International Session: Education Research in Light of Societal Changes

Friday, April 14, 8:30am - 11:30am

Swissôtel Chicago
323 East Upper Wacker Drive
Chicago, 60601-9722 IL, USA

Event Centre, 1st Floor, Room Vevey 2

Preface

Welcome to our international session in Toronto and our eigth international event at the Annual Meeting of the American Educational Research Association!

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David Kaplan and Rolf Strietholt

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Kathrin Berdelmann (DIPF)

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- **Managing Institutional Complexity in Public Education.**
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Abstracts

Plenary Session

Open research data and its significance for democracy

Ingrid Gogolin

Chair:

Table 1: What do teachers need to successfully include children on the autism-spectrum in general schools?

Chair: Kathrin Berdelmann (DIPF)

Autism has been showing increasing prevalences in many countries for several years, including the Anglophone world and Germany. An education system that is becoming and must become increasingly inclusive is confronted with the task of providing the best possible education for autistic children and adolescents. There are major country-specific differences here, although the same challenges often have to be overcome. Compared with the Anglophone world, in Germany knowledge about autism is still less developed - in particular, with respect to education within the German school system.

The roundtable brings together experts in the field of research on autism in educational settings who will give short presentations on current research and experience.

Starting presentations with the team of INCLASS (DIPF Germany) the development of a resource-oriented training tool for school staff working with autistic students will be introduced, that is to be provided in a digital blended learning format which will be combined with a smartphone app to assess individual characteristics and barriers of autistic children.

Christopher Flint (head of school at City Elementary Chicago), an innovative school for neurodiverse learners on Chicago's southside, will speak about individualizing visual supports for autistic children. Dr. Heather Brown (University of Alberta, Canada) will talk about autism and writing in the classroom, in particular how this may differ from non-autistic peers. Dr. Denise Davidson (Loyola University Chicago), will present her work where she focuses on improving the lives of autistic children and adults.

There will be a discussion on what education, schools and teachers need to successfully include autistic individuals after all presentations.

INCLASS – Digital tools fostering professional competence regarding autism in school for teachers.

Theresa Eicher (DIPF) & Maike Knodt (DIPF)

Compared with the Anglophone world, in Germany knowledge about autism is still less developed - in particular, with respect to education within the German school system. Due to the increase of prevalences in autism and the move towards a comprehensive inclusive education system, more and more autistic students attend mainstream German schools, whose teachers lack both knowledge and resources for autism-specific inclusive education (Lindmeier, 2018; Theunissen & Sagrauske, 2019).

Therefore, a resource-oriented training tool for school personnel working with students on the autism spectrum to be provided in a digital blended learning format is being developed in the INCLASS project as a core product (1). The digital platform will consist of several modules that can be accessed separately and consecutively. They will address different competence aspects including knowledge, motivational orientations and beliefs regarding teaching students on the spectrum in an inclusive classroom, with a focus on teachers' intervention practices in supporting the respective students. We are currently working on the conception and design of the modules

in cooperation with respective experts who come both from academia and from practical school work.

A key challenge for the inclusion of children on the autism spectrum is the identification, consideration, and elimination of autism-specific (individual) barriers that may occur in the everyday classroom. As one module of the platform, a prototype of a smartphone app will be developed that assesses individual characteristics and barriers of a particular (new) student in the everyday school context (2). In a first study, we therefore aim to collect daily ratings by the child and the teacher on barriers in the everyday classroom context and on psychological outcome variables in an intensive longitudinal design using experience sampling methods. This will allow to gain new empirical evidence on the importance of certain barriers and to evaluate how well teachers are able to identify the different possible barriers.

As the selection of specific modules of the platform shall be tailored to the training needs of school personnel, a selfassessment tool that taps teachers' knowledge, beliefs, and motivational orientations towards students on the spectrum and their inclusion will be created as a third tool (3).

Visual Supports for Autistic Children

Christopher Flint (City Elementary School Chicago, IL)

Visual supports are an evidence-based intervention for supporting autistic students, and there are several solid reasons why the use of visual supports for inclusion can be an effective strategy. Christopher will explore visuals that can be used to support structure/schedules, social interactions, behavior, and executive functioning in inclusive educational settings. Examples of various visual supports will illustrate the "why" and "how" of implementation, as well as ways to track efficacy of supports used.

Autism and Writing in the Classroom

Heather Brown (University of Alberta, Canada)

Neurodiversity advocates challenge deficit-only conceptualizations of autism. Instead, they celebrate autism as a different (not less) way of being human and embrace autism as a valuable minority identity (Kapp et al., 2013; Walker 2012; Dwyer 2022). Yet, neurodiversity advocates also clearly acknowledge that many autistic individuals face significant challenges and need appropriate supports (den houting, 2019). In this presentation, I will briefly describe how autistic students' writing may differ from non-autistic peers and how their autistic traits and thinking styles can both support and hinder the writing process. I will also highlight a few critical components of evidence-informed methods for supporting autistic writers in the classroom, such as explicit writing instruction (Pennington & Delano, 2010), multi-component interventions (Accardo et al., 2019), and self-regulation of the writing process (Asaro-Saddler, 2016; Asaro-Saddler et al., 2021).

Research on Autism: Teaching practices and training programs in school and university

Dr. Denise Davidson (Loyola University, IL)

My projects have focused on improving the lives of autistic children and adults through (1) stakeholder-informed training programs implemented in school settings, (2) educational research, (3) informing university faculty about best teaching practices that enable success in all students, and (4) promoting autism acceptance in children.

In elementary schools, training programs were software based and included two separate projects with autistic children (a) using mind-reading software to support the learning and application of socio-emotional skills and (b) using assisted technology to aid writing skills development. Educational research has focused on the role of numerous factors: alexithymia, executive functioning, and mental health issues (e.g., anxiety) on college performance and successful adjustment to college in autistic students. In keeping with the spectrum nature of autism, our efforts have included university students with a formal autism diagnosis and those who exhibit clinical levels of autism traits but have not been formally diagnosed. Additionally, as part of a large consortium of international scholars, we developed an online course that uses universal learning principles to train college faculty on ways to assist both neurodivergent and neurotypical students in achieving college success. Finally, with the help of stakeholders, my lab has been involved in developing efficacious, virtual and in-person autism acceptance programs for children.

Table 2: Individuality and Responsibility: Challenges for Young People

Janne Fengler, Stefanie Greubel, Aziza Mayo, Joaquin Muñoz, Ida Obermann, Jost Schieren & Kenya Strong

An important goal of Western education with reference to the age of Enlightenment is to help students develop their individuality and autonomy. At the same time, a common intention underlies many educational processes: to provide experiences for children and young people that enable them to develop appropriate understandings and abilities that allow for 'mature participation' in the socio-cultural and economic communities of their societies, and in the world community in general. Mature participation implies that young people take on the responsibility to develop a strong sense of freedom, individuality, and autonomy with respect to their life-paths while simultaneously shaping and deepening their connectedness with others through active participation in real life including virtual communities.

Nowadays, in many societies younger generations such as the so-called "generation Z" appear to experience tension when they face the challenge of balancing individual freedom with the needs and wishes of the greater world community they are part of and connected to (Biesta, 2011). Faced with the task of having to find their way in life and develop a sense of coherence (Antonovsky, 1979; Scharmer, 2016) while at the same time confronting growing uncertainty in the realms of social, ecological, economic and technological life (Rosa, 2019), more and more young people seem to act on an urge to voice their concerns or even become politically involved. More than previous generations, they appear to experience the strong necessity to turn their ideals on personal, social and global levels into action (e.g. Shell Deutschland, 2019).

A question arises in what way and to what extent current educational approaches provide young people with the experiences, skills and understandings that will afford them to develop much needed capacities and skills to cope with these challenges and to enable them to align their ideals with their actions in the world.

In this round table session, we explore this question by focussing on practices and experiences developed in Waldorf education, a global, well-established holistic educational approach.

Fridays for Future: Determinants for Engagement on behalf of Sustainability

Prof. Dr. Janne Fengler, Prof. Dr. Stefanie Greubel, Prof. Dr. Jost Schieren (Alanus University of Arts and Social Sciences, Alfter, Germany)

According to a number of studies (e.g. Shell Deutschland, 2015), the so-called "generation Z" (by definition born after 1997) in Germany is more interested in politics in general and sustainability in particular than earlier generations. Also, they are more committed and engaged to take responsibility and exercise their influence. The Fridays-for-future-movement is interpreted as a related phenomenon. This constitutes a research desideratum with respect to the homogeneity vs. heterogeneity of the generation Z.

The project focuses on the following three research questions:

1. What knowledge do adolescents of the generation Z have regarding issues related to sustainability?

2. Are there correlations between the attitudes adolescents of the generation Z have regarding issues related to sustainability and their behaviour in terms of sustainability?
3. Which influencing factors with regards to sustainability knowledge, attitude and behaviour can be identified in adolescents of the generation Z?

As little research has been conducted so far to clarify the desideratum outlined (Sommer et al, 2019), an explorative study was conceptualized. Data collection (document analysis, written surveys, guided expert interviews) is realized with the relevant stakeholders (pupils, educators and parents) associated to institutions with different educational paradigms, concepts and values (Waldorf education vs. other educational providers).

Results will generate differentiated insights about educational efforts as a contribution to manifest behavioural variables of pupils in terms of individuality, responsibility and engagement for human communion of the generation Z.

Social Emotional Learning Examined Through the Lens of One Urban Public Waldorf School

Ida Oberman (Community School for Creative Education, Oakland, USA)

A growing body of research has identified the need in the United States public education system for educational environments to provide growth of agency and future-directedness in students to thrive academically and socially. It is further show that this need mounts starkly when it regards traditionally marginalized student groups (e.g. Duckworth, 2016; Hammond, 2016). Trust in school has emerged as central factor from these data. (Bryk & Schneider, 2002; Kochanek, 2005). A separate and related strand of study demonstrates the value-add for underserved student groups if they learn in highly integrated environments where children and adults from different ethnic and social backgrounds learn together (Darling-Hammond, 2018, Feb; Stancil, 2018, March). This dual body of findings sets forth a research task to examine when and under which conditions such vulnerable student groups show disproportionate levels of academic performance and disproportionate levels of evidence for agency, self-confidence, and future direction.

The project presented here uses the case study approach (Bromley, 1986; Edwards, 1998) to examine this very question. It spotlights the US's first urban public Waldorf school, a multi-lingual, multi-cultural K-8 public Waldorf school in Oakland, CA, Community School for Creative Education. In this mixed-methods study, Oberman exams three years of data collected through the state-wide correlated CORE Social Emotional Survey Instrument. The CORE Districts is a consortium of nine school districts in California, Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, and Santa Ana Unified School Districts. The widely regarded Core Districts Social Emotional Learning Survey measures four social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. The survey instrument is designed to be a central component of the CORE districts' school quality improvement system. In this study survey data are joined with follow-up interviews and observation data to identify and examine areas of disproportionately high performance. The project generates nuanced insights into where the students in the study sample outperform students in like- and higher wealth peer groups, followed by analysis of conditions prevailing in this urban public Waldorf case.

Social Justice as a Core Principle in Education, Curriculum Content and Relationship Building

Kenya Strong (Golden Bridges School, San Francisco, CA, USA)

Young people in the US are experiencing unprecedented levels of stress, anxiety and depression as a direct result of the social-political climate of our times (Alicia Sparks Akers, 2022). A recent Harvard Youth poll (Dec. 2021) indicated that at least 35% of young Americans will see a Civil War in their lifetimes. This research attempts to examine how a more effective and intentional social justice curriculum can better prepare youth to develop agency, resiliency and responsibility through the undulations of an evolving and devolving culture.

This study uses qualitative data from action research of curriculum designed and delivered through a lens of social justice for students in independent and public primary and high schools in California, US. The research explores how to bring a culturally conscious curriculum rooted in social justice into classrooms to produce students who can report experiencing fewer episodes of depression and anxiety in times of social, political, economic, health and climate injury. The goal is to measure how to effectively bring Waldorf methodologies in education through the paradigm shift of our times by way of explicit instruction in social and restorative justice that is both pedagogically accessible and culturally responsible.

Schooling with Soul-Bridging Love, Joy and Beauty for BIPOC Children and Families for the 21st Century

Monique F. Brinson (EnCompass Four Corners, CEO)

However much the elements of spiritual or soul development have entered into education discourse as commonplace, often addressed under the banner of 'social emotional learning' or SEL, the field is in great need of research. This paper utilizes tools for organizational development to better understand effective practices for design, iteration, and replication of transformative educational practices as centered in spiritual or soul development, and so linked to SEL.

The study uses the conceptual framework offered by Rockefeller (2022) to interrogate 'schooling with soul' and the case study methodology outlined by Bassey (1999), using as its case EnCompass Four Corners School, an independent micro-school in Alameda, CA, for students in Grade 3-Grade 6 in an intersectional Waldorf-inspired program.

In addition to the typical "satellite-level" data, the study will use "street data" (Safir & Dugan 2021) including storytelling, joy and gratitude cultivation, as well as data from child study, to measure students' growth.

This investigation contributes to our understanding of the potential power of Waldorf-inspired curriculum promoting "spiritual science", Steiner (1907/1923), heart-centered/SEL, mindfulness, and storytelling, that is intersectional, to facilitate children to hone and be in tune with their own 'moral compass' as empowered and informed global citizens in the 21st century. Special focus is on the impact on Black, Indigenous, and People of Color or BIPOC children and their families.

Study findings advance research on the importance of cultivating an intersectional mindset within the Waldorf Movement to bring these resources to inform U.S. public education policy and practice on a larger scale.

Table 3: Exploring the Human Side of Change in Schools Facing Adversity: A Cross-national View

Chair: Esther Dominique Klein, TU Dortmund University

Objectives

Across the globe, disruption posed by the COVID-19 pandemic has forced many stakeholders to wrestle with the challenges of educating students amid adversity. However, for many schools, adversity has been a chronic experience, especially in schools serving disadvantaged communities. This roundtable offers a cross-national view into how educators in five national contexts—Chile, Spain, United States, Qatar, and Germany—respond to unique challenges that arise amid adversity.

Overview

Attending to adversity as a context brings out the salience of the "human side of change" (Evans, 1996; Fullan, 1993)—social psychological dynamics that can pose both barriers to, as well as powerful drivers for improvement. A daily struggle with overwhelming problems can invite demoralization (Payne, 2008), but adversity can also bring forth striving for improvement in the search to fulfill core human needs. The six papers in this panel draw upon related conceptual lenses of commitment, agency, care, and well-being through which to make visible the human side of change amid adversity. The first paper focuses on how teachers in Chilean schools serving socioeconomically disadvantaged communities struggle to maintain commitment to students in the face of overwhelming student needs. The second paper explores how teachers in marginalized school contexts in Spain and Chile mobilize their agency to enact external accountability mandates amid conflicting demands of performance and care. The third paper examines a struggle to develop collective agency in work teams in a challenged California middle school in which chronic experiences of failure and overwhelm have invited defensiveness. The fourth paper examines the extent to which teachers and school leaders in Qatar during the pandemic begin to utilize data about students in new ways that treat well-being as important. The fifth paper examines how teacher well-being in international schools in Qatar is affected amid inequitable school practices that favor English over the Arabic language. The sixth paper analyzes how caring leadership is perceived by educators, and how it relates to their perceptions of the academic success of their students.

Significance

School improvement research has not often attended closely to practices and coping mechanisms by which educators seek to improve upon problems in the midst of challenging environments. When schools serve communities who face chronic adverse life circumstances, educators become confronted by a broad spectrum of needs which they may not know how or have the resources to meet (Bryk et al., 2010). In this way, serving communities facing adversity also creates an experience of adversity in the workplace when educators face vexing practical and ethical dilemmas with no clear solutions. During a time of increasing adversity globally, this panel will bring attention to commonalities and differences in the dilemmas facing educators and in mechanisms of coping that arise in varying national contexts.

Neither Knights nor Knaves: Teacher Commitment to Students Who Face Socioeconomic Adversity in Chile

Miguel Órdenes (Diego Portales University)

Educating students in the margins of society requires teachers to act and advocate in the interest of students who are often below the teachers' own social class and their own expectations of performance and comportment. Serving students with these characteristics requires a distinct commitment on the part of educators to achieve educational success in the face of adversity (Gu & Day, 2007). Through an in-depth, multi-case study of five schools and forty-five teachers, this study examines how teacher commitment to students plays out under conditions of socioeconomic adversity in elementary and middle schools. Relying on different sources of literature (Brickman, 1987; Lipsky, 2010; Louis, 1998), it theorizes that commitment is the degree of educators' determination to respond to student needs. Empirically, it explores how individual teachers perceive and respond to student needs in a context where students bring more needs than educators can handle. The study takes place in Chilean schools that are part of a highly unequal and segregated education system along class lines.

The findings show that teachers express their commitment as a trade-off between responsiveness and boundary-setting in the face of student needs. In the midst of this struggle, teachers are forced to draw a line between the needs that they are able to handle and the ones that they are not. Following this rationale, four types of commitment were identified: alienated, restricted, conditional, and boundless. These four types of commitment describe a spectrum of determination to respond to student needs from the lowest (alienated) to the highest (boundless). Findings also show that none of the factors theorized – expectations, self-efficacy, ethic of service, deservingness, and self-interest –distinguish teachers with stronger commitment from those with lower commitment in a straightforward manner. Rather, a set of more subtle factors differentiates more committed teachers from less committed teachers: hope, internal locus of control, a sense of meaning from transforming social disparities, valuing students as morally deserving, and meaningful integration of organizational demands with student needs.

Datafication and Performative Pressure in Disadvantaged School Contexts: An Analysis of Teachers' Sensemaking and Agency in Spain and Chile

Lluís Parcerisa and Marcel Pagès

The main purpose of this paper is to explore how teachers that are working in disadvantaged school contexts are interpreting, experiencing and enacting datafication and performance-based accountability (PBA) in Spain and Chile. These are particularly interesting contexts to investigate the role of performative pressures since they combine high levels of marketization with different approaches of PBA. Theoretically speaking, the research is informed policy enactment theory (Ball et al. 2012), which offer us the possibility to advance our understanding of how teachers decode and recode policy texts and put them into practice in marginalized contexts, as well as how they work mediates the reception and translation of performative demands at the school level.

Methodologically, the paper draws on a qualitative comparative design approach (Thomann & Maggetti 2020) based on two cases: Chile and Spain. In this regard, we conducted semi-

structured interviews with 20 teachers. Specifically, we conducted semi-structured interviews with 12 Chilean 8 Spanish teachers working in disadvantaged schools to understand how they mobilize their agency and enact TBA in adverse contexts. Teachers were selected following a heterogeneous and purposive strategy (Schreier 20018). In both countries we selected teachers with different socio-demographic characteristics who taught both in assessed and non-assessed subjects and grades in the national test. Data was analyzed following a systematic comparison of teachers' enactment of PBA in both countries.

The findings shed light on the mechanisms that explain the adoption of instrumental or expressive responses to PBA in disadvantaged contexts. The qualitative analysis shows the influence of both external and internal sources of performative pressure. The investigation also shows the key role of teacher agency to understand the recontextualization and effects of PBA in marginalized contexts. Finally, our results point out the mediating role of context in the enactment of PBA and how teachers try to balance conflicting demands of performance, care and learning, which appear to be particularly tensioned in disadvantaged schools.

Improvement Amid Adversity: The Struggle for Collective Agency in a Californian Middle School

Elizabeth Zumpe

Collective agency is a necessary foundation for the pursuit of school improvement that manifests in the extent to which work groups are able to pull together to accomplish tasks and solve organizational problems (Schein, 2010; Wheelan, 2005). However, research has rarely examined how collective agency develops under conditions of chronic adversity. In the United States, schools serving high-poverty communities of color often operate amid resource shortages (Bryk et al., 2010), daily struggles to establish basic efficacy (Mintrop & Charles, 2019), and the stigma of labels of "failing" (Mintrop & Sunderman, 2009). In coping with these conditions chronically, work teams may develop interaction patterns that interfere with collective agency, including defensiveness, learned helplessness, and fragmenting conflict (Ashforth & Lee, 1990; Payne, 2008; Vansteenkiste et al., 2020).

To examine how collective agency begins to emerge under such conditions, this paper draws upon over 80 hours of participant observation and over 40 reflective conversations in one challenged Californian middle school. Over one school year, the study traces group developmental patterns in two work teams that could contribute to school improvement: the instructional leadership team and the English department. The study finds collective agency to be a highly fragile and contingent emergence. In both groups, collective agency became most enabled when work groups eschewed complex demands and self-critical focus on problems, and instead focused on simple tasks with low complexity and group affirmation. However, when it became clear that these strategies were insufficient for groups to master the school's core challenges and they became confronted by these problems in their full complexity, experiences of inefficacy and overwhelm invited defensiveness, conflict, and helplessness that squashed their collective agency. The findings demonstrate how school improvement amid adversity entails a struggle to develop at "the next level of work"–to nurture emergent sparks of collective agency while incrementally building problem solving capacity so that the sparks might sustain and grow.

Humanizing School Data: Students' Background Information and Data Use in Qatari Primary Public Schools

Rania Sawalhi

Qatar is known for starting a massive educational reform early this century based on borrowing systems and solutions from Western countries (Sawalhi & Sellami, 2021). School leaders and teachers in public schools were trained to develop their practices according to the new policies including using technology and student- centered teaching as Qatar provides free education for Qataris and non-Qatari who work in the public sector in Public schools.

Although Qatar is a wealthy country, students from disadvantaged backgrounds whose families come to work in Qatar faced many difficulties before COVID-19, which increased during the pandemic and gained more attention. Early in the pandemic, the Ministry of Education (MOEHE) asked school leaders and teachers to collect information about their students and their families' social, economic, and health conditions. MOEHE tried to provide devices and internet connections to students early in the pandemic and asked organizations in Qatar to support those families (Arar et al., 2021; Chaaban et al., 2021). However, results showed that school leaders were following MOEHE instructions and they needed to humanize their practices so as to meet student needs that extend beyond devices and internet connections, such as supporting non-Arabic speakers who face learning difficulties in public schools.

This multi-case study of three public primary schools uses semi-structured interviews with three teachers, five coordinators, and four school leaders to explore to what extent teachers and school leaders utilize information about students and their families to develop their instructional practices during and after the pandemic by using data use theory of action (Gelderblom et al., 2016) to deal with the changes. Preliminary findings showed that teachers and school leaders did not know about the students' conditions before the pandemic except for a little information about the language of instruction. Remarkably, while teachers and school leaders focused on following general instructions from MOEHE and delivering information and technology use, they had not considered well-being for teachers and students an important issue to consider while changing their practices. This study provides practical recommendations for researchers and practitioners and paves the way to future research.

Dual Language Education in the Arab Region and Equity Challenges for Teacher Well-being

Maha Al-Romaihi

A number of equity issues can be found in dual language education, such as favoring one language over another and ignoring a child's native language for the pursuit of learning English as the world and business language. Some argue that dual language education programs are used for equity purposes to ensure that all students are included in marginalized communities (Pratt & Ernst-Slavit, 2019). Others argue that those programs are designed for the elite (Lin, 1997 & Shin, 2018).

An important issue around dual language programs and equity value is who is the main beneficiary of such programs. In the United States, programs can seem like a privilege to certain

ethnicities (Porter, 2018). Ramírez and Faltis (2021) state that the research suggests that not all students benefit from the two way dual language program. Although the dual language model was designed for minority students, it has often been shaped by different ideologies that have changed it. To achieve equity in dual language education programs requires centering equity in their design and implementation. Howard et al. (2018) have added equity in establishing a positive school culture as one of the main principles to build a dual language education program in any school.

Teachers play a critical role in dual language learning equity. Research indicates that the high quality of teachers teaching in dual language programs impacts the success and strength of the program presented (Howard et al., 2018). Teachers who are culturally competent with high quality professional development are needed to ensure that dual language learners are receiving an equitable and high-quality education.

This paper discusses new equity issues that emerged from a recent study in five schools in Qatar through the teachers' perspective.The data revealed new equity issues such as school's supporting English speaking teachers more than Arabic speaking teachers, parents supporting one language over the other and the extent of what schools provide for one language compared to the other. The study revealed that favoring one language over the other can play a role in teachers' well-being , language status, and students' achievement.

Caring Leadership and Teacher Deficit Thinking in Schools Serving Disadvantaged Communities in Germany

Esther Dominique Klein

As a result of multiple experiences of perceived 'failure' in the face of adversity, the organizational culture in schools serving disadvantaged communities is often characterized by causal attributions that deny the agency of educators and render them helpless in supporting the academic success of their students. A central task for leadership in these schools therefore is 'reculturation' and 'remoralization' (Hemmings, 2012). Drawing on organizational resilience, this process needs both structures and processes that enable educators to access and share knowledge that helps them experience success and feel self-efficacious in the face of adversity, and material, personal, and human resources that the educators can tap into (Sutcliffe & Vogus, 2003). While structures and processes as well as resources for professional learning are often addressed in leadership literature, the 'human side' or relational needs and resources of educators and their well-being are often not addressed (Klein & Bremm, 2019). The concept of caring leadership addresses this 'human side'. According to Louis et al. (2016), caring leadership is characterized by mindfulness, informed by genuine interest in, as well as knowledge and understanding of those being led and their needs, and motivated by the prospect of success and well-being for everyone in the school.

The paper presents data from Germany that analyzes how caring leadership is perceived by educators, and how it relates to their perceptions of the academic success of their students, measured by their deficit thinking. To do so, we triangulate quantitative teacher survey data from 16 schools serving disadvantaged communities, and in-depth interview data with principals and teachers from two of these schools that were analyzed with qualitative content analysis.

Our quantitative analysis indicated that there was a strong association between caring leadership and reduced deficit thinking in some schools, whereas there was no association in other schools. Our qualitative data was collected in one school with a strong association, and one school with no association. The preliminary analyses indicate that the differences between the two schools are most evident in whether the principals' caring was expressed in terms of empowering or as 'pseudo-caring' that pathologizes teachers who are facing adversity.

Table 4: A transatlantic exchange about approaches, advances and multiple-reality perspectives on improving public schooling

Chair: Christine Becks (University Duisburg-Essen)

We engage in understanding the intentions of education reform endeavors vis-à-vis the intricate conditions of schooling that such reforms encounter in specific socio-economic places with their particular histories, contexts, and limitations. Historically, any reform impetus has been wider in scope and more ambitious in its aim than the respective policy manifestation or its sedimentation in institutions of educational practice. Instead of responding with repeating narratives of failure and cries of crisis, it is interesting to explore and systematize these adaptions and configuration through an intellectual, theoretical framework that affirms multiple-realities and highlights the conditions of schooling and the way those involved in it construct their practice.

Managing Institutional Complexity in Public Education

Michael I. Cohen and Jonathan Cooney (University of Northern Colorado)

Public school leaders and teachers inhabit institutional environments that are replete with competing sets of values, belief systems, and norms of practice—in short, competing institutional logics. Given the challenges of such contexts, leaders are often tasked with reconciling the tensions among logics or, at the very least, minimizing conflicts among them. Failure to address the tensions productively can cause turmoil for organizational members, ultimately affecting a variety of organizational outcomes and hindering improvement efforts.

Competition among institutional logics can give rise to what scholars have called *institutional complexity*—the extent to which multiple logics are, or seem to be, incompatible. Institutional complexity can take a variety of forms in public education. Recent studies, for example, have focused on differing conceptions of instructional leadership, conflicting theories of change for achieving racial equity, tensions among belief systems concerning school governance and accountability, and competing logics of school reform. Such studies have called for more research investigating how organizational members respond to institutional complexity, and they have suggested that organizational outcomes—in some cases, survival—can depend in part on school and district leaders' efforts to make sense of and resolve the tensions among logics.

In this presentation, we consider the usefulness of the institutional complexity framework as a set of tools that educational leaders might deploy in order to better understand and address competing logics of school reform. Drawing from recent conceptual and empirical scholarship, we suggest that institutional complexity—inevitable in education and other public service organizations—is not so much a phenomenon that needs to be prevented or quieted as one that needs to be addressed openly and managed productively.

The limitations of improving public schooling. A discussion of discrimination in German and US-schooling

Merle Hummrich

Inclusion and ethnic differentiation are two examples of how high expectations are placed on science to contribute to improving educational practice. In both the US and Germany, for example, there is a system of public schooling that is supposed to guarantee 'education for all'. Both countries have ratified the UN Convention on the Rights of Persons with Disabilities and the UN Convention on the Rights of the Child. At the same time, studies on classroom interactions and school cultures continuously show that differences are produced by action and are an effect of societal structures of inequality that are in contradiction with the promises of participation and expectations of justice of the school systems. With my contribution I can bring a position into the discussion that focuses on the reciprocity of differentiations in modern democratic states and the active production of difference as a limit of public school improvement.

This perspective can be developed against the background of a study in which school cultures and ethnic differentiations in Germany and the USA were comparatively examined. The multi-level analytical study examined documents (legal texts, school programs, homepages), interviews with teachers and principals, and classroom observations at two U.S. and German high schools. The study shows how racism is produced and negotiated in the classroom and how structures of privilege and deprivilege are reproduced. The reconstructed cases show that there are commonalities and thus common challenges in Germany and the U.S., and offer the opportunity to discuss the limits of respective approaches. For example, while in the U.S. a tradition of anti-discrimination frames pedagogical action politically, the approaches of intercultural pedagogy in Germany represent an attempt to solve structural problems through action. Yet, in both examples it becomes obvious that the pedagogical setting is deeply shaped by power relations between teacher and students, which limit the possibilities of learning about racism.

Increasing Social Equity: Discussion of an Approach from the German Ruhr Area

Franziska Proskawetz (University Duisburg-Essen)

Educational success in Germany, even more than twenty years after the first PISA study, remains strongly dependent on the social background of the students. The German Ruhr area in particular is currently facing significant problems pertaining to social deprivation. With a population of over 5 million, it is the largest urban area in Germany and a former industrial and mining centre. In a regional comparison, the Ruhr region is characterized by the lowest average household income as well as the highest poverty rate. Local schools, among others, are also affected by this problem. Particularly at schools in disadvantaged locations of the Ruhr region, which are characterised by a variety of socioeconomic challenges, the potential of students does not seem to have been realized to the full extent yet. Thus, the identification of disadvantaged students who are gifted must take on a new direction to increase social equity.

In this contribution, I will present and discuss a suggestion for a new direction to increase social equity in schools in NRW, Germany: The programme NRW-Talent Development offers career and academic counseling as well as scholarship opportunities. Moreover, it assesses the student's performance in his or her individual life context. The programme criticizes the limited expressiveness of grades as they do not reflect the social competencies and other characteristics

of the student's personality. In addition, grades do not show the efforts that the students had made during the study process. The programme NRW-Talent Development also includes the socioeconomic backgrounds of the students, as well as their motivation and efforts, and in this way aims to overcome (educational) inequality. It has existed for 10 years and, according to available data, has been proven to be successful and has helped to improve social equity by helping students who otherwise wouldn't have had the chance 'to climb the educational/social ladder'.

Table 5: Project partner meeting between the Center for Innovative Research in Change, Leadership, and Education (CIRCLE) at Texas Technical University and the DIPF | Leibniz Institute for Research and Information in Education

Chair: Wiseman, Wilmers

Researchers at the Center for Innovative Research in Change, Leadership, and Education (CIRCLE) at Texas Technical University and the DIPF | Leibniz Institute for Research and Information in Education are currently working on setting up a joint conference that aims to connect some of the main research areas of both institutions.

To this end, an initial workshop was held in Frankfurt in November 2022 (hosted by DIPF), followed by a conference proposal for an education research conference (sponsored by AERA if accepted). This conference will be hosted by Texas Technical University and is scheduled to take place at the end of 2023 or early 2024. The conference will place a special emphasis on involving early career researchers from both countries – the U.S. and Germany – so that this group of researchers can benefit from international networking opportunities and from discussing research concepts and results in an international setting. Thus, another goal is to facilitate ongoing international exchange and collaboration among participants, for example, through future studies or publications.

The planned conference has three thematic and interrelated foci: 1) Transfer between research, policy, and practice in education in the context of social transformations, 2) Innovative classroom practices and resources to improve historically marginalized student outcomes, and 3) Teacher shortage in isolated schools in Plainview (Texas, USA) and Prenzlau (Brandenburg, Germany). All three sections address current challenges in education and potential solutions to those challenges by referencing specific areas of research being conducted at both institutions and beyond. The project partner meeting at the AERA annual meeting brings together the conference planning group for further exchange on the topic under study and next organizational steps in the process.

CV's

Kathrin Berdelmann, DIPF | Leibniz Institute for Research and Information in Education, Frankfurt, Germany

Dr. Kathrin Berdelmann works at the DIPF| Leibniz Institute for Research and Information in Education located in Berlin. Before she worked at the Technical University Berlin, the University of Applied Sciences in Basel/Switzerland and at the University of Education in Freiburg were she completed her PhD in Education. She is currently project leader and coordinator of INCLASS (Inclusion of Children in the autistic spectrum in school) and deputy head of the research unit of the Library for the History of Education. Her research focusses on inclusion of autistic children in school, autism in education in historical and contemporary perspective, teacher professionalization, genesis and change of pedagogical practices and on qualitative research designs. She has experience in working with neurodiverse children and with parents of autistic children.

Monique F. Brinson, EnCompass Four Corners, in Alameda, CA, USA

Founding Head of Cultivation/CEO of EnCompass Four Corners, in Alameda, CA and prior Principal of Community School for Creative Education, in Oakland, Monique Brinson brings 19 years of experience as an administrator in Pleasant Hill, Oakland, Santa Monica, and Boston in private, charter, and district schools, along with 10 years experience as a founding teacher in Boston's small autonomous schools movement. Augmenting previous and existing work, Monique is poised to join the Harvard Graduate School of Education this summer; she has been conducting action research throughout her years of practice.

An athlete and artist as well as an organic academic and community leader; Monique has embraced an intersectional lens and sees the importance of the inner work‑ that starts with Self, is guided by Family, connected to Community, and is rooted in Ancestors. She is equally passionate about cultivating the heart, head, hand learning and leadership for the soul incorporating Waldorf Education methods.

Heather Brown, University of Alberta, Canada
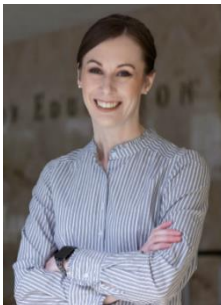
Dr. Heather M. Brown was trained initially as an elementary school teacher, but she is now an Associate Professor in the Faculty of Education at the University of Alberta. She is also an autistic researcher passionate about supporting the academic achievement and overall well‑being of autistic children, youth and adults. Her community‑based participatory research aims to empower autistic individuals to be more self‑confident in their neurodiversity and better understand the factors that most support their well‑being at home, work and school. She currently serves as the director of the Autism, Neurodiversity and Academic Achievement (AIDAN) Lab as well as the chair of both the Autism Spectrum Research Committee for the American Educational Research Association (AERA)

and the Autistic Researcher Review Board for the Autism Intervention Research Network on Physical Health (AIR-P) at UCLA.

Christine Becks, University of Duisburg-Essen, Germany
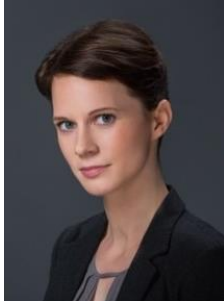
Dr. Christine Becks is a postdoctoral researcher (Educational Research, Prof. van Ackeren-Mindl) at the University of Duisburg-Essen, Germany. Her field of interest is school reform, and her expertise is understanding – historically, comparatively, methodologically - how reform endeavors, implementation and the lived experience of those addressed by a reform differ. Her work highlights the conditions and contexts of particular places that reforms encounter and seek to change, and how those conditions and contexts in return adapt reforms to make them feasible. Before completing her Ph.D. in Education at the University of Vienna in June 2021, Christine Becks completed her M.A. in Teaching English as a Second Language, Philosophy and Psychology and taught in various secondary and post-secondary settings as well as the private sector in Austria and Germany. For more and more details, visit christinebecks.com

Rosa Chávez, College of Education, Texas Tech University, USA

Dr. Rosa Chávez is an Assistant Professor in the department of Educational Psychology, Leadership, & Counseling. She earned her doctorate in Curriculum and Teacher Education from Stanford University. Her research centers around policy implementation and its interaction with teaching and learning for students from historically marginalized communities. Her recent work includes projects that look at teachers as institutional actors of policies in Texas and California, how Latine pre-service teachers engage in negotiating anti-Blackness within Latinidad identity, and how in-service teachers engage in culturally and linguistically responsive teaching in Dual Language programs. Prior to joining Texas Tech, Dr. Chávez taught various courses that focused on equity, elementary and secondary mathematics methods, teacher identity, and leading change in schools at Stanford University and Santa Clara University. She was also a middle school and high school mathematics teacher in the Rio Grande Valley.

Michael Ian Cohen, College of Education and Behavioral Sciences, University of Northern Colorado, USA

Dr. Michael Ian Cohen is an Associate Professor in the Department of Leadership, Policy, and Development, College of Education and Behavioral Sciences, University of Northern Colorado. His research focuses on neoliberal education reforms, New Public Management, and institutional complexity. Dr. Cohen has served as a high school English teacher and as an administrator at the school and district levels in New Jersey and Colorado. He is co-author, with Gary L. Anderson, of The New Democratic Professional in Education: Confronting Markets, Metrics, and Managerialism (2018, Teachers College Press).

Jonathan Cooney, College of Education and Behavioral Sciences, University of Northern Colorado, USA

Dr. Jonathan Cooney is an Assistant Professor in the Department of Leadership, Policy, and Development, College of Education and Behavioral Sciences, University of Northern Colorado. Before this role, he served as a middle and high school math and science teacher, elementary assistant principal, and K-8 principal. He has earned degrees from the University of Virginia, Colorado State University, and the University of Northern Colorado. Dr. Cooney's research interests include curriculum leadership, institutional complexity, and transformational school leadership.

Denise Davidson, Loyola University Chicago, Illinois, USA

Denise Davidson was trained as a developmental and cognitive psychologist, and began her career examining major developmental milestones, such as socio-emotional development, executive functioning, and language acquisition in neurotypical children. She has since expanded her research to neurodivergent children and adults (i.e., autistic individuals). Many of her current projects focus on improving the lives of autistic children and adults through stakeholder-informed training programs implemented in school settings, educational research, informing university faculty about best teaching practices that enable success in all students, and promoting autism acceptance through virtual and in-person autism acceptance programs administered in elementary school settings. Her research team of undergraduate and graduate students (MA and PhD) at Loyola University Chicago consists of neurodivergent and neurotypical students who have been instrumental in the success of her projects.

Theresa Eicher, DIPF | Leibniz Institute for Research and Information in Education, Frankfurt, Germany

Theresa Eicher studied Psychology with a focus on Educational Psychology at the Goethe University in Frankfurt, Germany. She is currently a research assistant in the Department of Education and Development at the DIPF | Leibniz Institute for Research and Information in Education in Frankfurt where she is completing her PhD. Her research focuses on the inclusion of autistic students, teacher professionalization, and intensive longitudinal designs. She is part of the INCLASS project where a prototype of a smartphone app will be developed that assesses individual characteristics and barriers of particular (new) students in the everyday school context.

Janne Fengler, Alanus University of Arts and Social Sciences in Alfter near Bonn, Germany

Janne Fengler holds a professorship in Educational Psychology and Childhood Education. Her fields of research and teaching include professionalization of early childhood education, methods of social work and victimology. Professor Fengler is editor of numerous books and special editions of scientific journals. Furthermore, she edits a periodical as well as a scholarly / peer-reviewed journal as editor in chief in the topic areas of action-oriented education, professional development and human resource management. In one of her latest monographs, Professor Fengler developed a model of effective assessment and decision making in social work (ALOHA-Model). Professor Fengler is member of different scientific advisory boards and evaluation panel groups and gives lectures at international scientific conferences dedicated to the subject areas of Educational Sciences, Psychology, Social Work as well as Victimology on a regular basis.

Christopher Flint, City Elementary School Chicago, Illinois, USA

Christopher Flint has been working at the intersection of neurodiversity and accessibility/education for over 25 years. After starting his career as a classroom teacher, Christopher transitioned to developing training to bring neurodiverse awareness and strategies to over 15,000 teachers, parents, and community members. In 2008, Christopher founded a volunteer non-profit to bring those same strategies to vulnerable, developing countries such as India and Nigeria. Simultaneously, Christopher was designing and running social skills classes for autistic children, teens, and adults. In 2015, Christopher founded the social enterprise InfiniTeach to create technology solutions that support community access for neurodiverse individuals and their families. To date, over 250,000 people have downloaded InfiniTeach apps to better access places like Shedd Aquarium, Alaska Airlines, and Smithsonian museums. Most recently, Christopher is the Head of School at City Elementary, an innovative K-8 school for diverse learners on Chicago's southside.

Jessica Gottlieb, College of Education, Texas Tech University, USA

Dr. Jessica Gottlieb is an Assistant Professor in the department of Educational Psychology, Leadership, & Counseling. She earned her doctorate in Policy Studies in Urban Education from the University of Illinois at Chicago. Most recently, she was a postdoctoral research associate at the Center for STEM Education at the University of Notre Dame. Dr. Gottlieb previously worked as a classroom teacher in Los Angeles, CA. Her research focuses on how educational policy can be used to increase equity and access of high-quality STEM education opportunities. Her current projects include examining the effects of longitudinal professional development on STEM teachers' identity as teacher leaders, identifying factors related to student persistence in STEM occupations, and the use of accountability-based measures in STEM teacher preparation.

Stefanie Greubel, Alanus University of Arts and Social Sciences in Alfter near Bonn, Germany

Stefanie Greubel is vice dean at the Faculty of Human Sciences and Social Sciences for the Department of Education at Alanus University of Arts and Social Sciences in Alfter near Bonn, Germany. She holds a Professorship for Early Childhood Education at the Alanus University of Arts and Education in Alfter near Bonn. Before joining Alanus, she worked at the German Institute for Adult education, Leibniz Centre for Lifelong Learning (DIE) and the University of Bonn, Germany. Her main research interests are education policies and circumstances of Early Childhood Education as well as transitional processes in family and childhood biographies. She leads a long term study evaluating documental processes in ECEC centers and mainly teaches in the field of early Childhood Education and emprical research methods.

Merle Hummrich, Goethe University Frankfurt, Germany

Merle Hummrich is Professor of Educational Science with a focus on youth and schools at Goethe University Frankfurt. In addition to youth and school, her work focuses on migration, diversity, comparative perspectives, and qualitative methodology. Previous academic appointments included Flensburg (full professor), Halle (Postdoc) and Mainz (PhD). Most recent projects are EDUSPACE. School Cultures and ethnic differentiation in German and US‑High Schools (Hummrich, M; Schwendowius, D.; Terstegen, S. (eds.) (2022), Schulkulturen in Migrationsgesellschaften. Springer VS) and GLOBIS. Global responsibility. International and intercultural schools (Hummrich, M. & Hinrichsen, M. (2023, in press), Transnationalisierungsräume in Schulkulturen. Springer VS)

Sieglinde Jornitz, DIPF | Leibniz Institute for Research and Information in Education, Frankfurt, Germany

Sieglinde Jornitz works for the office "International Cooperation in Education – ice" at the DIPF since 2006. Working for ice, she concentrates on linking German educational research with international research communities. She is responsible for keeping in touch with European agencies to facilitate information on European educational policies and research funding opportunities for the German educational research community. Sieglinde combines her overall interest in national and international education policies with the analysis of specific documents from educational practice, like school interaction transcripts or images. She is an expert in qualitative analysis of visual documents and a regular lecturer at the Goethe University in Frankfurt/Main in the field of teacher education. Together with Marcelo Parreira do Amaral (University of Münster, Germany) she is editor of the handbook on "The Education Systems of the Americas" (2021). She is a member of several research groups on reconstructive hermeneutics in education and on digital media in Germany.

Jacob Kirksey, College of Education, Texas Tech University, USA

Dr. Kirksey's scholarship is broadly focused on issues at the nexus of education and other areas of public policy, including immigration policy, child and family policy, and workforce development. His work stresses a holistic approach to policymaking by drawing attention to knowledge gaps in how changes made in and outside of schools interact with dynamic educational contexts. The goal of his research is to foster data-driven decision making in local, state, and federal policy to forge win-win public policies that bolster educational and economic outcomes for historically marginalized populations. To evaluate programs and policies, Dr. Kirksey employs quasi-experimental techniques using datasets from school districts, government agencies, and large-scale surveys. He has published extensively on topics related to student absenteeism and truancy, inclusion and special education, the ripple effects of immigration enforcement, and teacher labor markets. His research has been highlighted in several popular media outlets, including *The Wall Street Journal, Politico, Education Week, The Hechinger Report,* and *Chalkbeat.*

Esther Dominique Klein, TU Dortmund University, Germany

Esther Dominique Klein is a professor for general teaching and school education at TU Dortmund University in Germany. She has moreover worked as a researcher at the University of Mainz, University of Duisburg-Essen, University of California, Berkeley, University of Innsbruck, and Philipps University Marburg. Her main research interests are leadership in schools serving disadvantaged communities, Educational Governance, and International Comparative Research.

Maike Knodt, DIPF | Leibniz Institute for Educational Research and Information, Frankfurt, Germany

Maike Knodt, graduate of Educational Science (M. A.), is currently working as a research assistant in the INCLASS project at the DIPF | Leibniz Institute for Educational Research and Information where she is completing her PhD. In her research she focuses on adult and teacher education, in particular the professionalization of teachers concerning the instruction of autistic children. As part of the INCLASS team she is therefore working on the conception and design of a resource-oriented training tool for school personnel to support the successful inclusion of students on the autism spectrum in general education schools in Germany.

Ida Oberman, Community School for Creative Education, Oakland, California, USA

Ida Oberman is Dutch-born and German-educated; she received her BA from Swarthmore College and her PhD from Stanford. She taught high school in New York for a decade, and subsequently served as Education Program Officer at the Hewlett Foundation and as Director of the California Best Practice Study at Pivot Learning Partners in San Francisco. She was co-founder of West Side Community School a Waldorf-inspired K-8 school on the boarder of Harlem New York in 1994 and in 2010 founded the first public intercultural Waldorf school, Community School for Creative Education, a TK – 8 charter school, in East Oakland now the most diverse public school in the country serving 250 children and focused on social justice. She is co-chair emerita of the American Education Research Association (AERA)'s Special Interest Group (SIG) on Holistic Education and founder of the AERA Philanthropy and Education SIG.

Miguel Órdenes, Diego Portales University, Santiago, Chile

Miguel Órdenes is an assistant professor at the School of Education of Diego Portales University. He holds a PhD in Education from the University of California-Berkeley. His research focuses on school improvement, paying special attention to teacher motivation and commitment in the tension between educational policy, value-normative constellations, and poverty. Miguel also has special interest in the dynamics of organizational change, focusing on the application of continuous improvement principles to unleash school improvement dynamics.

Marcel Pagès, University of Girona, Spain

Marcel Pagès is a postdoctoral researcher at the University of Girona, Department of Pedagogy. His research interests are education reform processes, school governance and inequalities in education.

Lluís Parcerisa, University of Barcelona, Spain

Lluís Parcerisa is a lecturer in educational policy at the University of Barcelona (UB). He holds a PhD in Sociology from the Autonomous University of Barcelona (UAB). His main research interests include the role of international organizations in the global governance of education, the datafication of schooling, and the enactment and effects of school autonomy with accountability reforms in the education sector.

Franziska Sophie Proskawetz, University of Duisburg-Essen, Germany

Franziska Sophie Proskawetz has been working as a researcher in the Working Group Educational Research (Prof. van Ackeren-Mindl) at the University of Duisburg-Essen, Germany, since June 2021. Previously, she was a researcher at the NRW Center for Talent Development at the Westphalian University of Applied Sciences in Gelsenkirchen, Germany (2017 to 2021). She defended her doctoral thesis ("A qualitative-reconstructive analysis of orientations guiding the actions of teachers at schools in the Ruhr area in the selection of students for scholarship programmes") successfully in December 2022. Her research focuses on selection mechanisms for scholarship programmes and programmes for the promotion of gifted students, teachers' perceptions of giftedness, social inequalities in the school system, and the field of qualitative-reconstructive social research, especially the documentary method.

Maha Al Romaihi, Primary School Director, Qatar

Maha Al Romaihi is the Director of one of Qatar Foundation's Primary Schools. She earned a Bachelor's degree in English language from Qatar University in 2000. She also obtained a Master's degree in Educational Leadership from Qatar University in 2009. Maha is currently enrolled in the University of Southern California as a Doctorate in Education student in global education. She plans to graduate from the program in 2023. Maha won the Qatar University "Young Alumni Award" in 2009 for her contributions to education and society and to recognize her being a role model of a successful Qatar University graduate. Maha has 20 years of experience in K-12 education, starting as a homeroom teacher, then serving in curriculum coordination and middle management until she was promoted to a school director in 2019.

Rania Sawalhi, Dadu Children's Museum of Qatar

Dr. Rania Sawalhi has more than 20 years of experience in education (K-12 and higher education). Rania has won several awards such as ICSEI/JPCC 2020 Innovation Award. Rania is a co-founder of Eduenterprise a non-profit organization registered in USA and has launched the Educational Leadership Lab applying design thinking approach and launched Rushd educational leadership coaching e-platform, she is a co-founder of WomenEdMENA, and LIFE, and ICSEI_ELN co-coordinator. Currently, Rania is deputy director-learning and outreach at Qatar Children Museum.

Jost Schieren, Alanus University of Arts and Social Sciences in Alfter near Bonn, Germany

Jost Schieren is dean at the Faculty of Human Sciences and Social Sciences for the Department of Education at Alanus University of Arts and Social Sciences in Alfter near Bonn, Germany. He holds a Professorship in School Pedagogy with a focus on Waldorfeducation at Alanus University of Arts and Social Sciences in Alfter (Germany). His fields of research and teaching are Pedagogical Anthropology and Epistemology. He published a couple of books about Waldorfeducation in relation to educational sciences and teaches at Waldorfteachertrainingcenters in Sweden, Norway, France, Poland, Austria, the US and India.

Rolf Strietholt, International Association for the Evaluation of Educational Achievement (IEA), Hamburg, Germany

Dr. Rolf Strietholt is the Co-head of the Research and Analysis Unit at the International Association for the Evaluation of Educational Achievement (IEA). Prior to his employment at IEA, Rolf spent many years at the Center for Research on Education and School Development (IFS) at TU Dortmund University and has been on research visits to the University of Gothenburg, WZB (Berlin Social Science Center), and the Centre for Educational Measurement at University of Oslo (CEMO). His research focuses on the design and administration of international large-scale assessments and secondary analyses of existing datasets including historical data.

Kenya Strong, Golden Bridges School in San Francisco, California, USA

Kenya Strong has been teaching for more than twenty-five years with the last eleven in Waldorf environments. She uses she, her, hers pronouns, and identifies as a hetero-cis gender Black American female of the African Diaspora, and is currently the Pedagogical Director of Golden Bridges School in San Francisco, CA. In addition to teaching an eight year cycle, she has had the pleasure of working with AWSNA on the BIPOC Advisory Board, as an Alma Partners associate, a RISE for Racial Justice facilitator through the University of San Francisco, a facilitator for the Inter-group Dialogue Collective through Vassar College and as an adjunct faculty member at Sound Circle Center for Arts and Anthroposophy. She received her MA in Education from Regent University, VA and a Waldorf Teacher Certification from WISC, CA, and was born and raised in New York.

Alexander W. Wiseman, College of Education, Texas Tech University, USA

Dr. Alexander W. Wiseman has more than 25 years of professional experience working with government education departments, university-based teacher education programs, community-based professional development for teachers, and as a classroom teacher. Dr. Wiseman examines and informs educational policy development, leads strategic planning workshops, provides evidence-based training programs and presents extensively in the areas of evidence-based decision-making, teacher preparation and professional development, strategic planning, system assessment and reform, education policy, change management, equitable educational access for girls and boys, institutional capacity building, school-to-work transition, and civic education. Dr. Wiseman's research uses large-scale education datasets on math and science education, information and communication technology (ICT), teacher preparation, professional development and curriculum as well as school principal's instructional leadership activity. He serves on the editorial board of Educational Administration Quarterly and Educational and is the series editor of the volume series, International Perspectives on Education and Society, and the senior editor of the journal, FIRE: Forum for International Research in Education.

Annika Wilmers, DIPF | Leibniz Institute for Research and Information in Education, Frankfurt, Germany

Dr. Annika Wilmers is a senior researcher and project coordinator working at the intersection of social science and humanities. Currently, she focusses on projects in the field of societal transformations, shifting concepts of nationalism and internationalism and citizenship education as well as on projects comparing educational discourses, reforms and policies applying methodology from an international comparative perspective or review methodology. Within the field of research synthesis she is particularly interested in adopting review methodology to heterogeneous, international and interdisciplinary research environments. Dr. Wilmers is board member of the Nordic Journal for Systematic Reviews in Education and an active member of various professional organizations and working groups in this field. At DIPF, Annika Wilmers is part of the team "International Cooperation in Education", focusing on linking German educational research with international research communities. Most recently, she has been engaged in projects that aimed at fostering research exchange between North American and German scholars as well as working for European networks.

Rose M. Ylimaki, University of South Carolina, USA

Rose Ylimaki is Professor, Department Chair of Educational Leadership and Policies, and Interim Director of the Center for Innovation in Higher Education at the University of South Carolina. She has authored and edited articles, chapters and books concerning education and the intersection of curriculum and leadership, with articles in American Educational Research Journal, Leadership, Leadership and Policy in Schools, Educational Administration Quarterly, and NordStep. Most recently, she co-edited (with Michael Uljens) of Bridging Educational Leadership, Curriculum, and Didaktik: Non-

affirmative theory of education. She is PI of several grant funded projects on education and democracy in policy and school development. Her research interests include education theory, curriculum theory, education policy, leadership, school development, and qualitative research methods.

Elizabeth Zumpe, Jeannine Rainbolt College of Education at the University of Oklahoma, USA

Elizabeth Zumpe is an Assistant Professor in Educational Leadership and Policy Studies at the Jeannine Rainbolt College of Education at the University of Oklahoma. She holds a PhD in Education from the University of California, Berkeley. She conducts qualitative, design, and action research to study organizational and team development in high-poverty schools and districts, fostering education leaders' problem mindsets, and the use and learning of improvement science and design-based school improvement. Elizabeth previously served as a K-12 public school teacher for over a decade and earned a National Board Certification in Teaching.