

Global Forum on the Future of Education and Skills 2030

8-9 October 2020
Bios



Polly Akhurst, Co-founder and Co-Executive Director, Amala Education, (formerly Sky School), a not for profit organisation that works globally to inspire positive change in the lives of refugees and their communities through transformative education. Amala has developed the first high school diploma for out of school displaced youth and offers short programmes in areas such as Peace-building, Ethical Leadership, and Social Entrepreneurship. Polly has been involved in the OECD Education 2030 project since 2017 as a participant and working group leader and believes that the project holds the keys to the change that is needed to educate young people for 2030 and beyond.



Darryl Buchanan, Associate Chief Executive: Operations, The Association of Independent Schools of NSW; TWG3 co-lead is the Associate Chief Executive: Operations at the Association of Independent Schools in New South Wales, Australia. In this role, Darryl oversees eight teams which are responsible for advocacy and the provision of a wide range of professional services to over 500 independent schools in NSW. He has also managed a large number of government-funded programs and oversees the Registered Training Organisation which sits within AISNSW. With over 30 years professional experience in education, Darryl has worked at a number of independent schools and provided leadership and support in the areas of Health and PE, student wellbeing, curriculum and school leadership. Darryl has presented nationally and internationally, contributed to several curriculum development projects across the state and has authored and co-authored eleven text books and multiple educational resources.



João Costa, Deputy Minister of Education, Portugal

Deputy Minister of Education in Portugal; Professor of Linguistics at Universidade Nova de Lisboa; Member of the Advisory Group of Future of Education and Skills; Chair of TALIS.



Suzanne Dillon, Chair of the Global Forum on the Future of Education and Skills 2030

Suzanne has been involved in the Future of Education 2030 project since 2016 as Ireland's governmental representative and she has been Chair of the project's Advisory Group since Spring 2018. Suzanne was a secondary teacher before joining the Department of Education and Skills in Ireland.

Her responsibilities as an Assistant Chief Inspector, included leading the Department's Evaluation Support and Research Unit and, since 2016, providing advice on curriculum and assessment policy to the Department.



Armand Doucet, (M.S.M., M.Ed.) Teacher, Riverview Highschool, Canada

Armand Doucet is one of the world's foremost pracademics and teachers in education for this Digital Age. He is a sought after leader, inspirational speaker, coach, columnist, author of Teaching Life: Our Calling, Our Choices, Our Challenges in Routledge's Best-selling Leading Change Series. During this pandemic, he has launched the webcast series "Perspectives in Education during a Pandemic", a children's book "Hope, Where Are You?", a UNICEF fundraiser as well as the global teacher conference www.t4.education.



Panchali Dutta, Avanti Fellows, India

Panchali leads program operations for Avanti Fellows in Haryana. Panchali graduated with a degree in Physics from Miranda House and has spent over 7 years at Avanti leading content creation, teacher training and program operations. She has deep expertise working with state governments on creating sustainable state-run initiatives focused on improving Math and Science learning outcomes.



João Falé, gap year, Portugal

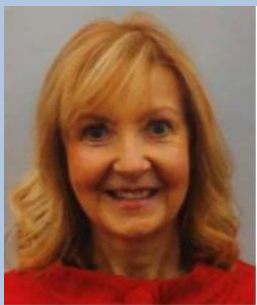
My name is João Falé, I'm 18 years old, and I'm from Portugal. I recently graduated from the Escola Técnica Profissional da Moita, a vocational school, on hospitality/tourism, in the restaurant and bar services area. I might not be studying this year but I'm still looking forward to sharing with you my views on teaching and assessment methods, as well as the importance of a student's mental health, and I'm also looking forward to hearing about your views!



A. Lin Goodwin, Dean, Faculty of Education, The University of Hong Kong.

A. Lin Goodwin is Dean of the Faculty of Education at the University of Hong Kong (HKU). Prior to joining HKU, she was Vice Dean at Teachers College, Columbia University in New York, and the Evenden Foundation Chair of Education. She is a past Vice President of the American Educational Research Association (AERA)—Division K: Teaching and Teacher Education.

Professor Goodwin's research focuses on teacher/teacher educator beliefs, identities and development; equitable education and powerful teaching for immigrant and minoritized youth; and international analyses and comparisons of teacher education practice and policy. She is a co-author of *Empowered educators in Singapore: How high-performing systems shape teaching quality*, and *Empowered Educators: How Leading Nations Design Systems for Teaching Quality*.



Louise Hayward, Professor of Educational Assessment and Innovation, University of Glasgow

Louise Hayward is Professor of Educational Assessment and Innovation (University of Glasgow). She was a member of the internationally renowned Assessment Reform Group and in 2018 founded the International Educational Assessment Network. Originally a teacher, Louise is committed to co-constructed change processes. Her particular interests lie in curriculum, assessment and pedagogy and social justice. Recently, Louise has been working with policy and practice communities in Scotland, Wales, Ireland, Norway, Turkey and Slovenia.



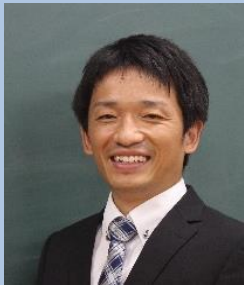
Martin Henry, Research Co-ordinator, Education International

Martin Henry is a research coordinator at the headquarters of Education International (EI) Brussels. His work focuses on coordinating and commissioning research mandated by Congress across a number of priority areas, working with the EI Research Network and acting as secretariat to the EI Research Institute Board. He is currently leading projects on teacher identity, teacher union renewal, technical vocational education and training, curriculum breadth, the future of the teaching profession in Africa, professional standards and the future of work in education. Other duties include representing teachers and educators at the OECD, UNESCO, ILO and other international forums. Before joining EI in 2016 Mr Henry spent three years leading the professional issues work at the New Zealand secondary teachers' union PPTA. Prior to that he worked for 5 years as a Deputy Principal in a New Zealand high school and spent 3 years managing the professional learning infrastructure and working on the curriculum and across a range of academic subject standards for the New Zealand Ministry of Education. He earned a BA (hons.) from University College London, a Diploma of Teaching from Auckland College of Education and an M Lit (dist.) from Auckland University.



Aurel Ivanka, Santa Laurensia Junior Highschool, Indonesia

My name is Aurel, and I am a 9th grade student studying in Indonesia. This is my first OECD Global Forum, and I am excited to participate in the event.



Shingo Kamimura, Teacher, Research Director, Kuzutsuka Junior High School, Niigata City, Niigata, Japan

Shingo holds the position of Research Director at the Kuzutsuka Junior High school, Niigata City, Niigata, Japan. His school has been designated as a specialized “Community School” by the Board of Education of Niigata City. His responsibility involves creating and promoting new relationships between schools and communities. Shingo has been researching and promoting school curriculum development and active learning programs since his introduction to the Japan Innovative Schools Network (ISN), supported by the OECD. His practice as a teacher and engagement with curriculum has been influenced by the OECD Learning Compass 2030.



Pille Liblik, Ministry of Education and Research, Deputy Head of General Education Department, Estonia

Pille has been managing Estonian national curricula developing and implementation process since 2013 and also coordinating state initiative “Interesting School” which aims at reflecting to society’s expectations of school and education in order to make the learning experience more motivating to students, teachers, parents and different stakeholders’ groups. Previously she has 10 years working experience as a teacher and vice-headmaster and 10 years experience at the regional authority level.



Jenny Lindblom, Director of Education, Swedish National Agency for Education/National Curricula

Jenny Lindblom works as Director of Education at the Swedish National Agency for Education.

Jenny has a long record of designing assessment material and national tests in mathematics and Swedish provided by the agency. She is also working with revision of the national curriculum for compulsory school and upper secondary school.

Jenny has a Bachelor of Education for the compulsory school and a degree of Master of Science, main field of study: mathematics education. She has also studied programming and computational thinking. Jenny has many years of experience as a head teacher and extensive experience in professional development. Her interests include curriculum theory and pedagogical practices.



Peeter Mehisto, Conference Rapporteur – Visual Creative Summary

Peeter Mehisto (University College London Institute of Education) has sparked ideas and facilitated stakeholder cooperation that has led to the launch of substantial new public programmes. In particular, he has supported the development and management of bilingual education programmes, at the primary, secondary and/or university levels in Asia, Mexico and Europe, including in Finland and Estonia. Estonia is one of the latest PISA stars. Currently, Peeter is researching Estonia's PISA success story. His books include three with Cambridge University Press that have been addressed to teachers, school administrators, regional and/or national officials, as well as to the research community. He has won several awards for his work.



Ayumi Mitsui, United Nations International School Hanoi, Vietnam

Ayumi is from Tokyo, Japan, and she is in her final year of secondary school at the United Nations International School Hanoi. She has attended e2030 meeting as a high school student since 2018, and she has been a Student Advisory Group member for the 2019-20 school year. She would like to share her own experiences as well as the things she has learned throughout her involvement in the e2030 project. She also makes it her mission to deliver the REAL VOICE of students in Japan!



Katarina Morsing-Hornsleth, Copenhagen Business School, Denmark

Katarina is 21 years old and a 1st year student at Copenhagen Business School. She has been involved as an FG3 Advisory Group representative in the OECD E2030 project since the summer of 2019. She participated and spoke as a panelist at the IWG10 meeting in Korea in November 2019, and she participated in the E2030 1st Global Forum this past May. She co-hosted the first ever TopClass podcast entirely run by students. Katarina is excited to contribute to a new framework for future education as she in many ways consider the current framework outdated. She has a special interest in the role of assessment, and hope to get the chance to dive deeper into that topic through the E2030 project.



Lynn Paine, Professor, Department of Teacher Education, Associate Dean, International Studies in Education, Michigan State University

Lynn Paine is Professor of Teacher Education and Associate Dean for International Studies in Education at Michigan State University (USA). She began her career teaching English in US secondary schools, and has taught as well in Taiwan and China. As a teacher educator, she loves helping future teachers learn to teach. In her research she seeks to understand what supports powerful teacher learning, examining that question across different contexts. She studies preservice, induction and in-service teacher learning, exploring the roles of mentoring, professional learning communities, and practice-based professional development. She currently leads Thematic Working Group 1.



Manuel Ruiz, Cascais Professional Theatre School, Portugal

Manuel Ruiz is 16 years old, lives in Portugal and studies at the Cascais Professional Theatre School. He is involved in the area of Education in the project of the Maria Rosa Foundation - ComParte, in which students and decision-makers come together to build an educational system that works at its best.



Andreas Schleicher is Director for Education and Skills at the OECD. He initiated and oversees the Programme for International Student Assessment (PISA) and other international instruments that have created a global platform for policy-makers, researchers and educators across nations and cultures to innovate and transform educational policies and practices.

He has worked for over 20 years with ministers and education leaders to improve education. He is the recipient of numerous honours and awards and holds an honorary Professorship at the University of Heidelberg.



Begüm Tanrıyaşükür, MEF Schools of Turkey, Turkey

Begüm Tanrıyaşükür is 16 years old and in 11th grade at MEF Schools Turkey. She is from Istanbul and believes in a brighter future with the help of hard work. She deems this forum really crucial our country's and our world's future. She hopes, with our hard work we will be able to provide a much better, maybe an universal education programme for every student in the near future.



Danya Tjokroardi, Santa Laurensia Junior Highschool, Indonesia

My name is Danya Tjokroardi, and I was born and raised in Indonesia, still living here now. I turned 14 this year and I go to school in Santa Laurensia Junior High school. A few of my hobbies are dancing, art, makeup and fashion, as well as a relatively big interest in activism, politically, environmentally, and socially.



Mahiro Umehara, University of Tokyo Secondary School attached to the Faculty of Education, Japan

Mahiro Umehara lives in Tokyo in Japan. She's 16 years old and a 4th grade student in Secondary School attached to the Faculty of Education, the University of Tokyo. Mahiro is especially thinking about assessment and entrance examination in Japan. Her hobbies are making sweets, listening and playing music, and reading books.