



Global Perspectives: Educational Leadership

International Conference

Programme

Friday 18th June 2021

09:15 – 15:00 BST



09:15 – 09:30	<p>Welcome from Professor David Green CBE Vice Chancellor and Chief Executive, University of Worcester</p> <p>https://zoom.us/j/99632850229?pwd=M0Q3bmgrb2lnUWVWVWYt5NDF5QWFZZz09</p>	
09:30 – 10:00	<p>Opening Keynote</p> <p>Global Overview – State of Progress on SDG4 Joseph Nhan-O’Reilly Non-Executive Director with Education Portfolio UK National Commission for UNESCO</p>	
10:00 – 10:05	<p>Moving to sessions</p>	
10:05 – 11:05	<p>Session 1</p> <p>https://zoom.us/j/97305303629?pwd=T25kaGNsbDVhMGJMWnpuRVl3ZVQyZz09</p> <p>Chair Elena Lengthorn Chair David Hunt</p> <p>Project for active cluster engagement in clusters of public schools in Bengaluru, India – Design, Implementation and Challenges – Case studies of clusters Ashwini Chikmath Lead – Program & Educator Development Val-Ed Initiatives, India</p>	<p>Session 2</p> <p>https://zoom.us/j/91806210265?pwd=YXRldGtyN2FJMEZHLzZxU2VyYlNzZz09</p> <p>Chair Sarah Younie Chair Pinky Jain</p> <p>A global perspective on leadership in educational research Jack Whitehead Visiting Professor of Education University of Cumbria, UK</p>

	<p>Projects, Challenges and Outcomes of Educating Rural India Punita Shah Proprietor Punita Shah Education Services, India</p> <p>Global Citizenship Education in Uncertain Times Jenny Hatley Programme Leader in Education Bath Spa University, UK</p>	<p>What does values have to do with it? Creating Educational Leaders in Changing Times. Swaroop Rawal Director NEM Life Skills Ltd, India</p> <p>Leader Support of Intercultural Competence and Communities of Practice Lisa Minicozzi, Maddie Dressner and Devin Thornburg Clinical Professor Adelphi University, USA</p>
11:05 – 11:15	Break	
11:15 – 11:45	<p>Keynote 2</p> <p>https://zoom.us/j/94302965601?pwd=aExUQ3NVbnNjQmpiY3ZKMkF5UktsZz09</p> <p>An International Perspective on Teacher Status Peter Dolton Professor of Economics (& Research Director of NIESR) University of Sussex, UK</p>	
11:45 – 11:50	Moving to sessions	
11:50 – 12:50	<p>Session 3</p> <p>https://zoom.us/j/94560427353?pwd=OTdRM2ZtenRFTEU5QTA3WXE5aFhLZz09</p> <p>Chair Gareth Dart Chair David Hunt</p> <p>Importance of Project of Co-Oriented Psychomotor Learning (PCo-OPL) to the acquisition of professional skills of students and professional development of teachers Carolina Nieva Boza Postdoctoral Professor in Research Universitat Autònoma de Barcelona, Spain</p>	<p>Session 4</p> <p>https://zoom.us/j/93885434192?pwd=bVFzRVRjU05FU0lmdk9DN09qV3FiQT09</p> <p>Chair Suzanne Horton Chair Pinky Jain</p> <p>Scenario of learning disabilities around us and what changes would work in our education system Nisha Jain Grover Founder Vatsalya Legacy Educational Society, India</p> <p>Living-educational-theories of Global Educational Leadership and Global Educational Leadership with Living Theory research</p>

	<p>Jo Skelton Academic Lead for International CPD/Senior Lecturer in Primary Mathematics Oxford Brookes University, UK</p> <p>My Healthy Friends – educational material on Covid-19 prevention in South Sudanese schools</p> <p>Svenja Ksoll Project Coordinator WASH in Schools German Toilet Organization, Germany</p>	<p>Marie Huxtable Independent Researcher, UK</p> <p>The changing nature of English Leadership in a Global Context - the middle tier in England: the complexities of schools and academy trusts</p> <p>Deborah Outhwaite Director/EdD Supervisor DTSA/University of Liverpool, UK</p>
12:50 – 13:20	Lunch	
13:20 – 14:20	<p style="text-align: center;">Session 5</p> <p>https://zoom.us/j/99278805344?pwd=T285Ylc4N29WdTkwc3ZzdFNlYmVmdsdz09</p> <p style="text-align: center;">Chair Suzanne Lawson Chair David Hunt</p> <p>Exploring New Frontiers: Curriculum Evolution in Travel and Tourism</p> <p style="text-align: center;">Ruksana Patel and Deborah Abrey Business Lecturer College of Haringey, Enfield and North East London, UK</p> <p>The influence of space and style on learning and the development of talent in 21st century educational contexts</p> <p style="text-align: center;">Juana Maria Anguita and Silvia Carrascal Associate Professor and Senior Associate Professor Universidad de Castilla-La Mancha and Universidad Complutense de Madrid, Spain</p> <p>The Global Impact of <i>A Germ's Journey</i>: Interactive Learning Resources and Behavioural Training to Improve Young Children's Knowledge of Microorganisms and Handwashing Skills Worldwide</p> <p style="text-align: center;">Sapphire Crosby, Katie Laird and Sarah Younie</p>	<p style="text-align: center;">Session 6</p> <p>https://zoom.us/j/95223044311?pwd=R1ljeVROaU5YUStVZVJLZFFjRTN1dz09</p> <p style="text-align: center;">Chair Peter Gossman Chair Pinky Jain</p> <p>Project Team Work as an Opportunity to Develop Personal and University Potential</p> <p style="text-align: center;">Tatyana Morgalina Professor, The Department of Social Work and Conflict Studies Perm State National Research University, Russia</p> <p>Challenge in Implementing National Education Policy 2020</p> <p style="text-align: center;">Reeta Sonawat Director, Former Dean SNTD Women's University, Mumbai Ampersand Group, India</p> <p>Education in Climate Emergency: How should we prepare educators for our climate future?</p> <p style="text-align: center;">Elena Lengthorn Senior Lecturer Teacher Education University of Worcester, UK</p>

	<p>PhD Education Student, Reader, Professor De Montford University, UK</p>	<p>Post-graduate trainee teachers as leaders of change in early years classrooms in rural India and the UK Jo Skelton Academic Lead for International CPD/Senior Lecturer in Primary Mathematics Oxford Brookes University, UK</p>
14:20 – 14:25	<p>Moving to keynote</p>	
<p>14:25 – 15:00 Everyone to attend</p>	<p>Closing Keynote</p> <p>https://zoom.us/j/91480361733?pwd=SFVDdW54dlRyaUl1ckxWdTNYVFE1UT09</p> <p>What do I know? Issues in the intellectual history of being an educational professional in a global world!</p> <p>Helen Gunter Professor University of Manchester, UK</p>	

Joseph Nhan-O'Reilly
Non-Executive Director with Education Portfolio
UK National Commission for UNESCO



Title: Global Overview – State of Progress on SDG4

Joseph is an experienced education advocate and activist. After more than a decade at Save the Children he co-founded in 2020 the International Parliamentary Network for Education which he now directs. IPNEd's mission is to mobilise the political leadership necessary to achieve quality education for all.

He played a leadership role in the creation of the Global Partnership for Education and served on the GPE board including as the inaugural Chair of GPE's Strategy & Policy Committee.

He was a member of the design team of Education Cannot Wait and served on ECW's Executive Committee. He led Save the Children's global campaign on refugee education including working to ensure education was central to the Comprehensive Refugee Response Framework and the first ever Global Refugee Forum in 2019. He chaired the preparatory committee for the UN High Level Meeting on Action for Refugee Education in 2018 and directed the Promising Practices in Refugee Education initiative.

He was the founding chair of the Global Book Alliance. He is a non-executive director of the UK National Commission for UNESCO where he has responsibility for supporting the UK's work at and through UNESCO on education.

Peter Dolton
Professor of Economics (& Research Director of NIESR)
University of Sussex, UK



Title: An International Perspective on Teacher Status

Peter Dolton is a Professor of Economics at Sussex University and Research Director of the National Institute of Economic and Social Research. His main interests are in the area of Education Economics. He has published 150 articles mainly in Economics Journals and many of them relate to education, teachers and human capital.

In 2013 & 2018 he ran the Varkey Global Teacher Status Index survey and published reports on this large scale survey.

Helen Gunter
Professor
University of Manchester, UK



Title: What do I know? Issues in the intellectual history of being an educational professional in a global world!

Helen M Gunter is Professor of Educational Policy in The Manchester Institute of Education, University of Manchester, UK. She is a Fellow of the Academy of Social Sciences, and recipient of the BELMAS Distinguished Service Award 2016. Her work focuses on the politics of education policy and knowledge production in the field of school leadership. Her most recent books are: *An Intellectual History of School Leadership Practice and Research* in 2016 by Bloomsbury Press; *Consultants and Consultancy: the Case of Education*, coauthored with Colin Mills, 2017 by Springer; and *The Politics of Public Education* by Policy Press, 2018.

Juana Maria Anguita
Associate Professor
Universidad de Castilla-La Mancha, Spain



Title: The influence of space and style on learning and the development of talent in 21st century educational contexts

Doctor in Educational Sciences, MA in the Teaching of Spanish as Foreign Language and in Bilingual Education. Degrees in Translation and Interpreting, in English Studies and in Primary Education Teaching. Expert in intercultural education, migratory movements, bilingualism, English-Spanish translation and the teaching of English as a foreign language.

I have worked as a translator and language specialist for Lionbridge (formerly Bowne Global Solutions) in Madrid (Spain) and for the International Baccalaureate in The Hague (The Netherlands). I have taught English at different educational levels in Primary and Secondary Education both from the Council of Education in Madrid and in Castilla-La Mancha (Spain). I have also worked as a lecturer in the Translation and Interpreting Degree in the Faculty of Humanities at Universidad Pablo de Olavide (Sevilla, Spain); in the Teaching Degree at Universidad Alfonso X El Sabio (Faculty of Social Studies); and at Universidad Rey Juan Carlos (Faculty of Communication Sciences and Faculty of Education).

At the present time I am part of the teaching staff in the Teaching Degree at Universidad de Castilla-La Mancha (Faculty of Education) and in the Master's Degree in Teacher Training at Universidad Villanueva.

Carolina Nieva Boza
Postdoctoral Professor in Research
Universitat Autònoma de Barcelona, Spain



Title: Importance of Project of Co-Oriented Psychomotor Learning (PCo-OPL) to the acquisition of professional skills of students and professional development of teachers

I am a physical education teacher, psychomotor, pedagogue and I have a PhD in Physical Activity, Physical Education and Sports. For 19 years I have worked as a teacher in Early Childhood and Primary schools. And 12 years ago I started working as an associate professor in the Teaching Department of Musical and Physical Education at the University of Barcelona (UB). In 2017, I started working in the Teaching Department of Musical, Plastic and Body Expression of the Autonomous University of Barcelona (UAB), where I am currently a Postdoctoral Professor in Research. I am a professor in the Early Childhood Education Degree and in the Master's degree in Research in Education (UAB); I also collaborate in the Postgraduate's degree in Psychomotor Development from 0 to 8 years old and I am the Coordinator of the Third Cycle of my Teaching Department.

Since 2014, I have been a member of the Research Group on Psychomotor Education and I have been a member of the Network for Formative and Shared Assessment in University Teaching since 2016. My research lines refer to psychomotor education, formative and shared assessment, physical education, inclusion, interculturality, teacher training and coeducation. I currently participate in the Project: Self-assessment of student skills and professional development of teachers. Improvement of teaching practice and innovation working through Projects of Co-oriented Psychomotor Learning university-school. Call for research grants to improve the initial training of teachers at AGAUR-Catalonia. Reference: 2017-ARMIF. 00013.

Silvia Carrascal
Senior Associate Professor
Universidad Complutense de Madrid, Spain



Title: The influence of space and style on learning and the development of talent in 21st century educational contexts

Senior Scholar and Academic Administrator. Expert in Educational Policy & Academic Innovation in Teaching and Learning through active methodologies, teacher training and management of higher education policies in universities and educational centres. Professional experience in different leadership positions in education: Director of Research in Faculty of Education, Director of the Doctorate in Education Programme, Director of postgraduate academic management & educational transformation projects: change of organizational culture, talent management and design of methodologies and resources for teaching and learning. She is currently Director of Executive Education program at the School of Government at the Complutense University, lecturer and researcher at the Faculty of Education and Teacher Training (UCM). She has been Vice-Rector for Teaching and Learning (UCJC). She gained a PhD in Education (UCM) and more recently, an Executive Management Programme from the IESE Business School-University of Navarre (Spain).

Ashwini Chikmath
Lead – Program & Educator Development
Val-Ed Initiatives, India



Title: Project for active cluster engagement in clusters of public schools in Bengaluru, India – Design, Implementation and Challenges – Case studies of clusters

A Teacher | ‘Teacher Empower-er’ | Global Network Connector, Teach For All | A theatre artist | Blogger | Dreamer | Leader | Leadership Coach

A proud daughter of two teachers, Ashwini shifted from a corporate career into education with the Teach For India fellowship. Her work along with teaching her students was to transform the school through improved teaching and learning and investing stakeholders in the vision of holistic student development.

In her role as the Cluster Transformation Lead with Teach For India and Mantra4Change, she focused on bringing transformation at a systemic level of education by enhancing systemic leadership, growing teachers as leaders, resource mobilization, community collaboration and strengthening of parent investment.

Currently, she leads programs, operations and educator development in a social enterprise that focuses on character education (values, life-skills and socio-emotional learning) for students. Developing and implementing effective, efficient, vision-driven and scalable program models to elevate educational and teaching quality to build empowered, well-rounded individuals with necessary life-skills, values and socio-emotional development by empowering organizations, educators, leaders and systems is her theory of change.

Her passion is to work for the holistic development and wellbeing of children by empowering teachers as leaders. To realize this vision of hers, she has also ventured out to become a Life, Leadership and Growth Coach for teachers and leaders in education who envision to unleash their fullest potential to be the most powerful positive influencers to students.

“You can, you should. And if you’re brave enough to start, you will.

Leadership can be built. Power can be earned.

With values like commitment, grit, integrity, love, compassion at heart,

Any teacher, or human for that matter can win the world” – her core belief.

If you are a teacher or a leader in education that envisions to grow yourself, your team, your people and your students to a place of happiness, success and wellbeing, here's one person you should talk to.

Tony Cotton
Independent Educator
UK



Title: Transforming teaching: Global responses to teaching under the Covid-19 pandemic

Tony started his career teaching mathematics in secondary schools in Sheffield, in the north of England. He then worked as an advisory teacher for anti-racist and multicultural education, completing a Masters degree in multicultural education, before spending time with 3 commercial publishers.

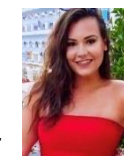
He became a lecturer in secondary mathematics education at the University of Nottingham, gaining his PhD in 1999. Since then he has taught on secondary and primary teacher education courses in Nottingham and Leeds becoming Head of the School of Education and Childhood at Leeds Metropolitan University. In 2012 he left the University sector to work full time as a writer and freelance educational consultant.

More recently Tony worked with Ministries of Education in Macedonia and Oman to develop and implement new mathematics curricula. He was a member of the team that trained the education advisors overseeing the implementation of the curriculum in primary and secondary classrooms in both those countries. He teaches on the international PGEI delivered by the University of Nottingham in SE Asia leading the course in Thailand.

Tony is the lead author for *Oxford International Primary Mathematics*. His other recent publications include *Understanding and Teaching Primary Mathematics* and *How to develop confident mathematicians in the early years* for Routledge; and *Approaches to learning and teaching Primary: A toolkit for international teachers* for CUP. He has recently published *Explore Mathematics* for the new standards curriculum in Jamaica and *BZ Math* for primary schools in Belize. A book exploring educational responses to teaching under the pandemic will be published by Routledge in the Autumn.

Tony is also editor of *Mathematics Teaching*, the journal of The Association of Teachers of Mathematics.

Sapphire Crosby
PhD Education Student
De Montford University, UK



Title: The Global Impact of A Germ's Journey: Interactive Learning Resources and Behavioural Training to Improve Young Children's Knowledge of Microorganisms and Handwashing Skills Worldwide

Sapphire Crosby is a PhD Education student at De Montford University. She has a BA (Hons) in Education Studies and an MA in Education Practice. Working alongside the project's Co-Founders (Dr Katie Laird and Prof Sarah Younie), Sapphire's research focuses on the co-creation and evaluation of interactive hand-hygiene educational resources ('A Germ's Journey'), measuring the resources' impact on teachers' pedagogy and children's understanding of germ transmission and handwashing practice in order to increase awareness of infection prevention. Whilst working on the Germ's Journey project Sapphire, alongside a multi-disciplinary team of experts, has co-created a range of culturally-relevant educational resources for countries across Africa, Asia and Europe, working closely with end-users and the project's international partners and stakeholders. Research conducted across the three continents has resulted in the publication of four international peer-reviewed journal articles in the International Journal of Early Years Education, Health Education Journal and PLOS ONE.

Maddie Dressner
Adjunct Professor, College of Education and Health Sciences
Adelphi University, USA



Title: Leader Support of Intercultural Competence and Communities of Practice

Madeline Dressner is an Adjunct Professor in the College of Education and Health Sciences at Adelphi University. Currently a fifth grade general education teacher in the Great Neck Public Schools in New York, she has taught for seven years and remains a passionate elementary school educator who is deeply invested in the social-emotional wellbeing of her students and in participating in the school and district community. As a current doctoral student at Teachers College, Columbia University, some of her scholarly interests include counternarratives to student misbehaviour in schools, teacher education, and anti-bias and anti-racist pedagogy.

Jenny Hatley
Programme Leader in Education
Bath Spa University, UK



Title: Global Citizenship Education in Uncertain Times

Jenny is Programme Leader in Education and works to develop provision across the undergraduate portfolio in the School of Education. Jenny brings a wide range of experience to this role. She began her education career in museum education, creating interactive education programmes and enhancing the public communication of science at the Science Museum in London. Following this, Jenny worked with an international NGO to lead and develop education programmes in disease prevention education and in trauma and conflict resolution in areas of conflict, natural disaster and post-conflict situations overseas. This included program development and delivery in cooperation with the UN and working through local partners with a focus on capacity building, enabling the sustainability of projects. Jenny has also worked as a primary teacher in the UK across both the state and independent sectors with a focus on global education, social and emotional education and citizenship. She supported schools within Gloucestershire to develop provision in Relationships Education, including mentoring curriculum leads and supporting school leadership and parent communities. Jenny has also been an Associate School Leader in the Swedish free school system where she led the development of teaching pedagogy, mentored teaching staff and developed the whole school use of technology. Jenny’s international experience has been the bedrock of her commitment to education, having seen first-hand the power that it has to bring a concrete sense of hope and positive change to individuals and communities.

Nisha Jain Grover
Founder
Vatsalya Legacy Educational Society, India



Title: Scenario of learning disabilities around us and what changes would work in our education system

A passionate Educator and Counselor with the CHILD HELP LINE 1098 and DEPARTMENT OF CHILD RIGHTS is a NATIONALLY awarded Counselor Psychologist/ Educationist and among the 100 successful women of Rajasthan. Also recently awarded as the most INNOVATIVE EDUCATOR and VOICE FOR INDIA presently is associated with various schools, colleges and hospitals. She has also been awarded OUTSTANDING ACHIEVEMENT AWARD 2009 and STEPPING AHEAD TROPHY. She has been the resource person and trainer for the executive council of central board and also recently been felicitated with WOMAN RECOGNITION AWARD by Patrika

group and FM for widely working in the field of learning disabilities and creating awareness. She is also the territory head for EARLY CHILDHOOD ASSOCIATION, JAIPUR. She has been in this field since last 14 years. Her contribution to the society has been covered by various newspapers in Rajasthan and around. Her articles and research work has been an eye opener and has created a lot of awareness. She is also felicitated by as the OUTSTANDING ACHIEVERS TROPHY 2014, by FICCI. She combines her degrees and certificates from Maharastra university, JNU, Symbiosis, University of Colorado, The Chinese University of Hong Kong, The State University of New York in Inclusive Education, English, psychology, Career guidance, Remedial coaching, etc, and now planning to pursue doctorate in adolescent and teenage Academic program and learning disabilities. She creates high-energy, intense workshops and training programs.

Svenja Ksoll
Project Coordinator WASH in Schools
German Toilet Organization, Germany



Title: My Healthy Friends – educational material on Covid-19 prevention in South Sudanese schools

The Berlin-based German Toilet Organization (GTO) strengthens the sanitation and hygiene sector globally with the aim of enabling all people to live a dignified and healthy life in an intact environment. GTO is active both in Germany and in international development cooperation and humanitarian aid, networking the water, sanitation and hygiene (WASH) sector, building capacities in partner organisations, developing WASH-relevant concepts and learning materials and supporting partner organisations in improving their WASH-related projects. Moreover, GTO promotes a healthy learning environment in schools, with developing learning materials on hygiene promotion and supporting schools with achieving safe, clean and hygienic school sanitation.

The session will share experiences on the process of developing and implementing the educational and play-based learning material kit “My Healthy Friends” on Covid-19 prevention for schools. “My Healthy Friends was developed by GTO in cooperation with Malteser International, funded by the German Development Cooperation. The materials aim at motivating learners to look out for each other in order to prevent the spreading of the coronavirus in school and improving school hygiene practices. As the materials are currently being implemented in South Sudanese schools, the session will explore the challenges and opportunities of the implementation process during the pandemic and will discuss possible outcomes in the future.

Elena Lengthorn
Senior Lecturer Teacher Education
University of Worcester, UK



Title: Education in Climate Emergency: How should we prepare educators for our climate future?

Elena is the subject Lead for PGCE Secondary Geography. She teaches both geography and science education across the primary and secondary centres on undergraduate and postgraduate courses.

Elena gained her BSc Geography at Brunel University, which she followed with her postgraduate in teacher education at Goldsmiths College, London. She later gained an MSc in Science Media Production from Imperial College, whilst working in Secondary science education in South East London. She became a Fellow and Chartered Geographer of the Royal Geographical Society in 2014 and was awarded the Think Global Educator of the Year Award in 2016.

Elena began her career in higher education after 15 years in Secondary Education, where she worked in roles including Teacher of Science, Teacher of Geography, Eco-Schools Co-ordinator, Global Learning Programme Expert Centre Co-ordinator, Charities Co-ordinator and Associate Assistant Head Teacher, with responsibilities for SMSC and managing Business and ICT.

Elena is an active member of both the Responsible Futures and Sustainability Committee at the University of Worcester, a trustee for Tide~ global learning and she is currently working on two SOS Green Impact projects to embed Education for Sustainable Development across campus and community. Elena is also studying for her doctorate.

Lisa Minicozzi
Clinical Professor
Adelphi University, USA



Title: Leader Support of Intercultural Competence and Communities of Practice

Lisa L. Minicozzi, Ed.D., Clinical Associate Professor of Early Childhood Education and Program Director for Educational Leadership in the College of Education & Health Studies at Adelphi University. A former elementary school teacher and K-5 principal, Dr. Minicozzi values working with teacher and school leader candidates to prepare them for teaching in today's diverse and complex early childhood classrooms. She is a NYS Dignity for All Students Act (DASA) trainer, who coaches a number of teaching professionals on how to create positive learning environments for children.

Tatyana Morgolina
Professor, The Department of Social Work and Conflict Studies
Perm State National Research University, Russia



Title: Project Team Work as an Opportunity to Develop Personal and University Potential

I have extensive experience in management and human rights activities as the Deputy Governor of the Perm Region for social issues (5 years), the Ombudsman of the Perm Region (13 years), which allows us to apply the best practices of social protection and negotiation technologies in teaching social and human rights disciplines. At the university, I teach the courses "Human Rights Protection", "Conflict Management in the Professional Environment", "Non-governmental Organizations in the International System of the Human Rights Protection". I conduct public work as a member of the Council under the President of the Russian Federation for the Development of Civil Society and Human Rights, in the Association of Mediators of the Perm Region and in the Perm branch of the "Memorial" Association. I am the author of the master's program "Mediation, Conciliation Procedures in the Social Field".

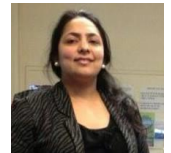
Deborah Outhwaite
Director/EdD Supervisor
DTSA/University of Liverpool, UK



Title: The changing nature of English Leadership in a Global Context - the middle tier in England: the complexities of schools and academy trusts

Deb Outhwaite has worked in education for 25 years: teaching and examining at A Level; holding leadership roles; then spending a decade in HE teaching undergrad and postgrad, lastly as the Programme Leader of the MA in Professional Education at Warwick. Deb has published for each audience, at every stage of her career. She has been Director of the Derby Teaching Schools Alliance since 2018, which has been renamed as Developing Teachers, Schools and Academies (DTSA), following the DfE's de-designation of Teaching Schools this summer. DTSA provide the Science Curriculum Hub for Derby/shire and Nottingham/shire, and are a collaborative partner of the University of Derby, for School Direct routes in Early Years; Primary and Secondary. Additionally, Deb is an EdD supervisor at the University of Liverpool; and has examined seven doctorates, and held many external advisor and examiner roles. She has sat on the All-Party Parliamentary Group for the Teaching Profession since its inception in 2015, and sits on the Fabian Education Group. She has been both a Secondary Governor in an 11-18 comprehensive school, and Vice-Chair of Trustees of a Derbyshire MAT. Deb is currently Vice-Chair of BELMAS, so will be Chair 2023-2026, and has also sat on the IPDA International Committee. Deb co-convenes the Research Interest Group (RIG) on Leadership Preparation and Development (LPD), and attends the BERA Educational Leadership SIG.

Ruksana Patel
Business Lecturer
College of Haringey, Enfield and North East London, UK



Title: Exploring New Frontiers: Curriculum Evolution in Travel and Tourism

I am a Business lecturer at College of Haringey, Enfield and North East London. I have been a practitioner for over 10 years in FE. I have been on the practitioner research programme (PRP) with SUNCETT and am currently enrolled on MPhil programme.

This research has been jointly carried out by Deborah Abrey and Ruksana Patel.

Having noticed a decline in students studying travel and tourism at levels 2 and 3 in my college. Through engaging with the PRP programme, we began to suspect that it could be an issue with the curriculum that was offered. We analysed the representation of the travel and tourism course in the College's marketing material, carried out action research with two sample groups of 40 students and also carried out interviews with stakeholders from FE and external organisations to find out what the travel and tourism industry expected from its employees.

This paper explores the question of what should inform the curriculum of Travel and Tourism courses offered in a large FE inner City College in the South East of England. The aim of this research is to address issues and concerns in curriculum design, enable the travel team at the college to design and deliver a curriculum that engages students, captures their interest, drives recruitment and meets employer needs in the sector.

Swaroop Rawal
Director
NEM Life Skills Ltd, India



Title: What does values have to do with it? Creating Educational Leaders in Changing Times.

Swaroop Rawal's chosen path is one of development and transformation, for humanity; of seva [selfless service] of the children of the nation. Her seva is not only confined to the walls of one classroom, but to the rural arena where her scope for caring, compassion and selfless service is unique. She teaches a wide range of students, from Primary Schools all the way up to Post-Graduate students.

Swaroop Rawal has been awarded Doctor of Philosophy (PhD) in Education (2006) and more recently a Doctor of Letters (2017) both from the University of Worcester, UK.

A life skills educator uses drama-in-education to teach; her work covers a wide canvas of many states in India including Maharashtra, Gujarat, Rajasthan, Uttarakhand, Jharkhand, Karnataka and Pondicherry. Presently teaching Post- graduate students appearing for their MSW & MSW-HR degree at Sardar Patel University. She was on the list of the top ten teachers for the Global Teacher prize, 2019. Importantly, due to the 'new normal' in place because of the Covid-19 Pandemic she has transformed her teaching methods to adapt to online learning; she now uses online drama games and cinema in the classroom.

Some Key Positions:

Non-government member of Central Advisory Board of Education, India.

Board of Studies of the School of Entrepreneurship & Family Business Management, Narsee Monjee Institute of Management Studies, Mumbai

Founder of Early Childhood Association, India

Editorial board member of Educational Journal of Living Theories

Member of Governing Council of Save the Children-International

Punita Shah

Proprietor

Punita Shah Education Services, India

Title: Projects, Challenges and Outcomes of Educating Rural India

I am an educationalist and have been in this field for more than 30 years wherein I have worked with reputed schools like Cathedral and John Connon High School, and Gopi Birla High School both in Mumbai. I am the managing trustee of the NGO Mahila Vidya Mandir, which provides education and day care to children that come from the economically weaker section of society. It also provides vocational training to women, empowering them with the skills to gain financial independence. I have worked with Veerayatan and was head of the Education Committee that set up three schools in Rural India and my work with Maa Foundation helped towards improving education in Tribal areas.

Jo Skelton

Academic Lead for International CPD/Senior Lecturer in Primary Mathematics

Oxford Brookes University, UK

Title: Post-graduate trainee teachers as leaders of change in early years classrooms in rural India and the UK

Jo is a senior lecturer in primary mathematics at the SoE, Oxford Brookes University. She teaches both UG and PG level ITE courses and is the module leader for the PGCE with QTS (5-11 & 3-7) Mathematics, the BA3 Core Mathematics and the BA3 Maths Specialist Pathway modules. She is the Academic Lead for International CPD, working with in-service teachers and practitioners globally to develop their practice. She is currently working on an international schools' CPD programme to develop teachers' practice in working with multilingual learners in bilingual settings. Other projects involve working with colleagues in Europe, India and China.

Jo is an elected member of the executive committee for the National Association of Mathematics Advisers (NAMA). She is an active member of the mathematics research community, as a member of the Association of Teachers of Mathematics (ATM), the British Society for Research into Learning Mathematics (BSRLM) and



the NCETM BBO ITT Workgroup. She is a Senior Fellow of the Higher Education Academy and has recently been awarded an Oxford Brookes Teaching Excellence Fellowship. Her research interests include international and comparative education, mathematics education and language development. She is currently working on a PhD thesis, investigating the development of pupils' mathematical understanding in multilingual settings.

Reeta Sonawat
Director, Former Dean SNDT Women's University, Mumbai
Ampersand Group, India



Title: Challenge in Implementing National Education Policy 2020

Dr Reeta Sonawat is Director Ampersand Group, Mumbai, former Dean, Professor and Head, Department of Human Development, SNDT Women's University. She was Global Leader Early Child Care and Education, World Forum Foundation, Montreal and recipient of IVLP, State Department, Bureau of Educational and Cultural Affairs, Washington D.C, USA. Visited George Washington University, Rutgers University, Arizona State University, and University of Arkansas. She also visited National Association for the Education of Young Children, Magnet School and Charter School USA.

For post-doctoral research she worked on "Integrated Education in Kindergarten and Primary Schools" in Bremen University, Germany. She underwent training in Early Childhood Education with Reading Difficulties, Golda Meir Mount Carmel Institute and Training Center, Haifa, Israel.

Dr Sonawat received National Award for Teacher Trainer for innovative training on Improving classroom Environment towards Quality in Education; Faculty Research Fellowship, Shastri Indo-Canadian Institute for project Adolescent of Minority Groups, sense of belongingness to society, Concordia University Montreal Canada; Rotary Grant for University Teachers as a Rotary Ambassador of Goodwill. She was Visiting Professor at the Atma Jaya Jogjakarta University and University Negeri, Jakarta, Indonesia.

She is Executive Director, Early Childhood Association, India, and member of Indian Home Science Association, Indian Psychological Association

In her capacity as Professor and Head she trained around 10,000 Anganwadi workers, 5000 private school teachers and 5000 Balwadi teachers working with NGOs such as Pratham, Save the Children, Mobile Creche, Doorstep, Hamara Foundation. She has trained 100 teachers in Uganda, 75 in Kenya over three years and 50 teachers in Azerbaijan for two years.

In the university system she worked in various governing bodies as chairperson and member of Board of Studies, Faculty, Academic Council, Management Council, Senate and committees such as sexual harassment, purchase, finance, grievances. She continues to be Member of Management Committees of several colleges in Mumbai and Nominee Member of Vice Chancellor and trustees of schools.

She has given scholarly lectures in University refresher courses, orientation programmes and seminars and conferences in National level.

She has presented invited lectures at several places including Athens, Brasilia, Montreal, Jogjakarta, Jakarta, Kuala Lumpur, Reggio Emilia, London, Belfast, Manila, Auckland, Honolulu, Beijing, Baku, Malindi, Nairobi, Kasese, Kamoli. She has published more than 100 research articles in National and International Journals/periodicals. She has authored several books/monographs.

Devin Thornburg
Professor of Education
Adelphi University, USA



Title: Leader Support of Intercultural Competence and Communities of Practice

Devin Thornburg is a Professor of Education at Adelphi University, teaching courses in psychology, culture, language and learning, always within the frameworks of social justice and human rights. He has been involved in educational reform for three decades, writing about teacher-student relationships and roles in diverse settings. He served as part of the leadership team of a non-profit addressing the challenges of educational equity and access and has been deeply involved in collaborations with community-based organizations in the US and other countries all his professional life. He has been awarded multiple grants to support students, families and the work of educators in low-income communities. For the past several years, his work has focused on the experience of immigrant students in educational settings as well as those who educate them. His latest work is on trust in learning, having conducted research in 8 countries on 4 continents. He has collaborated on works being published this year on global perspective on adolescence, international teacher education, teaching in the pandemic, and social media and social justice. With degrees from Tulane, Harvard, and NYU, Dr Thornburg is the father of two daughters who have taught him how much there is to learn in this world.

Jack Whitehead
Visiting Professor of Education
University of Cumbria, UK



Title: A global perspective on leadership in educational research

Jack Whitehead is a Visiting Professor at the University of Cumbria. He is a former President of the British Educational Research Association and Distinguished Scholar in Residence at Westminster College, Utah. He is a Visiting Professor at Ningxia University in China. He is a member of the editorial board of the Educational Journal of Living Theories (EJOLTS - <http://ejolts.net/node/80>). Since 1973 his research programme has focused on the creation of the living educational theories that individual's use to improve their practice and explain their educational influences in their workplaces.

His original contributions to knowledge have focused on enquiries of the kind, 'How do I improve what I am doing in my workplace?' These contributions can be accessed from his website at <http://www.actionresearch.net>. His recent research has focused on the use of digitalized video-data in explanations of educational influences in continuing professional development in a range of workplaces.

You can access many of his writings from 1967-2020 at: <https://www.actionresearch.net/writings/writing.shtml>

You can access Living Educational Theory doctorates that have been awarded from Universities around the world at:
<https://www.actionresearch.net/living/living.shtml>

You can access his contribution to the 2021 Symposium at the American Educational Research Association on 'Accepting Educational Responsibility: Building Living Theory Cultures of Educational Inquiry in global contexts.' at: <https://www.actionresearch.net/writings/aera21/2021aerasymposiumfull.pdf>
