

PERSONAL INFORMATION

Leonidas Kyriakides



📍 Department of Education, University of Cyprus, P.O. Box 20537, 1678 Nicosia, CYPRUS

☎ 00357-22892947 📠 00357-99473514

✉ [kyriakid@ucy.ac.cy](mailto:kyriakid@ucy.ac.cy)

🌐 <http://ucy.ac.cy/dir/en/component/comprofiler/userprofile/kyriakid>

<https://orcid.org/0000-0002-7859-5126>

Sex Male | Date of birth 27/05/1964 | Nationality Cypriot

PERSONAL STATEMENT

Dr. Leonidas Kyriakides is Professor of Educational Research and Evaluation at the Department of Education of the University of Cyprus. His field of research and scholarship is the evaluation of educational effectiveness, whether of teachers, schools or educational systems. Currently his research agenda is concerned with the development of a dynamic model of educational effectiveness, and the application of research to the improvement of educational practice by establishing a dynamic approach to school improvement aiming to promote quality and equity in education. Leonidas has been involved in several international projects. His work has contributed not only to theory improvement but also to the testing of theoretical models and using them for improving the quality and equity of education. Dr. Kyriakides acted as chair of the AERA SIG on School Effectiveness and Improvement and the EARLI SIG on Educational Effectiveness. He was also a member of the PISA 2015 QEG expert group that was responsible for developing the theoretical framework and the questionnaires of PISA 2015 study. He is the Editor-in-Chief of "Studies in Educational Evaluation" and also member of the editorial board of various international journals with referee system such as «School Effectiveness and School Improvement», «Effective Education», «Research Papers in Education» and «Educational and Psychological Measurement». Finally, he is the author of more than 120 papers, 100 chapters in books and 10 books with Routledge and Springer publishers.

WORK EXPERIENCE

2016-2020 Head of the Department of Education of the University of Cyprus, Cyprus.

2013-today Professor in Educational Research and Evaluation  
Department of Education, University of Cyprus, Cyprus

- I am responsible for organising and teaching the courses "School Effectiveness and School improvement" (EDU 631), "Evaluation of teaching and personnel" (EDU 623), "Evaluation of schools' performance" (EDU 695), "Qualitative Research in Education" (EDU 682), "Educational statistics with statistical packages applications" (EDU 683), "Advanced Research Methods" (EDU 788) and "Using basic and advanced multilevel modelling techniques in educational research" (EDU 780) to PhD and Masters level students.

2008-2013 Associate Professor in Educational Research and Evaluation

Department of Education, University of Cyprus, Cyprus

- I was responsible for organising and teaching the courses "Educational Evaluation" (EDU 304), and "Research Methods in Education" (EDU 204) to undergraduate students and the courses "School Effectiveness and School improvement" (EDU 631), "Evaluation of teaching and personnel" (EDU 623), "Evaluation of schools' performance" (EDU 695), "Qualitative Research in Education" (EDU 682), "Educational statistics with statistical packages applications" (EDU 683), "Advanced Research Methods" (EDU 788) and "Using basic and advanced multilevel modelling techniques in educational research" (EDU 780) to PhD and Masters level students.

2003-2008 Assistant Professor in Educational Research and Evaluation

Department of Education, University of Cyprus, Cyprus

- I was responsible for teaching the courses to undergraduate and graduate students mentioned above.

1999-2003 **Lecturer in Educational Research and Evaluation**

Department of Education, University of Cyprus, Cyprus

- I was responsible for teaching the courses to undergraduate and graduate students mentioned above.

1998-1999 **Research Officer in Education**

University of Warwick, UK

- I was responsible to conduct the following research projects: a) Evaluation of NatWest Face 2 Face With Finance Programme, b) National support provision to information technology in schools, and c) Student teachers' perceptions of teaching as a profession. I acted as consultant to research projects undertaken by the Institute of Education and contributed to the design of research projects. I was responsible for organising and teaching the course on "Methods in Educational Research" to Masters level students and the course "Advanced quantitative research methods" to PhD and EdD students. I was responsible for supervising PhD and Masters level students who were conducting research on educational evaluation.

1995-1998 **Associate fellow**

University of Warwick, UK

- While pursuing my own studies in co-operation with Professor R.J. Campbell, I assisted in teaching the course on "Methods in Educational Research" to Masters level students.

1994-1998 **Lecturer**

Pedagogical Institute of Cyprus, Cyprus

- I was responsible for organising and teaching the following courses: "Assessment in Primary Schools", "Educational Assessment", "Research Methods in Education", "School self-evaluation", and "Teacher Effectiveness Research".

1990-1994 **Doctoral Studies**

University of Warwick, UK

- While pursuing my own studies, I performed a variety of tasks. I assisted in teaching the courses on "Methods in Educational Research" and "Assessment and In-School Evaluation" to Masters level students.

1988-1990 **Elementary school teacher**

Department of Primary Education, Ministry of Education and Culture, Cyprus

## EDUCATION AND TRAINING

---

9/1998-10/1999 **Warwick Teaching Certificate in Post-Compulsory Education**

Academic Staff Development Office, University of Warwick, U.K.

9/1991 - 10/1994  
(Full Time student) **PhD in Education**

University of Warwick, U.K.

- 9/1990 - 9/1991 (Full Time student) **MA in Education**  
University of Warwick, U.K.
- 6/1989 - 9/1990 (128 Credits) **B.Sc. in Mathematics**  
Empire State College, State University of New York
- 9/1985 - 6/1988 **Teacher's Certificate**  
Pedagogical Academy of Cyprus, Cyprus
- 9/1976 - 6/1982 **High School Diploma**  
Pancyprian Lyceum, Lamaca, Cyprus

PERSONAL SKILLS

Mother tongue(s) Greek

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
English	C2	C2	C2	C2	C2
French	B1	B1	B1	B1	B1

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2 Proficient user  
[Common European Framework of Reference for Languages](#)

Organisational / managerial skills

- 2023 – 2027 External Member of the Administration Board of the University of Western Macedonia, Greece
- 2016 - 2021 : Chair of the Department of Education of the University of Cyprus, Cyprus (currently responsible for a team of 50 people).
- 2012 – present: President, Cyprus Pedagogical Association (currently responsible for a team of 200 people).
- 2011– 2015: Chair of the Special Interest Group (SIG) Educational Effectiveness of the European Association for Research on Learning and Instruction (EARLI) (currently responsible for a team of 50 people).

I have used various types of computers and I am able to use both IBM and Apple Macintosh. I can use statistical packages (e.g. SPSS, EQS, LISREL, Mplus, MLwiN, Quest, MULTLOG, BILOG-MG, DIF/DBF package). I also have experience on using qualitative data analysis package (i.e., Concept System, Nudist, ATLAS.ti).

ADDITIONAL INFORMATION

Publications

Books

- Kyriakides, L., Creemers, B.P.M., Panayiotou, A., & Charalambous, E. (2020). *Quality and Equity in Education: Revisiting Theory and Research on Educational Effectiveness and Improvement*. London and New York: Routledge.

- Kyriakides, L., Creemers, B.P.M., & Charalambous, E. (2018). *Equity and Quality Dimensions in Educational Effectiveness*. Dordrecht, the Netherlands: Springer.
- Creemers, B.P.M., Kyriakides, L., & Antoniou, P. (2013). *Teacher professional development for improving quality of teaching*. Dordrecht, the Netherlands: Springer.
- Creemers, B.P.M., & Kyriakides, L. (2012). *Improving Quality in Education: Dynamic Approaches to School Improvement*. London and New York: Routledge.
- Creemers, B.P.M., Kyriakides, L., & Sammons, P. (2010). *Methodological Advances in Educational Effectiveness Research*. London and New York: Routledge.
- Creemers, B.P.M., & Kyriakides, L. (2008). *The dynamics of educational effectiveness: a contribution to policy, practice and theory in contemporary schools*. London and New York: Routledge.
- Campbell, R.J., Kyriakides, L., Mujs, R.D., & Robinson, W. (2004). *Assessing teacher effectiveness: a differentiated model*. London: RoutledgeFalmer.

#### Selected Articles in International Journals with Referee System

- Vrikki, M., Kyriakides, L., & Dimosthenous, A. (2024). The potential of following-up international large-scale assessment studies: using PISA 2018 to develop a comprehensive model of effective teaching. *Educational Research and Evaluation*, 1–25. <https://doi.org/10.1080/13803611.2024.2344094>
- Anastasou, M., & Kyriakides, L. (2024). Academically Resilient Students: Searching for Differential Teacher Effects in Mathematics. *School Effectiveness and School Improvement*. <https://doi.org/10.1080/09243453.2024.2314571>
- Musthafa, H.S., & Kyriakides, L. (2023). Using student ratings and external observations to detect effects of quality of teaching on student learning outcomes: A longitudinal study in the Maldives. *CAPE-Asia Pacific Journal of Education*. <http://dx.doi.org/10.1080/02188791.2023.2261648>
- Michael, D., Kyriakides, L. (2023). Mediating effects of motivation and socioeconomic status on reading achievement: a secondary analysis of PISA 2018. *Large-scale Assessments in Education*, 11(31). <https://doi.org/10.1186/s40536-023-00181-9>
- Mejía-Rodríguez, A. M., & Kyriakides, L. (2023). Searching for the impact of national culture dimensions on student achievement: implications for educational effectiveness research. *School Effectiveness and School Improvement*. <https://doi.org/10.1080/09243453.2023.2171068>
- Mejía-Rodríguez, A. M., & Kyriakides, L. (2022). What matters for student learning outcomes? A systematic review of studies exploring system-level factors of educational effectiveness. *Review of Education*, 34, e3374. <https://doi.org/10.1002/rev3.3374>
- Antoniou, P., Kyriakides, L., & Charalambous, E. (2022). How and under Which Conditions Can We Best Combine Research on School Effectiveness with Research on School Improvement? Establishing Connections Using the Dynamic Approach to School Improvement. *Education Sciences*, 12, 537. <https://doi.org/10.3390/educsci12080537>
- Kokkinou, E., & Kyriakides, L. (2022). Investigating differential teacher effectiveness: searching for the impact of classroom context factors. *School Effectiveness and School Improvement*, 33(3), 403-430. <https://doi.org/10.1080/09243453.2022.2030762>
- Teodorović, J., Milin, V., Bodroža, B., Đerić, I. D., Vujačić, M., Jakšić, I. M., Stanković, D., Cankar, G., Charalambous, C. Y., Damme, J. V., & Kyriakides, L. (2022). Testing the dynamic model of educational effectiveness: The impact of teacher factors on interest and achievement in mathematics and biology in Serbia. *School Effectiveness and School Improvement*, 33(1), 51–85. <https://doi.org/10.1080/09243453.2021.1942076>
- Konstantinidou, E., & Kyriakides, L. (2022). Instructional engagement and student learning outcomes: Direct and indirect effects based on country-specific contingencies. *Studies in Educational Evaluation*, 73, 101144. <https://doi.org/10.1016/j.stueduc.2022.101144>
- Charalambous, C. Y., Praetorius, A.-K., Sammons, P., Walkowiak, T., Jentsch, A., & Kyriakides, L. (2021). Working more collaboratively to better understand teaching and its

- quality: Challenges faced and possible solutions. *Studies in Educational Evaluation*, 71, 101092. <https://doi.org/10.1016/j.stueduc.2021.101092>
- Panayiotou, A., Herbert, B., Sammons, P., & Kyriakides, L. (2021). Conceptualizing and exploring the quality of teaching using generic frameworks: A way forward. *Studies in Educational Evaluation*, 70, 101028. <https://doi.org/10.1016/j.stueduc.2021.101028>
  - Christoforidou, M., & Kyriakides, L. (2021). Developing teacher assessment skills: The impact of the dynamic approach to teacher professional development. *Studies in Educational Evaluation*, 70, 101051. <https://doi.org/10.1016/j.stueduc.2021.101051>
  - Kyriakides, L., Antoniou, P., & Dimosthenous, A. (2021). Does the duration of school interventions matter? The effectiveness and sustainability of using the dynamic approach to promote quality and equity. *School Effectiveness and School Improvement*, <https://doi.org/10.1080/09243453.2021.1923534>
  - Stefanou, L., Tsangaridou, N., Charalambous, C. Y., & Kyriakides, L. (2021). Examining the Contribution of a Professional Development Program to Elementary Classroom Teachers' Content Knowledge and Student Achievement: The Case of Basketball. *Journal of Teaching in Physical Education*. DOI: <https://doi.org/10.1123/jtpe.2020-0010>
  - Kyriakides, E., Tsangaridou, N., Charalambous, C.Y., & Kyriakides, L. (2021). Toward a More Comprehensive Picture of Physical Education Teaching Quality: Combining Generic and Content-Specific Practices. *Journal of Teaching in Physical Education*, 40(2), 256-266. <https://doi.org/10.1123/jtpe.2019-0162>
  - Kyriakides, L., & Charalambous, E. (2020). Testing the theoretical framework of whole school interventions aiming to promote student learning outcomes: the contribution of multilevel structural equation modelling. *Journal of Research & Method in Education*, 43(4), 395-412. DOI: 10.1080/1743727X.2020.1795114
  - Nachbauer, M., & Kyriakides, L. (2020). A review and evaluation of approaches to measure equity in educational outcomes. *School Effectiveness and School Improvement*, 31(2), 306-331. DOI: [10.1080/09243453.2019.1672757](https://doi.org/10.1080/09243453.2019.1672757).
  - Kyriakides, L., Anthimou, M., & Panayiotou, A. (2020). Searching for the impact of teacher behavior on promoting students' cognitive and metacognitive skills. *Studies in Educational Evaluation*, 64. <https://doi.org/10.1016/j.stueduc.2019.100810>
  - Dimosthenous, A., Kyriakides, L., & Panayiotou, A. (2020). Short- and long-term effects of the home learning environment and teachers on student achievement in mathematics: A longitudinal study. *School Effectiveness and School Improvement*, 31(1), 50-79. <https://doi.org/10.1080/09243453.2019.1642212>
  - Caro, D., & Kyriakides, L. (2019). Assessment design and quality of inferences in PISA: limitations and recommendations for improvement. *Assessment in Education: Principles, Policy & Practice*, 26(4), 363-368. DOI: 10.1080/0969594X.2019.1645990
  - Kyriakides, L., Charalambous, E., Creemers, B.P.M., & Dimosthenous, A. (2019). Improving quality and equity in schools in socially disadvantaged areas. *Educational Research*, 61(3), 274-301. DOI: 10.1080/00131881.2019.1642121
  - Kyriakides, L., Stylianou, A., Eliophotou Menon, M. (2019). The link between educational expenditures and student learning outcomes: Evidence from Cyprus. *International Journal of Educational Development*, 70. <https://doi.org/10.1016/j.ijedudev.2019.102081>.
  - Kyriakides, L., Creemers, B.P.M., & Charalambous, E. (2019). Searching for differential teacher and school effectiveness in terms of student socioeconomic status and gender: implications for promoting equity. *School Effectiveness and School Improvement*, 30(3), 286-308. DOI: 10.1080/09243453.2018.1511603
  - Kyriakides, L., Charalambous, E., Creemers, B.P.M., Antoniou, P., Devine, D., Papastilianou, D., & Fahie, D. (2019). Using the dynamic approach to school improvement to promote quality and equity in education: a European study. *Educational Assessment, Evaluation and Accountability*, 31(1), 121-149.
  - Kyriakides, E., Tsangaridou, N., Charalambous, C., & Kyriakides, L. (2018). Integrating generic and content-specific teaching practices in exploring teaching quality in primary physical education. *European Physical Education Review*, 24(4), 418-448.
  - Muijs, D., Reynolds, D., Sammons, P., Kyriakides, L., Creemers, B.P.M., & Teddlie, C. (2018). Assessing individual lessons using a generic teacher observation instrument: how useful is the International System for Teacher Observation and Feedback (ISTOF)? *ZDM Mathematics Education*, 50(3), 395-406.
  - Kyriakides, L., Creemers, B.P.M., & Panayiotou, A. (2018). Using educational effectiveness research to promote quality of teaching: the contribution of the dynamic model. *ZDM Mathematics Education*, 50(3), 381-393.
  - Kyriakides, L., & Creemers, B.P.M. (2018). Investigating the quality and equity dimensions of educational effectiveness. *Studies in Educational Evaluation*, 57, 1-5.

- Charalambous, E., Kyriakides, L., & Creemers, B.P.M. (2018). Promoting quality and equity in socially disadvantaged schools: A group-randomisation study. *Studies in Educational Evaluation*, 57, 42-52.
- Caro, D.H., Kyriakides, L., & Televantou, I. (2018). Addressing omitted prior achievement bias in international assessments: an applied example using PIRLS-NPD matched data. *Assessment in Education: Principles, Policy & Practice*, 25(1), 5-27.
- Kyriakides, L., Georgiou, M.P., Creemers, B.P.M., Panayiotou, A., & Reynolds, D. (2017). The impact of national educational policies on student achievement: a European study. *School Effectiveness and School Improvement*. DOI: 10.1080/09243453.2017.1398761
- Kyriakides, L., Christoforidou, M., Panayiotou, A., & Creemers, B.P.M. (2017). The impact of a three-year teacher professional development course on quality of teaching: strengths and limitations of the dynamic approach. *European Journal of Teacher Education*, 40(4), 465-486.
- Charalambous, C.Y., Kyriakides, E., Tsangaridou, N., & Kyriakides, L. (2017). Exploring the reliability of generic and content-specific instructional aspects in physical education lessons. *School Effectiveness and School Improvement*, 28(4), 555-577.
- Caro, D.H., Lenkeit, J., & Kyriakides, L. (2016). Teaching strategies and differential effectiveness across learning contexts: Evidence from PISA 2012. *Studies in Educational Evaluation*, 49, 30-41.
- Azigwe, J.B., Kyriakides, L., Panayiotou, A., & Creemers, B.P.M. (2016). The impact of effective teaching characteristics in promoting student achievement in Ghana. *International Journal of Educational Development*, 51, 51-61.
- Panayiotou, A., Kyriakides L., & Creemers, B.P.M. (2016). Testing the validity of the dynamic model at school level: a European study. *School leadership and management*, 36(1), 1-20.
- Vanlaar, G., Kyriakides, L., Panayiotou, A., Vandecandelaere, M., McMahon, L., De Fraine, B., & Van Damme, J. (2016). Do the teacher and school factors of the dynamic model affect high- and low-achieving student groups to the same extent? A cross-country study. *Research Papers in Education*, 31(2), 183-211.
- Creemers, B., & Kyriakides, L. (2015). Process-Product Research: A Cornerstone in Educational Effectiveness Research. *Journal Of Classroom Interaction*, 50(2), 107-119.
- Antoniou, P., Kyriakides, L., & Creemers, B.P.M. (2015). The Dynamic Integrated Approach to Teacher Professional Development: Rationale and Main Characteristics. *Teacher Development*, 19(4), 535-552.
- Kyriakides, L., Creemers, B.P.M., Antoniou, P., Demetriou, D., & Charalambous, C. (2015). The impact of school policy and stakeholders' actions on student learning: A longitudinal study. *Learning and Instruction*, 36, 113-124.
- Creemers, B.P.M., & Kyriakides, L. (2015). Developing, testing and using theoretical models of educational effectiveness for promoting quality in education. *School Effectiveness and School Improvement*, 26(1), 102-119.
- Televantou, I., Marsh, H.W., Kyriakides, L., Nagengast, B., Fletcher, J., Malmberg, L.E. (2015). Phantom Effects in School Composition Research: Consequences of Failure to Control Biases Due to Measurement Error in Traditional Multilevel Models. *School Effectiveness and School Improvement*, 26(1), 75-101.
- Kyriakides, L., Creemers, B.P.M., Papastilianou, D., & Papadatou-Pastou, M. (2014). Improving the School Learning Environment to Reduce Bullying: An Experimental Study. *Scandinavian Journal of Educational Research*, 58(4), 453-478.
- Muijs, R.D., Kyriakides, L., van der Werf, G., Creemers, B.P.M., Timperley, H., & Earl, L. (2014). State of the art-teacher effectiveness and professional learning. *School Effectiveness and School Improvement*, 25(2), 231-256.
- Panayiotou, A., Kyriakides, L., Creemers, B.P.M., McMahon, L., Vanlaar, G., Pfeifer, M., Rekalidou, G., & Bren, M. (2014). Teacher Behavior and Student Outcomes: Results of a European Study. *Educational Assessment, Evaluation and Accountability*, 26, 73-93.
- Kyriakides, L., Creemers, B.P.M., Panayiotou, A., Vanlaar, G., Pfeifer, M., Gašper, C., & McMahon, L. (2014). Using student ratings to measure quality of teaching in six European countries. *European Journal of Teacher Education*, 37(2), 125-143.
- Kyriakides, L., Creemers, B.P.M., Panayiotou, A., Vanlaar, G., Pfeifer, M., Gašper, C., & McMahon, L. (2014). Using student ratings to measure quality of teaching in six European countries. *European Journal of Teacher Education*, 37(2), 125-143.
- Christoforidou, M., Kyriakides, L., Antoniou, P., & Creemers, B.P.M. (2013). Searching for stages of teacher skills in assessment. *Studies in Educational Evaluation*, 40, 1-11.
- Kyriakides, L., Archambault, I., & Janosz, M. (2013). Searching for stages of effective teaching: a study testing the validity of the dynamic model in Canada. *Journal of Classroom Interaction*, 48(2), 11-24.

- Kyriakides, L., Christoforou, C., & Charalambous, C.Y. (2013). What matters for student learning outcomes: A meta-analysis of studies exploring factors of effective teaching. *Teaching and Teacher Education*, 36, 143-152.
- Kyriakides, L., & Creemers, B.P.M. (2013). Characteristics of Effective Schools in Facing and Reducing Bullying. *School Psychology International*, 34(3) 348–368.
- Antoniou, P., & Kyriakides, L. (2013). A Dynamic Integrated Approach to Teacher Professional Development: Impact and Sustainability of the Effects on Improving Teacher Behavior and Student Outcomes. *Teaching and Teacher Education*, 29(1), 1-12.
- Creemers, B.P.M., Kyriakides, L., & Antoniou, P. (2013). A Dynamic Approach to School Improvement: Main Features and Impact. *School Leadership and Management*, 33(2), 114-132.
- Demetriou, D., & Kyriakides, L. (2012). The impact of school self-evaluation upon student achievement: a group randomization study. *Oxford Review of Education*, 38(2), 149-170.
- Kyriakides, L., & Creemers, B.P.M. (2012). School policy on teaching and school learning environment: direct and indirect effects upon student outcome measures. *Educational Research and Evaluation: An International Journal on Theory and Practice*, 18(5), 403-424.
- Antoniou, P., & Kyriakides, L. (2011). The impact of a dynamic approach to professional development on teacher instruction and student learning: results from an experimental study. *School Effectiveness and School Improvement*, 22(3), 291-311.
- Kyriakides, L., & Creemers, B.P.M. (2011). Can Schools Achieve Both Quality and Equity? Investigating the Two Dimensions of Educational Effectiveness. *Journal of Education for Students Placed at Risk*, 16(4), 237-254.
- Antoniou, P., Kyriakides, L., & Creemers, B.P.M. (2011). Investigating the Effectiveness of a Dynamic Integrated Approach to Teacher Professional Development. *Center for Educational Policy Studies Journal*, 1(1), 13-42.
- Kyriakides, L., Creemers, B., Antoniou, P., & Demetriou, D. (2010). A synthesis of studies searching for school factors: Implications for theory and research. *British Educational Research Journal*, 36(5), 807-830.
- Creemers, B.P.M., & Kyriakides, L. (2010). School factors explaining achievement on cognitive and affective outcomes: Establishing a dynamic model of educational effectiveness. *Scandinavian Journal of Educational Research*, 54(1) 263-294.
- Creemers, B.P.M., & Kyriakides, L. (2010). Explaining stability and changes in school effectiveness by looking at changes in the functioning of school factors. *School Effectiveness and School Improvement*, 21(4), 409–427.
- Kyriakides, L., Creemers, B.P.M. & Antoniou, P. (2009). Teacher behaviour and student outcomes: Suggestions for research on teacher training and professional development. *Teaching and Teacher Education*, 25(1), 12-23.
- Kyriakides, L., & Luyten, H. (2009). The contribution of schooling to the cognitive development of secondary education students in Cyprus: an application of regression-discontinuity with multiple cut-off points. *School Effectiveness and School Improvement*, 20(2), 167-186.
- Kyriakides, L., & Creemers, B.P.M. (2008). A longitudinal study on the stability over time of school and teacher effects on student learning outcomes. *Oxford Review of Education*, 34(5), 521-545.
- Kyriakides, L., & Tsangaridou, N. (2008). Towards the development of generic and differentiated models of educational effectiveness: a study on school and teacher Effectiveness in Physical Education. *British Educational Research Journal*, 34(6), 807-838.
- Kyriakides, L., & Creemers, B.P.M. (2008). Using a multidimensional approach to measure the impact of classroom level factors upon student achievement: a study testing the validity of the dynamic model. *School Effectiveness and School Improvement*, 19(2), 183-205.
- Kyriakides, L. Kaloyirou, C., & Lindsay, G. (2006). An analysis of the Revised Olweus Bully/Victim Questionnaire for students using the Rasch measurement model. *British Journal of Educational Psychology*, 76(4), 781-801.
- Demetriou, A., & Kyriakides, L. (2006). The functional and developmental organization of cognitive developmental sequences. *British Journal of Educational Psychology*, 76(2), 209-242.

#### Editor of Special Issue of International Journals with Referee System

- Kyriakides, L., & Creemers, B.P.M. (2018). Research on equity in education: Implications for school evaluation. *Studies in Educational Evaluation*, 57, 1-62.
- Kyriakides, L., & Creemers, B.P.M. (2013). Identifying stages of effective teaching and assessment. *Journal of Classroom Interaction*, 48(2&3).

- Kyriakides, L. (2006). International Studies on Educational Effectiveness. *Educational Research and Evaluation*, 12(6).

#### Selected Chapters Published in Books after Technical Review

- Kyriakides L., Charalambous E., & Papadamou, T. (2023). International trends on teacher evaluation. In Tierney, R.J., Rizvi, F., Erkican, K. (Eds.), *International Encyclopedia of Education (4th ed.)*, (vol. 13, pp. 287-297). Elsevier. <https://dx.doi.org/10.1016/B978-0-12-818630-5.09050-3>
- Kyriakides L., Charalambous C.Y., Charalambous E. (2022). Using ILSAs to Promote Quality and Equity in Education: The Contribution of the Dynamic Model of Educational Effectiveness. In Nilsen T., Stancel-Piątak A., Gustafsson JE. (Eds.), *International Handbook of Comparative Large-Scale Studies in Education* (pp. 253-276). Springer International Handbooks of Education. Springer, Cham. [https://doi.org/10.1007/978-3-030-88178-8\\_13](https://doi.org/10.1007/978-3-030-88178-8_13)
- Kyriakides, L., & Charalambous, E. (2021). Establishing Links Between Teacher Effectiveness Research and Research on Teacher Improvement: The Dynamic Model of Educational Effectiveness. In Grant, L. W., Stronge, J. H., & Xu, X. (Eds.), *International Beliefs and Practices That Characterize Teacher Effectiveness* (pp. 85-124). IGI Global. <https://doi.org/10.4018/978-1-7998-7908-4.ch004>
- Kyriakides, L. (2020). Promoting Equity in Education. The Contribution of Research on Educational Effectiveness and Improvement. In N. McElvany, H. G. Holtappels, F. Laueremann, A. Edele, & A. Ohle-Peters (Eds.), *Against the Odds – (In)Equity Education and Educational Systems*, (pp. 13-53). Münster: Waxmann.
- Kyriakides, L., & Creemers, B.P.M (2017). Searching for causality to develop and test theoretical models of educational effectiveness research. In M. Rosén, K. Yang Hansen, & U. Wolff (Eds.), *Cognitive Abilities and Educational Achievement: measurement and determinant. A Festschrift in Honor of Jan-Eric Gustafsson*, (pp. 111-126). Dordrecht: Springer.
- Thomas, S., Kyriakides, L., & Townsend, T. (2016). Educational effectiveness research in new, emerging and traditional contexts. In C. Chapman, D. Muijs, D. Reynolds, P. Sammons, & C. Teddlie (Eds.), *The Routledge International Handbook of Educational Effectiveness and Improvement* (pp. 220-245). London: Routledge.
- Kyriakides, L., & Creemers, B.P.M (2016). A dynamic perspective on school learning environment and its impact on student learning outcomes. In S. Kuger, E. Klieme, N. Jude, & D. Kaplan (Eds.), *Assessing contexts of learning: An international perspective*, (pp. 355-374). Dordrecht, the Netherlands: Springer.
- Televantou, I., Marsh, H.W., Kyriakides, L., Nagengast, B., Fletcher, J., & Malmberg, L.-E. (2015). Phantom effects in school composition research: Consequences of failure to control biases due to measurement error in traditional multilevel models. In K. Maag Merki, M. Emmerich, M. Holmeier (Eds.), *Educational Effectiveness Theory: Further developments in a multilevel context* (pp. 75 -101). London: Routledge.
- Creemers, B.P.M., & Kyriakides, L., (2015). School Improvement. In J.D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences*, (2nd edition, Vol 21, pp.91-95). Oxford: Elsevier.
- Creemers, B.P.M., & Kyriakides, L., (2015). Educational Effectiveness, The Field of. In J.D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences*, (2nd edition, Vol 7., pp. 224–228). Oxford: Elsevier.
- Kyriakides, L. (2015). Educational Effectiveness Theory and Research: Recent Advances. In J.D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences*, (2nd edition, Vol. 7, pp. 218–223). Oxford: Elsevier.
- Kyriakides, L., & Charalambous, C.Y. (2014). Educational effectiveness research and international comparative studies: Looking back and looking forward. In R. Strietholt, W. Bos, J.-E. Gustafsson, & M. Rosén (Eds.), *Educational policy evaluation through international comparative assessments* (pp. 33-50). Munster & New York: Waxmann.
- Kyriakides, L., Charalambous, C.Y., Demetriou, D., & Panayiotou, A. (2014). Using PISA Studies to Establish Generic Models of Educational Effectiveness. In R. Strietholt, W. Bos, J.-E. Gustafsson, & M. Rosén (Eds.), *Educational policy evaluation through international comparative assessments* (pp. 191-206). Munster & New York: Waxmann.
- Creemers, B.P.M., Kyriakides, L., & Antoniou, P. (2012). School Effectiveness and improvement: using a dynamic approach to improve quality in education. In M. Brundrett (Ed.), *Principles of School Leadership* (pp. 54-69). London: Sage.
- Kyriakides, L. (2012). Advances in School Effectiveness Theory. In C. Chapman, P. Armstrong, A. Harris, D. Muijs, D. Reynolds, & P. Sammons (Eds.), *School Effectiveness and*



*Improvement Research, Policy and Practice: Challenging the orthodoxy?* (pp. 44-57). London: Routledge.

- Creemers, B.P.M., & Kyriakides, L. (2011). Using Educational Effectiveness Research to Improve the Quality of Teaching Practice. In C. Day (Ed.), *The Routledge International Handbook of Teacher and School Development* (pp. 389-399). London: Routledge.
- Creemers, B.P.M., & Kyriakides, L. (2010). Validity of educational indicators. In P. Peterson, E. Baker, & B. McGaw (Eds), *International Encyclopaedia of Education* (pp. 193-199). Oxford: Elsevier.
- Kyriakides, L., Creemers, B.P.M., Teddlie, C., & Muijs, D. (2010). The International System for Teacher Observation and Feedback: A Theoretical Framework for Developing International Instruments. In P. Peterson, E. Baker, & B. McGaw (Eds), *International Encyclopaedia of Education* (pp. 726-734). Oxford: Elsevier.

## Presentations

### Invited Lectures

- The Royal Swedish Academy of Sciences and The Wenner-Gren Foundations. Symposium "Quality and Equity of Schooling". Invited presentation "Quality and Equity in Education: Revisiting Theory and Research on Educational Effectiveness and Improvement", Wenner-Gren Center / KVA, Stockholm, September 12-15, 2018
- ECER 2017 Conference, Network: 09. Assessment, Evaluation, Testing and Measurement. Keynote presentation "The dynamic approach to school improvement: main features and impact on promoting quality and equity in education", Copenhagen, 22 - 25 August
- Invited speaker at the PISA 2016 Seminar at the Oxford University Center for Educational Assessment. Presentation "A synthesis of studies using PISA data - Implications for research, policy and practice", Oxford, UK, 9 December 2016.
- Invited speaker at the 2016 Education and Training Monitor event organised by the European Commission. Presentation "An independent view from an academic expert", Nicosia, Cyprus, 8 November 2016
- Invited speaker at the conference "Challenges in Educational Measurements – Contents, Methods and Consequences" organised by the Department of Education and Special Education, University of Gothenburg, Sweden. Presentation entitled "Exploring stability and change in school effectiveness: an approach to search for causality in education", Groningen, 12th -13th October 2016.
- Public Lecture "Promoting quality in education: a dynamic approach to school improvement", University of Oxford, UK, 7 March 2016.
- 16th Biennial Conference EARLI 2015 "Towards a Reflective Society: Synergies between Learning, Teaching and Research" keynote presentation "Improving Teaching Quality: A Dynamic Approach to Teacher Professional Development", Cyprus University of Technology (CUT), Limassol, Cyprus 25-29 August, 2015.
- International Conference "Improve the school" keynote presentation "A dynamic approach to school improvement: Main features and impact on student learning outcomes", Naples, Italy, 14-15 May, 2015.
- JURE 2014 conference "Learning and Instruction Inside Out - Contributions of Junior Researchers" keynote presentation "Improving teaching quality: an evidence-based and theory-driven approach to teacher professional development", University of Cyprus, Nicosia, Cyprus, June 30-July 4 2014.
- EARLI SIG invited symposium "Quality of teaching: Different theoretical orientations and empirical evidence" at the 15th Biennial EARLI conference "Responsible Teaching and Sustainable Learning" (chair and presenter), Munich, Germany, 27-31 August 2013.
- International Conference of the European Commission on Promoting Quality and Equity in Education, "Using an evidence-based and theory-driven approach to promote quality and equity in education", Belgrade, February 7-10, 2013

- “Promoting quality of teaching: a dynamic approach to teacher professional development”, International Conference of the European Commission “Improving skills: Evidence from secondary analysis of international surveys”, Limassol, Cyprus, 15-16 November 2012.
- “Improving Teaching Quality: Promoting a Dynamic Approach to Teacher Professional Development” INVALSI/UMD “Improving Education through Accountability and Evaluation” Conference, Rome, Italy, 3-5 October 2012.
- “Teacher training for improving quality of teaching: The dynamic integrated approach to teacher professional development”, Keynote lecture on a two-day training event for the improvement of educational practice in multicultural schools, University of Athens, June 23, 2012. [in Greek].
- “Combining educational effectiveness research with research on teacher professional development: a dynamic integrated approach to teacher professional development”, Keynote lecture at the International Conference on Research on School Improvement (Hugurinnraedurhalfumsigri: framþróunogfagmennska) Iceland, 28 April 2012.
- “Using educational effectiveness research to develop teacher evaluation mechanisms”, Invited Speaker at a seminar offered to School Advisors and Inspectors in Iceland organised by the Research Centre on School Improvement, University of Akureyri, Iceland, 27 April 2012.
- “From establishing a dynamic model of educational effectiveness to promoting a dynamic approach to school improvement”, Invited Speaker to the Research Seminars organized by the Faculty of Education, University of Akureyri, Iceland, 27 April 2012.
- «Using the knowledge-base of educational effectiveness research to develop school improvement projects: The Dynamic Approach to School Improvement” Workshop on Approaches to improve school effectiveness, Aristotle University of Thessaloniki, Thessaloniki, April 6, 2012 [in Greek].
- “The impact of quality of teaching on student outcomes: implications for policy and practice on teacher professional development” Invited Speaker at the IVALUA Conference, Barcelona, Spain October 2011.
- “Theoretical and Methodological Advances in Educational Effectiveness Research”, University of Gothenburg, Sweden, June 2011.
- “Using the Rasch model to identify stages of effective teaching” University of Oxford, UK, March 2011.
- State of the Art session on Teacher Effectiveness Research and Teacher Improvement, ICSEI 2011, International Conference, Nicosia, Cyprus, January 2011.
- “Dynamic Perspectives on Promoting Quality in Education: Using the dynamic model to develop strategies and actions for improving the quality of education” University of Ljubljana, Slovenia, October 2010.
- “Advances in School Effectiveness Theory” ESRC Sponsored Seminar, University of Glasgow, UK, June 2010.
- “Establishing links between Educational Effectiveness Research and School Improvement: The contribution of the dynamic model”, School of Psycho education, University of Montréal, Montréal, Québec, Canada, October 2009.
- “The training and nurturing/supporting of the new educational researchers who can do high quality, rigorous work”, Annual Meeting of the IAE (International Academy of Education) Conference, September, 2008.
- “Using the dynamic model of educational effectiveness to establish school self evaluation mechanisms” Pedagogical Institute of Greece, Volos, Greece, June 2008

- “Testing the validity of the dynamic model of educational effectiveness”, Faculty of Behavioural and Social Sciences, University of Groningen, the Netherlands, September 2007.
- “Investigating the generalisability of models of educational effectiveness: a study on teacher and school effectiveness in mathematics and language at pre-primary education”, Invited Symposium of SIG on Educational Effectiveness at the EARLI 2007 Conference, Budapest, August 2007.
- “Using educational effectiveness research to develop teacher and school evaluation systems”, OELMEK, Nicosia, May 2007.
- “Statistics and Society: Using multilevel modelling techniques in educational research”, 20<sup>th</sup> Panhellenic Statistics Conference, University of Cyprus, Nicosia, April 2007.
- “Value assumptions and procedural dilemmas of school self-evaluation”, ICO: Utrecht University, the Netherlands, October 2006.
- “Establishing school self evaluation mechanisms to improve policy and practice”, Pedagogical Institute of Cyprus, International Conference on School Evaluation, Nicosia, May, 2005.
- Using Comparative Studies to Develop the theoretical framework of Educational Effectiveness Research, Keynote Lecture at the MORE Invited Symposium, ICSEI 2005 conference, Barcelona, January 2005
- “Generating National Standards in Cyprus to achieve the formative purposes of assessment”, University of Cyprus, Nicosia, December 2004.
- “Differentiated teacher effectiveness in relation to children’s personality and thinking style”, GION Conference on Educational Effectiveness Research, October 2004.
- “Assessing Teacher Effectiveness”, CEDAR: University of Warwick, U.K., October 2003.
- “Establishing school-self evaluation mechanisms to improve school effectiveness: Findings of ten case studies conducted in Cyprus”, Twelfth National Conference of the Association of Cypriot Primary Headteachers, Nicosia, May 2002.
- “Integrating Formative and Summative Functions of National Assessment”, Second National Conference of the Association of Cypriot Secondary Headteachers, Larnaca, November 2001.
- “Teachers’ and parents’ perceptions of teacher evaluation in Cyprus”, Fifth Conference of Cyprus Educational Association, Nicosia, November 2001.
- “Integrating quantitative and qualitative research methods in education”, First Pancyprian Conference of Educational Research, Pedagogical Review of Cyprus & Department of Education, University of Cyprus, Nicosia, March 2000.
- “Measuring the effectiveness of school centres in Cyprus”, Eleventh Panhellenic Conference of the National Associations of Primary Teachers (POED - DOE), Larnaca, April 1997.
- “Parents’, pupils’, and teachers’ perceptions of school discipline”, Sixth national Conference of the Association of Cypriot Primary Headteachers, May 1996.
- Eighth National Conference of the Association of Cypriot Primary Headteachers Nicosia, May 1998.
- “Integrating the formative and the summative function of assessment: the university entrance exams in Cyprus” National Conference of Parents Association of Secondary Schools of Cyprus, Nicosia, April 1996.
- Promoting Inclusion, Diversity and Equity for All: A Dynamic Approach to School Improvement (IDEALL)  
Funded by: University of Cyprus, Research Committee (2023-2025)

## Research Projects

- Lesson Study as a vehicle for improving achievement in mathematics (LESSAM), under the Erasmus+ Programme Key Action 2, Cooperation for innovation and the exchange of good practices, Sector: School Education.  
Funded by: European Commission (2020-2023)
- Promoting Formative Assessment: From Theory to Policy and Practice (FORMAS), under the Erasmus+ Key action 3: Support for policy reform - Initiatives for Policy Innovation - Forward-Looking Cooperation Projects of the European Commission.  
Funded by: European Commission (2018-2020)
- Outcomes and Causal Inference in International Comparative Assessments (OCCAM), within the European Union's Horizon 2020 Marie Skłodowska-Curie (MSC) European Training Network (ETN). The University of Cyprus is one of the beneficiary organizations.  
Funded by: European Union (2018-2022)
- Promoting Quality and Equity: a dynamic approach to school improvement (PROMQE), under the Erasmus+ Key Action 2 - Cooperation for innovation and the exchange of good practices (Field: School Education).  
Funded by: European Union (2014-2017)
- Improving educational effectiveness of primary schools (IEEPS), under the Lifelong Learning Programme of the action COMENIUS Multilateral projects  
Funded by: European Union (2013-2016)
- Promoting Quality and Equity in Education: Development, Implementation and Evaluation of Intervention Program Aiming at the Provision of Equal Educational Opportunities for All Students  
Funded by: Cyprus Research Promotion Foundation (2011-2014)
- New Value-Added models in education: Using Latent-Variable multilevel models to solve longstanding biases in value-added estimates  
Funded by: Cyprus Research Promotion Foundation (2011-2013)
- Establishing a knowledge base for quality in education: testing a dynamic theory for education (08-ECRP-012)  
Funded by: European Science Foundation (2009 – 2012)
- Designing evidence-based strategies and actions to face bullying by considering socio- ethnic diversities in school population and evaluating their effects (JLS/2007/DAP-1/226)  
Funded by: European Union (2009 – 2011)
- Using educational effectiveness research to design teacher professional development programmes: a group randomisation study  
Funded by: Cyprus Research Foundation, Cyprus (2008 – 2010)
- FP 6, Citizens and Governance in a Knowledge-Based Society, Research Area 2.1.2. "Educational strategies for inclusion and social cohesion and their relation to other policies" (IP, Integrated Project), "INCLUD-ed: Strategies for Inclusion and Social Cohesion in Europe from Education"  
Funded by: European Union (2006 – 2011)
- Using Educational Effectiveness Research to develop the national reform policy on school and teacher evaluation in Cyprus  
Funded by: Ministry of Education, Cyprus (2004-2007)
- Quantitative Methods in Social Science Research (QMSS)  
Funded by: European Science Foundation (2003 - 2007)
- Establishing a national assessment system to identify early students who are at risk in Numeracy and Literacy.  
Funded by: Ministry of Education, Cyprus (2005 – present)

- The Development and Validation of an International System for Teacher Observation and Feedback (ISTOF)  
Funded by: Methods of Research in Educational Effectiveness (MORE) ICSEI Network (2004 – 2010)
- Measuring the effectiveness of the national research project MERA: Using networks to promote research skills of Cypriot students at primary and secondary schools  
Funded by: Cyprus Research Foundation (2004 - 2006)
- Consultant of a project concerning the development of a European Digital Portfolio for the Evaluation of Educators (EDIPED).  
Funded by: European Union (2002-2005)
- Consultant of a project attempting to develop an assessment model of pupils' skills on problem solving based on Schema Theory.  
Funded by: Research Foundation of Cyprus (Ministry of Finance, Cyprus) (2002-2004)
- Research Coordinator of a project investigating the effectiveness of teaching physical education in primary schools of Cyprus.  
Funded by: Ministry of Education (Cyprus) (2002-2004)
- Consultant of a project attempting to develop and evaluate a digital portfolio for teacher evaluation in Cyprus.  
Funded by: Research Foundation of Cyprus (Ministry of Finance, Cyprus) (2001-2003)
- Computer-Based Adaptive testing in problem solving.  
Funded by: Research Foundation of Cyprus (Ministry of Finance, Cyprus) (2001-2003)
- Cypriot parents' and teachers' attitudes towards teacher evaluation and accountability in education.  
Funded by: Cyprus Educational Association (2000-2001)
- Consultant to the meta-evaluation of the project "Heads you Win" on primary headteachers professional development based at CEDAR (Centre for Educational Development Assessment and Research) of Warwick University.  
Funded by: Esmee Fairbairn Charitable Trust (1999-2002)
- Evaluation of the European project on "Enterprise and its Transfer to Combat Social Exclusion".  
Funded by: European Commission (1999-2002)
- Evaluation of the Cyprus Educational Mission in England.  
Funded by: Ministry of Education (Cyprus) (1999-2002)
- Evaluation of the NatWest "Face 2 Face With Finance" programme.  
Funded by: NatWest (1998-1999)
- National support provision to information technology in UK schools.  
Funded by: BECTA (1998-1999)
- Teachers' perceptions of assessment policy with special reference to national policy on record-keeping.  
Funded by: POED (National Association of Cypriot Primary Teachers) (1996-1997)
- The following three projects were funded by the National Association of Cypriot Primary Headteachers:
  - Perceptions of teachers, parents and pupils about school discipline (1995-1996)
  - Teachers' perceptions of headteacher's role for school effectiveness (1996-1997)
  - Headteachers' perceptions of the New Act for Primary Education (1997-1998).

More than 80 presentations in International Conferences in more than 20 different countries including the following:

## Presentations in International Conferences

- 17th Biennial EARLI Conference on "Education in the crossroads of economy and politics – Role of research in the advancement of public good". University of Tampere, Finland, 27 August – 2 September.
- ECER 2017 Conference, Network: 09. Assessment, Evaluation, Testing and Measurement, Copenhagen, 22 - 25 August
- American Educational Research Association (AERA) 2016 Conference "Public Scholarship to Educate Diverse Democracies". Washington, DC, April 8 – April 12.
- EARLI SIGs 18 & 23 Conference "Closing the Gaps? Differential Accountability and Effectiveness as a Road to School Improvement", University of Oslo, Norway, 28th - 30th of September, 2016
- 4th Meeting of the EARLI SIG Educational Effectiveness "Marrying rigour and relevance: Towards effective education for all". University of Southampton, UK, 27-29 August, 2014.
- 16th Biennial EARLI conference "Towards a Reflective Society: Synergies between Learning, Teaching and Research". Cyprus University of Technology (CUT), Limassol, Cyprus, August 25-29.
- 15th Biennial EARLI conference "Responsible Teaching and Sustainable Learning", Munich, Germany, August 27-31.
- American Educational Research Association (AERA) 2013 Conference. San Francisco, California, April 27- May 1, 2013.
- International Congress for School Effectiveness and Improvement (ICSEI) 2013. Santiago, Chile, January 3-6, 2013.
- International Conference of the European Commission "Improving skills: Evidence from secondary analysis of international surveys", Limassol, Cyprus, 15-16 November 2012.
- INVALSI/UMD "Improving Education through Accountability and Evaluation" Conference, Rome, Italy, 3-5 October 2012.
- European Conference on Educational Research (ECER) 2012, University of Cádiz, Spain, 18-21 September 2012.
- European Association for Research on Learning and Instruction (EARLI) SIG18 Educational Effectiveness Conference, University of Zurich, August 29-31, 2012.
- 7th International Conference on Higher Education Marketing. Nicosia, Cyprus, March 28-30, 2012.
- American Educational Research Association (AERA) 2012 Conference. Vancouver, British Columbia, Canada, April 13-17, 2012.
- 25th International Congress for School Effectiveness and Improvement (ICSEI) 2012. Malmo, Sweden, January 5-8, 2012.
- American Educational Research Association (AERA) 2011 Conference. New Orleans, April 2011.
- 37th International Association for Educational Assessment Annual Conference (IAEA) 2011. Manila, Philippines, October 2011.
- 24th International Congress for School Effectiveness and Improvement (ICSEI) 2011, Limassol, Cyprus, January 4-7, 2011.
- American Educational Research Association (AERA) 2010 Conference, Denver, Colorado,

May 2010.

- International Conference on Interpersonal Relationships in Education (ICIRE) 2010, April 28-29, 2010 - Boulder, Colorado, USA
- European Association for Research on Learning and Instruction (EARLI) SIG18 Educational Effectiveness Conference, Leuven, August 2010.
- 23rd International Congress for School Effectiveness and Improvement (ICSEI) 2010, Kuala Lumpur, January 2010
- European Association for Research on Learning and Instruction (EARLI) SIG18 Educational Effectiveness Conference, Amsterdam, August 2009.
- 90<sup>th</sup> Annual Meeting of the American Educational Research Association (AERA), San Diego, USA, April 2009.
- 22<sup>nd</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2009, Vancouver, Canada, January 2009.
- 89<sup>th</sup> Annual Meeting of the American Educational Research Association (AERA), New York, USA, April 2008.
- 21<sup>st</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2008, New Zealand, January 2008.
- 12<sup>th</sup> Biennial Conference of European Association for Research on Learning and Instruction (EARLI), Budapest, Hungary, August 2007.
- 20<sup>th</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2007, Portoroz, Slovenia, January 2007.
- Commonwealth Conference on Educational Administration and Management (CCEAM), University of Cyprus, Nicosia, Cyprus, September 2006.
- 87<sup>th</sup> Annual Meeting of the American Educational Research Association (AERA), Chicago, USA, April 2006.
- 19<sup>th</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2006, Fort Lauderdale, Florida, USA, January 2006.
- 11<sup>th</sup> Biennial Conference of European Association for Research on Learning and Instruction (EARLI), Nicosia, Cyprus, August 2005.
- 86<sup>th</sup> Annual Meeting of the American Educational Research Association (AERA), San Francisco, USA, April 2005.
- 18<sup>th</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2005, Barcelona, Spain, January 2005.
- 85<sup>th</sup> Annual Meeting of the American Educational Research Association (AERA), San Diego, USA, April 2004.
- 17<sup>th</sup> International Congress for School Effectiveness and Improvement (ICSEI) 2004, Rotterdam, the Netherlands, January 2004.
- 10<sup>th</sup> Biennial Conference of European Association for Research on Learning and Instruction (EARLI), Padova, Italy, August 2003.
- 84<sup>th</sup> Annual Meeting of the American Educational Research Association (AERA), Chicago, USA, April 2003.
- Commonwealth Conference on Educational Administration and Management (CCEAM),

Umea University, Umea, Sweden, September 2002.

- 26<sup>th</sup> International Conference for the Psychology of Mathematics Education (PME), Norwich, University of East Anglia, July 2002.
- 12<sup>th</sup> European Conference on Quality in Early Childhood, European Early Childhood Educational Research Association (EECERA), Nicosia, August 2002.
- 12<sup>th</sup> International Objective Measurement Workshop (IOMW) conference, New Orleans, USA, April 2002.
- 83<sup>rd</sup> Annual Meeting of the American Educational Research Association (AERA), New Orleans, USA, April 2002.
- Seventh Pedagogical Conference of Pedagogical Society of Cyprus, Nicosia, March 2002.
- 27<sup>th</sup> International Conference of International Association of Educational Assessment (IAEA), Rio, May 2001.
- 25<sup>th</sup> International Conference for the Psychology of Mathematics Education (PME), the Netherlands: Utrecht University, July 2001.
- 6<sup>th</sup> Annual Conference of UK Evaluation Society, London, UK, December 2000.
- 24<sup>th</sup> International Conference for the Psychology of Mathematics Education (PME), Hiroshima University, Japan, July 2000.
- 26<sup>th</sup> International Conference of International Association of Educational Assessment (IAEA), Israel, May 2000.
- Second Panhellenic Conference on Educational Evaluation, Patra, Greece, May 2000.
- 5<sup>th</sup> Annual Conference of UK Evaluation Society, Edinburgh, UK, December 1999.
- Annual Conference of the European Research Network about Parents in Education (ERNAPE), University of Amsterdam, November 1999.
- 23<sup>rd</sup> International Conference for the Psychology of Mathematics Education (PME), Israel, July 1999.
- 11<sup>th</sup> International Congress for School Effectiveness and Improvement (ICSEI) 1998, Manchester: University of Manchester, UK, January 1998.
- 7<sup>th</sup> European Conference for Research on Learning and Instruction (EARLI), Athens: University of Athens, August 1997.

#### Honours and awards

1982: The highest Grade Average (GA) in the high school diploma of Pancyprian Lyceum of Lamaca.

1988: One of the highest GA in the Teacher Certificate of the Pedagogical Academy of Cyprus during the academic year 1987-1988.

1991-1993: Offer of Overseas Research Scheme (ORS) Award for my PhD studies at University of Warwick.

1991: I was the first Educational Student who received the ORS award.

1991-1993: Educational Grant for PhD studies at University of Warwick from The A.G. Leventis Foundation.



- 1995: Granted the title and status of Associate Fellow in the Institute of Education, University of Warwick.
- 1999: Granted the title and status of Associate Lecturer in the Institute of Education, University of Warwick.
- 2002: My paper entitled “Engaging teachers in Large-Scale Assessment: The Emergent Literacy Baseline Assessment Project” was accepted for presentation in the *Research Highlighted Session* of the ACEI 2003 Annual International Conference.
- 2010: One of my papers published in 2010 is the Outstanding Paper Award Winner at the Literati Network Awards for Excellence 2011 (see <http://www.emeraldinsight.com/authors/literati/index.htm> and Appendix)
- 2011: Three papers (published in 2008 at BERJ and SESI) are listed in Routledge Education’s Top Cited Articles collection (see <http://www.educationarena.com/topCited/> and Appendix)
- 2012: The paper “The contribution of schooling to the cognitive development of secondary education students in Cyprus: an application of regression discontinuity with multiple cut-off points” (2009), is listed in the release of the 2011 Journal Impact Factors by Thomson Reuters as one of the top cited articles in ***School Effectiveness and School Improvement*** journal. (see email in Appendix)
- 2014: The paper “State of the art – teacher effectiveness and professional learning” published in *School Effectiveness and School Improvement*, was the journal’s Most Read article throughout 2014.
- 2023: Honorary doctorate, Faculty of Education, University of Gothenburg, Sweden.

#### Editorial Board / Memberships

- 2022-present Editor-in-Chief of “Studies in Educational Evaluation”
- 2024 – present Member of the Editorial Board of the “Elementary School Journal”
- 2021-present Member of the Editorial Board of the “European Journal of Psychology of Education (EJPE)”
- 2018 – present Member of the Editorial Board of the Springer journal “Educational Assessment, Evaluation and Accountability”
- 2014 – present Member of the Editorial Board of “Journal of Global Research in Education and Social Science”
- 2013 – present Member of the Editorial Board of “International Journal of Education and Information Technologies”.
- 2013 – present Member of the Editorial Board of “British Journal of Education, Society & Behavioural Science”.
- 2013 – present Member of the Editorial Board of “Modern Social Science Journal”.
- 2013 – present Member of the Editorial Board of “Journal of Social Sciences”
- 2013-present Member of the International Scientific Committee of the Latin-American Journal on Quality, Effectiveness and Change in Education (REICE – RevistalberoamericanasobreCalidad, Eficacia y Cambio en Educación).
- 2005 – present Book Review Editor of the “School Effectiveness and School Improvement” journal.
- 2004 – present Member of the Editorial Board of “School Effectiveness and School Improvement” journal.
- 2008 – present Member of the Editorial Board of “Effective Education” journal.

- 2010 – present Member of the Editorial Board of “Studies in Educational Evaluation” journal
- 2010 – present Member of the Editorial Board of “Educational and Psychological Measurement” journal
- 2009 – present Member of the Editorial Board of “Education Research International” journal.
- 2012 – present Member of the Editorial Board of “Social Sciences” journal.
- 2009 – present Acted as Reviewer of papers submitted to “Oxford Review of Education” journal
- 2009 – present Acted as Reviewer of papers submitted to “Scandinavian Journal of Educational Research”
- 2006 – present Acted as Reviewer of papers submitted to the “American Educational Research Journal”.
- 2007 – present Acted as Reviewer of papers submitted to the “Educational Research Review” Journal.
- 2005 – present Acted as Reviewer of papers submitted to the “Learning Environments Research” journal.
- 2005 – present Acted as Reviewer of papers submitted to the “Teaching and Teacher Education” journal.
- 2005 – present Acted as Reviewer of papers submitted to the “British Educational Research Journal”.
- 2002 – present Acted as Reviewer of papers submitted to the “Structural Equation Modeling” journal.
- 2002 - present Acted as Reviewer of papers submitted to “School Effectiveness and School Improvement” journal.
- 2003 – present Acted as Reviewer of papers submitted to the “Educational Research and Evaluation” journal.
- 2004 – present Acted as Reviewer of papers submitted to the “Journal of Research in Mathematics Education”.
- 2002 – present Reviewer of papers and symposia submitted for presentation at the annual conferences of the Special Interest Group (SIG) of American Educational Research Association (AERA) on Teacher/School Effectiveness.
- 2001 – present Reviewer of papers and symposia submitted for presentation at the annual conferences of the Rasch SIG of AERA.
- 1997 – 2005 Reviewer of research papers submitted for presentation at the International Conferences of PME.

## References

### **Professor Bert P.M. Creemers**

University of Groningen,  
Faculty of Behavioural and Social Sciences,  
Department of Pedagogy & Educational Science,  
Grote Rozenstraat 38,  
9712 TJ Groningen,  
The Netherlands  
E-mail: [b.p.m.creemers@rug.nl](mailto:b.p.m.creemers@rug.nl)  
Tel.: +31 50 363 6631

### **Professor Pamela Sammons**

University of Oxford,  
Department of Education,

15 Norham Gardens,  
Oxford, OX2 6PY, UK  
E-mail: [pamela.sammons@education.ox.ac.uk](mailto:pamela.sammons@education.ox.ac.uk)  
Tel.: +44(0)1865274142

**Professor Jan-Eric Gustafsson**  
University of Gothenburg,  
Department of Education,  
PO Box 300,  
SE 405 30 Gothenburg, Sweden,  
E-mail: [jan-eric.gustafsson@ped.gu.se](mailto:jan-eric.gustafsson@ped.gu.se)  
Tel.: +46 (0)31-786 2420

## Citations

**Citation Report: Web of Science (June 4, 2024)**

Results found: 82  
Sum of the Times Cited (without self-citations): 2451  
Average Citations per item: 35.6  
h-index: 31  
Average Citations per year: 126.91

**Citation Report: SCOPUS (June 4, 2024)**

Results found: 136  
Sum of the Times Cited: 4317  
h-index: 36