europass



Katrien Van Laere

Work : Raas Van Gaverestraat 67a, 9000, Gent, Belgium

Email: katrien@vbjk.be **Phone:** (+32) 092324735

Gender: Female **Date of birth:** 17/08/1983 **Nationality:** Belgian

ABOUT ME

dr. Katrien Van Laere works as a program manager in VBJK, the Centre for Innovation in the Early Years in Belgium. She has completed a PhD in social work on conceputalisations of care and education in the transition to preschool.

EDUCATION AND TRAINING

PhD in Social Work

Department of Social Work and Social Pedagogy, Ghent University https://www.ugent.be/pp/swsp/en

City: Gent | **Country:** Belgium | | **Level in EQF:** EQF level 8

[01/09/2007 – 31/08/2009]

Academic Teachers Degree (AILO)

Department of Education, Ghent University https://www.ugent.be/pp/onderwijskunde/en

City: Gent | **Country:** Belgium | | **Level in EQF:** EQF level 7

[01/09/2002 – 31/08/2007]

Licentiaat in Pedagogical Sciences

Department of Special Needs Education, Ghent University https://www.ugent.be/pp/orthopedagogiek/en

City: Gent | **Country:** Belgium | | **Level in EQF:** EQF level 7

[01/09/2001 – 30/06/2002]

AFS Exchange Learning Programme South Africa

AFS https://afs.org/

City: Strand / Capetown | **Country:** South Africa |

[01/09/1998 – 30/06/2001]

Higher Secondary Education: Latin-Mathematics

Edugo Campus De Toren https://www.edugo.be/secundair-onderwijs/de-toren

City: Gent | **Country:** Belgium | | **Level in EQF:** EQF level 4

WORK EXPERIENCE

[01/09/2007 – Current]

Project coordinator & developer

VBJK, Centre for Innovations in the Early Years

Address: Raas Van Gaverestraat 67a, 9000, Gent, Belgium

Before working as a coordinating program manager, she worked as a researcher, project manager and trainer. She was part of the research team of the CoRe study on competence requirements in ECEC, commissioned by the European Commission, DG Education and Culture. She worked with Professor dr. Michel Vandenbroeck (Department of Social Work and Social Pedagogy, Ghent University) and finished in 2017 a PhD in Social Work on how parents from migrant and poor background experience the transition from home or from childcare to preschool education. Her scholarly work was awarded 'highly commended' for the EECERA Student Awards in 2017. Internationally and nationally she gives many lectures and workshops. She has been involved in numerous local and international action research projects. In 2007 she became a co-coordinator of the European ESF project: ECCE AMA! Childcare in learning Networks and she was involved in the European Equal project TCA – Improving childcare. In order to disseminate the results

of the Ecce Ama! Project and TCA project, she coordinated the European conference about professionalism in early years in 2008 in Brussels. In 2010 she worked on developing a professional reflection method for ECEC teams to learn to deal with diversity (WANDA). She participated in the E+ KA2 project START on professionalization on transitions; and in the E+ KA3 VALUE project VALUE on the professionalization of assistants and core practitioners in ECEC. She co-coordinated the learning network of a large-scaled project for the European Asylum, Migration and Integration Fund (AMIF) on parent participation in preschool education.

She is also a member of the NESET Network (Network of experts on the Social Dimension of Education and Training), which provides reports for the European Commission on specific requested themes

Main working theme's:

-Diversity, inclusion and accessibility of ECEC and schools

-Teacher professionalism

-Developing 'educare' in school settings

-Ethics of care

[01/10/2020 – 22/09/2024]

Social work lecturer

HoGent, University College Departement Sociaal-Agogisch Werk

City: Gent | **Country:** Belgium

Katrien worked as a teacher for the subjects 'professional roles in social work', 'professional identity of a social worker' and 'Complexity and diversity of education' (childcare). She also suppervised interns in social work.

COMMUNICATION AND INTERPERSONAL SKILLS

Social skills

- Fluent and open communication
- Intercultural competence (empathy, flexibility, negotiation...)
- Team player
- Presentation skills

Organisational skills

- Coordination & management projects
- Organising & chairing meetings
- Organising international and local conferences

Specific skills

- Teacher skills: giving lectures & lessons with focus on co-construction
- Pedagogical skills: counselling & guidance
- Research skills: use of qualitative research methods
- Advocacy skills to influence policy makers

DIGITAL SKILLS

My Digital Skills

Microsoft Office | Microsoft Word | Microsoft Excel | Outlook | Microsoft Powerpoint | Content management systems (Drupal, SharePoint)

LANGUAGE SKILLS

Mother tongue(s): Dutch

Other language(s):

English

LISTENING C2 **READING** C1 **WRITING** C1

SPOKEN PRODUCTION C1 **SPOKEN INTERACTION** C1

French

LISTENING C1 **READING** B2 **WRITING** B1

SPOKEN PRODUCTION B1 **SPOKEN INTERACTION** B1

Levels: A1 and A2: Basic user; B1 and B2: Independent user; C1 and C2: Proficient user

DRIVING LICENCE

Cars: B

HONOURS AND AWARDS

[01/09/2017] **'Highly commended' EECERA Student Award Awarding institution:** EECERA

Her scholarly work was awarded 'highly commended' for the EECERA Student Awards in 2017.

PUBLICATIONS

Lehrer. J., Hadley, F., Van Laere, K. & Rouse, E. (2023). Relationships with families in Early Childhood Education and Care. Beyond instrumentalization in international contexts of diversity and social inequalities. Oxon/New York: Routledge

Van Laere, K., Sharmahd, N. & Lambert, L. (2023). Parents as first educators at Elmer childcare centres: a human-centred story of respect, inclusion and shared responsibilities. In Relationships with families in Early Childhood Education and Care. Beyond instrumentalization in international contexts of diversity and social inequalities, pp. 163-171. Oxon/New York: Routledge.

Van Laere, K., Sharmahd, N., Lazzari, A., Serapioni, M., Brajcović, S., Engdahl, I., Heimgaertner, H., Lambert, L., Hulpia, H. (2021). Governing quality Early Childhood Education and Care in a global crisis: first lessons learned from the COVID-19 pandemic'. NESET report, Luxembourg: Publications Office of the European Union.

Vandenbroeck, M., & Van Laere, K. (2020). Parents as objects of intervention : what they have to say about early childhood education and schoolification. In K. Repo, M. Alaasuutari, K. Karila, & J. Lammi-Taskula (Eds.), The policies of childcare and early childhood education : does equal access matter? (pp. 92–107).

Hulpia, H., Rosiers, M., Van de Weghe, J., Van der Mespel, S., Van Houte, S., Verhaeghe, K.& Van Laere, K (2020). Supporting the collaboration between ECEC core and assisting practitioners. Experiences of two Belgian pilot schools. Ghent: VBJK

Rutar, S., Jensen, B, Marques, A., Cardona, M.J., Van der Mespel S & Van Laere, K, (2019). Supporting the collaboration between ECEC core and assisting practitioners. VALUE Literature Review in 4 countries (BE, DK, PT, SL). Ljubljana: ERI

Lazzari, A., Balduzzi, L., Van Laere, K., Boudry, C., Rezek, M., & Prodger, A. (2020). Sustaining warm and inclusive transitions across the early years: insights from the START project. European Early Childhood Education Research Journal, 28(1), 43-57.

Van Laere, K., Roets, G., & Vandenbroeck, M. (2019). The Controversy of Ravza's Pacifier: In Search of Embodied Care in Preschool Education. In R. Langford (Ed.), Theorizing Feminist Ethics of Care in Early Childhood Practice: Possibilities and Dangers (pp. 163-184). London: Bloomsbury

Van Laere, K, Van Houtte, M, and Vandenbroeck, M. (2018). "Would it really matter? The democratic and caring deficit in 'parental involvement'." European Early Childhood Education Research Journal 26 (2):187-200.

Sharmahd N., Peeters J., Van Laere K., Vonta T., De Kimpe C., Brajković S., Contini L., Giovannini D.; (2017) Transforming European ECEC services and primary schools into professional learning communities: drivers, barriers and ways forward, NESET II report, Luxembourg: Publications Office of the European Union.

Van Laere, K., & Vandenbroeck, M. (2017). Early learning in preschool: meaningful and inclusive for all? Exploring perspectives of migrant parents and staff. European Early Childhood Education Research Journal, 1-15.

Van Laere, K., & Vandenbroeck, M. (2016). The (in) convenience of care in preschool education: examining staff views on educare. Early Years, 1-15.

Van Laere, K, Vandenbroeck, M, Roets, G., & Peeters, J. (2014). Challenging the Feminisation of the Workforce: Rethinking the Mind-body Dualism in Early Childhood Education and Care. Gender and Education, 26(3), 232-245.

Sharmahd N., Van Laere K., De Schepper B., Vastmans S. (2015), Using the Wanda method in Professional Learning Communities, in The road to quality. Strengthening professionalism in Early Childhood Education and Care systems by using Issa's Quality resource Pack. ISSA.

Van Laere, K., Peeters, J. & Lund, S. (2012). Dossier: Valuing the workforce 0-6 profession and parity with school teachers. Brussels: Children in Europe

Van Laere, K., Peeters, J., & Vandenbroeck, M. (2012). The education and care divide: The role of the early childhood workforce in 15 European countries. European Journal of Education, 47(4), 527-541.

Van Laere, K., Peeters, J., & Vandenbroeck, M. (2012). The education and care divide: The role of the early childhood workforce in 15 European countries. European Journal of Education, 47(4), 527-541.

Urban, M., Vandenbroeck, M., Van Laere, K., Lazzari, A., & Peeters, J. (2012). Towards Competent Systems in Early Childhood Education and Care. Implications for Policy and Practice. European Journal of Education, 47(4), 508-526.

Van Laere, K., Vandenbroeck, M., & Peeters, J. (2011). Competence Survey. In M. Urban, M. Vandenbroeck, J. Peeters, A. Lazzari & K. Van Laere (Eds.), Competence Requirements in Early Childhood Education and Care. CoRe Research Documents (pp. 39-74). Brussels: European Commission.

Van Laere, K. (ed.) (2011) Diversity and Social Inclusion –Exploring Competences for Professional Practice in Early Childhood Education and Care. Brussels –Budapest: DECET -ISSA