

Appendix 3. Biographies of contributors and planning committee

Sustaining Teachers' Professional Growth

Møller Centre, Churchill College, University of Cambridge

Monday 18th – Tuesday 19th February 2013

Planning committee:



CERI (Centre for Educational Research and Innovation)

www.oecd.org

CERI stands for Centre for Educational Research and Innovation. CERI was set up in 1968 as an independently funded programme by member countries and other organisations. It has established an international reputation for pioneering educational research, opening up new fields for exploration and combining rigorous analysis with conceptual innovation. CERI's staff membership is made up of international experts and CERI is a major division of the OECD Directorate for Education.

Effective teaching and teachers are key to producing high performing students. TALIS is the first international programme to focus on the learning environment and the working conditions of teachers in schools. TALIS fills important information gaps in the international comparisons of education systems. It offers an opportunity for teachers and school principals to give their input into education analysis and policy development in some key policy areas. Cross-country analysis from TALIS allows countries to identify other countries facing similar challenges and to learn from other policy approaches.



EI (Education International)

www.ei-ie.org

Education International is the voice of the teachers and other education employees across the globe. A global federation of about 400 unions in more than 170 countries and territories, it represents 30 million teachers and education employees in education institutions from early childhood to university.

Birgitte represents the European Trade Union Committee for Education (ETUCE), the European region of EI.



Leadership for Learning

www.educ.cam.ac.uk/centres/lfl

Leadership for Learning (LfL) is a network based in the Faculty of Education, University of Cambridge. It is concerned with learning, leadership and their inter-relationship. LfL's work with practitioners, schools and organisations is linked to scholarly engagement with international researchers, and to the interface with policy makers. The network's operations and influences are at local, national and international levels.

LfL is under the leadership of Professor John MacBeath and is coordinated by a management team that includes David Frost, Sue Swaffield, John Bangs, Megan Crawford, Panayiotis Antoniou, Ruth Sapsed and Caroline Jestaz. It is part of the Leadership for Learning academic group.



Open Society Foundations

www.opensocietyfoundations.org

The Open Society Foundations work to build vibrant and tolerant democracies whose governments are accountable to their citizens. To achieve this mission, the Foundations seek to shape public policies that assure greater fairness in political, legal, and economic systems and safeguard fundamental rights. On a local level, the Open Society Foundations implement a range of initiatives to advance justice, education, public health, and independent media. At the same time, we build alliances across borders and continents on issues such as corruption and freedom of information. The Foundations place a high priority on protecting and improving the lives of people in marginalized communities.



Government of the Netherlands

Government of The Netherlands, Ministry of Education, Culture and Science

<http://www.government.nl/ministries/ocw>

<http://www.teachersummit2013.org/>

The Ministry of Education, Culture and Science works to create a smart, skilled and creative environment in the Netherlands. Its mission is to ensure that everyone gets a good education and is prepared for responsibility and independence. The Ministry also wants people to enjoy the arts, and aims to create the right conditions for teachers, artists and researchers to do their work.

The 2013 International Summit on Teaching Profession is organized by the Dutch Ministry of Education, Culture and Science in close co-operation with the Organisation for Economic Co-operation and Development (OECD) and Education International (EI).

Contributors:

John Bangs

John Bangs started his career as a teacher. He joined the National Union of Teachers (NUT) in 1990 as the officer responsible for special needs and for the English National Curriculum and its assessment. In 1993 he was appointed Assistant Secretary (Education/Equal Opportunities). His department covered all areas of education and equal opportunities policy.

He was responsible for the NUT's wide-ranging research programme. Research projects have included ground-breaking work on school self-evaluation, pupil behaviour, curriculum and assessment and the professional lives of teachers. He initiated and oversaw the NUT's teacher Professional Development Programme and was responsible for the NUT's policies on professional development. He was also responsible for the NUT's work with OECD.

Since leaving the NUT he has focussed primarily on teacher policy and the interface between the teaching profession and government. He has been appointed special consultant for Education International - the largest global confederation of teacher organisations. His role at EI is to promote its policies within OECD and, as such, he chairs the OECD's Advisory Committee for Education and Training representing teachers and lecturers. He also represents EI in the organisation of the annual Global Summit of the teaching profession hosted by the US government. His role in Education International, focusing on OECD education policy making and research, linked with his work at the Faculty of Education at Cambridge University enables him to be at the leading edge of international teacher policy development and the latest developments on education system comparators.

John believes that *Reinventing Schools*, Reforming Teaching the book he has co-authored with John MacBeath and Maurice Galton contains profound lessons for government initiated reform. He is co-author, with David Frost, of the EI commissioned study: 'Teacher self-efficacy, voice and leadership'.

Guntars Catlaks

Guntars Catlaks is currently a research coordinator at Education International. His work includes monitoring on-going research as well as undertaking original surveys worldwide in the fields of education quality, equal access and teacher employment, development and work conditions. His primary focus is on current education policies in these areas. An important aspect of Guntars' work is the exchange of information among the EI Research Network's affiliates. Guntars previously worked as an expert and coordinator in education policy analysis. He has particular experience in social sciences and citizenship education, as well multicultural/bilingual education and reform policies in Central Eastern Europe. Guntars has worked as a teacher, curriculum developer, textbook writer and researcher both in native Latvia and internationally. Born in 1963 in Riga, Guntars graduated from the University of Latvia as an Historian in 1986, and received a Doctorate in History in 1995. He has been affiliated with the Latvia Institute of History, Ministry of Education, Soros Foundation - Latvia, Indiana University and the Centre for Civic Education (USA). Between 2002 and 2004, Guntars was Director of Civitas International – world association of civic educators in Brussels.

Ivona Čelebičić

Ivona Čelebičić is a Director and Senior researcher of 'proMENTE social research' in Sarajevo. She has worked as a researcher and trainer in proMENTE since 2004.

Ivona has been directly involved in programme coordination; designing qualitative and quantitative research, the development of research instruments, fieldwork and project supervision. She is particularly skilled at using Outcome Mapping (OM) and Most Significant Changes (MSC). She has conducted over 50 training courses, research and evaluation projects and has great research experience in educational system in Bosnia & Herzegovina.

She has led the field work for a wide range of projects, ranging from three months in the field doing interviews with street children and victims of trafficking, to community development and cross-border cooperation. She is currently managing the project 'Supporting Teachers to Lead Change' in B&H which aims to enhance the quality of educational processes, providing equal education for all children regardless of their ethnic background and in accordance with their special educational needs. She was the main researcher in the field and author of the report of external evaluation of the projects: 'Mainstreaming Inclusiveness for Disabled Workers', 'Youth MIDWAY', 'Evaluation of Cross-border Cooperation and Reconciliation', 'Advancing Educational Inclusion and Quality In South East Europe: School /community based action research'.

She has a Masters degree in Human Sciences. From 2002-2004 Ivona worked as a Director of the Educational Programmes on the 'Logosfera Centre for Students' Initiatives'. Between 1999 and 2002 she worked as manager of 'Multidisciplinary Society for Promotion Mental and Social Health'. She began her career as a teacher in a school for children with special education needs.

David Frost

David Frost is a member of the Leadership for Learning group at the University of Cambridge Faculty of Education. In 2000 he was one of the co-founders the LfL Network which is committed to developing democratic forms of leadership and learning. His ongoing research focuses on teacher leadership. Through partnerships with schools and local authorities he has developed strategies for supporting teachers as agents of change who play key roles in the creation and transfer of professional knowledge. He is currently the Programme Director for the HertsCam Network. Over a period of more than twenty years David has co-ordinated networks which support teachers as leaders of change and innovation. These have acted as test-beds for his ideas on teacher leadership and, since 2008, he has led the International Teacher Leadership project which has partner programmes in 15 countries around the world. He is the founding editor of the journal 'Teacher Leadership'. With John Bangs he has recently completed a report entitled *Teacher self-efficacy, voice and leadership: towards a policy framework for Education International*. He is currently a member of the research team on a project in which the University of Cambridge works with the University of Pennsylvania and Nazarbayev University to support innovation in Kazakhstan.

Peter Gronn

Peter Gronn is Professor and Head of the Faculty of Education at the University of Cambridge, where he is also a Fellow of Hughes Hall. He was previously professor at Monash University (2003-2007), where he held a personal chair appointment, and the University of Glasgow (2007-2008). In 2012, Peter was made an Academician of the Academy of Social Sciences.

He has had a longstanding research, teaching and publishing interest in leadership (for which he has received a number of national competitive research council funding grants) as well as numerous aspects of policy, management, history, biography and qualitative research. Two recent projects have been conducted in the areas of head teacher recruitment and retention, and another in the preparation of school leaders through coaching. He has also worked in the area of professional standards and he was a consultant to the Australian Council for Educational Research on the project "Standards for School Leadership". He also co-authored the Country Background Report for Australia, which formed part of an OECD international project on school leadership (2006-2007).

Peter has had extensive research experience in government and non-government school systems in Australia and the UK. He is a member of a number of refereed journal editorial boards and is a regular reviewer of manuscripts for leading journals in education. Currently, he is nearing completion of a biography of a leading Australian educationalist.

Val Hill

Val is a full-time Assistant Headteacher at Birchwood High School in Hertfordshire. Birchwood is an 11-18 mixed non-selective school with 1400 students on roll. She has worked at the school for nine years and leads on Learning & Teaching and CPD for all staff, focusing on teacher leadership, and developing the learning community of the school. As well as setting up practical and regular opportunities for staff to share good practice, engage in enquiry and development work and become reflective practitioners, she also oversees "Building Learning Power" as a method of developing the learning capacity of students such that they become more reflective and independent learners.

She has previously been an AST and a Head of English in challenging schools, is involved in coaching training, has designed and led a range of training programmes to audiences both in the UK and abroad, and works with a range of ITT providers.

Val worked as a researcher with the University of Cambridge on a GTC funded enquiry into the extent of student participation in their learning in schools and is a member of the International Teacher Leadership team, contributing to leading conferences in a variety of European venues.

She is a member of the HertsCam Network and teaches on a Masters programme, the 'HertsCam MEd in Leading Teaching and Learning', and the award-bearing, school-based 'Teacher Led Development Work' programme. She provides academic supervision at Masters level and is an internal examiner for the PPD courses at the Faculty of Education.

Chris Ingate

Chris Ingate is headteacher at Birchwood High School, in Bishop's Stortford. Birchwood is a fairly large 11-18 mixed, non-selective school with 1400 students on roll. He has been headteacher for ten years and has led the transformation of an unpopular, under-subscribed school to a popular, over-subscribed establishment listed as one of the Top 100 most improved schools by the DfE in 2012.

Chris has a keen interest in educational research, having completed his doctorate at Cambridge in 2010. His research focussed on building a model of how headship changes over time based on the narratives of serving head teachers, at different stages of their career.

Chris is also Chair of HASSH, the Hertfordshire Association of Secondary Headteachers and is also a trained Ofsted Inspector.

Lawrence Ingvarson

Lawrence Ingvarson is a Principal Research Fellow at the Australian Council for Educational Research. Before his semi-retirement, he was Director of the Teaching and Learning Research Program at ACER. He began his career as a science and mathematics teacher, teaching in WA, Scotland and England before undertaking further studies in psychology at the University of London. He has held academic positions at the University of Stirling in Scotland and Monash University in Melbourne. He is a Fellow of the Australian College of Educators and a recipient of the Distinguished Service Award from the Australian Science Teachers Association (2001).

His major research and policy interests include teacher education and professional development, teaching standards and professional certification systems, and performance-related pay for teachers. Recently, he co-directed an IEA study of teacher education in seventeen countries, in collaboration with a team from Michigan State University. The study focused on teacher education policies and programs for the preparation of mathematics teachers – and their relation to program outcomes.

Recent projects include the development of a national professional standards framework for Australia, Kuwait and Saudi Arabia. He has also provided consultancy services on teaching standards and teacher evaluation in Brazil, Chile, New Zealand and Scotland, and on teacher quality for the OECD. Recent books include *Assessing Teachers for Professional Certification: the First Decade of the National Board for Professional Teaching Standards*. This book brings together the rigorous research and development work conducted on teaching standards and performance assessments by the NBPTS in the USA since its inception in 1987.

Tünde Kovacs Cerović

Tünde Kovacs Cerović is professor of Educational Psychology and Education Policy at Belgrade University.

She has served as State Secretary (2008-2012) and Assistant Minister (2001-2004) for education in Serbia, where she was leading the reforms in pre-university education and teacher education, headed the EU integration process in education and served as main liaison person for international assistance programs for the education sector in Serbia. During her term she contributed to the introduction of inclusive education for integrating children from vulnerable groups in mainstream education which

became best practice in Serbia. She also adopted standards for the teaching profession and started a new teacher education program as well as leadership training for school principals, developed a new quality assurance system and school leaving examination. And she scaled up vocational education and adult education reform, started the first Education Policy Matters Studies in the region, conducted the first comprehensive assessment on Strengthening integrity and fighting corruption in education, and became part of the European Lifelong Learning program.

She has been a member of OSF's General education Sub-Board since 2009. She has been involved in the establishment and first two years of operation of the Roma Education Fund, has worked for OSI in Budapest, has been active in civil society on human rights and peace-building issues, had study sojourns at Harvard University and in Germany, conducted numerous applied education research studies and was consultant for several International organizations, assisting on education development issues in the region.

Her main interest is equity and quality of education, especially concerning children from disadvantaged background, teachers' professional development, as well as violence prevention through education.

John MacBeath

John MacBeath is Professor Emeritus at the University of Cambridge, Director of Leadership for Learning: the Cambridge Network and Projects Director for the Centre for Commonwealth Education. Until 2000, he was Director of the Quality in Education Centre at the University of Strathclyde in Glasgow.

As well as his interest and research on leadership he has, for the last decade, worked with schools, education authorities and national governments on school self-evaluation. Five books on self-evaluation have been addressed mainly to a teacher and senior management readership. These include *Schools Must Speak for Themselves*, *Self-Evaluation in European Schools*, *Self-evaluation: what's in it for schools?* *Self-evaluation in the Global Classroom* and *School Inspection and Self-evaluation*, all published by Routledge and now available in twelve European languages. All of these books derive from collaboration with schools, teachers and school students, *Self-evaluation in the Global Classroom* being written mainly by school students from eight different countries. *Issues in School Improvement*, a CD-ROM resource for schools in *Hong Kong*, contains many of these self-evaluation tools in both English and Chinese, while a recent addition to self-evaluation and inspection Hong Kong is an interactive website illustrating good practice in Hong Kong special, primary and secondary schools.

John has acted in a consultancy role to the Organisation for Economic Co-operation and Development (OECD), UNESCO and ILO (International Labour Organisation), the Bertelsmann Foundation, the Prince's Trust, the European Commission, the Scottish Executive, the Swiss Federal Government, the Varkey Group in Dubai (Emirates) and the Hong Kong Education Department. He was a member of the Government Task Force on Standards from 1997-2001 and was awarded the OBE for services to education in 1997.

Anthony Mackay

Anthony Mackay is CEO, Centre for Strategic Education (CSE) Melbourne, Chair, Australian Institute for Teaching and School Leadership (AITSL), and Deputy Chair, Australian Curriculum, Assessment and Reporting Authority (ACARA).

Tony is Co-Director of the Global Education Leaders Program (GELP) and Chair of the Innovation Unit Ltd, England. He is a consultant advisor to OECD/CERI. He is the Immediate Past President of the International Congress for School Effectiveness and Improvement (ICSEI) and is a founding member of the Governing Council of the National College for School Leadership in England.

Tony is an Honorary Fellow in the Graduate School of Education at the University of Melbourne, a Board Director of the Australian Council for Educational Research, the Asia Education Foundation, and the Foundation for Young Australians. He has facilitated the 2011 and 2012 International Summits on the Teaching Profession held in New York hosted by Arne Duncan, US Secretary of Education, together with the OECD and Education International.

Tony's policy advice, consultancy and facilitation work focuses on education strategy for Government Departments, Bodies and Agencies, think tanks and leadership teams in Australia, Asia, Europe and North America.

Maureen A. McLaughlin

Maureen McLaughlin is Senior Advisor to the Secretary and Director of International Affairs U.S. Department of Education.

She leads the U.S. Department of Education's international activities, including the development of the Department's first international strategy, bringing three decades of experience working on education policy and management issues in the United States and internationally.

In 2002-2010, Maureen worked at the World Bank as Lead Education Specialist and Education Sector Manager on education issues in the Europe and Central Asia region. Prior to joining the World Bank, Maureen was a Ian Axford Public Fellow in New Zealand.

Between 1988 and 2002, Maureen held several senior positions at the U.S. Department of Education, including Acting Assistant Secretary for Post-secondary Education at the beginning of two new administrations (1993 and 2001) and Deputy Assistant Secretary for Policy, Planning and Innovation after 1993.

Maureen joined the U.S. Senior Executive Service in 1990 and was awarded the highest awards for government service, the Distinguished Presidential Rank Award (1998) and Meritorious Presidential Rank Award (1996). From 1979-1988, Maureen was an analyst at the U.S. Congressional Budget Office.

Maureen holds a Master of Public Policy from University of Pennsylvania and a Bachelor of Arts from Boston College, majoring in Economics and graduating Summa Cum Laude, Phi Beta Kappa.

Hugh McLean

Hugh McLean is Director of the Open Society Foundations Education Support Programme, a global programme that promotes the right to education and equity and quality in education. Hugh originally studied music and completed a postgraduate teaching diploma in music and English language teaching. After university, and partly in order to avoid conscription in the armed forces, he lived and taught in a remote rural village in one of South Africa's independent homelands where he started a bridging program for village youth who wanted to study further after finishing school. Back in Johannesburg, he worked in adult literacy and trade union education for the rest of the 1980s. In 1990, there were signs of change in South Africa and Hugh joined one of the several large corporations that started funding education and development in the country. The company he worked for was a key player in early childhood development, business education, community development, youth skills training, HIV/AIDS prevention and care, and distance learning. He joined OSF's education programme in Budapest in 1999 and was associated with OSF's education work in various capacities, working mostly in Russia and then in Pakistan as well as on various research and evaluation projects. Hugh moved to the UK in 2006; he helped to refine the new mission focus for OSF education work and has directed the OSF education programme from September that year.

Mary Metcalfe

Professor Mary Metcalfe first taught as an unqualified teacher in 1974. She has a Teachers Certificate, a Bachelor of Education, a Masters in Education, and a Diploma in Specialised Education. She worked as a teacher and a principal of a remedial centre before working in teacher education at the Johannesburg College of Education and at the University of the Witwatersrand from 1982 to 1994. She was elected as a member of the African National Congress in the Gauteng Provincial Legislature in the first democratic elections in 1994 and was appointed as the Provincial Minister of Education (MEC) in Gauteng where she served from 1994 – 1999. She was appointed as MEC for Agriculture, Conservation, Environment and Land after the 1999 elections, and served until 2004. She indicated her wish to return to work in Education and was released to join the University of the Witwatersrand as Head of the School of Education. She served as Head from 2004 to 2009 before joining the new national Department of Higher Education and Training as Director General in 2009. She joined the Development Bank of Southern Africa as Lead Sector Specialist: Social Infrastructure in May 2011. She is a Visiting Fellow on the Soweto campus of the University of Johannesburg and a Visiting Adjunct Professor at Wits.

George K.T. Oduro

George initially trained as a teacher at Enchi Teacher Training College – a rural institution in the Western Region of Ghana, and later obtained a Bachelor of Education degree from the University of Cape Coast, Ghana. He has taught at all levels of Ghana's educational system in both rural and urban contexts. George, who holds a PhD degree from the University of Cambridge, United Kingdom, has also been involved in the professional development of teachers and headteachers in Ghana.

He is an Associate Professor of Educational Leadership at the University of Cape Coast, Ghana. Prior to taking up his lectureship appointment with the University of Cape Coast, George worked with the Leadership for Learning - Cambridge Network, Faculty of Education, University of Cambridge as a

Post-Doctoral Research Associate. He is currently the local director of the Cambridge-Ghana Leadership for Learning Network that seeks to strengthen leadership and supervision capacity of headteachers and circuit supervisors on behalf of the Ghana Education Service.

George is also involved in a number of national and international research collaborations that focus on enhancing the quality of teaching and learning through leadership in Africa. His research interests are: the cultural and gender dimensions of educational leadership, particularly in rural deprived communities; teacher leadership for learning, peace building and social cohesion in schools; and strategies for enhancing quality teaching and learning through effective and efficient resource and performance management.

He is a Fellow of the Leadership for Learning - Cambridge Network, the Cambridge Commonwealth Trust, the All Saints' Educational Trust UK, the Association for Commonwealth Universities and a member of the University Teachers Association of Ghana (UTAG).

Hans Ruesink

Hans Ruesink studied at the Faculty of Human Movement Sciences of the Free University in Amsterdam. He worked several years in the sport for mentally handicapped people.

He has worked for the Dutch Ministry of Education, Culture and Science in several positions since 1998. He is the coordinator of the cluster Research and International affairs at the Directorate for Teacher Policy. He is the Dutch representative in the TALIS Board of Participating Countries and the INES Network NESLI, which focuses on system-level indicators in education. He is closely involved in the organization of the third International Summit on the Teaching Profession, which will be held in Amsterdam on 13 and 14 March.

Sue Swaffield

Sue Swaffield is a member of the Leadership for Learning academic group in the Faculty of Education University of Cambridge, and a founder member of Leadership for Learning: the Cambridge Network. Sue's teaching and research interests are within the fields of educational leadership, school improvement and assessment. Leadership for learning, critical friendship for headteachers, and assessment for learning are particular interests.

Current research activity includes a collaborative development and research programme building headteachers' leadership capacity in Ghana, with the Faculty's Centre for Commonwealth Education. This involves working with headteachers, directors, and system leaders throughout the country, and researching the applicability of the LfL framework and principles to Ghana. She is also leading the Cambridge International Examinations LfL project with schools in New Zealand, Malaysia and Europe. Sue co-directed the Wallenberg funded international Leadership for Learning Carpe Vitam project, was a member of the ESRC/TLRP Learning How to Learn project involving 40 schools and five universities in England, and of the team that carried out the DfES funded evaluation of Schools Facing Exceptionally Challenging Circumstances project.

She teaches on the Doctoral, Masters and Certificate programmes at the Faculty, co-ordinating the Educational Leadership and School Improvement MEd and MPhil.

Sue is a Cambridge University Press Syndic, an Associate/Executive Editor of the two international journals: 'Professional Development in Education' and 'Assessment in Education: Principles, Policy and Practice', and is on the Editorial Board of 'Reflective Teaching'. Her work in Higher Education builds on previous experiences as a teacher and adviser.

Aleesha Taylor

Aleesha Taylor is a Deputy Director of the Open Society Foundations' Education Support Program. Prior to joining OSI in July 2007 as a Senior Program Manager, Aleesha was a Lecturer in the Department of International and Transcultural Studies at Teachers College, Columbia University, where she also completed her doctoral studies. Aleesha also holds degrees in psychology from Spelman College and the Graduate Faculty of the New School for Social Research, New York. She is a Term Member of the Council of Foreign Relations.

Ron Thorpe

Ron Thorpe is President and CEO of the National Board for Professional Teaching Standards, an organization dedicated to elevating the status, voice, and role of accomplished teachers in shaping a true profession and raising student achievement. Since 1987, more than 100,000 teachers across the United States have achieved [National Board Certification](#), a rigorous, peer-reviewed and performance-based process that certifies that these educators have met the profession's highest standards of practice.

Prior to his appointment to this position in 2011, he served as vice president for education at WNET – America's flagship public television station in New York City – where he created the Celebration of Teaching and Learning, an annual conference that attracted more than 10,000 teachers from across the country. In 2008, he was the executive producer of *Where We Stand: America's Schools in the 21st Century*, a national PBS broadcast hosted by Judy Woodruff. He also served on the planning team for the historic International Summit on the Teaching Profession, hosted by U.S. Secretary of Education, Arne Duncan, in 2011 and 2012. Education Ministers and national teacher union leaders from 23 countries attended last year's Summit in March.

Ron's career has spanned teaching, philanthropy and educational administration, including senior level positions at the Geraldine R. Dodge, Rhode Island and Wallace foundations. He began his teaching career as a teaching fellow in the classics at the independent secondary school Phillips Academy, where he also served as special assistant to the renowned educator, Dr. TheodoreSizer. He earned his bachelor's in classics at Harvard College and his Master's and doctorate at the Harvard Graduate School of Education.

Dirk Van Damme

Dirk Van Damme currently is Head of CERI (Centre for Educational Research and Innovation) in the Directorate for Education at the OECD in Paris. He holds a PhD in educational sciences from Ghent University and is also professor of educational sciences in the same university (since 1995). He was also part-time professor in comparative education at the Free University of Brussels (1997-2000) and visiting professor of comparative education at Seton Hall University, NJ, USA (2001-2008).

Besides being an academic he has been professionally involved in educational policy development in various capacities between 1992 and 2008, from 2004 to 2008 as chief of staff at the cabinet of Mr Frank Vandenbroucke, Flemish minister of education. In 2004 he also served as executive director of the RAGO, the organization of public schools in the Flemish Community of Belgium. One of the reform projects he was responsible for was the reform of teacher education in Flanders. His current interests are innovation in education, comparative analyses of educational systems, new developments in the learning sciences and knowledge management in education. At the OECD he is responsible for CERI, for the Indicators of Educational Systems (INES) programme and the publication *Education at a Glance*.

Susanne Winnubst

Susanne Winnubst (1966) started her career as a computer programmer but finding that she was most interested in explaining to users how the software she wrote worked, became a teacher. She has taught in the Military and Police Department of the College ROC A12, a specialist professional training college in the Netherlands for 16-20 years olds, for the last 12 years. She enjoys the challenge of working with adolescents. Whilst working she studied psychology at University and worked part-time as a behavioural scientist at the Ministry of Defence. As 'teacher of the year 2011', she wanted to promote the fact that teachers of colleges should have the opportunity for professionalisation and has given lectures about the professionalisation of teachers at Colleges throughout the Netherlands. In 2012 she wrote a book for College teachers about the teacher as a professional.

Simon Verwer

Simon Verwer is an alumnus of the Dutch counterpart of 'Teach First', called Eerst de Klas. After an internship in several schools and with Royal Dutch Shell, he's currently working as a high school teacher and educator. Besides teaching in and developing two recently established high schools in Amsterdam, he brings together teachers, informal leaders and educators with his own initiative called Denkfiguren. He regularly speaks on linked themes such as 'excellence', 'teacher education' and 'social learning'.

He was awarded the title of ScienceGuide student of the year 2011 by the State Secretary of Education.