

Conference ‘Leading teachers’ learning’

Dublin, 21-22 September 2015

**SPEAKERS**

**Gary Ó Donnchadha**

Gary Ó Donnchadha, Assistant Secretary, is head of the Curriculum, Assessment and Teacher Education Division of the Department of Education and Skills. His responsibilities include leading the Department’s reform agenda relating to curriculum and assessment across both primary and second-level education and advancing policy relating to Teacher Professional Development and School Leadership. He also has responsibility for policy relating to Early Years education and the Digital Strategy for schools. Gary works closely with the Secretary General and colleagues on the Department’s Management Advisory Committee to enhance the delivery of services in line with the Department’s Integrated Reform Delivery Plan. Before his appointment to his current role, in 2015, Gary was Deputy Chief Inspector with responsibility for managing the annual inspection programme for schools. Prior to joining the Inspectorate, in 1998, Gary was a teacher and also served as an education officer with the National Council for Curriculum and Assessment (NCCA). Gary is a member of the board of TUSLA, the Child and Family Agency.

**Geert Kelchtermans**

Geert Kelchtermans (\*1962) studied philosophy and educational sciences at the KU Leuven, where he obtained a PhD in 1993 with a study on teacher professional development from a narrative-biographical perspective. He is now a full professor at that same university, chairing the Center for Educational Policy, Innovation and Teacher Education. He research interest focuses on the complex relationship between individual educational professionals (teachers, principals, teacher educators) on the one hand and the organisational working conditions in the schools on the other.

He also holds a part-time Visiting Professorship at the University of Oulu in Finland.

**Katarzyna Kubacka**

Katarzyna Kubacka is an analyst on the Teaching and Learning International Survey (TALIS) project in OECD’s Education and Skills Directorate. She joined the OECD in 2011 as an analyst on the Education and Social Progress project, at the Centre for Educational Research for Innovation (CERI). Before joining the OECD, Katarzyna was based at the Vrije Universiteit Amsterdam where she taught and conducted research on a variety of topics related to interpersonal processes. Her work has appeared in peer-reviewed psychology and communication science publications.

Katarzyna holds B.Sc in Social and Cognitive Psychology, and Integrated Social Sciences from Jacobs University Bremen (Germany), MSc. and a PhD in Social Psychology from the Vrije Universiteit Amsterdam (The Netherlands).

**Francesca Caena**

Francesca Caena’s background, interests and publications focus on European education policies, comparative studies, teacher education, virtual learning environments and foreign language teaching. She has a varied and extensive professional experience - as a consultant for the European Commission, as a teacher educator and lecturer in initial teacher education, as well as an EFL teacher and in-service trainer. In 2010 she successfully defended her Ph.D. Education thesis in Padua University (a mixed-method comparative analysis of teacher education case studies in four European countries). She gained additional insights as an Erasmus LLL project coordinator, working on a European joint master's curriculum in teacher education involving eight universities.

**Christina Papasolomontos**

Dr Christina Papasolomontos is the Head of the Department of Educational Documentation at the Cyprus Pedagogical Institute where she has been working since 2000. She got her M.Ed in Educational Studies (1994), M.Sc in Educational Research (1995) and her Ph.D. at the University of Manchester, UK (1997). She has worked as a Research Associate at the Centre of Formative ad Assessment Studies (CFAS), Department of Education of the University of Manchester (1998 - 2000). She was also a visiting lecturer at the Cyprus College (2004 - 2006) and at the Cyprus University of Technology (2010 - 2011) teaching research methods and analysing quantitative and qualitative data with SPSS and NVivo. She is a member of the Scientific Committee of the European Social Survey in Cyprus since 2005. She has taught Research Methodology and Educational Psychology in the in-Service training programmes offered by the Pedagogical Institute. She has also got funding for organizing various training programmes. She is also involved in the evaluation of the in-service training programmes of the Pedagogical Institute. Her latest work includes the research on teachers needs in the Cyprus.

**Michelle Attard Tonna**

Michelle Attard Tonna is currently heading the Learning Outcomes Framework project which sees the development of a learning outcomes framework for all Learning Areas, Cross-Curricular Themes and Subjects within compulsory education in Malta. She forms part of the Faculty of Education at the University of Malta and is in charge of educational mentoring, a role which proposes to oversee the mentoring of student-teachers during their field placement. Her primary research interests include the professional development of teachers and comparative studies of the way teachers learn. She has contributed to various European-wide studies in the area of teacher learning and also participated in various conferences and European networks in which she has presented her research. She has completed a PhD with the University of Aberdeen, UK, focusing her research on professional teacher learning in Malta.

**Gaetano Bugeja**

Gaetano Bugeja is currently the Director of Curriculum Management within the Ministry for Education and Employment (Malta) and a member of the National Curriculum Framework Implementation Board. The main responsibility in this role is the process of converting the present subject syllabi, taught in compulsory education, into Learning and Assessment Programmes based on learning outcomes. Vocational subjects are also being introduced in secondary schools as part of a strategy to diversify the range of subject options offered to learners and the assessment modes presently applied in schools.  Previously he was responsible for national summative assessment and before that he taught science subjects in secondary schools for 15 years.  He participated in a number of EU funded projects including PRIMAS and was a member of the EU thematic working group focusing on Low Achievers in Science and Mathematics.  He has participated in various international conferences related to education. He analysed the national data for TIMSS in 2007 and 2011 when Malta participated in this international study.

**Fergal McCarthy**

Fergal McCarthy is the principal of Kinsale Community School and is a member of the Teaching Council since 2009. He has chaired the Finance Committee of the Council and is the current Chair of the Education Committee of the Council. Fergal has a particular interest in teacher professional development and the supports that teachers need to be life- long enquiry oriented practitioners.

Fergal is also very interested in curricular reform and the development and enhancement of the further education sector.

**Manuel Miguéns**

Manuel Miguéns is Secretary General of the National Council of Education in Portugal since 2000. He holds a degree in Biology from the University of Lisbon (1981), with a Masters in Education at the University of Bristol (1990) and science education studies at King's College, University of London (1995-2000).

He was professor of primary and secondary education and a member of the Installation Committee of Portalegre School of Education;

He collaborated as an expert in the evaluation of European projects in education and teacher training. He coordinated and participated in several national and international research projects in education and teacher training. He participated in several inter-university cooperation programs at European level, involving courses, and mobility of students and teachers.

He coordinates the publications of the National Council of Education, including the State of Education annual report published since 2010.

**Anneli Rautiainen**

Anneli Rautiainen, Master of Education, is Head of Unit of Basic Education and Early Childhood Education at the Finnish National Board of Education.

FNBE is a national development agency responsible for the development of pre-primary, basic, general upper secondary, vocational upper secondary and adult education. FNBE is subordinate to the Ministry of Education and Culture and its tasks and organization are set in the legislation.

Anneli´s main duties consist of coordinating the annual decision-making and developing processes of early childhood education and basic education in Finland. She is also responsible of state-funded continuing professional development (CPD) of Finnish teachers and principals and coordination of cooperation with institutions representing both teachers’ initial education and their professional learning. Her responsibilities also consist of development and coordination of education provider´s development plan and facilitation of Lighthouse school innovation network in Finland. She has a long background in education having worked as a teacher and principal prior to the position at the FNBE.

Anneli has been a speaker at various international conventions and has been a member of international education networks such as International School Connection, Global Education Leaders´ Program and Bill and Melinda Gates Foundation´s ITE international network.