

Conference Program

PME 2025

9.00-9.30 Registration + coffee
9.30-9.45 Opening (zaal 1.07)
9.50-10.50 Parallel session 1
10.50-11.15 Coffee
11.15-12.15 Parallel session 2
12.15-13.15 Lunch
13.15-14.15 Keynote Thibault Coppe (ULB) (zaal 1.07)
14.20-15.20 Parallel session 3
15.20-15.40 Coffee
15.40-16.40 Parallel session 4
16.45-17.00 Best paper award & closing (zaal 1.07)
17.00-18.00 Drinks

Program Parallel Sessions

(paper title + first author)

Parallel session 1	
Session 1. People management and collaboration in schools (zaal 1.07)	Session 2. Flexible and sustainable teacher careers (zaal 1.03)
Team teaching as a lever for people management in schools: Insights from the ESTAFETT project (Bénédicte Vanblaere; Universiteit Antwerpen en Artevelde Hogeschool)	Op weg naar een duurzame inzetbaarheid van senior-leraren in het secundair onderwijs (Tanja Ceux, UCLL)
Island Hopping: Navigating Collaboration Between Practical and General Subject Teachers in Vocational Education and Training (VET) (Lyssa Pauwels, Universiteit Gent en Universiteit Brussel)	Shaping the classroom: How job crafting and LMX can drive teacher performance and well-being (Charlotte Malengier, Universiteit Gent)
How Dual Leadership Relates to Teachers' Work Engagement in Primary Education (Daisy van den Berghe, University of Amsterdam)	Developing an HR Co-Creation Training for Task Design: Empowering Team Leaders in Secondary Education (Jeske van Beurden, Tilburg University)

Parallel session 2	
Session 3. Social capital and networking (zaal 1.07) Networking schools: an exploratory study of the social capital of schools (Izaak Visser, University of Amsterdam) The networked teacher educator: studying coherence in teacher education through the lens of social capital theory (Pieter Flamand, Universiteit Gent) Gespreid leiderschap en intern sociaal kapitaal in onderwijsorganisaties in het VO (Lieneke Ritzema, Rijksuniversiteit Groningen)	Session 4. Multi-level perspectives on strategic HRM(zaal 1.03) Balancing expectations and rewards: how the employment relationship shapes teacher performance and emotional exhaustion through need satisfaction (Emma Lippens, Universiteit Gent) Raising the attractiveness and sustainability of careers in education: a design-based research project (Loth Van Den Ouweland, Karel de Grote Hogeschool) Making an impact by supporting supervisors' people management in schools: the role of HR professionals and senior managers (Julia Penning de Vries, Universiteit Utrecht)
Parallel session 3	
Session 5. Professional development for school leaders (zaal 1.07) Goal- and action-orientation as key factors during a professional development trajectory for school leaders to facilitate sustainable transfer of training (Els Tanghe, Universiteit Antwerpen) Development of Mental Leadership Models of Leaders in Vocational Education: A qualitative and longitudinal collaborative action design (Akke Hak, Hogeschool Utrecht) From professionalization to practice: The role of primary school leaders in the school-wide implementation of self-regulated learning (Lies Backers, Universiteit Gent)	Session 6. Teacher wellbeing, commitment and support (zaal 1.03) Teachers' commitment systems: a qualitative exploration (Milan van Can, Radboud University) Terugkeer van leraren na een burn-out: Ervaringen van leraren die terugkeerden en van leraren die dat niet deden (Aron Decuyper, Universiteit Gent) Balancing act: how do (un)met support expectations shape perceptions of people management in schools? (Sandra de Kruijf, Universiteit Utrecht)

Parallel session 4	
Session 7. Building leadership capacity across levels (zaal 1.07) Effectiveness of governmental professionalisation incentives for secondary education in a decentralized context (Lyset Rekers-Mombarg, Universiteit Twente) The construction of school leaders' professional identities: relations between role identification patterns and self-esteem (Janine Momers, Wageningen University) Building Teacher Leadership Capacity in School-University Partnerships: Insights from a Systematic Review (Emma Van Malderen, Vrije Universiteit Brussel)	Session 8. Navigating change and collaboration in education systems (zaal 1.03) Navigating tensions in collaborative innovation: a systematic literature review on managing tensions in higher education institutions participating in innovation ecosystems (Rozemarijn Capiou, HU University of Applied Sciences/ Twente University) Intended, implemented, and perceived policies: an analysis of school initiatives to address teacher shortages (Maxime Moens, Universiteit Gent) Interpersonal dynamics during collective sensemaking of educational change: discussing implications of a systems lens (Monika Louws, Universiteit Utrecht)
Session 9. Induction and early-career teacher support (zaal 1.06) Supporting elements in induction programs for SCTs in vocational education – a scoping review (Edy van Renselaar, Open University) Keeping the Balance as a Second-Career Teacher in the Classroom Peloton: High-Quality Induction Support in Primary Education (Isabelle Step, Artevelde Hogeschool)	