

CURRICULUM VITAE

Ms. Dr. Roelande H. Hofman (Associate Professor)

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Qualifications and Scientific Career

- Associate Professor Faculty of Behavioral and Social Sciences, University of Groningen, the Netherlands
- Director of International MSc. in Education, University of Groningen
- Coordinator Research Consortium 'Educational Governance'
- MA + PhD, Faculty of Pedagogy, Psychology, Sociology / Interdisciplinary Sciences
- Ph.D-supervisor/Senior Lecturer: (i) Research Master, (ii) International MSc.
- (iii) Dutch Bachelor / Master of Science in Education, University of Groningen

Current Profile

- Research profile

Ms. Roelande Hofman is Associate Professor at the Faculty of Behavioural and Social Sciences and Director of the International MSc. in Education of the University of Groningen, the Netherlands. Next to this she is project coordinator at GION, Institute for Educational Research of the University of Groningen. She has a long established track record as a project manager and senior educational researcher in the fields of educational effectiveness, management and institutional contexts of schooling from an international perspective. Recent research projects include topics regarding accountability, school self evaluation, quality assurance and school leadership. The latest line of research concerns 'Educational Governance' (in collaboration with Erasmus University Rotterdam) and focuses on organizational fit between governance and school (management/teachers) and looks for factors that are related with student performance from a broad (cognitive and social) perspective to serve various target groups of students.

Another important field of interest concerns innovations and the innovational capacity of schools specifically the effects of learning organizations and professional communities. She has a well-established track record in the fields of school effectiveness and school improvement policies for different target groups of students.

- International profile

Dr. Roelande Hofman has been a coordinator of an European Network for research and comparison of institutional contexts, management and outcomes of schooling. She wishes to develop new theoretical perspectives through the international collaboration of researchers and search for relevant factors influencing national student performances. Her work focuses on institutional characteristics (finance, governance, choice) in relationship with the effectiveness of education systems. Cross-country comparison combined with detailed

analyses within each country may characterize the strengths and weaknesses of education systems, and discern the effects associated with particular policies and practices within a country.

She is an active member of several international networks: 1) the International Congress of School Effectiveness and School Improvement (ICSEI), 2) the European Congress of Educational Research and Evaluation (ECER), 3) The American Educational Research Association (AERA), 4) the International Conference for Teaching and Learning (ICTL-Asian-Pacific). She has published many articles in national and international journals and edited national and international books and thematic journals. She has delivered papers, key-notes and round tables within this international framework and cooperated in organizing international symposia. She is member of the Dutch ICO Research School.

- Education and supervision

Next to that, Dr. Roelande Hofman has acquired further expertise through her work as senior lecturer in various bachelor and master programmes. Furthermore, her expertise in educational matters include her work as Director of the International MSc. and as supervisor of research papers and PhD and Master theses of the students of the various masters. International students come from all over the world: Asia, African, European and also from the Americas. .

Selection of Recent (English) Academic Publications

Lomos, C. Hofman, R.H., & Bosker, R.J. (2011). Conceptualization and validation of the professional community concept. Submitted to *Educational and Psychological Measurement*.
Hofman, W.H.A & Hofman, R.H (2011). Smart management in effective schools. *Educational Administration Quarterly*.

Boom, J., Hofman, R.H., Hofman, W.H.A., & Meeuwisse, M. (2011). Educational innovation, quality and effects: Exploration of innovations and effects in sec. educ. *Educational Policy*.

Janssen, E.B., Spijkerboer, A.W. & Hofman, R.H. (2011). Innovations: perceptions of teachers and school leaders on bottlenecks and outcomes. In press. *Education as Change*.

Lomos, C. Hofman, R.H., & Bosker, R.J. (2011). Professional communities and student achievement: a meta-analysis, *School Effectiveness and School Improvement*, 22, 2, 121–148.

Lomos, C. Hofman, R.H., & Bosker, R.J. (2011). The relationship between departments as professional community and achievement in secondary schools. *Teaching and Teacher Education*, 27, 722-731.

Hofman, R.H., Hofman, W.H.A., & Gray, J.M. (2010). Institutional contexts and international performance in schooling: comparing patterns and trends over time in international surveys. *EJE*, 45, 1, 153-173.

Hofman, R.H., & Dijkstra, B.J. (2010). Effective teacher professionalization in networks? *TATE*, 26, 1031-40.

Hofman, R.H., & de Boom, J. (2010). Quality control in primary schools: progress from 2001-2006. *School Leadership and Management*, 29, 4, 335-350.

Hofman, R.H., Dijkstra, N.J., & Hofman, W.H.A. (2009). School (self) evaluation and student achievement. *School Effectiveness and School Improvement*, 20, 1, 47-68.

Hofman, R.H., Hofman, W.H.A., & Gray, J.M. (2008). Comparing key dimensions of schooling: towards a typology of European school systems. *Comparative Education*, 44, 1, 93-110.

Hofman, R.H., Dijkstra, N.J. & Hofman, W.H.A. (2007). Internal versus external quality management. *International Journal of Leadership in Education*, 10, 4, 1-20.

Hofman, R.H., Dijkstra, N.J. , Hofman, W.H.A (2005) School self-evaluation instruments: An assessment framework. *International Journal of Leadership in Education*, 8, 3, 253-272.

Hofman, R.H. & Steenbergen, H. (2004) The effectiveness of policy programs for disadvantaged pupils. *Journal of Education for Students Placed At Risk (JESPAR)*, 9, 3, 15-239.

Hofman R.H., Hofman W.H.A. & H. Guldemond (2003). Effective families, peers and schools. A configurational approach. *Educational Research and Evaluation*, 9, 3, 213- 237.

Hofman, R.H. & Hofman, W.H.A. & Guldemond, H. (2002). School governance, culture and student achievement. *IJLE*, 5, 3, 249-272.

Hofman R.H, W.H.A. Hofman & H. Guldemond (2001). Social context effects on pupils' perception of school. *Learning and Instruction*, 11, 171-194.

Hofman R.H, W.H.A. Hofman & H. Guldemond (2001). The effectiveness of cohesive schools. *International Journal of Leadership in Education*, 4, 2, 115-135

Other (English edited book etc)

Hofman, R.H., Hofman, W.H.A, Gray, J.M. & Daly, P. (Eds.). (2004). *Institutional context of education systems in Europe*. Dordrecht/Boston: Kuwer Academic Publishers.

Creemers, B.P.M., & Hofman, R.H. (2009). *International program for educational specialist*. Double Degree Programme. UI-Jakarta/Universiteit van Groningen

Keynote:

Keynote Trinity College Dublin/Ireland: *School choice, religious traditions & school effectiveness*.