




PERSONAL INFORMATION

**Katrien Van Laere**

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Sex FEMALE | Date of birth 18/08/1983 | Nationality Belgian

POSITION / FUNCTION

Project collaborator

WORK EXPERIENCE

2007 - present

Staff member and project collaborator

- VBJK (Centre for Innovation in the Early Years), Ghent (BELGIUM)
- Department of Social Work and Social Pedagogy, Ghent University

Katrien is a scientific collaborator in VBJK, Centre for Innovation in the Early Years and is currently doing a PhD in the Department of Social Work and Social Pedagogy of the University of Ghent.

Main activities and responsibilities:

In 2007 she became a co-coordinator of the European ESF project: ECCE AMA! Childcare in learning Networks and she was furthermore 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 2007 she became involved in the working pack 'professionalism and diversity' of the European DECET Network for trainers in Early Childhood Education (Diversity in Early Childhood Care, Education and Training) which resulted in a publication in various languages. In 2008 she became a collaborator of the action research project 'accessibility in early childcare' and the coordinator of the action research project 'community-based out of school care' in Brussels. This action research resulted in the Dutch report 'Community-based out of school care: 3 case studies.'

(De Weyer, W. & Van Laere, K. (2009) Buitenschoolse Opvang in en met de buurt. Drie casestudies van Brusselse IBO's met nest- en webfunctie. Gent – Brussel: VBJK vzw – VGC)

In 2010 she was one of the main researchers of the CoRe study, commissioned by the European Commission DG education and culture. The study concerned the professional competences of early years staff in Europe. Since 2012 she is working on a PhD on conceptualisations of care and education and how these conceptualisations are connected with the accessibility of preschool.

Main Themes:

- Professionalism in early years & out of school care
- Diversity and accessibility in early years & out of school care
- Inclusion of children with special needs in early childcare and out of school care

EDUCATION AND TRAINING

2001 - 2002

Exchange learning programme AFS in Cape town, South Africa

2002 - 2007

Pedagogy, Department Special Education, University of Ghent

2007

Master paper: 'Diversity policies in home-based services for families with children with disabilities: an exploratory research'

2007 - 2009

Academic Teachers Degree (AILO), Department Education, University of Ghent

2012 - 2016

PhD in social work (still in progress), Department of Social Work and Social Pedagogy, Ghent University

TITLE OF QUALIFICATION AWARDED

Master in Pedagogy: specialisation special needs education & special youth care (orthopedagogiek)
Academic Teachers degree (AILO)

LEVEL IN NATIONAL OR INTERNATIONAL CLASSIFICATION

EQF level 7

PERSONAL SKILLS

Mother tongue(s) Dutch

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
English	C2	C1	C1	C1	C1
French	B1	B2	B1	B1	B1

Levels: A1/2: Basic user - B1/2: Independent user - C1/2 Proficient user
Common European Framework of Reference for Languages

Social skills

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

Organisational / managerial skills

- Coordination & management projects
- Organising & chairing meetings
- Organising conferences

Specific skills

- Teachers skills: giving lectures & trainings
- Pedagogical skills: counselling & guidance
- Research skills: use of qualitative research methods

Computer skills

- Use of Web of science, Endnote, Nvivo and all Microsoft Office applications
- Use of digital learning environments

ADDITIONAL INFORMATION

Publications

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.

Vandenbroeck, M., Peleman, B., Van Laere, K. (2019). Hoe we koploper in voorschoolse voorzieningen worden. SAMPOL, 2019 (5), 17-22.

Režek, M., Mlinar, M., Balduzzi, L., Lazzari, A., Boudry, C., Van Laere, K., Prodger, A., Welsh, C. (2019). Transitions in the Early Years. Tools used in the START project. Inspiration for professionals. Ljubljana: ERI.

De Mets, J.; Peleman, B.; Seghers, M.; Vervae, V. & Van Laere, K. (2018). 'Warm, welkom en wederkerig. Naar een goede ouder-schoolsamen- werking. Inspiratieboek voor kleuteronderwijs'. Gent: Steunpunt Diversiteit en Leren – VBJK

Peleman, B., Van Laere, K. (2018). Kwaliteitsvolle interacties. Voor elke kleuter, op elk moment. KIDDO, 2018 (1), 20-22.

Van Laere, K., Peleman, B. (2018). Zelfstandigheid van jonge kinderen in de kleuterklas. Een schijnbare consensus. KLEUTERS & IK, 34 (4), 26-30.

- Van Laere, K., Vervaeet, V. (2018). De school in dialoog met ouders. Een verhaal van wederkerigheid. *KLEUTERS & IK*, 34(3), 11-14.
- Peleman, B., & Van Laere, K. (2018). Zorg en leren bij de jongste kleuters. In M. Vandenbroeck (Ed.), *De staat van het kind. Het kind van de staat. Naar een pedagogiek in voorschoolse voorzieningen*. Turnhout: Gompel&Svacina
- Van Laere, K., Boudry, C., Lazzari, A., Balduzzi, L., Režek, M. & Prodger, A. Sustaining warm and inclusive transitions across the early years (START) : facilitating collaborative learning of childcare workers, preschool and primary school teachers. *Learning for well-being magazine*, 2018, no. 6, str. 1-10. <https://www.l4wb-magazine.org/mago6-art-03>. [COBISS.SI-ID 3323735]
- Van Laere, K., Van Houtte, M., & 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.
- Van Laere, K., Peleman, B. (2017). Educare : voorbij de opsplitsing tussen leren en zorg. *Ervaringen van kleuters, ouders en medewerkers. KLEUTERS & IK*, 34 (1), 9-12
- Van Laere, K., Wyns, L. (2017). Kinderbegeleiders in het kleuteronderwijs. *KIDDO*, 2017 (6), 20-22.
- Peleman, B., Van Laere, K. (2017). Een warme transitie naar de kleuterklas. Het perspectief van kinderen als uitgangspunt. *BASIS*, december 2017, 17-24.
- 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. (2017). *Conceptualisations of care and education in Early Childhood Education and Care*. (Doctoral Dissertation. Promotor Prof. Dr. Michel Vandenbroeck.), Ghent University, Ghent.
- Van Laere, K., & Vandenbroeck, M. (2016). The (in) convenience of care in preschool education: examining staff views on educare. *Early Years*, 1-15.
- 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., Peleman, B., Pullinx, R. (2015). De instap: een warme opstap? Onderzoek naar de transitie naar het kleuteronderwijs. *KLEUTERS & IK*, 31 (4), 3-7.
- Peeters, J., Van Laere, K., Vandenbroeck, M. and Roets G. (2014) Vers la fin de l'hégémonie de la féminisation du travail. In : *L'égalité des filles et des garçons dès la petite enfance*. p.85-106.
- Van Laere K., Vandenbroeck M. (2014) 100 jaar leerplicht in België: en nu de kleuters? *PEDAGOGIEK*. 34(3). p.191-208
- 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). p.232-245
- Katrien Van Laere (2013) Construire la relazione con i genitori: una competenza fondamentale o solo un conto marginale? *BAMBINI IN EUROPA*. 1. p.12-13
- Van Laere K., Peeters J. and 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). p.527-541
- Mathias, U., Vandenbroeck M., Van Laere K., Lazzari A. and Peeters J. (2012) Towards competent systems in early childhood education and care: implications for policy and practice. *EUROPEAN JOURNAL OF EDUCATION*. 47(4). p.508-526

Van Laere K., Peeters J. and Lund S. (2012) Valuing the workforce: a 0-6 profession and parity with school teachers. In: Young children and their services: developing a European approach. 8. p.1-16

Louwagie I., Van Laere K., del Barrio Saiz A. (2011). Diversiteit en sociale inclusie: een verkenning van competenties voor beroepen voor jonge kinderen. Brussel: DECET.

Van Laere K., Trikić Z., del Barrio Saiz A., Malleval D. and Murray C. (2011). Diversity and social inclusion exploring competences for professional practice in early childhood education and care. Brussels: DECET.

Urban, M., Vandenbroeck, M., Peeters, J., Lazzari, A., & Van Laere, K. (2011). Competence Requirements in Early Childhood Education and Care. CoRe Final Report. Brussels: European Commission.