INNOVATION in EDUCATION CONFERENCE

at DUBAI COLLEGE

COBIS | COUNCIL OF BRITISH INTERNATIONAL SCHOOLS

research ED

Friday
26th April 2019

Saturday
27th April 2019

David Didau · Rebecca Allen · Tom Bennett · Robin Macpherson · Rose Luckin · Oliver Caviglioli · David Bott

David Didau is a former English teacher and Director of Learning Spy. He writes a popular blog on teaching and learning.

The author of several books on education, David Didau is a prominent and often provocative commentator on social media and has worked as both a teacher and teacher educator. Now leading training and consulting in both the state and independent sectors in the UK and around the world, David taught in English schools for 15 years before becoming a full time writer, speaker and consultant. His blog, *The Learning Spy*, is one of the most influential education blogs in the UK and he has written a series of books that challenge our assumptions such as, *What If Everything You Knew About Education Was Wrong?*, *What Every Teacher Needs To Know About Psychology* and *Making Kids Cleverer*.

David Didau

Professor Rebecca Allen is Director of the Centre for Education Improvement Science (CEIS) at the IOE.

The CEIS spans research in the economics of education, cognitive psychology and neuroscience. Rebecca is an expert in the analysis of large scale administrative and survey datasets and her research explores the impact of government reforms on school behaviour, with a particular focus on school accountability and performance and teacher labour markets. Between 2014 and 2017 she founded and led Education Datalab and she has written extensively on how we do and should measure school performance, including the unintended consequences of the metrics we use. Rebecca also researches school inspections, school admission policies and parental choice, competition between schools and school expenditure decisions. She is particularly interested in how school organisation and teacher development need to change to make sure teachers can be both effective and fulfilled in the classroom.

Rebecca Allen

Tom Bennett is the founder of researchED, a grass-roots organisation that raises research literacy in education.

Since 2013 researchED has visited three continents and six countries, attracting thousands of followers. In 2015 Tom became the UK government's school 'Behaviour Czar', advising on behaviour policy. He has written four books about teacher training and in 2015 he was long listed as one of the world's top teachers in the GEMS Global Teacher Prize. In the same year he made the Huffington Post's Top Ten Global Bloggers list; his online resources have been viewed over 1,200,000 times.

Tom Bennett

Robin Macpherson is Assistant Rector at Dollar Academy in Scotland. He was previously Head of Professional Learning at Wellington College where he was Content Director for the Telegraph Festival of Education.

Robin Macpherson is an Assistant Rector at Dollar Academy in Scotland where he teaches History and is a houseparent in a girls' boarding house. He has worked in Scotland, England and the UAE, spent 7 years as a Head of History and has been an examiner for the SQA, Edexcel and the IBO. He was content director of the Telegraph Festival of Education and organised researchED Scotland. He co-authored *What Does This Look Like In The Classroom? Bridging The Gap Between Research And Practice* with Carl Hendrick and is working on a book entitled *The Research Informed Teacher* for Routledge. He has also published history textbooks for Cambridge University Press. He is a board member of the educational charity Remembering Srebrenica Scotland and chairs the Education Committee. His Twitter handle is @robin_macp

Robin Macpherson

Rose Luckin is Professor of Learner Centred Design at UCL Knowledge Lab in London.

Rose's leading research involves the design and evaluation of educational technology using theories from the learning sciences and techniques from Artificial Intelligence (AI). She has a particular interest in using AI to open up the 'black box' of learning to show teachers and students the detail of their progress intellectually, emotionally and socially. Rose is also Director of EDUCATE: a London hub for educational technology startups, where researchers and educators work together on the development of evidence-informed educational technology. Rose has published numerous academic articles in journals and has authored two monographs and two edited collections. She is also lead author of Nesta's influential *Decoding Learning* report (2012) and Pearson's *Unleashing Intelligence* (2016). Rose holds an International Franqui Chair at KU Leuven and was named on the Seldon List 2017 as one of the 20 most influential people in education.

Rose Luckin

Oliver Caviglioli was a principal of a special school for a decade and has co-authored books on visual teaching strategies.

After nearly a decade as a trainer in schools and colleges, Oliver now sits mainly at his sketchbook and Mac visualising educational concepts and processes. He first teamed up with the Learning Scientists on mini-projects such as devising a concept map of retrieval practice and visualising data from a Twitter questionnaire. This led to the ever-growing *Six Strategies for Effective Learning* that, more recently, led to a collaborative venture in creating six free HOW2s on the same theme.

Oliver Caviglioli

David Bott is Head of Positive Education at Geelong Grammar School.

David is responsible for overseeing the Positive Education curriculum including explicit wellbeing lessons, dedicated focus days, pastoral care tutorials and weaving key wellbeing concepts into existing academic curriculum. In 2011 David co-authored his first book, *Teach Positive: Applying The Science Of Positive Psychology To The Classroom*. David has delivered many professional development seminars and consulted with numerous schools in Australia and around the world, and the particular focus of his work has been in highlighting the impact of positive teacher-student relationships on learning and identifying factors that facilitate outstanding teaching and learning in the modern classroom.

David Bott