good relationship with students." (Teacher 2, school C)

"I think a description of a good teacher is different for each school. In this school a good teacher is someone who empathizes with the world of students within our school. Someone who shows interest in what students do outside school." (Teacher 1, school 8)

Passion for teaching and learning. We notice that in all schools one to six aspects of a good teacher are mentioned by teachers which are related to ‘passion for teaching and learning’ (n=64). Looking more closely to what teachers exactly state during the interviews we see that teachers mention most often that a good teacher ‘motivates students’ (i.e. more than 10 times). Furthermore, teachers refer to the fact teachers should be ‘enthusiastic’ and ‘passionated’ and/or should be able ‘to give differentiated instruction’ or ‘to use activating teaching methods’.

Some example quotes for beliefs related to ‘passion for teaching and learning’

A good teacher ...	
... motivates students	<i>“A good teacher? Someone who can motivate all students, also those students who are demotivated. Someone who can get students along for his course. No matter in which way they do that. [...] Yes. Keep on stimulating students and keeping them warm to learn.” (Teacher 2, school 6)</i>
... is enthusiastic	<i>“A good teacher is in the first place someone who is enthusiastic and motivates. I think this is important.” (Teacher 1, school C)</i>
... is passionated	<i>“The most important for me is teaching with your heart and soul. Someone who is passionated to teach.” (Teacher 1, school 9)</i>
... is able to give differentiated instruction	<i>“Being strongly motivated is important. Moreover, in this school we try to differentiated as much as possible. Both for weak and excellent students. I think this is also important.” (Teacher 2, school H)</i>
... uses activating teaching methods	<i>“I believe it is also important to use as many activating teaching methods as possible. For me this means: exploring the world and not bringing the world to the classroom.” (Teacher 3, school 3)</i>

Effective planning and management of learning. In almost all schools one to six aspects of a good teacher are mentioned by teachers which are related to ‘effective planning and management of learning’ (n=58). More specifically, we notice teachers refer at least five times to the fact a good teacher ‘has professional knowledge’, ‘is good in class management’, ‘knows how to teach’ (or has didactical skills) and ‘is flexible’. It is striking that professional knowlegde is mentioned most often by teachers (i.e. more than 20 times). As some of these aspects were often mentioned in combination with other aspects, not for every aspect a separate quote will be given. However, the following quotes will illustrate most of the aspects mentioned within this dimension.

“Having professional knowledge and knowing how to teaches. That makes the difference.” (Teacher 2, school 7)

“A good teacher is someone who can let go things, who can adjust methods, who is flexible ...” (Teacher 3, school D)

“... a teacher needs to provide structure to students, he needs to have authority, he needs to make the rules clear to students” (Teacher 1, school 3)

Reflective practitioner. In approximately half of the schools in this study one to three aspects of a good teacher are mentioned by teachers which are related to the domain ‘reflective practitioner’ (n= 17). Although different aspects were mentioned less than five times (e.g. ‘is able to cooperate with colleagues’, ‘is critical’, etc.), we notice that most teachers refer to the fact a good teacher ‘is willing to innovate’ (i.e. more than five times).

“Important for a teacher is that he/she is willing to innovate.” (Teacher 3, school E)

Social and moral dimension. In less than half of the schools one to two aspects of a good teacher are mentioned by teachers which are related to a ‘social and moral dimension’ (n=12). More specifically, the interviews indicate that some teachers refer to the fact a good teacher ‘teaches norms and values’, ‘is a role model’, ‘teaches students how to formulate opinions’, etc. Although none of these aspects were mentioned at least five times, we notice that most teachers refer to the fact a good teacher ‘is an educator’.

Other. Finally, we notice that some teachers refer to aspects of a good teacher which we cannot cluster within one of dimensions discussed above (n=9). Teachers refer, for example, also to the fact that a good teacher should be ‘open towards parents’, ‘authentic’, ‘a storyteller’ or should have ‘a positive state of mind’. Yet, none of these aspects were mentioned at least five times.

Research question 3a. To what extent are teachers’ beliefs about teaching different in excellent and moderate strategic schools?

Based on the case-ordered descriptive meta-matrix (Appendix VI) we looked for possible differences between excellent and moderate strategic schools in the amount of aspects that were mentioned by teachers in each dimension (see Table 10). Table 10 shows that no clear differences can be noticed between excellent strategic schools and moderated strategic schools based on what teachers mentioned during the interviews. This result suggest that teachers’ educational beliefs on what it is to be a ‘good teacher’ is not related to the extent to which HR practices are strategic within the school.

Table 10. Amount of ‘good teacher’ aspects mentioned by teachers in excellent strategic and moderate strategic schools per domain

	Love for children / young people	Passion for teaching and learning	Effective planning and management of learning	Reflective practitioner	Social and moral dimension	Other
<i>Excellent strategic schools (n=10)</i>	37 (3.7)	27 (2.7)	23 (2.3)	7 (0.7)	6 (0.6)	5 (0.5)
<i>Moderate strategic schools (n=14)</i>	49 (3.5)	37 (2.6)	35 (2.5)	10 (0.7)	6 (0.4)	3 (0.2)

Note. Between brackets: average amount of aspects mentioned for each group of school (i.e. excellent versus moderate strategic)

However, when we looked more in detail to the interviews with the school leaders it was striking to notice that school leaders in excellent strategic schools seem to refer more often to aspects related to the domain ‘effective planning and management of learning’ and ‘reflective practitioner’ (in combination with aspects related to other domains) when they were asked to describe a good teacher (cf. Table 11).

Table 11. Amount of ‘good teacher’ aspects mentioned by school leaders in excellent strategic and moderate strategic schools per domain

	Love for children / young people	Passion for teaching and learning	Effective planning and management of learning	Reflective practitioner	Social and moral dimension	Other
<i>Excellent strategic schools (n=10)</i>	8 (0.8)	7 (0.7)	15 (1.5)	5 (0.5)	1 (0.1)	2 (0.2)
<i>Moderate strategic schools (n=14)</i>	13 (0.9)	11 (0.8)	11 (0.8)	3 (0.2)	2 (0.1)	2 (0.1)

Note. Between brackets: average amount of aspects mentioned for each group of school (i.e. excellent versus moderate strategic)

Although these differences are rather small, we like to stress that in 80% of the excellent strategic schools principals refer to one or more aspects related to the domain ‘effective planning and management of learning’ while only in 64% of the moderate strategic school principals refer to one or more aspects related to this domain (cf. Appendix VII). Moreover, we notice that in 40% of the excellent strategic schools principals refer to one or more aspects related to the domain ‘reflective practitioner’ while only in 21% of the moderate strategic school principals refer to aspects related to this domain.

“How should I describe a good teacher? I believe a teacher should be warm towards children ... [...] I think it is also important that a teacher is self-directed and takes his responsibility. A good teacher is someone who has strong didactical skills ... [...] A good teachers has to have different characteristics. I think it is also important that a good teacher has self-knowledge and dares to ask questions. I think this is also important.” (Principal, school E)

Moreover, when we relate the beliefs about a good teacher to the school’s strategic planning, we notice that school leaders in excellent strategic schools seem to stress other aspects when they were asked to describe school’s vision, mission and/or goals (cf. Appendix VIII and Table 12).

Table 12. Amount of aspects mentioned by school leaders when describing school’s strategic planning

CASES	Providing quality in curriculum and instruction ¹	Preparing students for the future ²	Educating traditional values ³	Paying attention to students’ wellbeing ⁴	Ensuring a good relationship between students and teachers ⁵	Teaching students independence ⁶	Ensuring an inclusive environment ⁷	Providing a safe, orderly and attractive environment ⁸	Stimulating non-academic skills ⁹	Ensuring quality in the teacher population at school ¹⁰
Excellent strategic schools (n=10)	7 (70.0%)	5 (50.0%)	1 (10.0%)	3 (30.0%)	4 (40.0%)	2 (20.0%)	8 (80.0%)	2 (20.0%)	2 (20.0%)	1 (10.0%)
Moderate strategic schools (n=14)	5 (35.7%)	4 (28.6%)	2 (14.3%)	4 (28.6%)	1 (7.1%)	3 (21.4%)	10 (71.4%)	6 (42.9%)	2 (14.3%)	2 (14.3%)

Note. ¹relates to ‘effective planning and management of learning’; ²relates to ‘social and moral dimension’; ³relates to ‘social and moral dimension’; ⁴relates to ‘love for children / young people’; ⁵relates to ‘love for children / young people’; ⁶relates to ‘social and moral dimension’; ⁷relates to ‘passion for teaching and learning’; ⁸relates to ‘effective planning and management of learning’; ⁹relates to ‘social and moral dimension’; ¹⁰relates to ‘effective planning and management of learning’

Table 12 shows that principals within excellent strategic schools seem to refer more often to the importance of ‘quality of curriculum and instruction’ when they were asked to describe the mission, vision and/or goals of the school. We believe this aspect in schools’ strategic planning relates to the dimension ‘effective planning and management of learning’ as this aspect includes references to, for instance, the importance of providing strong didactics, acquiring solid knowledge, challenging students or using innovative teaching methods. While only 35.7% of the school leaders in moderate strategic schools refer to quality of curriculum and instruction as an important aspect of strategic planning, 70% of the school leaders in excellent strategic schools refer to aspects in strategic planning such as ensuring that students acquire solid knowledge, providing strong didactics, challenge students, using innovative teaching methods, etc.

“What is our main goal? We want to become a school which provides education in which both didactical and pedagogical approaches are tuned in an optimal way to the pupil population we have here. 98% of the pupils here are underprivileged. Our pupils have few opportunities to speak Dutch at home because their parents do not speak Dutch, they have few opportunities to move because they live in small places, they have few social skills because those skills are less stimulated at home, etc. We want to provide instruction which takes into account all those things.” (Principal, school G)

Moreover, Table 12 shows that school leaders in moderate strategic schools refer more often to the importance of ‘ensuring a safe, orderly and attractive environment for children’. Although we believe this aspect in schools’ strategic planning relates also to the dimension ‘effective planning and management of learning’, here we see principals refer not to core aspects of learning such as the importance of strong didactics or professional knowledge but rather to more peripheral factors which might be beneficial for students’ learning. More specifically, we notice that while 20% of the school leaders in excellent strategic schools refer to this aspect almost 43% of the school leaders in moderate strategic schools refer to aspects in strategic planning such as providing clear rules for students, ensuring an attractive playground, installing a bullying policy, etc.

“Providing structure to students is important here in this school and everyone agrees on that. We have three important rules. Actually, the most important school goals focused on creating structure. Before I was here, this school was characterized by chaos. [...] We also think it is important there is a quiet atmosphere within the school. We try to ensure that pupils are quiet within the building and be calm before they start with the lessons. [...] We also ensure that students learn how to care for material.” (Principal, school H)

When we search for links between teachers’ teaching beliefs and school leaders’ teaching beliefs, on the one hand, and links between teachers’ teaching beliefs and the aspects school leaders mention when they were asked to describe school’s strategic

planning, we notice that only when ‘ensuring students’ wellbeing’ is part of school’s strategic planning (i.e. school D, G, 8, I, J, and 1) teachers within the school also refer to good teacher characteristics which can be situated in the domain ‘love for children / young people’ (e.g. a good teacher has a warm heart for students). Yet, both in excellent and moderate strategic schools these links were noticed.

Research question 4. How are the affordances for teachers’ learning perceived within the school?

As stated earlier, based on the interviews with school leaders and teachers for each school we estimated how affordances for teachers’ learning within the school are perceived. Table 13 provides an overview this estimation and shows that while in almost half of the schools (45.8%) in our study the respondents perceive limited affordances for teachers’ learning within the school, in more than the half of the schools in our study (i.e. 54.2%) the respondents perceive that various affordances for teachers’ learning are provided within the school. Moreover, Table 13 provides an overview of these perceptions for primary and secondary teachers separately. Yet, based on this overview no clear differences between primary and secondary schools could be noticed.

Table 13. Amount of schools with high and low perception on affordances for learning within the school

	Amount of schools	Cases
Various affordances	13 (54.2%)	
<i>Primary schools</i>	6	A, D, E, F, G, L
<i>Secondary schools</i>	7	1, 2, 3, 6, 9, 11, 12
Limited affordances	11 (45.8%)	
<i>Primary schools</i>	6	B, C, H, I, J, K
<i>Secondary schools</i>	5	4, 5, 7, 8, 10
Total	24 (100%)	

In other words, on the one hand, in almost half of the primary and secondary schools we studied we notice that that limited affordances are provided within the school for teachers’ professional learning. When respondents of those schools refer to professional learning they refer most often to external professional development initiatives (e.g. external courses or workshop) while internal professional development initiatives remain rather limited. Actually, in most of these schools only obligated internal professional development days or team meetings are mentioned as internal professional development initiatives. In school J, for instance, teachers perceive that there are limited affordances provided within the school to learn as a teacher. Although each year two internal professional development days are organized which are focused on school priorities (e.g. this year: new curriculum and evaluation), both the school leader and teachers stress that within the school more chances could be provided to learn from each

other by sharing expertise within the team, by observing teachers' classroom and/or by facilitating co-teaching.

"I think it is a loss that we don't observe colleagues within their classes. [...] Last week I had the chance to co-teach with the care coordinator. We both found it enriching. I as a beginning teacher and she as an experienced teacher. It is interesting to reflect on both our approaches within the class. [...] It is a pity it doesn't occur that often here at school." (Teacher 1, school J)

"Yes, there is a lot of support of students within the class. Care teachers come within the class to support some students. But actually, I think this support can be arranged in another way. [...] I know a school in which these care teachers support teachers instead of students. They help teachers to build projects together or to reflect together on new approaches. In this school it does not happen. The support goes only to the child." (Teacher 3, school J)

On the other hand, we also notice that in half of the primary and secondary schools we studied various affordances for teachers' professional learning are provided within the school. In those schools it is striking that respondents refer both to external and internal professional development initiatives. Besides external initiatives such as workshops or courses they also refer to various internal professional initiatives such as internal workshops within the school provided by the school leader and/or teachers, team meetings (with time provided to learn from each other), internal professional development days, teamteaching, time to observe each other in the classroom (i.e. collegial consultation), etc. The following quotes from school D, for example, illustrate that both the school leader and teachers perceive various affordances for teachers' professional learning within the school.

"It happens that some teachers have difficulties with some specific things and then they follow an in-service training organised by an external organisation. Yet, we also learn a lot from collegial consultation and good practices which are shared at the beginning of our team meetings. [...] Also teachers tell me that they learn a lot from each other. Yesterday we organized an internal professional development day at school and I started with good practices from our own school. Currently we focus on music. Last year teachers had the chance to experiment a lot in this regard. Yet, I obliged them to observe each other in the classroom. [...] They had to give each other feedback also. [...] The budget for professional development in this school is always limited. I always make sure I create an extra budget for professional development. [...] Sometimes I give workshops myself." (Principal, school D)

"Sometimes it happens that during such a conversation [a performance appraisal conversation] the principal asks: 'Would this be something for you, would you like to learn this?'. You can always agree or refuse those requests. As part of a new project focused on inclusion and innovation, I asked to visit a school which is familiar with this

approach. The principal arranged the contacts and I finally visited a school together with [name teacher]. So, you can ask for things but she can ask you also.” (Teacher 3, school D)

Research question 4a. To what extent are affordances for teachers’ learning are provided within the school different in excellent and moderate strategic schools?

In order to investigate whether perceptions of affordances for teachers’ learning within the school differs according to the extent HR practices are installed strategically within the school, we compared the amount of schools with limited and various affordances between excellent strategic schools and moderate strategic schools (cf. Table 14).

Table 14. Amount of schools with high and low perception on affordances for learning within the school in excellent and moderate strategic schools

	Number of schools	Cases
High – various affordances	13 (54.2%)	
<i>Excellent strategic schools</i>	8 (80.0%)	3, 9, 11, A, D, E, F, G
<i>Moderate strategic schools</i>	5 (35.7%)	1, 2, 6, 12, L
Low – limited affordances	11 (45.8%)	
<i>Excellent strategic schools</i>	2 (20%)	4, 8
<i>Moderate strategic schools</i>	9 (64.3%)	B, C, H, I, J, K
Total	24 (100%)	

Table 14 shows clearly that within the majority of the excellent strategic schools (80%) respondents perceive various affordances for teachers’ learning within the school. Within the group of excellent strategic schools, for instance, school 9 is a exemplary case. Besides the external professional development initiatives provided to teachers, teachers get different chances to learn professionally within this school. This school year, for example, there was an internal professional development day which was focused on the use of ICT in the classroom. Yet, besides this internal professional development day the leadership team also organizes some internal workshop in which teachers teach their colleagues about what they learned during external courses or through their own experience.

“The school also expects that [professional learning and development] from teachers. The school also provides that. Teachers from our own school give in-service training to other teachers about teaching.” (Teacher 2, school 9)

Moreover, the leadership team expect from all teachers that they observe at least two colleagues in the classroom.

“During class observations of teachers I often see very good examples. Based on that experience I reformulate our professional development plan. So many expertise is present within our school. Often teachers go outside but I believe they should learn

from each other. We [the leadership team] asked teachers to observe a colleague at least to times a year. [...] The more you refer to that [internal professional development], the more they will do that. I also ask them about their experiences during a performance appraisal conversation and I ask teachers to share a report of the external courses they followed on our online platform.” (Principal, school 9)

On the other hand, we notice that within the majority of the moderate strategic schools (64.3%) respondents perceive rather few affordances for teachers’ learning within the school. In this regard, the interviews in case 5, for instance, point to the fact that the school leader tries not to push teachers in professional learning. Actually, he experienced that when he tries to stimulate professional learning within the school, teachers react rather reluctant.

“Collegial consultation would be an ideal means to appreciate each other strengths and weaknesses. Once, during lunch, I brought that up. I said I believe in collegial consultation and teamteaching but then they [teachers] gave a startle reaction: “Oh, you mean we should observe each other?!” Only this question made clear that I should start with that. They did not said it explicitly but I felt it. And the conversation fell silent.” (Principal, school 5)

Also the interviews with teachers in this case point to the fact that they are not used to the fact that the principal stimulates professional learning and the fact they are not inclined to take the initiative themselves.

“We [teachers with the same department] don’t have a lot of meetings because we all teach here for a long time and some teachers have been doing the same for years. Things we agreed on in the past just continue.” (Teacher, school 5)

Finally, when we combine the results of research question 2 and 4, it is important to state that almost half of the schools in our study (n=10) are characterized by a high learning goal orientation of teachers and the fact that various affordances for teachers’ professional learning are provided (see Figure 2). Yet, Figure 2 also shows that a third of the schools in our study (n=8) are characterized by a low learning goal orientation of teachers and the provision of rather limited affordances for teachers’ professional learning. As both the high learning goal orientation of teachers and the various affordances can be seen as stimulating factors for teachers’ professional learning, we believe these schools have the largest potential of professional learning. In this regard, it is striking that while 70% of these schools are excellent strategic schools (i.e. 7 out of the 10 schools) only 21.4% of these schools (i.e. 3 out of the 14 schools) are moderate strategic schools. Furthermore, we believe that schools characterized by a low teachers’ learning goal orientation and rather limited affordances for teachers’ professional learning have the lowest potential to stimulate professional learning of teachers. Again, here it is striking to see that while 50% of these schools are moderate strategic schools (i.e. 7 out of the 14 schools) only one of these is characterized by excellent strategic HRM (i.e. school 4).

Figure 2. Typology based on teachers' learning goal orientation and affordances for teachers' learning within the school

		Affordances for teachers' learning within the school	
		Various affordances	Limited affordances
Teachers' learning goal orientation	High	CASE A CASE D CASE E CASE F CASE G CASE 2 CASE 3 CASE 6 CASE 9 CASE 11 n=10	CASE B CASE J CASE 8 n=3
	Low	CASE L CASE 1 CASE 12 n=3	CASE C CASE H CASE I CASE K CASE 4 CASE 5 CASE 7 CASE 10 n=8

Note: green = excellent strategic school; orange = moderate strategic school

Moreover, Figure 2 shows that schools providing various affordances for learning are more often characterized by a high teachers' learning goal orientation (n=10) compared with schools providing rather limited affordances (n=3). Moreover, Figure 1 indicates that schools providing limited affordances for learning are more often characterized by a low teachers' learning goal orientation (n=8) compared with schools providing various affordances for learning (n=3). This might suggest that teachers' learning goal orientation or motivation to learn might be associated with the extent to which affordances are provided within the school for teachers' learning.

Discussion

Building on the work of Runhaar (2017a), the aim of the study was to gain insight in the following set of stimulating factors of teachers' professional learning: 1) teachers' perception of self-efficacy (as an Ability factor); 2) teachers' learning goal orientation (as an Motivation factor); 3) teachers' beliefs about teaching (as an Opportunity factor) and 4) affordances for learning within the school (as an Opportunity factor). Moreover, this study also explored whether these stimulating factors are different according to the extent to which HRM is strategic within their school. Based on a previous qualitative

study⁴, teachers and school leaders within ‘excellent’ strategic and ‘moderate’ strategic HRM schools are compared. In what follows, first the results of this study will be discussed.

Stimulating factors for teachers’ professional learning

A first research objective of this study was to provide a deeper insight in a set of stimulating factors for teachers’ professional learning. In what follows we will discuss in general what the interviews showed us related to these factors⁵.

Teachers’ perceptions of self-efficacy. The results of research question 1 (‘How do teachers in the school perceive their self-efficacy?’) show that teachers mention different aspects in which they feel more or less efficacious. While the strengths teachers report are most often related to the domain ‘love for children / young people’, ‘passion for teaching and learning’ and ‘effective planning and management of learning’, we notice that the reported weaknesses are mainly situated within the domain ‘effective planning and management of learning’ (e.g. ‘class management’ or ‘general management of the classroom’). Although a lot of studies focused on teachers’ perceptions of self-efficacy most of the current work did not measure these perceptions in the same way we did in our study. Actually, in the majority of studies teachers’ self-efficacy is measured using a survey design instead using interviews (e.g. Skaalvik & Skaalvik, 2007). Although this makes that it is rather difficult to compare the results of this study with the current literature on teachers’ self-efficacy, we believe our results in general confirm what has been found until now. When we take a look at the study of Skaalvik & Skaalvik (2017), for example, we notice that teachers’ feel most efficacious in ‘instruction’ (i.e. the ability to instruct students or explain subject matter, advise students in their work, and answer questions to improve students’ understanding) which relates to our finding that teachers feel efficacious in aspects of ‘effective planning and management of learning’ (e.g. ‘professional knowledge’, ‘didactical skills’). Moreover, Skaalvik & Skaalvik (2007) found that - besides ‘adapting education to students’ individual needs’ and ‘motivating students’ - teachers feel least efficacious in ‘keeping discipline’ (i.e. the ability to maintain order and discipline) which is in line with our finding that teachers feel least efficacious in aspects such as ‘class management’ or ‘general management of the classroom’ (as part of the domain ‘effective planning and management of learning’). Moreover, our findings are confirm earlier studies which - in line with our approach - tried to get insight in aspects teachers feel efficacious or less efficacious in (e.g. Feistritzer, 2011). A study by Feistritzer (2011) found, for example, that teachers feel most incompetent in classroom discipline,

⁴ Tuytens, M.; Vekeman, E. & Devos, G. (2020). *Strategisch personeelsbeleid in Vlaamse scholen. Een exploratieve studie*. Steunpunt Onderwijsonderzoek, Gent.

⁵ As only small differences between primary and secondary schools were found based on this study and thus no valid conclusion can be drawn in this regard, we will not go in detail about that in this discussion section.

classroom management and time management. Yet, in order to be able to draw clear implications from this result more research on teachers' perceived strengths and weaknesses is necessary to validate the results of our study.

Teachers' learning goal orientation. Looking at how teachers' learning goal orientation is perceived within the school (cf. research question 2), this study shows that in almost half of the schools of our study teachers' learning goal orientation is perceived as low. This also means that in more than half of the schools in our study in general teachers have a high motivation to learn. Although different studies focused on teachers' learning goal orientation (e.g. Runhaar, Bednall, Sanders & Yang, 2016) it is rather difficult to compare the results of this study with previous research. One reason for that is that most researchers until now investigated this concept using a survey design instead of using a qualitative design. Moreover, it is rather difficult to compare the results of this study with previous studies as most of literature (both inside and outside education) have focused on the goal orientations of individuals instead of investigating the aggregate level of learning and learning goal orientations among team members or 'collective goal orientation' (Bunderson & Sutcliffe, 2003). Moreover, as we notice that the few studies on 'collective goal orientation' available are carried out within a private sector context, we are not able to use this literature to put the results of our study in perspective. In this regard, we believe more qualitative research on teachers' collective learning goal orientation in schools is necessary to validate the results of our study.

Teachers' beliefs about teaching in the school. The results of research question 3 ('What are teachers' beliefs about teaching in the school?') show that teachers' beliefs about teaching could be clustered in the five dimensions developed by Devine and colleagues (2013): 1) passion for teaching and learning; 2) social and moral dimension; 3) reflective practitioner; 4) effective planning and management of learning and 5) love for children / young people. More specifically, we found that teachers mention most often aspects related to the dimension 'love for children / young people' (i.e. a good teacher 'is patient with students', 'shows commitment towards students', 'pays attention to students' wellbeing' or 'listens to students') and 'passion for teaching and learning' (e.g. a good teacher 'motivates students' or 'is enthusiastic') when they were asked to describe a good teacher. On the one hand, this result confirms earlier studies focusing on good or effective teacher characteristics (e.g. Beishuizen et al., 2001; Bullock, 2015; Meng & Muñoz, 2016). Earlier studies found, for example, that in general teachers consider good teachers in the first place a matter of establishing personal relationships with their students (Beishuizen et al., 2001) or that teachers mainly identify relational qualities such as 'caring' when describing a good teacher (Bullock's, 2015). We believe these findings clearly relate to the fact that teachers in our study mention most often aspects related to 'love for children / young people'. Furthermore, we believe the results of this study confirm the findings of a study by Meng & Muñoz (2016) showing that 'engaging students in the learning processes' is seen as the highest priority by teachers, which relates to the second

most often mentioned dimension in our study: ‘passion for teaching and learning’. On the other hand, we also should notice that our result deviates a bit from what Devine and colleagues (2013) found. In their study teachers were asked to rate the ‘Good Teacher questionnaire’ including different items clustered in the five dimensions mentioned above (with a rating key from 1 to 7, with 1 considered as being less important and 7 as highly important). The results of this study showed that the highest mean score was given to the dimension ‘having a passion for teaching and learning’ ($M=6.31$) and the lowest mean was given to the dimension ‘love for children / young people’ ($M=5.33$). Yet, although our study did not find that aspects related to ‘passion for learning and teaching’ were mentioned most, we also noticed that these aspects were second most mentioned by teachers. This suggests that teachers within our study attach also great importance to aspects such as ‘motivating students’, ‘responding to students’ interests’, ‘differentiated instruction’, ‘being enthusiastic /motivated’ (which are related to the dimension ‘passion for teaching and learning’) besides aspects such as ‘listening to students’, ‘having patience with students’ and ‘building a good relationship with students’ (which are related to the dimension ‘love for children / young people’). Finally, we found that teachers referred least often to aspects related to the ‘social and moral dimension’. Also this result is in line with previous showing that a teacher as a socializing agent (i.e. a person who promotes social goal) is not often mentioned by teachers when they are asked to describe a good teacher (Arnon & Reichel, 2007).

Affordances for teachers’ learning. Based on interviews with school leaders and teachers we investigated how affordances for teachers’ learning are perceived within the school (cf. research question 4). The results of this research question show that while in half of the schools in our study various chances are perceived for teachers’ learning within the school, in the other half of the schools chances for teachers’ professional learning are perceived as rather limited. This result confirms what we expected based on the work of Admiraal and colleagues (2016): school leaders (or leadership teams) differ in the way they afford teachers’ professional learning. More specifically, we found that respondents in schools with limited chances refer most of the time to external (or formal) professional development initiatives (e.g. external courses or workshops) while the provision of internal (or informal) professional development initiatives are perceived as rather limited (e.g. only one or two internal professional development days are organized at school). In schools characterised by various chances for professional learning we notice that respondents refer to both external and internal professional development initiatives. They mention, for instance, also internal working groups, internal workshop organized by teachers, teamteaching, collegial consultation, etc. In this regard, Merchie and colleagues (2016) stress that internal professional development activities like those mentioned above have the largest potential to stimulate teachers’ professional learning.

Link between HRM and stimulating factors of teachers' professional learning.

A second research objective of this study was to explore the possible link between the factors discussed above and HRM in schools (cf. research 1a, 2a, 3a and 4a). The results of these research questions show that while for the factors 'teachers' learning goal orientation' and 'affordances for teachers' learning' a clear link could be noticed, for the factors 'teachers' self-efficacy' and 'teachers' beliefs about teaching' no clear evidence was found for a possible link with the extent to which HR practices are strategic within the school.

Teachers' learning goal orientation and affordances for learning within the school.

Based on this study we conclude that perceptions on teachers' learning goal orientation and affordances for teachers' learning within the school are different between excellent and moderate strategic schools. Actually, we found that the majority of schools characterised by a high teachers' learning goal orientation are excellent strategic schools. In other words, this result suggest that within excellent strategic schools teachers' motivation to learn is higher. Moreover, this study shows that within a large majority of excellent strategic schools in our study various chances for teachers' professional learning are perceived while in the majority of moderate strategic schools these chances are perceived as rather limited. This means that in excellent strategic schools teachers might get various chances for professional learning by stimulating teachers' participation in both external and internal professional development initiatives. Taken together, this study shows that the majority of schools in our study characterised by a high teachers' learning goal orientation and various affordances for professional learning are also characterised by an excellent strategic HRM. Although this study did not investigated the direct link between HRM and these stimulating factors, we believe that this result confirms the work of Runhaar and colleagues (e.g. Runhaar et al., 2016; Runhaar, 2017a) proposing that HRM might help to shape the working situation of teachers in such a way that it promotes teachers' learning goal orientation, on the one hand, and ensures various affordances for teachers' learning, on the other hand. Moreover, as both a high learning goal orientation of teachers and various affordances for teachers' learning can be seen as stimulating factors for teachers' professional learning (Runhaar, 2017a), we believe that in excellent strategic schools (characterised by both a high learning goal orientation and various affordances for teachers' learning) teachers' professional learning might be higher than in moderate strategic schools. Yet, more research is necessary to investigate both the direct link and indirect link (through stimulating factors of professional learning) between HRM and teachers' professional learning. Moreover, we believe future research would be useful to investigate a possible reciprocal relationship link between teachers' learning goal orientation and perceived affordances for teachers' learning. Although in line with the results earlier research (e.g. Admiraal et al., 2016) our study suggest schools characterised by various affordances are also characterised by a high motivation to learn,

more fine grained research is necessary to better understand the interaction between those two factors.

Teachers' self-efficacy and teachers' beliefs about teaching. Based on the results of this study no clear evidence could be found for a link between HRM and teachers' perceptions of self-efficacy or between HRM and teachers' educational beliefs. Yet, this does not mean we conclude that HRM might not help to promote teachers' self-efficacy or teachers' beliefs about teaching. One reason for that is that our study operationalised both teachers' self-efficacy and teachers' beliefs about teaching in a specific way which is different from the operationalization of self-efficacy and teachers' beliefs about teaching (or 'educational beliefs') often used in the large majority of quantitative studies on both factors. Another reason why we cannot conclude that HRM is not important for both teachers' self-efficacy and beliefs about teaching, is that this study might have neglected underlying mechanisms explaining this relationship. Based on previous research (e.g. De Neve, Devos & Tuytens, 2015), for example, we know that schools might influence teachers' self-efficacy beliefs through its cultural characteristics (e.g. teacher autonomy or the existing professional learning community within the school) which in turn are related with the extent to which HRM is installed strategically within the school (Tuytens, Vekeman & Devos, 2020). Moreover, both the work with educational and HRM literature shows us that when schools adopt SHRM (i.e. strategic selection, assignment, evaluation, professional development, rewards of teachers) teachers' beliefs will be more similar within one school as we know people report a better Person-Organisation (P-O) fit when more strategic HR practices are in place (Boon & Den Hartog, 2011; Vekeman, Devos & Valcke, 2019). In this regard, we believe more research (both qualitative and quantitative) on underlying mechanisms such as cultural characteristics and or P-O fit is necessary to better understand how exactly HRM might influence teachers' perceptions of self-efficacy and teachers' educational beliefs. Moreover, we believe the inclusion of school leaders' perspective in future research might be important as our study also indicates that school leaders' description of school's strategic planning differs between excellent and moderate strategic schools. More specifically, we found that school leaders in excellent strategic schools refer more often to 'quality of curriculum and instruction' as an important aspect in the school's strategic planning. In contrast, in moderate strategic schools school leaders more often refer to 'ensuring a safe, orderly and attractive environment'. As both aspects in strategic planning might be associated with the dimension 'effective planning and management of learning' we used to cluster beliefs about teaching, we believe the focus on 'quality of curriculum and instruction' refers more to the core of what effective planning and management of learning means in schools while 'ensuring a safe, orderly and attractive environment' refers more to peripheral features of effective planning and management of learning. This result actually confirms what Vekeman and Devos (2019) concluded: in order to implement SHRM school's strategic planning should be concrete and focus on 'what' and 'how' students

learn.

Limitations and suggestions for further research

As it might be already clear in the discussion above, this study has certain limitations and needs follow-up in other studies. However, in this section we like to reflect on some overarching research opportunities for the future. First, we believe it is important to state that our data may not be representative for all schools in Flanders. Although we interviewed a relatively large number of respondents (i.e. principals, teachers, team members) in future studies a larger sample of schools might be advisable. Yet, as we believe that a larger qualitative study than this one is not evident (e.g. because of a large time investment) it might be interesting to use also quantitative or mixed methods designs (i.e. combination of qualitative and quantitative research) in the future. Moreover, we believe it could be interesting to use other case selection procedures than the one we used in this study. As we aimed to select schools that were particularly interesting based on one of their human resource practices (and hence had a high potential of being meaningful and enriching for this study), it might be that we oversampled schools in which various affordances for teachers' learning are present and/or teachers have a high motivation to learn which might distort the results. Second, as this study focused on stimulating factors of teachers' professional learning, we cannot make any statements about the outcome 'teachers' professional learning' at a behavioral level (e.g. changes in teachers' teaching practice). As stated earlier, we believe more research is necessary in this regard in order to draw valid conclusions about the relationship between HRM, stimulating factors for teachers' professional learning and professional learning of teachers. In this regard we support Admiraal and colleagues' (2016) plea to investigate teachers' professional learning not in isolation from the school context. There is a need to understand more fully how schools (i.e. school leaders or leadership teams) afford opportunities that lead to and base teacher professional learning, what these affordances contain, what it takes to make them work, and what outcomes can be expected. Third, as we encountered it is rather difficult to map the stimulating factors central in this study using a qualitative research design, we reported on these variables at the school level (i.e. aggregated or collective level). Yet, as we are aware of the fact that this approach has certain disadvantages, we believe future research should explore these stimulating factors at an individual teacher level also. Fourth, we need to be aware of the limitations regarding our qualitative measurement of teacher beliefs which is based on five dimensions of 'good teaching' put forward by Devine et al. (2013). Although we scored the answers of teachers with two researchers and discussed this thoroughly, it was challenging to categorize the qualitative data in five dimensions. We acknowledge that there might be overlap between these dimensions and also want to stress that all dimensions are equally important for 'good teaching'. Hence, by no means did we imply to judge teachers on their effectiveness. With our research, we

merely wanted to reflect the perceptions of the teachers in our sample regarding good teaching. A fifth related limitation deals with our measurement of teacher self-efficacy. In our qualitative study, we asked teachers for strengths and weaknesses as an indication of their self-efficacy. It might be interesting in further qualitative research to explore the concept of self-efficacy more in detail in a qualitative manner (Glackin & Hohenstein, 2018). Finally, we like to mention it would be interesting to link the results of this study to the extent to which the HR practice ‘professional development’ is installed strategically within schools. Based on a previous study (Tuytens, Vekeman & Devos, 2019) we concluded that a relatively large amount of schools in our study install the HR practice ‘professional development’ strategically. Yet, this study shows that this does not always is reflected in teachers motivation to learn or perceptions on affordances for teachers’ learning within the school. In this regard, it might be interesting to include a more dynamic perspective on HRM in schools in future research (e.g. by using longitudinal design). It is possible, for example, that many schools in Flanders only recently made efforts to install the HR practice ‘professional development’ strategically and this approach is not yet reflected in teachers’ learning goal orientation or in the affordances for teachers’ learning.

Implications

Despite these limitations and research challenges for the future, we can deduct both theoretical and practical implications. In the first place, the current study contributes to research on teachers’ professional learning through its link with strategic human resource management. As far as we know, this is one of the first studies which explores whether differences stimulating factors for teachers’ professional learning could be noticed based on the extent of HR practices installed strategically within teachers’ school (i.e. taking into account both the strategic planning within the school and teachers’ individual needs). Although we might be prudent to overestimate this study’s findings and certainly more research is necessary first, we believe this study suggests that schools implementing SHRM foster teachers’ professional learning. Although we recognise the advantages of SHRM, we also acknowledge this is not an easy task for schools. Nevertheless, we believe this study implies that school leaders and leadership teams, who wish to stimulate teachers’ professional learning, need to become aware of the importance of HRM in order to create an environment which motivates teachers to learn and which provides enough chances to learn professionally within the school.

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Appendices

Appendix I: Theme setting initial meeting with school leader

- Jaarplanning
 - o Strategisch schoolbeleid
 - o Rekrutering en selectie
 - o Opdrachttoewijzing
 - o Professionele ontwikkeling
 - o Leerkrachtevaluatie
 - o Beloningsmogelijkheden

- Belangrijke actoren
 - o Schoolteamleden (leidinggevend, leidinggevende leerkrachten, andere)
 - o Schoolbestuur
 - o Scholengemeenschap

- Beschikbare documenten
 - o Schoolvisie/pedagogisch project
 - o Schoolwerkplan
 - o Onthaalbrochure nieuwe leerkrachten
 - o Nascholingsplan
 - o Evaluatiereglement
 - o Functiebeschrijving
 - o Schoolreglement
 - o Voorbeeld van vacature
 - o Verslagen (bv. van selectie/rekrutering, evaluatieverslag)
 - o Andere?

Appendix II: Interview protocol – school leaders and teachers

LEIDRAAD DIRECTIES:

- Schoolstructuur:
 - o Samenstelling schoolbestuur (hoeveel scholen, welke scholen (niveau en locatie))
 - o Relatie met schoolbestuur
 - o Samenstelling scholengemeenschap
 - o Samenwerking scholengemeenschap
- Culturele erfgoed:
 - o Hoelang bestaat de school al?
 - o Zijn er de voorbije tien jaren grote veranderingen in de school geweest?
 - o Zijn er belangrijke zaken in de geschiedenis van de school die nog steeds een invloed hebben op de werking vandaag?
- Arbeidsmarkt
 - o Tekort aan leerkrachten?
 - o Scholen in de buurt die concurrentieel zijn bij het aantrekken van leerkrachten?
- Institutionele context:
 - o Beleid:
 - Welke aspecten in uit het onderwijsbeleid zijn cruciaal (stimulerend of beperkend) voor de strategische planning en personeelsbeleid dat u kan voeren in de school?
 - o Vakbond
 - Hoe is de verhouding met de vakbondsafgevaardigden binnen de school?
- Schoolleiding:
 - o Ervaring
 - o Hoe zou u goed leiderschap omschrijven?
 - o Welke eigenschappen moet een leider in uw functie idealiter bezitten?
 - o Welke zijn uw sterke punten als u deze eigenschappen bij uzelf bekijkt?
 - o Welke zijn uw werkpunten als u deze eigenschappen bij uzelf bekijkt?
 - o Wat zijn uw belangrijkste taken als schoolleider binnen de school?
 - o Zijn er andere leidinggevenden binnen de school?
 - o Hoe worden de taken verdeeld onder de leidinggevenden? Weten leerkrachten bij wie zij waarvoor terecht kunnen?
 - o Hoe verloopt de samenwerking tussen de leidinggevenden?

- Schoolkenmerken:

- Formeel overleg:
 - Welke formele overlegmomenten zijn er binnen de school?
- Leerkrachtparticipatie:
 - Hoe worden leerkrachten betrokken bij de strategische planning en het personeelsbeleid?
- Professionele leergemeenschap:
 - Hoe zou u de relatie of de sfeer tussen de leerkrachten omschrijven?
 - Wat is uw visie op samenwerking?
 - Wat vindt u belangrijke voorwaarden voor samenwerking?
 - Hoe wordt samenwerking gestimuleerd op school (formeel en informeel)?
 - Gezamenlijke verantwoordelijkheid
 - Gedeprivatiseerde praktijk
 - Reflectieve dialoog
- Leerkrachtautonomie:
 - Hoe belangrijk vindt u de autonomie van leerkrachten en op welke vlakken?
 - Hoe tracht u die autonomie te stimuleren?
- Gedeelde visie:
 - Kunt u de visie van de school omschrijven?
 - Hoe is deze tot stand gekomen?
 - Hoe draagt u deze uit als schoolleider?
- Schoolbeleid:
 - Strategische planning:
 - Wat zijn op dit moment de cruciale schooldoelen waar u aan werkt?
 - Hoe zijn deze doelen tot stand gekomen?
 - Hoe evalueert u of u de doelen bereikt?
 - Worden deze doelen aangepast? Wat is dan de aanleiding?
 - Hoe probeert u de concrete doelen te bereiken?
 - Personeelsbeleid:
 - Hoe pakt u selectie aan?
 - Hoe pakt u de opdrachttoewijzing aan?
 - Hoe pakt u leerkrachtevaluatie aan?
 - Hoe pakt u professionele ontwikkeling aan?
 - Hoe pakt u de waardering/beloning van leerkrachten aan?
- Uitkomsten en leerkrachtkenmerken
 - Lerarenverloop?
 - Wat is voor u een goede leerkracht?
 - Hoe tracht u het welbevinden van leerkrachten te stimuleren?

LEIDRAAD LEERKRACHTEN:

- Leerkrachtkenmerken: (alle leerkrachten)
 - Welk vak heeft u binnen de school?

- Welke andere taken neemt u op zich binnen de school?
- Hoelang heeft u al les binnen de school? (vastbenoemd?)
- Hoelang bent u al leerkracht?
- Wat is voor u een goede leerkracht? / Hoe zou u een goede leerkracht omschrijven?
- Wat zijn uw sterke kanten als leerkracht?
- Wat zijn uw werkpunten als leerkracht?
 - Kunt u leerlingen goed motiveren in uw lessen?
 - Heeft u het gevoel dat u uw klassen goed in de hand kan houden? Een goed klasmanagement kan hanteren?
 - Kunt u gemakkelijk werk- en evaluatievormen toepassen in uw klassen die tegemoet komen aan de noden van de leerlingen?
- Schoolbeleid: (alle leerkrachten)
 - Strategische planning:
 - Wat zijn op dit moment de cruciale doelen waar de school aan werkt?
 - Hoe gebeurt dit?
 - Personeelsbeleid:
 - Selectie: (beginners en TADD)
 - Hoe vond uw aanwerving in de school plaats?
 - Welke vragen werden gesteld tijdens het sollicitatiegesprek?
 - Was u zelf tevreden over de manier van aanwerving?
 - Hoe bent u opgevangen tijdens uw beginperiode hier als leerkracht?
 - Opdrachttoewijzing: (TADD en ervaren)
 - Hoe gebeurt de opdrachttoewijzing aan leerkrachten in de school?
 - Wanneer wordt deze gecommuniceerd?
 - Leerkrachtevaluatie: (TADD en ervaren)
 - Heeft u een functiebeschrijving gekregen?
 - Zijn er op regelmatige basis functioneringsgesprekken?
 - Worden er ook evaluatiegesprekken gehouden?
 - Hoe verzamelt de directie informatie over uw praktijk/uw functioneren?
 - Is er een specifieke evaluatie geweest naar aanleiding van uw TADD-aanstelling?
 - Vindt u zelf dat u voldoende feedback krijgt omtrent uw functioneren? (formeel/informeel)
 - Professionele ontwikkeling: (alle leerkrachten)
 - Hoe belangrijk vindt u professionele ontwikkeling zelf als leerkracht?
 - Hoe wordt deze gestimuleerd in de school?
 - Waardering – beloning (alle leerkrachten)

- Hoe weet u of men uw werk in de school waardeert?
 - Heeft u zelf het gevoel gewaardeerd te worden?
 - Krijgt u ook beloningen? Welke?
 - Afstemming personeelsbeleid (TADD en ervaren)
 - Heeft u zelf het gevoel dat de verschillende aspecten van personeelsbeleid afgestemd zijn op elkaar? Voorbeeld?
- Schoolleiding: (alle leerkrachten)
 - Wat zijn de sterke punten van de schoolleider?
 - Wat zijn werkpunten van de schoolleider?
 - Ondersteunt uw schoolleider uw dagelijkse (les)praktijk? Hoe doet hij/zij dit?
 - Vertrouwt u de schoolleider?
 - Weet u waarvoor u bij de schoolleider terecht kan?
- Schoolkenmerken: (alle leerkrachten)
 - Formeel overleg:
 - Welke formele overlegmomenten zijn er binnen de school?
 - Leerkrachtparticipatie:
 - Hoe worden leerkrachten betrokken bij de strategische planning en het personeelsbeleid?
 - Professionele leergemeenschap:
 - Hoe zou u de relatie of de sfeer tussen de leerkrachten omschrijven?
 - Hoe wordt samenwerking gestimuleerd op school (formeel en informeel)?
 - Komen leerkrachten bij elkaar in de klas?
 - Overlegt u vaak met collega's? Waarover? Wanneer?
 - Vindt u zelf samenwerking belangrijk?
 - Leerkrachtautonomie:
 - Kan u voldoende zelf beslissen over uw klaspraktijk?
 - Gedeelde visie:
 - Kunt u de visie van de school omschrijven?
 - Hoe wordt deze gecommuniceerd naar leerkrachten en leerlingen, ouders?
 - Is het personeelsbeleid van de school ook afgestemd op de visie van de school? Hoe merkt u dit?
- Uitkomsten leraarniveau: (alle leerkrachten – behalve laatste twee vragen enkel TADD/ervaren)
 - Voelt u zich goed op school?
 - Zou u liever lesgeven op een andere school?
 - Bent u tevreden in uw job als leraar?
 - Zou u liever een andere job uitoefenen?
 - Voelt u zich thuis in het lerarenteam?
 - Wat zorgt er vooral voor dat u dagelijks met plezier komt werken?
 - Hoe probeert u als leraar bij te blijven met de nieuwe ontwikkelingen? (formeel en informeel leren)

- Vakontwikkelingen
- Meer algemene ontwikkelingen in onderwijs
- Welke veranderingen in de klas hebt u recent doorgevoerd? Wat was de aanleiding hiervoor?

Appendix III: Observation scheme

Datum, tijdstip, plaats van observatie, activiteit, aanwezigen:

Beschrijvende gegevens (acties, gedrag, gesprek)	Reflectieve informatie (eigen bedenkingen, ideeën, vragen, bezorgdheden)

Appendix IV: Case summary format

Variabele	Deelvariabele	Wat we al weten...
INTERNE CONTEXT	Onderwijsnet	Vooraf gekend
	Onderwijsniveau	Vooraf gekend
	Schoolstructuur	Grootte en complexiteit schoolbestuur en scholengemeenschap: Info uit interviews, observaties en documenten
	Schoolgrootte	Vooraf gekend zie: http://onderwijs.vlaanderen.be/nl/nl/onderwijsstatistieken/themes- onderwijsstatistieken/leerlingenaantallen-basis-en- secundair-onderwijs-en-hbo5
	Leerlingpopulatie	Vooraf gekend zie: http://www.agodi.be/sites/default/files/atoms/files/ Publicaties_Leerlingenkenmerken_Overzicht_2016- 2017_bao.pdf http://www.agodi.be/sites/default/files/atoms/files/ Publicaties_Leerlingenkenmerken_Overzicht_2016- 2017_sec.pdf

	Culturele erfgoed	Normen en waarden, historiek, identiteit, leeftijd: Info uit interviews, observaties en documenten
	Schoolligging	Vooraf gekend
	Schooltype	Vooraf gekend
	Middelen	Vooraf gekend zie: http://www.agodi.be/nieuwe-omkadering-basisonderwijs Niet voor secundair onderwijs?
	Schoolprestatie	Doorlichtingsverslag indien aanwezig, databundel leerlingen (gegevens over prestaties van leerlingen in vervolgonderwijs, gegevens over instroom/uitstroom)
EXTERNE CONTEXT	Arbeidsmarkt	Info uit interviews, observaties en documenten
	Institutioneel – beleid	Info uit interviews, observaties en documenten

	Institutioneel – vakbond	Info uit interviews, observaties en documenten
SCHOOL-LEIDING	Ervaring	Info uit interviews, observaties en documenten
	Transformationeel	Info uit interviews, observaties en documenten
	Instructioneel	Info uit interviews, observaties en documenten
	Administratief	Info uit interviews, observaties en documenten
	Ondersteuning	Info uit interviews, observaties en documenten
	Gedeeld	Info uit interviews, observaties en documenten
SCHOOLKEN MERKEN	Formeel overleg	Info uit interviews, observaties en documenten
	Leerkrachtparticipatie	Info uit interviews, observaties en documenten

	Professionele leergemeenschap	Info uit interviews, observaties en documenten
	Leerkrachtautonomie	Info uit interviews, observaties en documenten
	Vertrouwen	Info uit interviews, observaties en documenten
	Gedeelde visie	Info uit interviews, observaties en documenten
SCHOOL- BELEID	Strategisch	Info uit interviews, observaties en documenten
	Personeelsbeleid	REKRUTERING EN SELECTIE Info uit interviews, observaties en documenten OPDRACHTTOEWIJZING Info uit interviews, observaties en documenten LEERKRACHTEVALUATIE Info uit interviews, observaties en documenten

		<p>PROFESSIONELE ONTWIKKELING</p> <p>Info uit interviews, observaties en documenten</p> <p>WAARDERING EN BELONING</p> <p>Info uit interviews, observaties en documenten</p>
LEERKRACHT - KENMERKEN	Demografisch	Info uit interviews, observaties en documenten
	Functie	Info uit interviews, observaties en documenten
	Carrièrefase	Info uit interviews, observaties en documenten
	Vak	Info uit interviews, observaties en documenten
	Statuut	Info uit interviews, observaties en documenten
	Onderwijsopvattingen	Info uit interviews, observaties en documenten
	Doelmatigheidsbeleving	Info uit interviews, observaties en documenten

UITKOMSTEN LERAAR-NIVEAU	Welbevinden	Info uit interviews, observaties en documenten
	Professioneel leren	Info uit interviews, observaties en documenten
	Lerarenverloop	Info uit interviews, observaties en documenten (o.a. databundel personeel)
	Interactie tussen leraren	Info uit interviews, observaties en documenten
	Veranderingen in de klas	Info uit interviews, observaties en documenten

Appendix V. Case-ordered descriptive meta-matrix listing all strengths and weaknesses mentioned by teachers per case

	Passion for teaching and learning	Social and moral dimension	Reflective practitioner	Effective planning and management of learning	Love for children / young people	Other
A	'using activating teaching methods' (+) 'responding to students' interests' (+)		'professional development' (+)	'class management' (2-) 'ICT'		'talent in music' (+)
B	'differentiated instruction' (2-)		'team work' (+)	'class management' (-)	'listening to students' (+)	'language sense' (+)
C	'differentiated instruction'(+)	'teaching norms and values' (+)		'administration' (-) 'didactical skills' (-) 'general management' (-)	'patience' (+)	'talent in music' (+) 'communication with parents' (+) 'creativity' (-)
D	'responding to students' interests' (+) 'differentiated instruction' (+)		'professional development' (+) 'team work' (+)	'general management' (2+) 'goal orientedness' (+) 'didactical skills' (-)	'listening to students' (+)	'assertiveness' (-)
E	'enthusiasm' (+) 'allowing children to experiment' (+)	'teaching norms and values' (2+)		'class management' (+/-) 'ICT' (-) 'general management' (-)	'listening to students' (+)	'talent in music' (+) 'language sense' (+)

F	'using activating teaching methods' (-)			'planning' (+)	'building a good relationship with students' (+)	
G	'differentiated instruction' (-)	'world orientation of students'	'curiosity' (+)	'class management' (+/-) 'administration' (2-) 'curriculum knowlegde' (-)	'creating a team within the class' (+) 'being open towards students' (+)	
H	'enthouasiasm' (2+) 'using activating teaching methods' (+)		'team work' (+)	'flexibility' (+) 'planning' (+) 'curriculum implementation' (-)	'make students feel at home' (+) 'care for students' (+) 'being calm' (+) 'open communication' (+) 'building a good relationship with students' (+)	'self-care' (4-) 'self-confidence' (-)
I	'motivating students' (+) 'responding to students' interests' (+) 'differentiated instruction' (+)			'providing structure' (+) 'class management' (+) 'administration' (-)	'building a good relationship with students' (+)	'perfectionism'' (-) 'self-confidence' (-)
J	'responding to students' interests' (+) 'differentiated instruction' (+)			'general management' (-) 'class management' (-/+) 'ICT' (-)		'self-care' (-)
K	'using activating teaching methods' (2+) 'motivating students' (+) 'differentiated instruction' (-)			'administration' (2-) 'class management' (-)	'paying attention to students' wellbeing' (+)	'communication skills' (-)

L	'motivating students' (+)		'team work' (+)	'class management' (+/-) 'administration' (-)	'care for students' (+) 'listening to students' (+) 'patience' (+) 'approaching students in a positive way' (+)	'religion' (-) 'impulsivity' (-)
1	'motivating students' (+) 'differentiated instruction' (+)		'professional development' (+)	'punctuality' (-) 'class management' (+/-)	'building a good relationship with students' (2+)	
2	'motivating students' (+)		'innovativeness' (+) 'team work' (+)		'building a good relationship with students' (2+)	
3	'motivating students' (+)			'class management' (-) 'planning' (-) 'didactical skills' (+) 'ICT' (-)	'building a good relationship with students' (+) 'open towards students' (+)	
4	'responding to students' interests' (2+) 'using activating teaching methods' (2-) 'differentiated instruction' (-)			'didactical skills' (+) 'class management' (+) 'general management' (-) 'ICT' (-)	'humour' (+) 'building a good relationship with students' (+)	'assertiveness' (-)
5	'enthusiasm' (+) 'passion' (+)			'punctuality' (2-) 'professional knowledge' (+/-) 'class management' (-) 'providing structure' (-) 'administration' (-)	'building a good relationship with students' (2+) 'humour' (+)	'ability to put things in perspective' (+) 'creativity' (+) 'assertiveness' (-)
6	'using activating teaching methods' (-) 'differentiated instruction' (-)			'class management' (-) 'ICT' (-)	'open towards students' (+)	'being a storyteller' (+)

7	'motivating students' (2+/-) 'differentiated instruction' (-)			'providing structure' (+) 'class management' (+) 'didactical skills' (+) 'time management' (-)	'being approachable for students' (+) 'patience' (-) 'care for students' (+) 'socio-emotional guidance of students' (-) 'humour' (+)	
8	'responding to students' interests' (+)			'class management' (4+) 'professional knowledge' (+) 'administration' (-) 'didactical skills' (-)		
9	'motivating students' (+) 'responding to students' interests' (+) 'differentiated instruction' (+)			'administration' (2-/+) 'providing structure' (-/+) 'class management' (-) 'professional knowledge' (+)	'loving students' (+) 'care for students' (+)	
10	'differentiated instruction' (-)			'professional knowledge' (+) 'class management' (+) 'general management' (-) 'punctuality' (-)	'listening to students' (+) 'being approachable for students' (+) 'building a good relationship with students' (+) 'patience' (+)	'stress resistance' (-) 'self-care' (-)
11	'motivating students' (2+) 'differentiated instruction' (-)	'teach professional pride'		'class management' (2+/4-) 'providing structure' (+) 'administration' (-)		'ability to put things in perspective' (+) 'assertiveness' (-)

12	'enthusiasm' (+) 'motivating students' (+/-) 'differentiated instruction' (2-)	'being a role model'	'innovativeness'	'professional knowledge' (+) 'class management' (+/-) 'time management' (-) 'didactical skills' (-)	'patience' (+)	'communication skills' (-)
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Note. number between brackets when more than one strength or weakness was mentioned: the amount of time this specific strength or weakness was mentioned within the school; (+): mentioned as a 'strength'; (-): mentioned as a 'weakness'; green shaded: only strengths are mentioned; red shaded: only weaknesses are mentioned; orange shaded: both strengths and weaknesses are mentioned.

Appendix VI. Case-ordered descriptive meta-matrix listing all aspects of a good teacher mentioned by teachers per case

CASES	Passion for teaching and learning	Social and moral dimension	Reflective practitioner	Effective planning and management of learning	Love for children / young people	Other
A	<p>'teaches in a motivating way' (2) 'pays attention to individual needs of students' (2) 'uses activating teaching methods' 'stimulates students' independence'</p>		<p>'is willing to innovate'</p>	<p>'is a good administrator' 'is versatile'</p>	<p>'pays attention to students' wellbeing'(2) 'is patient'</p>	
B	<p>'pays attention to individual needs of students' (2)</p>		<p>'has a broad vision'</p>	<p>'is a subject matter expert'</p>	<p>'stands close to pupils'</p>	
C	<p>'is enthusiastic'</p>	<p>'teaches norms and values'</p>	<p>'is willing to innovate' 'has a researchy disposition'</p>	<p>'has professional knowledge'</p>	<p>'builds a good relationship with students' (2)</p>	
D	<p>'motivates students' 'pays attention to the individual needs of students' 'pays attention to the whole development of students'</p>			<p>'is flexible'</p>	<p>'pays attention to students' wellbeing' (3)</p>	

E	'gives students time to experiment' 'is enthusiastic' 'stimulates students independence'	to 'teaches norms and values'	'willing to innovate'		'has a warm heart for students' (2) 'listens to students'
F	'is enthusiastic'		'willing to innovate'	to 'knows how to teach'	'listens to students' 'is open towards parents'
G	'is passionate' 'is enthusiastic'	'is an educator' (2)	'is critical' 'has a natural curiosity' 'is able to cooperate with colleagues'	'has professional knowledge'	'is patient' 'creates a good class atmosphere' 'is open towards parents'
H	'is enthusiastic' 'is motivated' 'uses activating teaching methods' 'is able to give differentiated instruction'		'is willing to innovate'	'is able to multitask'	'has a warm heart for students'
I	'uses activating teaching methods' 'is able to give differentiated instruction'		'dares to experiment'	'is flexible'	'makes students feel comfortable' 'is empathic' 'is not authoritarian' 'shows commitment towards students' 'is patient'
J	'is passionate' 'pays attention to individual needs of students' 'pays attention to the whole development of students'	'learns students to communicate in an open way'	'is able to cooperate with colleagues'	'knows how to teach' 'is good in class management'	'has a warm heart for students' 'listens to students' 'patience'

K	<p>'is able to give differentiated instruction' (3) 'uses activating teaching methods' (2) 'stimulates students' independence'</p>		<p>'is flexible' (3) 'is good in class management' (2)</p>	<p>'pays attention to students' wellbeing' (2) 'is patient' (2) 'stands open towards cultural differences between students' 'is open towards students'</p>	
L	<p>'pays attention to the whole development of students'</p>		<p>'is willing to innovate' 'is able to cooperate with colleagues'</p>	<p>'is patient' (2) 'gives chances to students' (3) 'has a warm heart for students' 'listens to students' 'cares for students' 'creates a safe environment for students'</p>	
1	<p>'motivates students' (2) 'is able to give differentiated instruction'</p>		<p>'has professional knowledge' (2) 'knows how to teach' 'is good in class management'</p>	<p>'loves students' (4)</p>	
2	<p>'motivates students'</p>	<p>'teaches students a working posture'</p>	<p>'is able to cooperate with colleagues'</p>	<p>'has professional knowledge' 'is flexible'</p>	<p>'has a warm heart for students'</p>
3	<p>'motivates students' (2) 'is able to deal with diversity'</p>	<p>'prepares students for the future' 'orientate students in the world'</p>	<p>'has professional knowledge' 'is able to provide structure to students'</p>	<p>'is open towards students' (2) 'has a warm heart for students' 'is patient'</p>	

4	<p>'is passionate'</p> <p>'stimulates students'</p> <p>independence'</p> <p>'is able to deal with diversity'</p>			<p>'knows how to teach' (2)</p> <p>'has professional knowledge' (2)</p> <p>'is good in class management'</p>	<p>'has a warm heart for students' (2)</p>	<p>'is authentic'</p>
5	<p>'is enthusiastic' (4)</p>	<p>'teaches students to build a personal opinion'</p>		<p>'has professional knowledge'</p> <p>'knows how to teach'</p>	<p>'has a warm heart for students'</p>	
6	<p>'motivates students'</p>			<p>'is good in class management'</p> <p>'has professional knowledge'</p>	<p>'loves students'</p>	
7	<p>'is passionate' (2)</p> <p>'is able to give differentiated instruction' (2)</p>			<p>'has professional knowledge' (2)</p> <p>'is good in class management'</p>	<p>'is approachable for students (2)</p> <p>'shows commitment towards students' (2)</p> <p>'has humour'</p>	
8	<p>'is passionate'</p> <p>'motivates students'</p>			<p>'has professional knowledge'</p> <p>'is good in class management'</p>	<p>'empathizes with the world of students' (3)</p> <p>'having respect for students' (2)</p> <p>'has a warm heart for students'</p> <p>'is tolerant towards students'</p>	<p>'is authentic'</p>
9	<p>'is passionate'</p>	<p>'is an educator'</p>	<p>'is willing to learn and to develop'</p>	<p>'is good in class management' (2)</p> <p>'has professional knowledge' (2)</p> <p>'knows how to teach'</p> <p>'is a good administrator'</p>	<p>'empathizes with the world of students' (2)</p> <p>'has a warm heart for students'</p> <p>'cares for students'</p> <p>'pays attention to students' wellbeing'</p>	

11	'motivates students' 'is enthusiastic'	'is an educator'		'has professional knowledge' (3) 'knows how to teach' 'is good in class management' 'has self-management skills'	'shows commitment towards students' (2) 'has a warm heart for students' 'listens to students' 'is patient' 'focuses on the positive characteristics of students'	
11	'motivates students' (2) 'is enthusiastic'		'is willing to innovate'	'has professional knowledge' (2) 'knows how to teach'	'shows commitment towards students' (3) 'empathizes with the world of students' 'has humour' 'caring for students'	'is authentic'
12	'motivates students' (2) 'is passionate'	'is a role model'	'is willing to innovate'	'has professional knowledge' (4) 'is good in class management'	'empathizes with the world of students' (2) 'shows commitment towards students' 'having humour'	'shows organisational commitment' 'is a storyteller'

Note: bold text: mentioned more than once

Appendix VII. Case-ordered descriptive meta-matrix listing the amount of mentioned aspects of a good teacher mentioned by school leaders per case

		Love for children / young people	Passion for teaching and learning	Effective planning and management of learning	Reflective practitioner	Social and moral dimension	Other
Excellent strategic schools (n=10)	Cases						
	A	0	0	1	1	0	0
	D	1	2	1	0	0	0
	E	1	1	3	1	0	0
	F	0	0	0	2	0	0
	G	0	2	1	1	0	0
	3	1	1	1	0	0	0
	4	1	0	0	0	1	1
	8	1	0	1	0	0	0
	9	1	0	4	0	0	0
	11	2	1	3	0	0	1
Amount of excellent strategic schools referred at least one time to aspects related to a certain dimension		7 (70.0%)	5 (50.0%)	8 (80.0%)	4 (40.0%)	1 (10.0%)	2 (20.0%)
Moderate strategic schools (n=14)							
	B	0	1	1	0	0	0
	C	1	0	0	0	0	0
	H	3	0	1	0	0	0
	I	1	0	1	1	0	0
	J	1	1	2	0	1	0

K	0	2	1	0	0	0
L	1	1	1	0	0	0
1	1	0	1	0	0	0
2	1	1	0	1	0	0
5	1	0	0	0	0	0
6	1	2	0	1	0	0
7	0	1	0	0	0	1
10	1	0	2	0	1	0
12	1	2	1	0	0	1
Amount of moderate strategic schools referred at least one time to aspects related to a certain dimension	11 (78.6%)	8 (57.1%)	9 (64.3%)	3 (21.4%)	2 (14.3%)	2 (14.3%)

Appendix VIII. Case-ordered descriptive meta-matrix listing all aspects of the strategic planning within the school by school leaders per case

CASES	Providing quality in curriculum and instruction (e.g. strong didactics, acquire solid knowledge, challenge students, using innovative teaching methods)	Preparing students for the future (e.g. learning students to function in society, orientate students in the world, preparing students for the labor market or future studies)	Educating traditional values (e.g. educating Christian values)	Paying attention to students' wellbeing (e.g. students feel good at school, paying attention to socio-emotional aspects)	Ensuring a good relationship between students and teachers (e.g. stand close to students, strong commitment towards students)	Teaching students independence (e.g. teach students to take control of the learning process and to learn at their own pace, freedom and responsibility)	Ensuring an inclusive environment (e.g. care for students, approachable for all students, all students are welcome, open and transparent towards parents, paying attention to students' individual needs and talents)	Providing a safe, orderly and attractive environment (e.g. clear rules, attractive playground, a bullying policy, environmental awareness)	Stimulating non-academic skills (e.g. sports, music, drama, arts)	Ensuring quality in the teacher population at school (e.g. paying attention to teachers' professionalism, cooperation between teachers)
Excellent strategic schools (n=10)										
A	x	x	x				x		x	
D	x			x						
E							x	x		
F	x	x					x		x	
G	x	x		x		x	x			
3	x					x	x			
4		x			x			x		x
8		x		x	x		x			
9	x				x		x			
11	x				x		x			
Total	7	5	1	3	4	2	8	2	2	1
Moderate strategic schools (n=14)										
B								x		
C							x	x		
H								x	x	

I				x				x			x
J		x		x			x			x	
K			x				x			x	
L				x				x			
1				x				x			
2								x			
5	x	x						x			
6	x	x						x			
7	x						x	x	x		x
10	x		x			x		x			
12	x	x						x	x		
Total	5	4	2	4	1	3		10	6	2	2

