

Researching Schools

Bridging Research and Practice at Laboratory and University Schools



**International Conference, 8 – 9 September 2022,
Bielefeld University (Germany)**

Posters from the poster café

A. Sophie Rogers School for Early Learning

Laura Justice, Executive Director, EHE Distinguished Professor



THE OHIO STATE
UNIVERSITY

HISTORY

- The A. Sophie Rogers (ASR) School for Early Learning was founded in **1925** on The Ohio State University's campus in Campbell Hall; it is one of the oldest 'lab schools' in the United States.
- It initially served 12 children between the ages of 2 and 6 years, largely the children of faculty.
- In 2007, ASR moved off-campus to the 26,000 square foot Schoenbaum Family Center, co-located with a local, public elementary school.
- The ASR mission evolved to focus specifically on serving children in the Weinland Park neighborhood, a lower-income community near campus, within a mixed-income model ensuring the socioeconomic, racial, and ethnic diversity of children and families served.
- The Schoenbaum Family Center integrates research, practice, and policy under one roof; housed inside are the ASR School, the OSU Early Head Start Partnership Program, and the Crane Center for Early Childhood Research and Policy



STRUCTURE

- Serve 100 children from 6 weeks to 5 years of age
- Open year-round 7:30AM to 5:30PM to serve working families
- On-site kitchen/cafeteria, art room, library, garden, outdoor playground, indoor large motor room

FUNDING MODEL: MIXED INCOME

- **Publicly Funded Child Care (PFCC):** Families $\leq 125\%$ of federal poverty guidelines and who have a qualifying activity (working, job training, school) (federal, $\sim 100\%$ subsidy)
- **Early Head Start:** Families live in target neighborhood, receive PFCC, and child is 0-3 years of age (federal, $\sim 100\%$)
- **Columbus City Schools:** Families live in local school district, are $\leq 200\%$ of federal poverty guidelines, and child is 3 or 4 years of age (local, $\sim 100\%$ subsidy for 10 families, 66% for 10 families)
- **Ohio Department of Education:** Families live in local school district, are $\leq 200\%$ of federal poverty guidelines, and child is 4 years of age (state, $\sim 33\%$)
- **Early Start Columbus:** Families live in city, are $\leq 200\%$ of federal poverty guidelines, and child is 4 years of age (local, $\sim 100\%$)
- **CCAMPIS:** Single full-time college student parent with child, meet income criteria (federal, $\sim 100\%$)
- **TUITION:** Any family not meeting above criteria, sliding scale based on income
 - Infant/Toddler: \$1,180 to \$1,427 monthly
 - Preschool: \$1,005 to 1,260 monthly

STAFF

- Leadership: 1 Principal, 1 Assistant Principal
- Teaching: 1 Team Lead, 1-2 Teachers per classroom
- Ancillary: Chef, Aides, Building Manager, Operations Specialist, Engagement Specialist Speech Therapist
- Interns: Teacher ed, social work, counseling, speech therapy

VISION

- To be a driving force in improving children's well-being through research, practice, and policy

BRIDGING RESEARCH AND PRACTICE

1. Co-location

- ASR School is co-located in the same building as Crane Center for Early Childhood Research & Policy (Crane Center)
- Teachers and researchers frequently convene in common areas and participate in shared activities (e.g., all-team meeting)

2. Co-host major events

- ASR and Crane Center co-host major events, including annual Symposium on Children and Distinguished Lecture

3. Develop and offer professional development.

- ASR and Crane Center co-develop and offer numerous professional development offerings, both virtual and live (e.g., Read It Again)
- ASR serves as Model Demonstration Site with support from research team

4. Collaborate on dissemination products:

- ASR teachers and Crane Center researchers with aligned interests supported to generate products (e.g., magnets, briefs, presentations)

5. Test bed for research activity:

- ASR teachers often pilot new curricula or research tools
- ASR teachers often provide feedback on recruitment, questionnaires, and other research practices

6. Integrated website and annual reports:

- Identify conveyed on web-site and annual Impact Report heavily emphasizes the importance of 'research-and-practice' collaborations

FOR MORE INFORMATION:

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earlychildhood.ehe.osu.edu

In the making... Aachener Universitätsschule e.V.

Starting point and goals

Peace and freedom are achievements that are not constant. The social reality makes it necessary that sustainable development, the development of potential and the commitment to common well-being must be understood as profound development tasks. The Aachen University School is looking for ways in which schools and teacher training can accomplish and also prepare young people for this challenge. The Aachen University School aligns to participatory exploration of the new as the principle of individual and organisational learning. The aim of the University School is to explore on the levels of personal, social and organisational life how education for sustainable development, well-being and the development of potential can be integrated as focal points in the everyday life of school and teacher training education.

"Big Picture"

The Aachen University School discovers new educational spaces for schools and teacher training.



Education for sustainable development

Unfolding potential

Well-being

We develop solutions on how responsibility for Sustainable Global Goals can be lived in schools and teacher training.

We develop concepts on how pupils, teachers and student teachers can learn to develop their individual potentials. We believe that you cannot professionalize people for the teaching profession without including their personalities.

In schools and teacher education, we cultivate what our society needs more than ever: Empathy, appreciation and a commitment to the well-being of all. The university school annually implements the SCHOOL HAPPINESS INDEX.

Fields of action

1

Innovation development

How could schools and teacher education develop further if education for sustainable development, potential development and commitment to well-being are comprehensively realised? Promotion and coordination of test, pilot and focus projects; use of the SCHOOL HAPPINESS INDEX.

2

Professionalisation

The university school is already breaking new didactic ground. Now it is a matter of creating spaces for teachers to process innovating and transforming internally and thus develop school further. University school and teacher training are testing such approaches in the sense of cooperative practice research, how people can ensure trust and security in themselves and in their organisation, and also to what extent transformation processes need to be adapted.

3

Training School

The university school accepts a higher number of students in the context of internships. Seminars and lessons can be designed collaboratively. Aachen student teachers can be employed as assistant teachers at the Aachen University School. Forms of cooperative teacher training based on the Finnish model are conceivable.

4

Educational Research

The Institute of Educational Science focuses on action research with school- and education-related questions. The University School promotes coordinated pilot and priority projects in which science and practice conduct joint research.

5

Participation, Public Relations & Hospitation

The Aachen University School e.V. offers a variety of formats for participation and public relations in order to not only communicate its results, but to be able to develop them further in dialogue: Publications, podcast, social media, congresses, living labs, workshops, excursion offers, teacher training, etc.. We want to be open to other schools and institutions. And we also want pupils, parents and student teachers to be actively involved in the submission and design of projects.

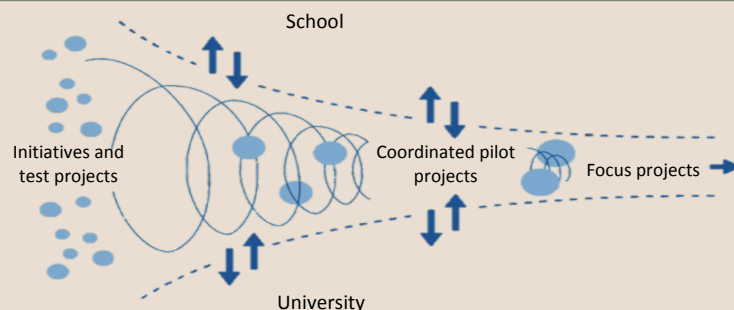
Actors

Vierte Aachener Gesamtschule & Institut für Erziehungswissenschaft der RWTH Aachen University:

80 Teachers
20 scientists
600 pupils
3000 student teachers

Current projects

1. learning expedition (LEX)
2. SCHOOL HAPPINESS INDEX
3. process support emotional education for teachers
4. social, emotional and ethical learning (SEE Learning ©)



In line with the ERS project funding of the RWTH, <https://www.rwth-aachen.de/go/id/vuc>



We discover new educational spaces!



Falk Laboratory School, University of Pittsburgh

Jill Sarada, Director & Katrina Bartow Jacobs, Research Coordinator



Introduction

Fanny Edel Falk Laboratory School is a K-8 tuition-based campus laboratory school affiliated with the School of Education at the University of Pittsburgh. Since 1931, Falk has provided a learning environment that is grounded in community, diversity, progressive and experiential education, and focused, meaningful engagement between students and teachers.

Our foundation in progressive education principles fosters a child-centered approach to learning that focuses on the social, emotional, and academic needs of each individual. At Falk, we also emphasize collaboration, intrinsic motivation, and active learning. Instruction revolves around an inquiry-based model that requires children to reflect upon and take ownership of their own learning. As a community, we are also guided by the thoughts and intentions found within the faculty-created booklet, *Wishes for Our Children*.

Our core curriculum is enhanced with daily Spanish classes along with weekly classes in art, music, physical education, Yoga and mindfulness, information literacy, and maker activities featuring traditional and innovative technologies. Extracurricular activities include music lessons, chess, robotics, and yearbook. Sports include basketball, cross country, soccer, and tennis. Informed by consideration for the academic, social, and emotional needs of different age groups, Falk students experience a variety of classroom structures as they move through the grade levels. Kindergarten classrooms are self-contained; first and second grade classrooms are self-contained with looping; third grade is self-contained; fourth and fifth grade classrooms are looping; and sixth, seventh, and eighth grade classrooms are fully departmental with looping.

Our status as a laboratory school means that we work toward the development of new and innovative practices in education. Each year we support the preparation of more than 20 intern teachers, student teachers, and practicum students. We also welcome researchers into our school to investigate questions of practice, developing theory that will guide current and future educators. Most importantly, we educate enrolled children using the best-established principles of education and an approach that emphasizes self-reflection, questioning our own practices, and continual improvement. Our facilities include a green design wing that houses classrooms, an art studio, WonderLab, science lab, outdoor terraces, and a state-of-the-art library with curated spaces for all children.



Core Philosophy/Mission

"Wishes for Our Children"

- This document highlights how we perceive our vision of holistic and progressive education being enacted and embodied in the day-to-day work of our school community. The focus is deliberately on what we hope for our children both during their time at Falk, and when they move on to new schools and experiences in their lives
- The 21 wishes include statements such as:
 - "We want our children to grow in the experience of doing for others"
 - "We want our children to experience the satisfaction of working with their hands"
 - "We want our children to have a growing and deepening intellectual interest in at least one curricular area"
- As a school that believes in the deep knowledge and expertise of individual teachers, as well as adapting to the unique needs of learners both individually and collectively, these wishes guide our work as a collective.

Teacher Preparation

- One aspect of Falk's core mission is to support the mentorship and development of early career teachers who are being certified at the University of Pittsburgh and other area universities.
- Almost all classroom teachers work with at least one student teacher (or "intern") each academic year.
- Falk also hosts students who are earlier in their education program – these students might just do observations at the school or do a small lesson as part of one of their university courses.

Research at Falk School

- This is an area where we are really growing and deepening at this time. As a laboratory school, we believe that Falk has the potential to serve as a model of collaborative, equity-oriented research that focuses on teachers and students as co-constructors of knowledge, alongside university research faculty.
- The development of our new role of "research coordinator" (now in its second year) is one way that we are trying to put structures in place that support teacher-directed research, as well as supporting and expanding the projects that university faculty bring to Falk as a partner.

Falk at a Glance

- Kindergarten – 8th grade (ages 5-14)
- Located in Pittsburgh, Pennsylvania
- Tuition-Based School, with 17% of families receiving financial aid
- 35% of our families identify as being of color
- Over 9 home/heritage languages (languages other than English) are spoken by our students' families
 - Spanish
 - German
 - Italian
 - Portuguese
 - Russian
 - Serbian
 - Mandarin
 - Japanese
 - Hebrew
 - French
- Nearly half of the families are associated with either University of Pittsburgh or another university in the Pittsburgh area (Carlow, Carnegie Mellon, Duquesne)
- Families represent over 40 neighborhoods both in Pittsburgh and in the surrounding communities



Research Examples at Falk

Engineering@Falk

- Collaboration between the School of Engineering, The School of Education, and Falk 5th grade (ages 10-11) teachers
- Focused on helping children understand the field of engineering, breaking down perceived barriers for girls and students of color by collaborating with Engineering students with diverse backgrounds, and helping students understand fundamental science and design principles related to friction.



Understand Children's Emotions/Memories of Covid-Era School

- Collaboration between Katrina, the K-5 counselor, and the k-5 art teacher
- Goal was to ask children to highlight in art a memory of school from past two years – see how and when they represent Covid or Covid-related health protocols.



Collaboration of school practice and school research – An example of Documentary Evaluation Research

Melanie Schubsky, Matthias Martens, Carmen Bietz, Barbara Asbrand

Helene-Lange-Schule: Introduction

Helene-Lange-Schule is a comprehensive secondary school (IGS) in Wiesbaden, Hesse, Germany. The school contains the grades 5-10 (age groups 10-16). All classes from grade 5 to 10 form a social unit, which means that the students remain in their original class context for every subject. The principle of internal differentiation characterizes the lessons: students are individually supported in class according to their talents and abilities. Furthermore, project learning is a basic pedagogical aspect (12-18 weeks per year).

Helene-Lange-Schule is one of four „Versuchsschulen“ of the federal state. „Versuchsschulen“ can be understood as long-lasting school trials. Corresponding to the Hessian School Law (HSchG § 14) this obligates the school to develop and keep record of pedagogical concepts which must be made accessible to other schools. This can be achieved by advanced trainings, publications and extensive possibilities of visiting and observing everyday school life. The Hessian ministry of education renews the edict of being a „Versuchsschule“ regularly. This leads to changing main foci on the development work which are discussed and enhanced in annual revision conversations between the school and the ministry.



„Zeugnisgespräche“ as an alternative form of feedback

In years 5 and 6 students do not receive grades. Therefore, „Zeugnisgespräche“ are used as an alternative for school reports. „Zeugnisgespräche“ are held with the class teacher, the students and their parents every term. This should allow for learning dialogs, individual counselling and support from the very beginning. Competence grids which indicate the student's factual skills were designed for every subject in grades 5 and 6 with the intention to benefit these conversations:

- students and parents receive feedback regarding the student's factual skills
- the feedback regarding the student's performance becomes more transparent

The competence grids are used in the lessons as well as in the conversations. The research project investigates and evaluates the added value of the competence grids.

Documentary Evaluation Research

Collected data are analysed with the Documentary Method (Bohnsack 2014). The collaboration with the practitioners is based on the concept of Documentary Evaluation Research (Bohnsack 2006; Lamprecht 2012). This allows us to identify the practitioners' implicit existing knowledge and to provide this sort of reflective knowledge for problems existing in schools.

Principles of Reconstructive Evaluation Research:

The evaluation meets the basic research standards regarding methodological and methodical aspects. Reconstructions are methodically based on the practices of everyday school life. Researchers take another perspective on these actions than the practitioners themselves (*“second order observation”*). But researchers do not know “better” than the practitioners (*“exclusion of validity”*) - there is no evaluation of the researched practice. Rather, the aim is to reconstruct the certain way the practitioners produce knowledge in their actions. Conclusions are discussed by researchers and practitioners together.

Results

Analysis of the group discussions 2012:

Our analyses show that students rate „Zeugnisgespräche“ more positive than receiving numeric grades they know from primary school. They integrate the oral feedback into their routines of performance evaluation. Often they experience the feedback to be more related to the ways they behave in lessons than to their factual learning. They see a way to improve their performance by adapting to the teacher's expectations regarding their behaviour.

Analysis of the group discussions 2019:

The competence grids fulfil their intention – the students experience those as a concrete and transparent feedback regarding their factual performances. The experiences are based on the known logic of performance evaluation in school. The students compare the oral feedback with the numeric grades they know from primary school. The students describe themselves as capable learners in the conversations with their class teacher and parents. They present themselves as being ready to perform. This can be reconstructed in their narrations of their successful test results as well as their extracurricular successes.

Due to the Covid-19 pandemic, more recently collected data are analyzed at the moment.

Connection between research and practise

Mutual benefits



The task of the scientists is to research, collect and analyze data as well as to present the results. The teachers and school management accompany the school development. The collaboration is lasting for more than ten years. In this period of time, it was possible to evolve a mutual practice which can be described as a „win-win-situation“ for both sides. The mutual benefits consist in

- the open field access for empirical (school) studies for the researchers
- the feedback in form of reflective knowledge that is generated in the research projects

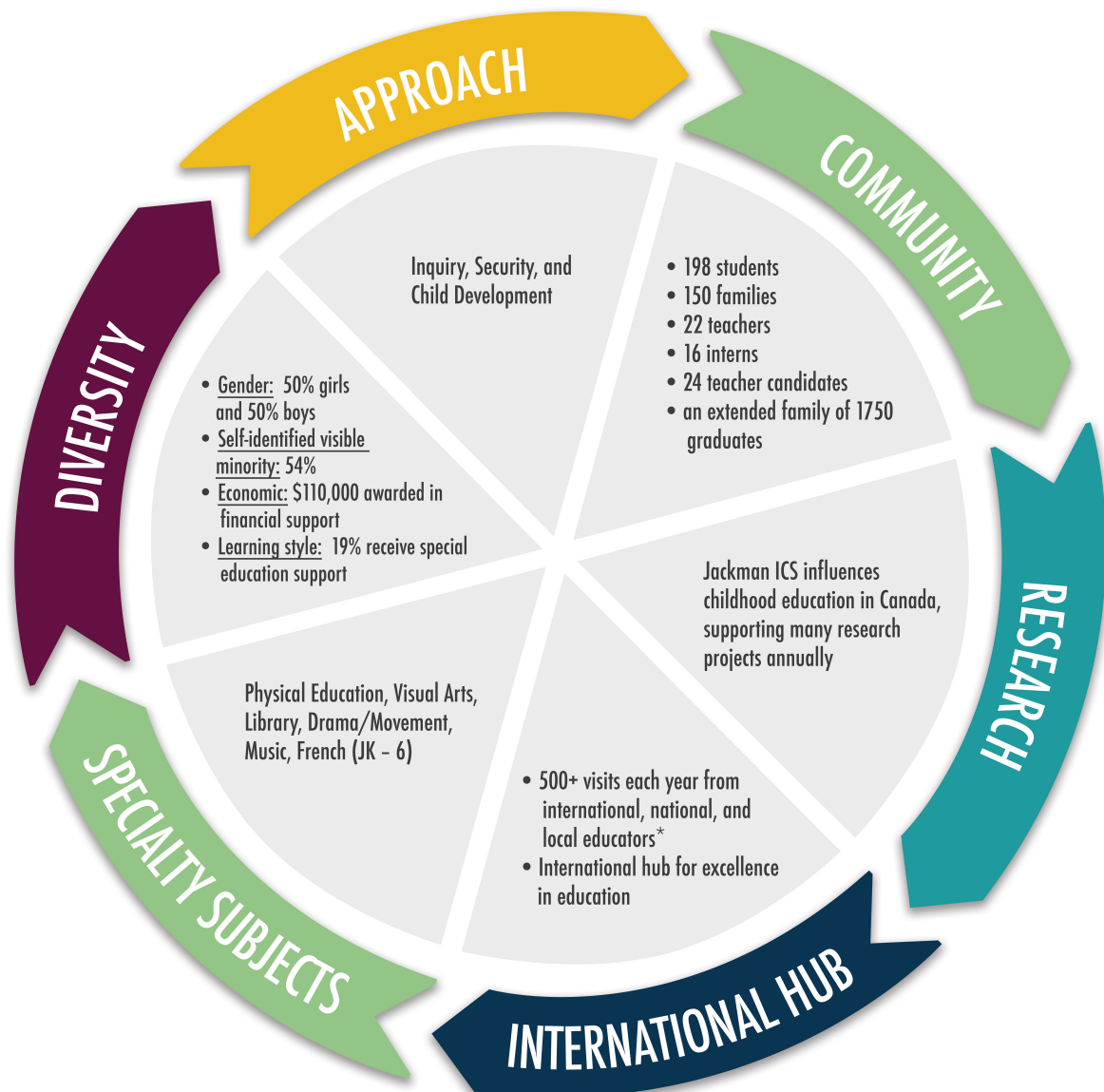
References

Bohnsack, R. (2006). Qualitative Evaluation und Handlungspraxis – Grundlagen dokumentarischer Evaluationsforschung. In U. Flick (Hrsg.), *Qualitative Evaluationsforschung. Konzepte, Methoden, Umsetzungen* (S. 135-155). Reinbek bei Hamburg: Rowohlt.
Bohnsack, R. (2014). *Rekonstruktive Sozialforschung. Einführung in qualitative Methoden*. 9. überarb. und erweiterte Aufl. Opladen: Barbara Budrich.
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JACKMAN ICS LAB SCHOOL AT A GLANCE

The Dr. Eric Jackman Institute of Child Study is Canada's unique university-based award-winning laboratory school for children aged 3 to 12.

Our mission is excellence in childhood education, teacher education, and research in an intentionally diverse environment.



*Since 2001, we have welcome visitors from Australia, Brazil, Canada (British Columbia, Manitoba, Nova Scotia, Ontario, PEI, Québec, Saskatchewan), Chile, Czech Republic, China, Denmark, Dominican Republic, France, Hong Kong, Iceland, Jamaica, Japan, Kenya, Netherlands, New Zealand, Norway, Paraguay, Singapore, South Korea, UK (England, Scotland), USA.

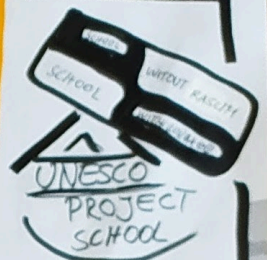


Dr. Eric Jackman Institute of Child Study
UNIVERSITY OF TORONTO

Poster designed by Becky Stewart

LIVING WITH DIFFERENCES

LABORSCHULE



INCLUSION



laboratory school

660 pupils

STATE RUN SCHOOL

SCHOOL TIMES
8:30-15:00

TEAM leadership

"PREPARE THEM FOR THE WORLD..."

FOUNDED IN 1974

TRANSDISCIPLINARY
COLLABORATION
EXPERIMENTATION
TRANSFORMATIVITY

HARTMUT VON HENTIG
FOUNDER

MULTI-PROFESSIONAL
100 MEMBERS OF STAFF

OPEN PLAN ARCHITECTURE

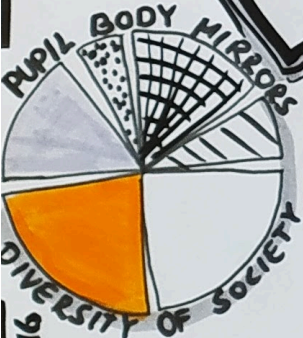
COOPERATION with BIELEFELD UNIVERSITY

"SCHOOL AS A PLACE TO GROW UP"

WE LEARN ABOUT DEMOCRACY

NO GRADES UNTIL YEAR 9

THE FOUR KEY STAGES



INDIVIDUALISED LEARNING IN ALL 4 STAGES

- | 1 YEARS | 2 YEARS | 3 YEARS | 4 YEARS |
|---|--|--|--|
| 0,1,2 | 3,4,5 | 5,6,7 | 8,9,10 |
| <ul style="list-style-type: none">• INTEGRATED PRESCHOOL• LIVING + LEARNING THROUGHOUT THE DAY | <ul style="list-style-type: none">- PROJECTS- CONNECTION BETWEEN PRIMARY AND SECONDARY KEY STAGES | <ul style="list-style-type: none">• CLASS TRIPS• FIELDS OF LEARNING | <ul style="list-style-type: none">- WORK EXPERIENCE- INDIVIDUAL QUALIFICATION PROFILE- COURSES |

MIXED AGE GROUPS

By Kirsten Beards

labyrinth

laboratory school Brno

www.labyrinthschool.cz

TYPE: **PRIMARY SCHOOL**
IN OPERATION: **SINCE 2016**
NUMBER OF PUPILS: **320**



"I will find my path in the world"

SCHOOL AS A CENTRE OF:

DEMOCRATICAL PRACTICE

LIFE-LONG LEARNING ART COMMUNITY LIFE INNOVATION

We appreciate that in order to achieve its aims, the school must have a **shared vision**. For this reason, we strive to establish partnerships and cooperation, not only among and between those who are intrinsic parts of the school, i.e. pupils and teachers, but also with integral parts of **the school community (its educational ecosystem)**, most notably parents, but other partners too. By their experience, philosophies and specific activities, these people bring their 'know-how' to the school. Their interconnectedness and teamwork result in important support for fulfilment of the school's vision.



DEMOCRATIC SCHOOL CULTURE AND WELLBEING

LEARNING

- **INTEGRATED THEME-BASED TEACHING**
 - learning in context
 - research-based learning
 - cooperative learning – activity centres
- **INDIVIDUAL AND DIFFERENTIATED LEARNING**
 - monthly plans
 - setting of goals in terms of development
 - support and rainbow lessons
- **IN-SCHOOL COUNSELLING SERVICE**
 - prevention of failure at school
- **FORMATIVE APPROACH**
 - continuous feedback
 - self-reflection
 - self-evaluation
 - peer assessment
- **VERBAL ASSESSMENT**
 - within the monthly plan
 - within the mid-year
 - within the end-of-year reports

CULTURE AND ENVIRONMENT

The **SCHOOL VISION** is a shared vision. All actors (children, teachers, parents, the wider community) are aware of the vision's content and participate in its fulfilment by their activities.

SCHOOL VALUES: respect, consideration, exceptionality, morality, responsibility, resistance, harmony.

These are reflected in specific attitudes represented by the school and activities it conducts (e.g. Kindness Day, Fair-trade Breakfast).

SCHOOL AND CLASSROOM CLIMATE:

- support for wellbeing in the classroom
- emphasis on educational environment (flexible furniture, relaxation corners, regular discussions and sharing circles, art in school)

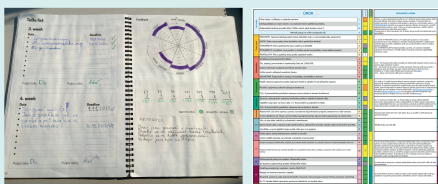
High-quality school environment and surroundings
Promotion of a healthy lifestyle

PARTNERSHIP AND COOPERATION

- Labyrinth is in partnership with Masaryk University and as such part of a network of university-affiliated schools.
- Labyrinth member of Labschools Europe network a European association of laboratory schools.
- Member of FUTURE CLASSROOM LAB NETWORK OF INNOVATIVE LEARNING LABS AND SPACES.
- Labyrinth is part of the IALS.
- Projects with partners:
 - Erasmus+
 - School as gallery, gallery as school
 - Labyrinth Space Academy
- In-school teacher-teacher cooperation
 - annual meetings
 - competency teams
- Teacher-pupil cooperation (e.g. YouTube channel)
- Parents' Association (partnership with parents)
- School Council, in which pupils are directly involved

FROM SCHOOL LIFE

LABook



One of the key tools used to give continuous feedback at Labyrinth School is the school diary, called the LABook.

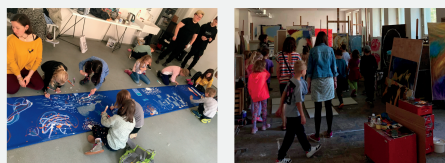
Designed by a team of our teachers, the LABook's structure and form serves to meet pupils' needs by giving them the opportunity to develop time-management and self-assessment.

Parents are consistently up to date with their children's progress and results, and have the opportunity to work on these together at home. Pupils also contributed to the LABook's development.

The LABook contains:

- monthly calendars
- to-do lists
- monthly plans with aims
- blank pages for giving feedback (e.g. mind maps or balance circles)

LAB ART



In the Labyrinth, we perceive art as an integral part of life, reflecting values of free expression and respect for cultural diversity. We present art as a part of culture, reflecting cultural heritage, history, science or philosophy. In a narrower context, we can talk about it as part of one's own identity.

- look at things differently
- interdisciplinarity (STEAM)
- support abstract thinking, creativity and improvisation in learning and in life
- development of pupils' personality based on understanding of one's own uniqueness
- emphasizing the process itself and experimenting
- social involvement

SCHOOL AS A GALLERY, GALLERY AS A SCHOOL

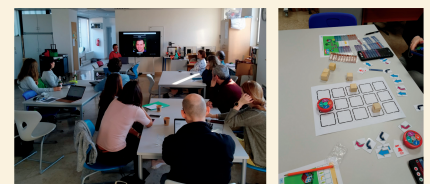
The aim is to make "live" art accessible to pupils, parents and wide community. We give children an opportunity to participate actively and be engaged.

- public exhibitions in school organized by students
- workshops with artists for children and public

SCHOOL IS DANCING (WITH SE.S.TA)

The unique methodology uses "moving body" as a tool of learning and education. Children get to know mathematics, physics or grammar through movement and their own creativity.

DIGI LAB



- Continuous further education of teachers a natural component of our system of education.
- Creation of a learner-centred educational environment in which digital technologies are applied in active teaching.
- We promote meaningful use of digital technologies as teaching aids in other subjects.
- Space for teachers to share, learn and inspire each other teachers, not least through regular conferences.

...

In last 3 years **37 workshops** for teachers were held, attracting over **700 participants**.

16 online events with over **400 participants** provided during lockdowns for the Covid-19.

There are 9 regional centres for digital technologies and 1 virtual DIGI centre.

SCIENCE LAB

In implementing a new school project – called ScienceLAB – we wished to exploit the fact that pupils more readily understand phenomena when these are explained by their peers.

Pupils video-recorded themselves performing various physics and chemistry experiments while they explained related natural phenomena and laws.

First Integrated Comprehensive School in Saxony: The Leipzig Model School (since 2021)



THE PRIORITIES

The Leipzig Model School is an inclusive and social space-oriented institution for general education. Education is the foundation of our society and of peaceful, democratic coexistence. The school is to become a fixed point of reference for the neighborhood that strengthens Grünau's culture and educational landscape, carries it to the outside world and connects it with cooperation partners from all over Leipzig. Well-Being is a top priority in the Leipzig Model School.



THE PEDAGOGICAL APPROACH

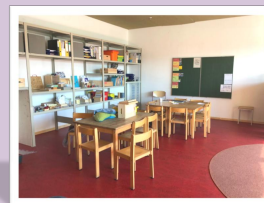
- Children learn in a self-determined way and help to develop the school
- A lively inclusive school community, where learning culture counts
- All-day school with inclusive after-school care
- Practical and project-based learning are put to the fore
- Focus on Music, Sports, Arts, and Culture



THE FACTS

The Leipzig Model School is a model project for the development of an innovative, future-oriented school along the lines of the action guideline for the city of Leipzig (INSEK) and the OECD guidelines for the school of the future.

It started in 2021 with 51 students from grade 1 to grade 6; situated in a district of increased social demand, in former office space in the local mall.



THE GOAL

We are planning a sustainable school that takes the psychological, cultural and educational scientific findings seriously and puts them into practice. In the next few years, the following facilities are to be realized step by step:

- Cross-generational MakerSpace for Grünau
- Day care center and integrative sports facilities
- Integrative canteen and cafeteria for the district
- Youth living communities
- District amenities such as club rooms, library, co-working spaces, community gardens



www.leipzigermodellschule.de



www.facebook.com/leipzigermodell



www.twitter.com/le_modellschule

LAB school
PARIS



LAB SCHOOL

Elementary, middle
and high school

A bilingual school
for the 21st century

1st to 8th grade



46 rue de Montreuil
75011 PARIS

9th to 12th grade



38 rue Parmentier
93100 MONTREUIL



Hybrid pedagogy based on research

Latest research in educational sciences and other fields such as psychology, sociology and neuroscience.



Socio-emotional skills

Developing creativity, critical thinking, collaboration, and empathy in our students. We guide students towards becoming enlightened, responsible, and autonomous citizens.



Bilingualism via mutual immersion

Simultaneous teaching of disciplines in two languages, French and English.



Co-teaching

Teaching teams function in pairs of French and English-speaking teachers. Each class has a ratio of 15 students to 1 teacher, maximum.

Praxisschulen (Schools for Pre-service Classroom Teaching) of the University College of Teacher Education Vienna



“Living at school together” -

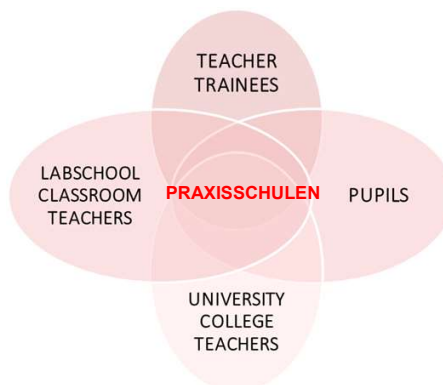
this is the **central guiding principle of the Praxisschulen** and applies to all those involved in school life.

Praxisvolksschule and Praxismittelschule consider themselves as "...**pedagogical centers for teaching and education** focusing on the individual promotion of the development of social competence, research- and evidence-based school and teaching development in the sense of 'good practice' examples for other schools, for the development, implementation and evaluation of future-oriented didactic-methodical models and concepts as well as teaching and learning formats, and as a permanent didactic research facility" (University College of Teacher Education Vienna 2019, p. 46).



Praxisvolksschule - Primary School for Pre-service Classroom Teaching

- ❖ ca. 200 pupils, ca. 20 teachers
- ❖ 9 classes: pre-school and grades 1-4
- ❖ 2 multi-level classes
- ❖ 83% children with GSL



Praxismittelschule - Lower Secondary School for Pre-service Classroom Teaching

- ❖ ca. 200 pupils, ca. 30 teachers
- ❖ 8 classes: grades 5-8
- ❖ 91% children with GSL

➤ Praxisschulen are model- and research schools

Collaboration including research, development and teaching with the University College of Teacher Education. Praxisschulen are the center of practical studies within the framework of pedagogical education and make the linking of theory and practice possible. Highly qualified pedagogues create an optimal learning environment for pupils, introduce teacher trainees to the field of work and profession together with University College lecturers, develop models of school and education based on findings from pedagogical research, and evaluate and investigate them with regard to their practical suitability together with lecturers at University College of Teacher Education.

➤ Praxisschulen are a place of democratic learning

Cooperation and being there for each other are fundamental aspects of the school community whereby the strengthening of the individual is focused on as well. In order to ensure that appreciation, responsibility, acceptance and inclusion is brought to life and that the Praxisschulen are a place of democratic learning, the necessary basic democratic competences such as moral awareness, judgement and opinion-forming are gradually initiated and trained with the pupils.



- ❖ Education, Training and Professional Development in conjunction with research - responsible for the education, advanced training and further professional development of teachers
- ❖ job-related research, e. g. in the areas of occupational research, teaching and learning research, pedagogy, subject didactics and school- and teaching development

Assembly – to develop democratic skills & guide and promote democratic processes



Once a month an Assembly takes place at the Praxisvolksschule. The assembly is for the entire school community, all students and all teachers gather in the gym. Teacher trainees of primary education join the assembly too, as part of their practical studies. Students can give their opinion on an agenda item and are actively involved in school processes. Current topics are discussed and worked on together, and there is also the opportunity to show all some presentations from the classes. The **students are actively involved** and **share responsibility** for jointly shaping the quality of life in the school.

*** Create a feeling of „us“** and acceptance of our diversity * Get a schoolwide **input of socio-emotional learning topics** * Strengthen social skills - listen to each other, waiting your turn, giving constructive feedback, developing tolerance, get the feeling of being heard and seen.

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The University Academy Laboratory Schools

Introduction

The UT Tyler University Academy (UTTUA) is a K-12 open enrollment university charter public school. The charter was approved by the State Board of Education in 2012. The UTTUA opened locations at each of the UT Tyler Campuses in the same year:

- University of Texas Tyler - Tyler
- University of Texas Tyler - Longview
- University of Texas Tyler - Palestine

Vision

The UT Tyler Innovation Academy seeks to be a national model for education innovation as a STEM Academy and Laboratory School.

Mission

The mission of the UT Tyler University Academy is to develop students who leave school STEM College and Career Ready. STEM College Ready indicates students are prepared to enroll in a STEM Major at a university.

STEM Academy

The UTTUA's guiding document is the Texas STEM (T-STEM) Academy Blueprint. It is our goal to serve as a demonstration site for districts seeking to develop STEM Schools. The UTTUA specializes in STEM Education and offers a STEM Endorsement with an Engineering focus, a Public Service Endorsement with a Biomedical focus and a Multidisciplinary Endorsement. All students are expected to graduate on the Distinguished Academic Plan and complete 15-42+ hours of university credit.

Texas Education Agency
2022 Accountability Ratings Overall Summary
UT TYLER UNIVERSITY ACADEMY (212804) - SMITH COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		97	A
Student Achievement		95	A
STAAR Performance	68	92	
College, Career and Military Readiness	100	100	
Graduation Rate	97.9	90	
School Progress		95	A
Academic Growth	82	93	A
Relative Performance (Eco Dis: 33.5%)	84	95	A
Closing the Gaps	100	100	A

Distinction Designations

✓ Postsecondary Readiness



Subject	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Growth 13-19
	Pre-Intervention		Post-Intervention (Pre-Pandemic)				Pandemic				
All Subjects	77	77	77	75	75	77	78	-	86	91	1
State Average	59	65	85	86	85	87	90	-	86	91	31
District Average	59	65	85	86	85	87	90	-	86	91	31
Mathematics	79	78	81	75	79	81	82	-	82	84	3
State Average	48	59	95	83	86	88	91	-	82	84	43
District Average	48	59	95	83	86	88	91	-	82	84	43
Science	82	78	78	79	79	80	81	-	91	96	-1
State Average	51	67	80	89	85	88	93	-	91	96	42
District Average	51	67	80	89	85	88	93	-	91	96	42
ELA/Reading	80	76	77	73	72	74	75	-	78	n/a	-5
State Average	75	74	90	87	86	87	92	-	82	92	17
District Average	75	74	90	87	86	87	92	-	82	92	17
Writing	83	72	72	69	67	66	68	-	78	n/a	5
State Average	48	53	80	79	78	79	75	-	78	n/a	27
District Average	48	53	80	79	78	79	75	-	78	n/a	27
Social Studies	NA	NA	78	77	77	78	81	-	91	98	3
State Average	NA	NA	68	84	81	90	95	-	91	98	27
District Average	NA	NA	68	84	81	90	95	-	91	98	27

Research Areas

- School Improvement (see table above)
- Social Emotional Learning
- STEM Education
- Learning Progressions
- Preservice Teacher Preparation
- Closing the Gaps
- Environmental Science
- Rural vs. Urban vs. Suburban Schools

UT Tyler

- Carnegie Research 2
- 10,000 Students
- Tyler, Longview, Palestine, Houston, and Online
- Colleges: Education & Psychology, Nursing, Engineering, Pharmacy, Arts & Sciences, Business, Medicine, Public Health

Laboratory School

The UTTUA serves as a laboratory school for the UT Tyler College of Education and Psychology. The goals of the lab school include:

- Conduct high-quality research on STEM teaching and learning.
- Develop innovations through research-based enhancements to current practice.
- Collaborate with researchers at other institutions, nationally and internationally.
- Strengthen teacher preparation and professional development by connecting the Laboratory School closely to preservice and inservice training.
- Disseminate research results. Over 200 Research projects to date.

Educator Preparation

UTTUA administrators and faculty work closely with UT Tyler Educator Preparation Programs.

The UT Tyler UTeach STEM teacher preparation program (MS/HS) is integrated into the academy. UTeach students complete their Project-Based Instruction coursework and complete significant clinical hours at the academy. In addition, students preparing to become elementary teachers, special educators, reading specialists, school administrators, and counselors may also be involved at the UTTUA.

NOTE: All UTTUA Teachers and Administrators can earn a Free Masters Degree in any related discipline and an EdD in School Improvement.

TURKU TEACHER TRAINING SCHOOL



ABOUT US

Turun normaalikoulu – *Norssi* – is the Teacher Training School of Turku University and the Faculty of Education where we have 840 pupils in grades 1 – 9 in basic education on the national and international side and 310 upper secondary school students in the national side and international IB section.

At present *Norssi* in Turku is the most international school in the whole of Finland with more than 40 nationalities represented.

Turku International School is an integrated part of Turun normaalikoulu operating mostly in the same building.



TEACHER EDUCATION

Turun normaalikoulu provides teacher training for class, subject and adult teacher trainees as part of their pedagogical studies.

We also arrange in-service training both in Finland and abroad in co-operation with the Faculty of Education.

RESEARCH, EXPERIMENT AND DEVELOPMENT WORK

Research, experiment and development work is an essential part of our teaching, guidance and in-service work based on science. The special fields of expertise is multi-culturalism, intercultural pedagogy, learning and teaching in a foreign language (CLIL), entrepreneurship and learning in ways related to it and the pedagogical use of computer and IT technology.

We work in close contact with the pedagogical and other faculties in Turku University as well as with the Finnish National Agency for Education and the Ministries of Education and Culture. We are an active participant in the research, experiment and development networks of Finnish university training schools *eNorssi*.

<https://sites.utu.fi/tnk/>

<https://enorssi.fi/>

Education Creates New Futures

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JYU. Since 1863.

UNIVERSITY OF JYVÄSKYLÄ, TEACHER TRAINING SCHOOL
www.jyu.fi

norssi.jyu.fi/info

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TEACHER TRAINING SCHOOL, UNIVERSITY OF JYVÄSKYLÄ

ABSTRACT

The Teacher Training School belongs to 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.

FINNISH EDUCATION SYSTEM

The Finnish education system consists of early childhood education and care (age 0-5), pre-primary education (age 6), nine-year basic education, upper secondary education and higher education. There are no dead ends in the Finnish education system.

FINNISH TEACHERS

Every teacher in Finland has a Master's degree as a minimum requirement. Teachers have many professional freedoms and opportunities to impact their work and the development of their work community. Teachers have the power to decide which teaching methods and learning materials they want to use. The Finnish system is based on trust in teachers and teacher education. There are no national evaluation or registration of teachers.

TEACHER EDUCATION IN FINLAND

Teacher training is organised at eight universities throughout Finland. There are 10 Teacher training schools, which belong to the universities' faculties of education. For example Jyväskylä Teacher training school belongs to the Faculty of Education and Psychology of the University of Jyväskylä. Training schools play a central role in the training of prospective teachers.

Teacher education is research-based and its goal is to educate critically thinking experts and pedagogues, whose practical know-how is based on the most recent research. All teacher education involves pedagogical studies and guided teaching practice.

The teacher Training School teachers have a double task: to teach pupils/students and to supervise the teacher trainees. There are organised support and training for teaching practice supervision. In addition, the Teacher Training School teachers carry out research, experimentation and development work.



Jyväskylä Teacher Training School,
lower and upper secondary school.

PRIMARY SCHOOL TEACHER TEACHING PRACTICE

There are four teaching practices totalling 27 credits during approximately five study years. The teaching practices are the link between theory and practice. The teacher trainees are also involved in research, experimentation and development projects that are carried out at the school.

SUBJECT TEACHER TEACHING PRACTICE

Most commonly, subject teacher training is arranged in two parts. First during the candidate studies, and second during the master studies phase. Trainees meet pupils during both phases, already in the first or second year of their studies. First part of the training focuses on single lessons and individual learners, as well as observation of small group phenomena. Supervising teachers guide students to perceive pupils through the lens of the educational science and subject pedagogics.

Second training period is mostly taken during the fourth or fifth year of studies. Scientific approach is deepened at this point, and the trainees work in tightly-knit groups. Also, co-operation between supervising teachers, researchers of pedagogics, and subject matter is emphasized, helping trainees to bring different approaches together. At this point trainees take more responsibility of learning, planning and evaluation. They plan a short research-based experiment at school, too.



University of Jyväskylä is the only university in Finland where physical education teachers are educated.
Picture: Jyväskylän yliopiston kuva-arkisto

RESEARCH AND DEVELOPMENT ACTIVITIES

The responsibilities of the Teacher Training School include research and development of the supervised teaching practice, learning and teaching. Teaching and teacher training are developed through research and experimentation. All teachers are involved in development. Our school is available for researchers and students for different types of data collecting. The school also has its own publication series.

EXAMPLES OF RESEARCH PROJECTS AT JYVÄSKYLÄ TEACHER TRAINING SCHOOL

Our school has participated in many different kinds of research and development projects, such as:

- FCLab (Future Classroom Lab Finland) - <https://fclab.fi/>
- Reading Nest (<https://finrainfo.fi/en/home-2/>)
- Reading School (<https://lukuliike.fi/lukevakoulu/>)
- StarT (<https://start.luma.fi/en/>)
- Finnish School on the move (<https://www.liikkuvakoulu.fi/english>)
- Developing Collaborative writing in pairs in years 1 and 2 at primary school. (Marja Hannula & Elina Törmä)
- Development of textual competence during the collaborative project in Year 1. (Susanne Roos)
- Let the data tell - Learning from sensor data. (Upper secondary school, Hannu Moilanen)
- Why are the upper secondary school studies of optional foreign languages still in decline in Finland? (Pirjo Pollari)
- Tandem-learning in supervised teaching practice. (Olli-Pekka Salo)
- DemoCrit: modelling deliberative-democratic dialogue and critical-reflective thinking through the practices of philosophical inquiry with children and young people. (Anna Veijola)

Welcome to the Teacher Training School of Jyväskylä!
The University of Jyväskylä has the longest tradition in Finnish-speaking teacher education, dating back to the 1860s. Today, the University as well as its Teacher Training School is a very popular teacher education provider in Finland.



More information: Pollari, Pirjo; Salo, Olli-Pekka; and Koski, Kirsti. (2018). In Teachers We Trust – the Finnish Way to Teach and Learn. I.e.: Inquiry in education: Vol. 10: Iss. 1, Article 4 <https://digitalcommons.nl.edu/ie/vol10/iss1/4>



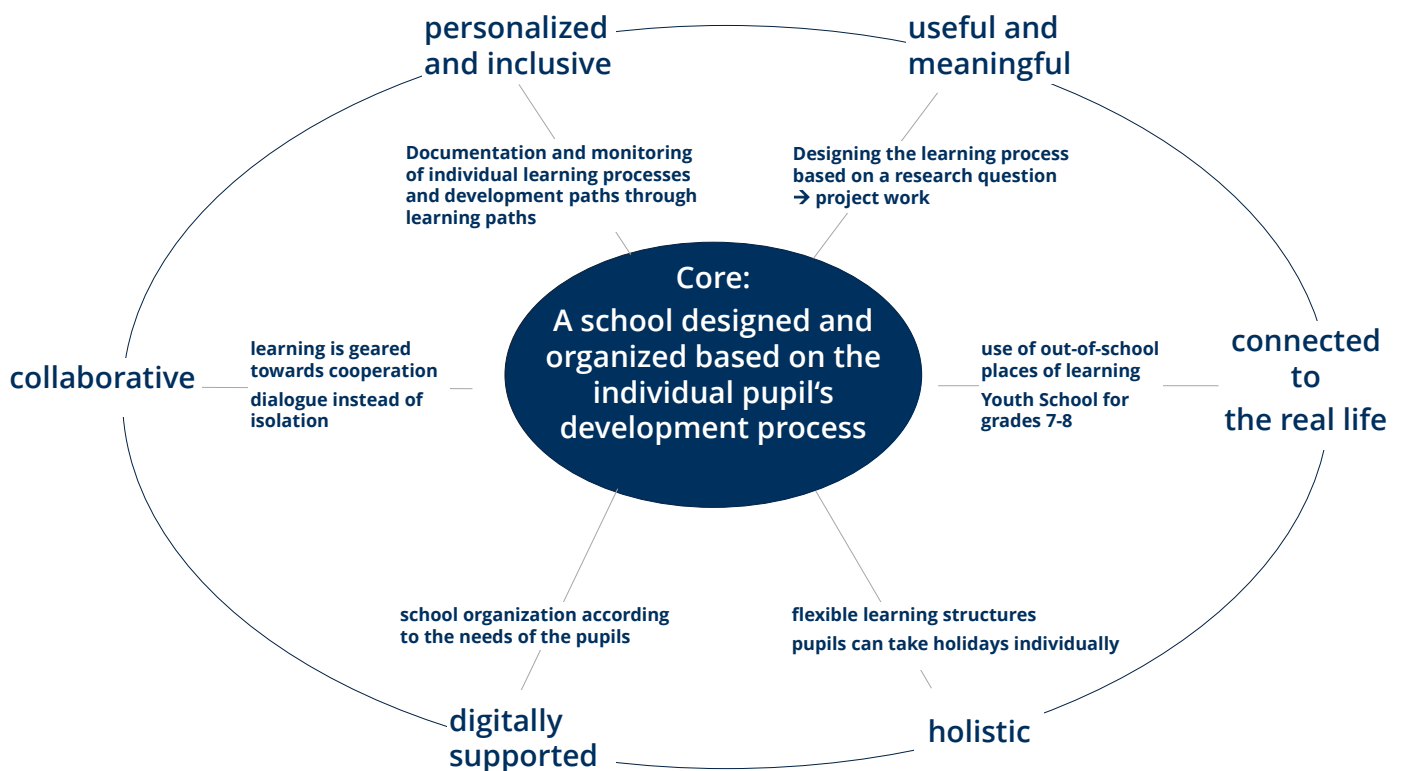
UNIVERSITY SCHOOL DRESDEN

Key data

- The school was approved by the Saxon State Ministry of Education as a 15-year school trial in accordance with §15 Saxon Education Act
- In 2019/20 the school started with 200 pupils
- Currently, around 600 pupils study at the university school from the 1st to the 8th grade
- As of this school year 2022/23, the University School is a "comprehensive school" (all qualifications are possible)
- In the year 2026/27, the school will extend up to grade 12
- Pupils from all over Dresden can attend the school (there are no tuition fees)



A real laboratory in which practice and science jointly shape and develop school
School - Teacher Training - Research



Research Literature:

Langner, A. & Heß, M. (2020): Die Universitätsschule Dresden - das Schulkonzept. In: M. Heinrich & G. Klewin (Hrsg.), Gründungsschrift Verbund Universitäts- und Versuchsschulen. WE_OS-Jahrbuch 2020.

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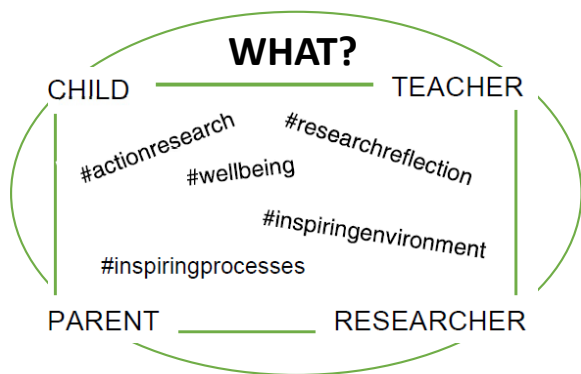
Langner, A. & Koerber, R. (in press): Projektarbeit als Instrument zur Optimierung schulorganisatorischer Strukturen. In: S. Weber, C. Fahrenwald & A. Schröder (Hrsg.), Jahrbuch Organisationspädagogik „Organisationen optimieren?“ Beiträge zum DGfE Kongress „Optimierung“, Springer VS.

Langner, A., Ritter, M. & Pesch, M. (2020): Das Reallabor Universitätsschule Dresden - Forschungsmethodische Grundlagen. PraxisForschungLehrer*innenBildung. Zeitschrift für Schul- und Professionsentwicklung.

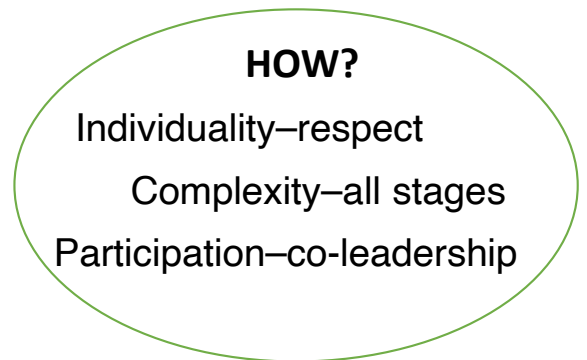
Lecturer: Dr. Matthias Ritter
Scientific director: Prof. Dr. Anke Langner
Principal: Maxi Heß

Information on the University School Dresden:
www.universitaetsschule.org

For information on the University School research project:
www.tu-dresden.de/gsw/unischule



unique
innovative
inspirational
collaborative
open



UNIVERSITY SCHOOL OSTRAVA

= a community of all those who are committed to the quality of the school life and contribute to it, grow with the school, share experiences and support each other



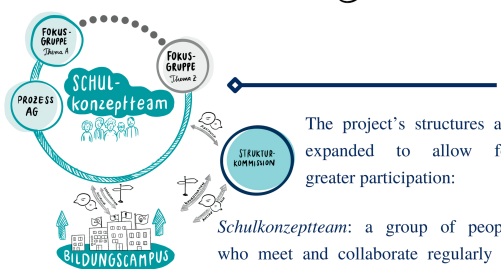
A LABORATORY SCHOOL FOR BRANDENBURG

The University of Potsdam is the only university in Brandenburg where teacher training is offered and thus carries a particular responsibility. More than 20 % of the student population are training to be teachers. Brandenburg does not have a lab school – yet. However, a group of about 100 people is currently working hard to make this school a reality. What steps have been taken so far and what are the plans for the future?

TRANSFER RIGHT FROM THE START

The idea to develop a **concept for a lab school** in Potsdam originated in 2018 as part of a **transfer project** funded by the German Ministry for Education and Research. These funds provided the infrastructure necessary to coordinate an interdisciplinary project that draws both on research and practise.

Contact with the city of Potsdam and the Education and Research Ministries in Brandenburg to discuss the development of a lab school



The project's structures are expanded to allow for greater participation:

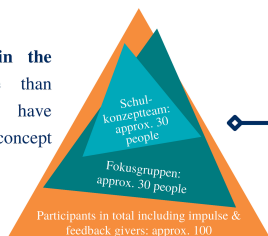
Schulkonzeptteam: a group of people who meet and collaborate regularly to write the concept and who take on **responsibility for the concept's content**

Fokusgruppen: small working groups who **write the various chapters** of the concept, *Prozess AG*: working group that **manages the participatory process** that enables the collaborative development of the concept, *Strukturkommission*: advises on **administrative and political steps** necessary for founding a lab school

A possible lab school is mentioned in the city's 2021-26 development plan for schools



Participation in the process: more than 100 people have worked on the concept so far



3 OPTIONS THAT CAN BE PURSUED

Start implementing ideas from the concept in a new elementary school (grade 1-6) that will open in 2024 (within the regular legal framework for schools in Brandenburg)

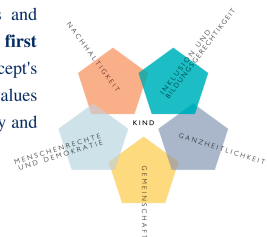


Close cooperation with an existing school (grade 7-13), testing of new pedagogical concepts that require the permission of the ministry of education



FOCUS ON EDUCATIONAL EQUITY & INCLUSION

An interdisciplinary and **multi-professional group** of scientists, students, teachers and school principals starts its work on a **first concept** for the school. The concept's guiding principle is based on core values such as educational equity, sustainability and community.



THE FIRST CONCEPT

A first concept for the school is finished as a result of a collaborative writing process of an 18-person team. The pedagogical and school-structural concept for the lab school Potsdam is complemented by a plan for a new administrative unit called **"Transferwerkstatt"** that serves as the connection between the school and the university and that develops formats that facilitate the multidirectional transfer of knowledge.



The first concept, available at:

FROM THE FIRST CONCEPT TO A SCHOOL CONCEPT

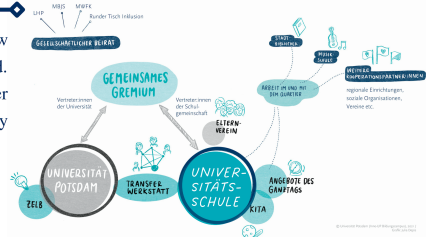
Monthly meetings to discuss the work are done in smaller groups (on average 28 participants)

Kick-off event for the **second phase of developing** the school concept: over the span of about 15 months 31 small working groups write the various chapters that will provide the concept's content. Sample topics: *democracy education, learning formats, rhythmization of the school day, innovative team and leadership structures, education for sustainable development, pedagogical architecture, knowledge transfer between the school, the university and the teacher-training program*



Video zur Schulkonzeptteamarbeit auf unterschiedlichen Perspektiven

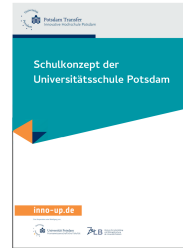
In one of the working groups, the idea of a new committee (**Gemeinsames Gremium**) emerged. In this committee, decisions regarding the transfer between university and school are made by representatives of both institutions.



Interviews with school principals to gain more insights into topics such as leadership, curricular trends and school development. The interviews are released as podcasts.



Publication of the concept and end of the government-funded project



More long-term: founding of an experimental lab school (grade 1-13) that would require an amendment to Brandenburg's legal framework for schools



our website



University Schools UC SYD

Dorthe Kingo & Dorthe Carlsen

UC SYD

University Schools UC SYD

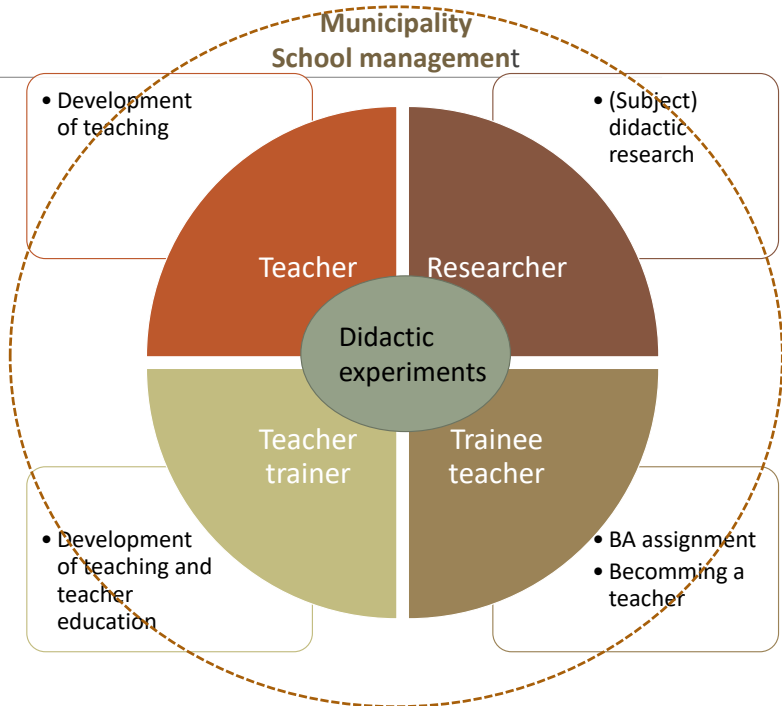
What is the University School?

- University School Aabenraa:
 - 18 schools, approx. 450 teachers and school leaders, approx. 125 students in the 1st and 2nd year of the teacher training course.
 - The collaboration is organized into 4 main activities:
 - Seminars
 - Diploma teaching (Investigation of pedagogical practice)
 - School visits (teachers visit each other's schools to learn from each other's best practices)
 - School course (students and teacher educators collaborate with teachers and schools)
- University School Classic:
 - 3 schools in 3 municipalities
 - approx. 20 teacher trainers
 - approx. 60 students in 3rd and 4th year
 - approx. 40 teachers
 - approx. 8 researchers



What do we do in practice?

The University School is organised as communities made up of trainee teachers, teachers, teacher trainers and researchers conducting research into subject didactics.



Research and development work (examples)

- Tasks in mathematics education
- Theory in physical education
- Oracy in mother tongue teaching (L1)



Udviklingsniveau	Indikator	Udviklingsniveau	Indikator	Udviklingsniveau	Indikator	Udviklingsniveau	Indikator
1	...	2	...	3	...	4	...
5	...	6	...	7	...	8	...
9	...	10	...	11	...	12	...

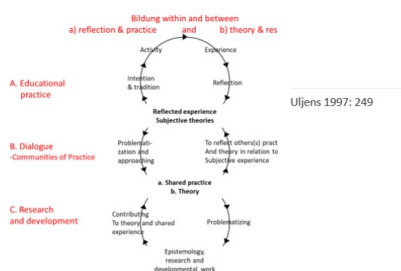


See more and contact:

www.universitetsskolen.dk

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Dorthe Carlsen, project manager for the University School at UC SYD, associate professor at UC SYD (dcars@ucsyd.dk)



2ND LABORATORY SCHOOL IN THE CZECH REPUBLIC, 1ST IN PRAGUE



WHAT DOES THE NAME MEAN?
recognition, becoming aware, getting to know, thinking and contemplating, thinking and learning
it is a gerund which describes a continuous cognitive and learning process

WHO ARE WE?

- private school
- founded in 2019
- currently 6 classes – 1st to 6th year;
nine-year school in the future



WHAT ARE OUR MAIN PRINCIPLES?

- cognitive approach to education
- social-emotional learning, well-being of pupils and teachers
- individuation and differentiation in the educational process, participatory learning
- life-long learning



WHAT ARE OUR PLANS?

- a nine-year school (elementary school and junior high school)
- school as a community centre, meeting point
- promotion of innovations and visions in the Czech educational system

WHY DO CZECH SCHOOLS NEED INNOVATIONS?

Only 6 per cent of parents are satisfied with the education of their children (based on public opinion research in 2018).

Low number of elementary school pupils with growth mindset in the Czech republic - 31st out of 36 OECD countries (PISA report 2018).

School dropout has recently increased up to 7.6%.

