

Researching Schools

**Bridging Research and Practice at Laboratory
and University Schools**



International Conference

8 – 9 September 2022

Bielefeld University Germany



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Welcome to the Researching Schools Conference!

Dear colleagues,

We are excited to welcome you at Laborschule Bielefeld and Oberstufen-Kolleg for the first European conference for Laboratory and University Schools!

In what follows, you will find more details about the conference as well as some helpful information on how to get to the venue and the venue itself. We hope that the information included here may help you to prepare for the conference.

We are already looking forward to getting to know you and your institution during the Researching Schools conference!

With very best wishes,
Timo Zenke & Benedict Kurz for the Conference Team

Introduction to the Conference Hosts

Laborschule and Oberstufen-Kolleg

As the oldest Lab School in Germany, Laborschule Bielefeld (German for “Laboratory School Bielefeld”) and Oberstufen-Kolleg Bielefeld (“Upper secondary School Bielefeld”), have held a unique position within the German educational landscape since their founding in 1974. This is not only due to their pedagogical concepts and their focus on democratic education, but also because of their conceptualisation as public experimental schools of the federal state of North Rhine-Westphalia.



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While Laborschule teaches students from year 0 (the final pre-school year) to year 10 (end of lower secondary school), Oberstufen-Kolleg teaches students from year 11 to 13. Both schools share the same building, which has become known for its open-plan architecture. It is here that the conference will take place.

Bielefeld University

Bielefeld University is a public university located in the federal state of North Rhine-Westphalia, Germany. Founded in 1969 as a “Reform University”, Bielefeld University made a valuable contribution to educational reform in Germany, for instance, by opening up German academia to students from a working-class background. Today, around 25,000 students are enrolled across the 14 different faculties of Bielefeld University.

One of these is the Faculty of Educational Science. Devoting an independent faculty dedicated to the matters of education is unique in German higher education, where research on education is usually organised as institutes which are incorporated within larger faculties. This highlights how education and educational research have always been at the heart of Bielefeld University.



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Conference Programme (short version)

The two days will be hosted by Matt Beadle, Jana Chocholatá and Christian Timo Zenke.

THURSDAY Sept 8th	
13:00	Registration Opens
14:00	Conference Begins
14:00	<p>Musical Introduction (Eric Rose)</p> <p>Welcome and Introduction</p> <ul style="list-style-type: none"> • Gerhard Sagerer (Rector of Bielefeld University) • Michaele Geweke (Pedagogical Director & Deputy Head of Oberstufen-Kolleg) • Christian Timo Zenke & Benedict Kurz (Bielefeld University, Project Lead LabSchoolsEurope)
14:45	Keynote by Dame Alison Peacock (Chartered College of Teaching, London): “Bridging Research and Practice”
15:30	Coffee Break
15:45	<p>Panel Discussion on Bridging Research and Practice in Laboratory and University Schools:</p> <ul style="list-style-type: none"> • Annette Textor (Laboratory School Research Unit, Bielefeld University) • James Biddulph (University of Cambridge Primary School) • Monika Mandelíčková (Labyrinth Laboratorni skola Brno) • Richard Messina (JICS Lab School, University of Toronto) <p>Moderated by Pascale Haag (Lab School Paris)</p>
16:45	Coffee Break
17:00	Keynote by Elizabeth Morley (International Association of Laboratory Schools): “Lab Schools Internationally”
18:00	Tour Around Laborschule and Oberstufen-Kolleg Bielefeld
19:00	Gala Dinner at Laborschule’s Cafeteria

FRIDAY Sept 9th

9:00	Introduction by Rainer Devantié (Headteacher of Laborschule Bielefeld)				
9:15	Parallel Presentations by the LabSchoolsEurope project partners:				
	Laborschule Bielefeld (Germany)	Praxisschulen Vienna (Austria)	University of Cambridge Pri- mary School (UK)	Labyrinth La- boratorni skola Brno (Czech Republic)	Lab School Paris (France)
10:45	Poster Café: Get in Touch With Colleagues Over a Cup of Coffee				
11:30	Parallel Presentations by:				
	Universi- tetsskolen, Uni- versity College South Denmark (Denmark)	The University of Texas at Ty- ler School Im- provement La- boratory (USA)	JICS Lab School, Univer- sity of Toronto (Canada)	University School Dresden (Germany)	A. Sophie Rog- ers School for Early Learning, Ohio State Uni- versity (USA)
12:15	Parallel Presentations by:				
	Oberstufen- Kolleg Bielefeld (Germany)	University of Jyväskylä Teacher Train- ing School (Finland)	University of Puerto Rico Laboratory Schools (Puerto Rico)	Heliosschulen Cologne (Germany)	Falk Laboratory School Pitts- burgh (USA)
13:00	Lunch Cooked by Laborschule's Student Catering Course				
14:00	Keynote by Hella von Unger (Ludwig-Maximilians-Universität Munich): "Doing Participatory Research"				
14:45	Workshops: <ul style="list-style-type: none"> • Challenges for (Lab)Schools (Labyrinth Brno) • Children's Rights in Schools (UNICEF Germany) • Creating a Bill of Rights: Institutionalising Student Participation (Laborschule Bielefeld) • Founding a Laboratory School (International Association of Laboratory Schools) • Participatory Research at Laboratory and University Schools (Bielefeld University) • Social-emotional competences in teacher education (Praxisschulen Vienna) • Teacher Education at University Schools (Rauma Teacher Training School) 				
16:00	Panel Discussion: Looking Back and Looking Forward <ul style="list-style-type: none"> • Elizabeth Morley (International Association of Laboratory Schools) • Jana Chochołatá (Masaryk University Brno) 				
16:30	Conference Ends				

Arrival

How to get to Bielefeld:

<https://www.uni-bielefeld.de/uni/anreise-kontakt/anreise/index.xml>

Address
Laborschule Bielefeld
Universitätsstraße 21
33615 Bielefeld
Germany

Quick-Guide

Use this link to get to the venue:



Arrival by tram

From the tram station at Bielefeld Main Station (“Hauptbahnhof”) you can take the tram line 4 (the red one) in direction “Lohmannshof” or “Universität” to “Bültmannshof” (4 stops). Walking distance from Bültmannshof to Laborschule: 300m, 5 minutes. On Thursday, the way from the tram station “Bültmannshof” will be sign-posted by orange footsteps on the ground – just follow the footsteps.

How to get from A to B in Bielefeld

Being one of the bigger cities in Germany, Bielefeld has quite a few sights that are worth visiting. You can find more information about the city itself and its’ sights on the following website. The website uses Google Translate: <https://www.bielefeld.jetzt/node/133219>

If you want to explore the city, there are a few ways to get around:

- By foot: If you are near the train station, you can reach many sights by foot, including the old town and Kunsthalle Bielefeld, the local art museum.
- By tram: There are four lines in total, which you can access from the station “Hauptbahnhof”. There, you can also buy tickets or you can use the moBiel You app:
 - App Store: <https://apps.apple.com/de/app/mobiel-you/id1624491557>
 - Google Play: <https://play.google.com/store/apps/details?id=de.hansecom.mobiellive>
- By e-scooter: You will see e-scooter at (almost) every corner in Bielefeld. You can rent one by using an app (e.g. TIER mobility or Lime).

You can buy train tickets directly from the Deutsche Bahn website:

- <https://www.bahn.com/en>

Venue Information: Thursday

On Thursday, the conference will take place at Oberstufen-Kolleg, which is located in the same building as Laborschule. You can use the main entrance of Laborschule to come to the conference on both days. On Thursday, you will be greeted at the reception at the entrance of Laborschule and will be shown the way to the Oberstufen-Kolleg.

Detailed Conference Programme: Thursday

14:00 Welcome and Introduction by

- Gerhard Sagerer (Rector of Bielefeld University)
- Michaele Geweke (Pedagogical Director & Deputy Head of Oberstufen-Kolleg)
- Christian Timo Zenke & Benedict Kurz (Bielefeld University, Project Lead LabSchoolsEurope)

14:45 Keynote by Dame Alison Peacock: Bridging Research and Practice

Professor Dame Alison Peacock is the Chief Executive of The Chartered College of Teaching in London/UK and an Honorary Fellow of Queens' College Cambridge and UCL, a Visiting Professor of both the University of Hertfordshire and Glyndŵr University and a trustee for Big Change. Drawing on her vast experience in the field of education as a teacher, head teacher and researcher, she will initiate the conference theme "Bridging Research and Practise" in her keynote.

15:45 Bridging Research and Practice in Laboratory and University Schools

Speakers:

Annette Textor, Ph.D. is Professor at Bielefeld University and head of Laboratory School Bielefeld Research Unit. Her main focus is on school research, school development, action research, and inclusion.

James Biddulph is the Executive Headteacher of the University of Cambridge Primary School. James completed his PGCE, Masters and PhD degrees at the Faculty of Education, University of Cambridge. James previously worked as an Advanced Skills Teachers (AST), supported the transformation of two failing schools in East London, UK as a Deputy Headteacher and was the inaugural Headteacher of a new Hindu-based primary school. James is a founding fellow of the Chartered College of Teaching

Monika Votava Mandeličková is a Labyrinth teacher and a researcher. She has been working in Labyrinth laboratory school Brno since its founding in 2016, firstly on the position of the deputy director, later in the extended management. Recently she is focusing on school democratic principles and children 's participation, coordinating a school council and a group of regional School Councils within the Local Action Plans for Education (MAP). She is responsible for coordinating EU projects in Labyrinth school.

Richard Messina is the principal of the JICS Lab School, University of Toronto. With a mandate to "explore what is possible" JICS exists to make a difference in the public domain by providing research in student learning and teacher education. Richard is an award-winning teacher and researcher and he taught for many years at JICS and in the public school system. He was an instructor at the Klingenstein Summer Institute, Teachers College, Columbia for 10 years and has presented at conferences nationally and internationally.

Moderated by Pascale Haag is a psychologist at the École des hautes études en sciences sociales (Paris). She initiated the creation of the Lab School Paris, which aims to put research at the

service of educational success and to promote exchanges between all the actors of the educational ecosystem (teachers, researchers, parents, students, companies, public authorities).

17:00 Keynote by Elizabeth Morley: Lab Schools Internationally

Elizabeth Morley is the Chair of the International Committee of the International Association of Laboratory Schools (IALS). She is also principal emerita of the Dr. Eric Jackman Institute of Child Study Laboratory School at the University of Toronto, has served as IALS President, and as a visiting scholar at Kobe Shinwa University in Japan. In her keynote, Elizabeth will share her unique knowledge of laboratory schools around the world by giving an overview on the current lab school landscape.

18:00 Tour Around Laborschule and Oberstufen-Kolleg Bielefeld

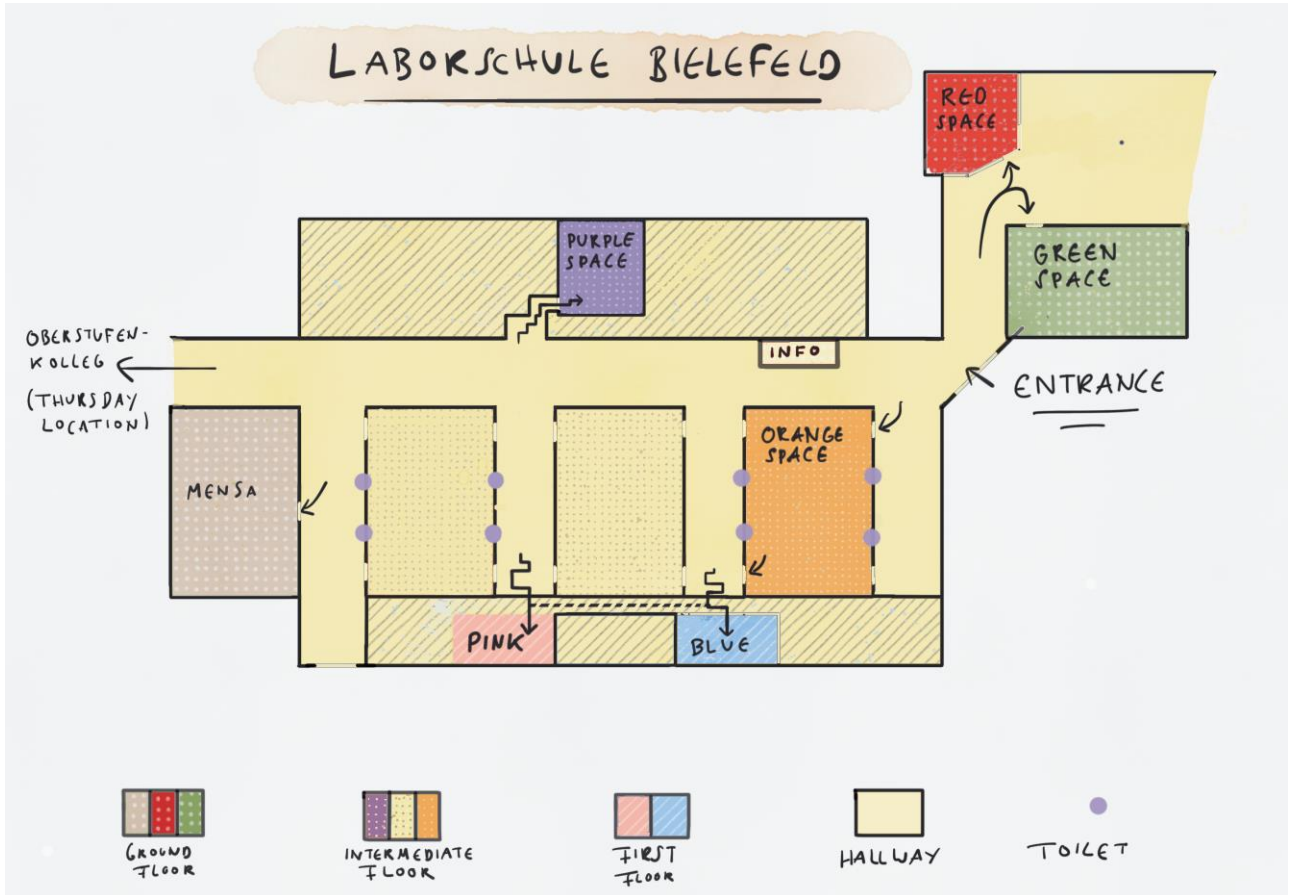
Teachers and educators of Laborschule will guide the guests around Laborschule and the sixth-form College Oberstufen-Kolleg in several small groups, present the pedagogical and architectural concept of the schools and will be available to answer questions.

19:00 Gala Dinner at Laborschule's Cafeteria

For everyone who has registered for the Gala Dinner, there will be a festive meal with live music in Laborschule's cafeteria starting at 7 p.m.

Venue Information: Friday

On Friday, the conference will take place at Laborschule. This floor plan gives you an overview of Laborschule. Each conference space has been assigned a different colour in order to help you move from one spot to another. During the conference, there will be colour-coded signs that will help you navigate this space.



This table shows you the spaces and rooms at Laborschule where the keynotes, panels, workshops and presentations will take place.

	Orange Space	Pink Space	Blue Space	Purple Space	Red Space	Green Space	Mensa (Cafeteria)
09:00 – 09:15	Introduction						
09:15 – 09:55		Bielefeld (Germany)	Wien (Austria)	Cambridge (UK)	Brno (Czech Republic)	Paris (France)	
10:05 – 10:45		Bielefeld (Germany)	Wien (Austria)	Cambridge (UK)	Brno (Czech Republic)	Paris (France)	
10:45 – 11:30	Poster Café						
11:30 – 12:15		Universitetsskolen, University College South Denmark (Denmark)	University of Texas at Tyler School Improvement Laboratory (USA)	JICS Lab School, University of Toronto (Canada)	University School Dresden (Germany)	A. Sophie Rogers School for Early Learning, Ohio State University (USA)	
12:15 – 13:00		Oberstufen-Kolleg Bielefeld (Germany)	University of Jyväskylä Teacher Training School (Finland)	University of Puerto Rico Laboratory Schools (Puerto Rico)	Heliosschulen Cologne (Germany)	Falk Laboratory School Pittsburgh (USA)	
13:00 – 14:00							Lunch
14:00 – 14:45	Keynote Hella von Unger						
14:45 – 15:45	Participatory Research	Challenges for (Lab)Schools	Teacher Education (Vienna)	Founding a Lab School	Teacher Education (Finland)	Children's Rights in Schools	Creating a Bill of Rights
15:45 – 16:00	Coffee Break						
16:00 – 16:30	Panel Discussion						
16:30 – 16:45	End						

Detailed Conference Programme: Friday

09:00 Introduction by Rainer Devantié (Headteacher, Laborschule Bielefeld)

9:15 & 10:00 Parallel Presentations by LabSchoolsEurope project partners

Laborschule Bielefeld, Germany (Pink Space)

Founded in 1974, Laborschule Bielefeld is the oldest laboratory school in Europe. The school is known for its pedagogical concept and its focus on democratic education, but also because of its conceptualisation as a public experimental school for the federal state of North Rhine-Westphalia. As a progressive public school, Laborschule currently teaches 710 students from year 0 to year 10. As an experimental school, Laborschule is given the task of developing new forms of learning and living together in the school environment by the federal state government of North Rhine-Westphalia. This means that Laborschule is able to forego a number of typical features of the regular German school system (e.g. no marks until year 9, no homework etc.) while still remaining a part of the public education landscape. A unique feature of the research carried out at Laborschule is that teachers actively participate in research processes. This idea of “teachers as researchers” was developed with the aim to link school practice more closely to university teaching and research.

Speakers:

Annette Textor, Ph.D. is Professor at Bielefeld University and head of Laborschule Bielefeld Research Unit. Her main focus is on school research, school development, action research, and inclusion.

Jan Wilhelm Dieckmann has been a teacher at Laborschule Bielefeld since 2015. He teaches numerous subjects including STEAM, German and PE at primary level. He has been elected multiple times by Laborschule’s students to guide the student parliament. He has been involved in several research and development projects at Laborschule.

Praxisschulen of the University of Teacher Education Vienna, Austria (Blue Space)

At the University College of Teacher Education Vienna one Primary School for Pre-service Classroom Teaching (Praxisvolksschule) and one Lower Secondary School for Pre-service Classroom Teaching (Praxismittelschule) make the linking of theory and practice possible. Praxisvolksschule Vienna is a primary school for 6- to 10-year-old students. Around 200 pupils are divided into 9 classes, two are multi-age and -level classes. An important mission of the school as a place of learning, research and reflection is to accompany teacher trainees in the context of practical studies and to support them in the development of their personality. The Lower Secondary School for Pre-service Classroom Teaching is a secondary school in Vienna teaches 200 students between the ages of 10 and 14. An important task of the teachers of the Lower Secondary School for Pre-service Classroom Teaching is to mentor teacher trainees of the Bachelor’s program General Education Secondary School.

Speakers:

Manuela Burtcher-Ebner is a teacher of ‘Praxisvolksschule’ – Primary School for Pre-service Classroom Teaching. She has a degree in primary- and special-school-education and accompanies teacher trainees in the context of practical studies. Due to her academic training in the field of school development and educational management her focus is on the further development of concepts for school organization and teaching development. She is a certified Hatha-Yoga-Teacher (RYS).

Alexander Hacker is a teacher of ‘Praxismittelschule’ - Lower Secondary School for Pre-service Classroom Teaching at the University College of Teacher Education Vienna. He is certified in the

subjects mathematics, biology and environmental studies, physics and chemistry and teaches in a multi-grade class. His areas of focus include interdisciplinary teaching, the use of digital media in the classroom and research-based learning. As a mentor, Alexander Hacker accompanies prospective teachers in the school internship of the Department of Educational Sciences and Practical Studies.

University of Cambridge Primary School, UK (Purple Space)

There are three key features of our University Training School: the first is to be a brilliant primary school, inclusive, ambitious for all and innovative in practice. The second is to work with the Faculty of Education, and others, in Initial Teacher Education. We support new teachers into the profession through placements that we offer in our school. The third, is to be research-informed and research-generating. Even in our early stages, we have developed high quality professional development courses, rooted in academic research, inspired by bringing theory, research and practice together. We seek opportunities to develop our thinking, in partnership with others, so that together we develop research-informed practice that raises standards and contributes positively to society. As such, we are aligned with the vision and values of our sole Trust member, Cambridge University. The school opened in September 2015 and is a three-forms of entry primary school educating over 600 children.

Speaker:

James Biddulph is the Executive Headteacher of the University of Cambridge Primary School. James completed his PGCE, Masters and PhD degrees at the Faculty of Education, University of Cambridge. James previously worked as an Advanced Skills Teachers (AST), supported the transformation of two failing schools in East London, UK as a Deputy Headteacher and was the inaugural Headteacher of a new Hindu-based primary school. James is a founding fellow of the Chartered College of Teaching.

Labyrinth Laboratorni škola Brno, Czech Republic (Red Space)

Labyrinth, Brno, Czech Republic, is a school that aspires to a concept of an ecosystem school, i.e. a school with permeable boundaries, a school that is part of society and its surroundings and thus interconnected. It is a school that works systematically at creating functional networks that have come out of the needs of the global community. We are going to present how we understand the ecosystem and how it supports democratic education. We are bringing an example of children taking responsibility for their education and presenting practical tools and methods that help us in this mission. We believe that taking responsibility for own education is, for every child, a good starting point for finding his/her path in the world.

Speakers:

Monika Votava Mandelíčková is a Labyrinth teacher and a researcher. She has been working in Labyrinth laboratory school Brno since its founding in 2016, firstly on the position of the deputy director, later in the extended management. Recently she is focusing on school democratic principles and children's participation, coordinating a school council and a group of regional School Councils within the Local Action Plans for Education (MAP). She is responsible for coordinating EU projects in Labyrinth school.

Tereza Cerovská is a deputy director at Labyrinth school and class teacher of the 6th graders. She has been working in Labyrinth laboratory school Brno since its founding in 2016. Her focus on natural sciences brought her to the experience with an international project European Schools for a Living Planet. She has experience with CLIL method, project teaching, organizing project days and peer to peer learning.

After graduating from the Faculty of Education in Olomouc, **Petr Mihalco** returned to his native region to teach at a small village school. He is currently a class teacher of the 5th grade at Labyrinth in Brno, where he also works in the extended management of the school, coordinates lower-primary school and is an internal mentor. In 2022 he was one of the 10 finalists of the Global Teacher Prize, Czech Republic.

Lab School Paris, France (Green Space)

Lab School Paris is an innovative, bilingual (English/French), inclusive, secular, and ecologically responsible school. We aim to support students in all aspects of their learning experience and to enable them to become knowledgeable, responsible, autonomous, socially-conscious, and happy citizens. We teach the French – 'Education Nationale' – (public school) curriculum. Our students gain the academic and ethical knowledge and skills required to attain nationally recognized diplomas. Our difference lies in the focus we put on creating the best conditions for children to successfully pursue their academic choices, and later their chosen professional direction. We strive to enable our students to become free, responsible and happy citizens. Lab School Paris is also a place for researchers to implement, assess and refine pedagogical methods and materials. It is also a place for interns, undergraduate and graduate students and teachers to train, within a cooperative and open-minded team.

Speaker:

Pascale Haag is a psychologist at the École des hautes études en sciences sociales (Paris). She initiated the creation of the Lab School Paris, which aims to put research at the service of educational success and to promote exchanges between all the actors of the educational ecosystem (teachers, researchers, parents, students, companies, public authorities).

10:45 Poster Café (Orange Space)

The poster café will provide the opportunity to get to know a variety of other laboratory and university schools and meet and talk over coffee and classic German cakes baked by the staff of Laborschule. For this purpose, more than twenty laboratory and university schools from 14 countries will present themselves in the Orange Space via a poster.

11:30 Parallel Presentations

Universitetsskolen, University College South Denmark (Pink Space)

In our presentation we will present our concept of University Schools which is called "Universitetsskolen. UC SYD". In the University School, teacher training, school development and research are brought together for the benefit of all participants. We begin by giving a short overview of our different (types of) University Schools and the participants involved (school leaders, teachers, students, teacher educators, students and researchers). Then we will give concrete examples of how we conduct teacher education, school development and research in close cooperation between all participants involved. The examples come from subject didactics research and development projects in the school subjects Danish, mathematics and sports.

Speakers:

Dorthe Kingo Thruelsen is head of department for teacher education at UC SYD. In collaboration with leaders for teacher education at UC SYD, Dorthe is responsible for the strategic and pedagogical development, including the development and implementation of the University School in teacher education. Dorthe has a continuous focus on developing the quality of teacher education in close cooperation with school owners and the municipalities.

Dorthe Carlsen is project manager for the University School at UC SYD. Dorthe is an associate professor, MiE and PhD. and researches in teacher education, learning materials, (digital and subject-specific) literacy and the subject didactics of the school subject Danish. Dorthe is concerned with how research can be used in teacher education and schools and how research can be based on the school's (subject didactic) practice.

The University of Texas at Tyler School Improvement Laboratory, USA (Blue Space)

The College of Education and Psychology manages three University Academy Laboratory Schools. The schools support educator preparation programs for primary and secondary preservice teachers, as well as future school administrators. The schools were created to provide a research platform for school improvement. This includes the longitudinal study of research-based instructional practices. The three open enrollment charter lab schools are located in an urban, suburban and rural context for school model comparison. The presentation will describe the structure of the school and its operational model. Longitudinal data will also be presented including achievement, closing the gaps, and educator outcomes.

Speakers:

Michael Odell is a Professor of STEM Education and holds the Sam and Celia Roosth Chair in the College of Education and Psychology. He is the Co-Founder of the University Academy Laboratory Schools and serves on the School Board. He also provides oversight for the UA Curriculum. He is the Co-Director of the UTeach STEM Teacher Preparation program and the Co-Director of the Ed.D. in School Improvement Program. His research interests are Education Policy, PBL, School Improvement, and STEM Education.

Teresa Kennedy is a Professor of Bilingual STEM Education. She focuses on equity, ESL, and bilingual education. She is a member of the UTeach STEM teacher preparation faculty and graduate faculty member for the E.D. in School Improvement in the School of Education. She also serves as the Secretary for the UNESCO NGO Liaison Committee. Her research interests include Bilingual Education, Early Language Acquisition, Equity in STEM education.

JICS Lab School, University of Toronto, Canada (Purple Space)

The JICS Lab School serves as a site for research that is carried out by scholars at the University of Toronto and other institutions and by JICS teachers. JICS provides an environment that fosters research and inquiry. With this focus in mind, the criteria for projects are: research that address issues pertaining to education of young children (age 3-12) and to their development as it pertains to educational settings. This unique nature of JICS tends to be an attraction for researchers. JICS's research is sought by school districts, teacher ed programs internationally, and policy makers, as well as First Nations communities. It has been presented at national and international conference. This reach is exactly what our mandate as a lab school supports. The presentation will explain the 5 main strengths of our research:

- Teachers who have strong knowledge of and commitment to research
- An in-house Teacher-Education Program that is research-based
- Evidence-based practices
- Researchers who collaborate with teachers in research design
- Funding to participate in international partnerships.

Speaker:

Richard Messina is the principal of the JICS Lab School, University of Toronto. With a mandate to "explore what is possible" JICS exists to make a difference in the public domain by providing research in student learning and teacher education. Richard is an award-winning teacher and researcher and he taught for many years at JICS and in the public school system. He was an instructor at the Klingenstein Summer Institute, Teachers College, Columbia for 10 years and has presented at conferences nationally and internationally.

University School Dresden, Germany (Red Space)

The University School Dresden (USD) started in 2019 as a public 'trial' school in Dresden, Germany. The USD has been conceptualised by educational researchers, mainly Prof. Anke Langner, following the discourse of the cultural-historical school. At USD innovative forms of teaching and learning are being tested under scientific supervision. In the presentation, the conceptual framework as well as the interaction between school and science will be pointed out.

Speaker:

Dr. Matthias Ritter is a research assistant at the Institute of educational research at TU Dresden. Since the start of the school, he supported USD in building the research infrastructure (i.e. data-management). His research focuses on individualized learning and school development on a mainly quantitative approach.

A. Sophie Rogers Rogers School for Early Learning, Ohio State University, USA (Green Space)

The A. Sophie Rogers' (ASR) School for Early Learning is co-located with the Crane Center for Early Childhood Research and Policy in the Schoenbaum Family Center at Ohio State University (US). These two partnering centers share governance, financial, and operational resources to pursue the goal of improving research, practice, and policy concerning the well-being of young children. The ASR provides high-quality early-education experiences to ~100 children birth to five years (full-day, all-year) in a mixed-income model to ensure that the children and families served represent the full socioeconomic diversity of our community. To do so, we blend more than five funding streams comprising local, state, and federal dollars with tuition and gifts, which allows us to educate children from socioeconomically diverse homes. Our curriculum is a hybrid approach – child-centered, literacy-rich, and project-based coupled with intentional teaching of state early learning standards and use of the supplemental Read It Again curricula to explicitly teach core literacy and language skills (e.g., vocabulary, print knowledge).

Speakers:

Laura Justice, PhD, is the Executive Director of the Schoenbaum Family Center and Crane Center for Early Childhood Research and Policy at Ohio State University. She is Distinguished Professor of Educational Psychology and Editor-in-Chief of the journal *Early Childhood Research Quarterly*. Justice is an active researcher focused on early learning experiences and cognitive development, and is currently the PI of federal research focused on kindergarten transition; toxic stress and language development; peer effects within classroom social networks; and language growth among children with language disorders.

Cameron Lindsey is the Associate Director of Operations. She oversees day-to-day and long-term operations as well as strategic planning for the Schoenbaum Family Center and the Crane Center. Her responsibilities include organizational and budgetary oversight as well as space and personnel management.

12:15 Parallel Presentations

Oberstufen-Kolleg Bielefeld, Germany (Pink Space)

Starting with a brief overview on the experimental upper secondary school 'Oberstufen-Kolleg' the work of the co-operating action research department 'Wissenschaftliche Einrichtung Oberstufen-Kolleg' of Bielefeld University and its transfer of the "research and development logic" (R&D-logic) to the Bielefeld School of Education in the context of a joint initiative of the Federal Government and the Länder is presented. To explain the deeper sense, i.e. the underlying structural problems of the ongoing discussions on R&D-strategies a governance analyses and a model of stages of the German school reform are presented. It is argued that some desiderata regarding the systematical

transfer of knowledge and its implementation can be explained by differentiating three logics of pedagogical autonomy in German school reforms. The presentation ends with a view on the experimental school “Oberstufen-Kolleg” as a special place for “R&D”-school-development studies. If enough time is left we’ll end with a short guided tour.

Speakers:

Martin Heinrich Prof. Dr., after research and teaching activities at the universities of Essen, Frankfurt a.M., Münster, Linz/Austria, Wuppertal, Hannover since 2014 full professor for school research and school development at the University of Bielefeld and head of the action research department of the experimental school Oberstufen-Kolleg. His work focuses on reconstructive educational research, practice research, especially on the topics of educational equity, inclusion, teacher education, education for sustainable development and governance in education.

Ian Voss has been a member of the management team at Oberstufen-Kolleg since 2010. He graduated in computer science with a focus on artificial intelligence and cognitive science. For six years he worked as a research assistant in a collaborative research centre funded by DFG (German Research Foundation). With this background he entered into a teacher training (Mathematics, Computer Science) followed by further teaching experience at a public comprehensive school before entering Oberstufen-Kolleg in 2008.

University of Jyväskylä Teacher Training School, Finland (Blue Space)

The Teacher Training School belongs to of the Faculty of Education and Psychology of the University of Jyväskylä. It is a university practice school which provides basic education as well as general upper secondary education. The school is in charge of supervised teaching practice, as well as research, experimental and development activities. Its staff is also involved in organising in-service training for teachers. In the autumn of 2022, the Teacher Training School had 1000 pupils, 700 of whom attended basic education and 300 general upper secondary education. There are approximately 800 teacher trainees yearly. The full-time teaching staff numbers 95 and non-teaching staff 14. Teaching and teacher training are developed in a science-based manner: exploring and experimenting. On the basis of their job description, the teachers are developers of teaching and learning, and the school community develops, in particular, the supervised teaching practice, which is one of its core functions. The school also participates in many research and development projects and has its own publication series.

Speakers:

Dr. Antero Hietamäki Administrative Head / Principal at University of Jyväskylä, Teacher Training School. Experienced principal with a demonstrated history of working in the education management industry. Skilled in leading and planning upper secondary education, basic education, teacher training and in educational technology. Strong education professional with the degree of doctor of technology (teknologie doktor) focused on theoretical and mathematical physics from Uppsala universitet / Uppsala University.

Dr. Anna Veijola is a teacher trainer and teacher of history, social sciences and philosophy at the Jyväskylä Teacher Training School. She has been working both in lower and upper secondary schools, at the Department of Teacher Education as well as a researcher at the Department of History and Ethnology (University of Jyväskylä). Her research interests include historical thinking and historical literacy, as well as methods for improved teaching of critical and reflective thinking skills.

Dr. Heidi Mouhu is a teacher of religion and psychology and class teacher working currently as a class teacher, teacher trainer and primary school deputy principle at the University of Jyväskylä Teacher Training School. She is also a supervisor educator in the University of Jyväskylä Teacher Training School and Finnish Teacher Training School network eNorssi. She has developed wellbeing learning in basic education and has been involved in various international projects. However, she is particularly interested in researching and developing the supervision of teaching practice.

Mr. Mika Antola Vice Principal at University of Jyväskylä, Teacher Training School, Upper Secondary School. Long time coordinator of subject teacher training. Long time experience about development of Finnish school system and teacher education. Long time board member of The Finn-

ish Association for Teachers of Mathematics, Physics, Chemistry and Informatics. MSc in mathematics focused on partial differential equations.

The University of Puerto Rico Laboratory Schools, Puerto Rico (Purple Space)

The University of Puerto Rico Laboratory Schools are the genesis of the university itself. They were the source of a first group of teachers that were sent all over the island to spread the seed of education. The elementary level was established in the early 1900's and the Secondary School was opened in 1913. Since then, the lab schools have been the place where thousands of teachers, from all over the island, have been trained. Today, teachers are creating, implementing, and modeling unique and innovative curricula. Both laboratory schools are research centers for the university and the community. Investigators from all areas have conducted research there and therefore contributed to the advancement of education for all children everywhere. While their future is uncertain, these centenarian centers for education are prepared to remain viable and pertinent by exhibiting quality education that is always ahead of their time.

Speaker:

Nicolás Ramos is Assistant Professor at the University of Puerto Rico Secondary School and is IALS' Executive Director. He has worked at the UPR lab schools since the fall of 2002. In 2007 he was appointed Director and held that position until August 2014. Since then, he has been teaching and working with student-teachers. He currently teaches a seminar on Legal Aspects of Education at the College of Education.

Heliosschulen Cologne, Germany (Red Space)

The University School Cologne for Inclusive Education Cologne (IUS) consists of a primary and a comprehensive school and is conceived as a cooperation project of the city, the district government and the University of Cologne. The focus of the cooperation is on innovations in the areas of school development, teacher education, empirical and design based research and innovation transfer. In our contribution we focus on the interfaces of research - teacher education - school development and show where potentials and challenges lie when a whole university with different lecturers and researchers, research cultures and disciplinary cultures and different ideas of teacher education cooperates with schools.

Speaker:

Dr. Matthias Martens is Professor of School Research with a focus on teaching development at the University of Cologne. For the past two years, he has been the scientific director of the University School Cologne for Inclusive Education Cologne (IUS). His research interests lie in the area of classroom research and school development.

Falk Laboratory School Pittsburgh, USA (Green Space)

Affiliated with the University of Pittsburgh, in Pittsburgh, Pennsylvania, USA, Falk Laboratory School serves students and families in grades Kindergarten through 8, or ages 5-14. Our mission is to be a progressive, experimental and demonstration school. As a progressive school, we believe in meaningful, authentic learning experiences for our students. As a demonstration school, our school hosts over 20 student teachers, 40 student observers, our teachers teach methods classes, and we collaborate with professors in many of the schools at the university. This past year, we have really delved into the experimental component of our mission, with our inaugural Research Coordinator role. Our presentation will focus on the development of this role, our first year's progress, and our plan for year 2. Our work is driven by the belief in the unique role of educators as producers of knowledge and research about pedagogy, curriculum, and socioemotional development in schools. Our goal is to develop a collaborative culture of change that translates practice into theory that can be shared broadly.

Speaker:

Dr. Katrina Bartow Jacobs is an associate professor of practice of Language, Literacy, and Culture within the Department of Teaching, Learning, and Leading. She is also the Research Coordinator at Falk Laboratory School, a K-8 school affiliated with the School of Education. Her current work focuses on the intersections of practice, theory, and policy; the ways that children take up issues of gender and identity during the reading of texts; and the use of research as a framework for change that centers teachers and students as producers of knowledge about teaching and learning.

Jill Sarada is the Director of Falk Laboratory School, University of Pittsburgh, Pennsylvania. Prior to this role, she has served as Interim Director 2021-2022, Assistant Director, 2019 - 2021 Director of Admissions, 2014-2019, and Kindergarten teacher, 1999 - 2016. Currently the President of the International Association of Laboratory Schools (IALS), Jill actively works to support learning and collaboration among the educators of Lab schools with the broader educational community.

13:00 Lunch Cooked by Laborschule's Student Catering Course

14:00 Keynote by Hella von Unger: Doing Participatory Research

Hella von Unger is Professor of Sociology at Ludwig Maximilians University (LMU) Munich, Germany. Her work focuses on qualitative and participatory methodologies, research ethics and the sociology of migration, health and diversity. Her keynote "Doing participatory research" will focus on the benefits and challenges of participatory research practice with a special emphasis on the intricacies of power inequalities.

14:45 Workshops

Challenges for (Lab)Schools (Pink Space)

"Challenges for (Lab)Schools" is a workshop that focuses on sharing various challenges we face in education in the countries we come from, on discussing these together and on further developing our ideas on how to overcome these challenges. When this workshop has finished, you might wish to get a coffee or tea with a group of educators who face similar challenges and want to discuss them further.

Speakers:

Monika Votova Mandelíčková is a Labyrinth teacher and a researcher. She has been working in Labyrinth laboratory school Brno (Czech Republic) since its founding in 2016. Recently she is focusing on school democratic principles and children's participation, coordinating a school council and a group of regional School Councils within the Local Action Plans for Education (MAP). She is responsible for coordinating EU projects in Labyrinth school.

Ailsa Randall has been teaching at the Faculty of Education of Masaryk University (Czech Republic) for 14 years, mostly teaching Practical Language, Methodology and Intercultural Communication. She has also been teaching some classes of French and English at the Brno laboratory school for one year.

Gabriela Oaklandová has taught at the Faculty of Education, Masaryk University, Brno (Czech Republic), at the Department of English Language and Literature since 2002. As a teacher trainer, she specialized in English pronunciation. In 2022 she transferred to the Brno laboratory school, Labyrinth, where she teaches English while preparing practice-focused courses for teacher trainers.

Alexander Matthias studied primary school teaching in Bielefeld and did internships in England and South Africa. He has been teaching German, English, Maths and Physical Education in the upper primary section of Laborschule Bielefeld (Germany) since 1999. He established an exchange partnership with a primary school in England and has a wide range of research experience

with the focus e.g. on English for primary children, students' mobility and presently within the Lab-SchoolsEurope Erasmus+ project.

Children's Rights at Schools - Experiences from Child Rights Schools in Germany (Green Space)

When you think about children's rights, would you give them an important role in schools or do you think they are just extra work and not necessary? In roughly 20 countries worldwide UNICEF supports programmes of Child Rights Schools. The programme is a 'whole school approach' to Child Rights Education, which embeds respect for rights throughout the school on an everyday basis. Children are supported to become active participants in learning and in school decision-making. Schools and teachers are supported to recognise children as rights holders and to further realise child rights in the whole school environment. Research has shown substantial impact in a variety of school contexts. But Child Rights Schools are still a minority.

I would like to invite you to collect thoughts on the following questions and be inspired for your work and life:

- What are the impacts of living child rights at schools
- What are the conditions of success, what are the bottlenecks and obstacles
- Who are the relevant stakeholders that need to be addressed, convinced and how.

Speakers:

Kirsten Leyendecker assumed the position of coordinator for UNICEF Germany's Child Rights Schools Programme on 1 April 2021. Ms. Leyendecker has worked for UNICEF Germany for more than 20 years. Prior to her current role, Ms. Leyendecker served as information officer, responsible for developing advocacy and information campaigns on child rights and event-related activities, e.g. World Children's Day. She carried out numerous workshops for adults. Ms. Leyendecker was on mission in Argentina, Jordan, Malawi, Mexico and Zambia. Ms. Leyendecker has a diploma in economics, politics, history and Spanish.

Sabine Schieren is an education officer at educationY, the cooperation partner of UNICEF in the development and implementation of the Children's Rights Programme. Ms. Schieren is experienced in the external evaluation of kindergartens and schools in the German-speaking community of Belgium and was a member of the permanent international conference of school inspectorates, she is a school development consultant and trainer in the children's rights program. She holds a degree in social pedagogy, a master's degree in the management of multi-professional institutions and a supervisor.

Creating a Bill of Rights: Institutionalising Student Participation (Mensa/ Cafeteria)

A school constitution can define when, where and to what extent students can take part in the big and small decision-making processes of daily school life. It can provide students with an independent voice and allow them to experience meaningful participation. In this workshop, teachers from Laborschule Bielefeld present and discuss how a school constitution can contribute to students' participation becoming an integral part of schools' daily school life.

Speaker:

Jan Wilhelm Dieckmann has been a teacher at Laborschule Bielefeld (Germany) since 2015. He teaches numerous subjects including STEAM, German and PE at primary level. He has been elected multiple times by Laborschule's students to guide the student parliament. He has been involved in several research and development projects at Laborschule.

Founding a Laboratory School (Purple Space)

In this workshop, members of the International Association of Laboratory Schools (IALS) will share their vast experience on how to found a Laboratory School. They will illustrate what challenges

typically arise and how they can be solved. In addition, the workshop will be a forum for all educators and researchers interested in founding a lab school.

Host:

Nicolás Ramos is Assistant Professor at the University of Puerto Rico Secondary School and is IALS' Executive Director. He has worked at the UPR lab schools since the fall of 2002. In 2007 he was appointed Director and held that position until August 2014. Since then, he has been teaching and working with student-teachers. He currently teaches a seminar on Legal Aspects of Education at the College of Education.

Speakers:

Elizabeth Morley is the Chair of the International Committee of the International Association of Laboratory Schools (IALS). She is also principal emerita of the Dr. Eric Jackman Institute of Child Study Laboratory School at the University of Toronto (Canada), has served as IALS President, and as a visiting scholar at Kobe Shinwa University in Japan. Elizabeth has a unique knowledge of laboratory schools around the world.

Pascale Haag is a psychologist at the École des hautes études en sciences sociales (Paris, France). She initiated the creation of the Lab School Paris, which aims to put research at the service of educational success and to promote exchanges between all the actors of the educational ecosystem (teachers, researchers, parents, students, companies, public authorities).

Participatory Research at Laboratory and University Schools (Orange Space)

In this workshop, the questions and impulses raised by Hella von Unger in her key note on "Doing Participatory Research" will be further considered and discussed with a focus on the field of laboratory and university schools. To this end, experiences with participatory research in schools will be exchanged in various group settings: What models do we ourselves implement at our schools? What works well? What are the challenges - especially when trying to institutionalise participatory research in the long term?

Speakers:

Christian Timo Zenke is an Assistant Professor at Bielefeld University's Faculty of Educational Science (Germany). In his work at the Laboratory School Research Unit, he collaborates with educators from Laborschule Bielefeld in various research and development projects on inclusion, democratic education, the history of university schools and classroom design. He is also the initiator of the LabSchoolsEurope project.

Annette Textor, Ph.D. is Professor at Bielefeld University and head of Laborschule Bielefeld Research Unit (Germany). Her main focus is on school research, school development, action research, and inclusion.

Social-Emotional Competences in Teacher Education (Blue Space)

What is the importance of social emotional competences in teacher training? What social-emotional competences do students need for their future profession as educators? What influences in this area do teachers experience in their daily work? Based on the idea of "the teacher as part of a team", in this workshop we will dive into the world of social emotional training at the University of Teacher Education Vienna. Through our hands-on approach, you will experience elements from our teacher training in the area of personal development, self-management and coaching.

Speakers:

Matthias Bischoff is Head of 'Praxismittelschule' - Lower Secondary School for Pre-service Classroom Teaching (Austria). His teaching at University College of Teacher Education focuses coaching and he also works as a tutor of teacher trainees. In addition, he teaches in the university course for leisure time pedagogy, in which his focus is on mobile learning and sport in heterogeneous groups as well as psychomotor development support.

Sabine Jaki is Head of 'Praxisvolksschule' - Primary School for Pre-service Classroom Teaching (Austria). Due to her training as a Psychosocial Consultant, parents' educator and educational consultant and systemic exhibitor, her teaching at University College of Teacher Education focuses professional self-management and coaching. She teaches in the mentoring program with focus on communication and supports schools in their staff development as a school development consultant.

Building Multidimensional Teacher Competencies Through Guided Tuition (Red Space)

In this workshop the participants will get the chance to explore their thoughts and identities as educators as well as get to share their ideas of developing these practices further. Through this practical experience we will present a model for guided tuition we use in Rauma Teacher Training School as an integral part of our Teaching practices. Guided tuition is just one of the building blocks for lifelong growth into teacher competences that we use during the teaching practices. During the workshop we will give the participants a quick outline to all of the building blocks we use as well as our teaching practices in general. We will also give you an oversight to Multidimensional adapted process model of teaching (MAP) – a model that has been developed together with local and international researchers, teachers, student teachers, teacher educators, training school teachers and head teachers. The model has also formed the national foundation for teacher selection in Finland.

Speakers:

Hilppa Jankama is a teacher and vice principal in Rauma Teacher Training School in University of Turku (Finland). She is currently in charge of coordinating and developing teaching practices for class teacher education and teaches 6th grade. Jankama finished her MEd in University of Jyväskylä Juliet programme and has been working as a class teacher and special needs educator since 2003. Her main interests in all her educational roles are student agency and self-determined motivation.

Jenna Lonka is a teacher (class, drama and ICT) and research coordinator in Rauma Teacher Training School in University of Turku (Finland). She finished her MEd in University of Turku and has studied drama at the Open University of the University of Jyväskylä. Lonka has been working as a class teacher since 2015. Her main interests are using drama, theatre and ICT as a tool in teaching and learning.

16:00 Panel Discussion: Looking back and looking forward

Speakers:

Elizabeth Morley is the Chair of the International Committee of the International Association of Laboratory Schools (IALS). She is also principal emerita of the Dr. Eric Jackman Institute of Child Study Laboratory School at the University of Toronto, has served as IALS President, and as a visiting scholar at Kobe Shinwa University in Japan.

Jana Chochofatá transferred to the Department of English Language and Literature, Faculty of Education, Masaryk University, Brno after ten years of teaching at a secondary grammar school. As a teacher trainer, she specializes in methodology of English language teaching and in her research focuses on the concept of pedagogical content knowledge and reflective teaching practice in teacher education.

Where can I find help?

In case you have any questions or concerns during the conference, you can always get in touch with the organising team. They will be happy to help!

All of the organising team members as well as members of Laborschule will be wearing a name tags labelled with a sunflower:



If you have any questions before the conference, you can always get in touch via email.

Email: labschoolseurope@uni-bielefeld.de

Covid-Test-Centers

At the venue, all restrictions were released due to the low incidence in Bielefeld. Please take care of yourself and others at the conference. If you want to, you can book a test at one of the following test centres that are close to the conference venue:

- At Bielefeld University: <https://uni-bi.testzentren-deutschland.de/en>
- At Bültmannshof: <https://teststation-bueltmannshof.probatix.de/en/pick-slot/21cb5a10-a7f3-46be-946d-d090694c19b2?selectedLocation=2d8dbdcc-0ce1-11ed-9bfc-960001280c2e>
- In the centre: <https://loom.testzentren-deutschland.de/en/buchung>

We will inform you as soon as there are any changes regarding the Covid restrictions.

Conference Team

Conference convenors and project lead LabSchoolsEurope

Christian Timo Zenke, Laborschule Bielefeld Research Unit, Bielefeld University
Benedict Kurz, Laborschule Bielefeld Research Unit, Bielefeld University
Annette Textor, Laborschule Bielefeld Research Unit, Bielefeld University

In collaboration with

International Association of Laboratory Schools (IALS)
Verbund Universitäts- und Versuchsschulen (VUVS)

Organising Team

Christian Timo Zenke, Laborschule Bielefeld Research Unit, Bielefeld University
Benedict Kurz, Laborschule Bielefeld Research Unit, Bielefeld University
Kirsten Beadle, Laborschule Bielefeld
Jan-Wilhelm Dieckmann, Laborschule Bielefeld
Cornelia Hofmann, Laborschule Bielefeld
Alexander Matthias, Laborschule Bielefeld
Katharina Kemper, University Bielefeld
Christine Drah, University Bielefeld

Conference Committee

Christian Timo Zenke, Laborschule Bielefeld Research Unit, Bielefeld University
Benedict Kurz, Laborschule Bielefeld Research Unit, Bielefeld University
James Biddulph, Headteacher of The University of Cambridge Primary School
Gabriele Kuhlhanek-Wehlend, University College of Teacher Education Vienna
Jana Chocolatá, Masaryk University Brno
Pascale Haag, École des Hautes Études en Sciences Sociales Paris
Harald Knecht, University College of Teacher Education Vienna

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The conference team would like to thank everyone who has participated in organising the conference, thus contributing to making it a success.