

Creativity in Education Summit 2023

23 - 24 November

OECD Conference Centre, Paris, France



Creativity in Education Summit 2023

To be held at:

Rooms CC12, CC20, and MB S026,
OECD Conference Centre, Paris, France
23-24 November 2023

The working language of the summit will be English.

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Summary

The annual Creativity in Education Summit provides a platform for discussion and action on creativity in and for education. It assembles leaders in education, policy, research, and industry from all over the world interested in creativity to share, learn, connect, and collaborate.

The 2023 Creativity in Education Summit theme is 'Empowering Educators: Nurturing Creativity for Teachers and School Leaders Worldwide'.

With a particular focus on learning for teachers and school leaders, the two days will feature a number of key guest speakers:

- ❖ **Andreas Schleicher**, Director for Education and Skills and Special Advisor on Education Policy to the Secretary-General, OECD
- ❖ **Alex Repenning**, Hasler Professor and Chair of Computer Science Education at the School of Teacher Education at the University of Applied Sciences and Arts Northwestern Switzerland
- ❖ **Alix Dufour**, Art & Creativity Global Brand Manager, BIC
- ❖ **Andy Moor**, Creativity Exchange, UK
- ❖ **Bill Lucas**, Chair of GloCT Advisory Board, Professor of Learning at Winchester University and Co-Chair of PISA Creative Thinking Test 2022 Strategic Advisory Group
- ❖ **Cassie Hague**, Policy Analyst, Centre for Educational Research and Innovation, OECD
- ❖ **Diana Petrarca**, Ontario Tech University, Canada
- ❖ **Emily Reid**, Creativity Exchange, UK
- ❖ **Frankie Lowe**, Co-Founder of GloCT
- ❖ **Gabriella Ramos**, Assistant Director-General for Social and Human Sciences, UNESCO
- ❖ **Hilary Cremin**, Head of the Faculty of Education, Cambridge University, UK
- ❖ **João Costa**, Minister of Education, Portugal
- ❖ **Joyeeta Das**, IBM CSR, India
- ❖ **Karen Teixeira**, Institute Ayrton Senna, Brazil
- ❖ **Krai Yos Patrawart**, Managing Director, Equitable Education Fund, Thailand
- ❖ **Laura McBain**, Managing Director at the Institute of Design at Stanford and Co-Director of K12 Lab
- ❖ **Laure Siefert**, Teacher, France
- ❖ **Lennart Kuntze**, Global Head of Climate Education and Leadership, Teach for All
- ❖ **Marc Chun**, d.school and Chan-Zuckerberg Initiative, United States
- ❖ **Mario Piacentini**, Senior Analyst, Programme for International Student Assessment (PISA), OECD
- ❖ **Michael Anderson**, Professor of Creativity and Arts Education in the Faculty of Arts and Social Sciences at The University of Sydney and Co-Director of the CREATE Centre
- ❖ **Naomi Lord**, Bolton School, UK
- ❖ **Olli-Pekka Heinonen**, Director General of the International Baccalaureate (IB)
- ❖ **Richard Dunne**, Harmony Project, UK
- ❖ **Rory McGann**, University of Limerick, Ireland
- ❖ **Stéphan Vincent-Lancrin**, Deputy Head of Innovation and Measuring Progress Division, Directorate for Education and Skills, OECD
- ❖ **Simon Klein**, Science Officer, Office for Climate Education
- ❖ **Sudeep Dube**, Learning Links Foundation, India
- ❖ **Szilvia Németh**, Managing Director, T-Tudok Centre for Knowledge Management and Educational Research, Hungary
- ❖ **Tia Loukkola**, Head of Innovation & Measuring Progress Division, OECD
- ❖ **Todd Lubart**, Professor of Psychology, Université Paris Cité
- ❖ **Vlad Glăvenu**, Dublin City University, Ireland, and University of Bergen, Norway
- ❖ **Wei Qing**, Tsinghua University, China
- ❖ **ZhongYing Shi**, Executive Dean, Institute of Education, Tsinghua University

DAY 1 - PARIS

FUTURE OF CREATIVITY IN EDUCATION

Date 23rd November 2023
Time 09:30 – 20:00, Central European Time
Venue OECD Conference Centre, Paris, France

On the first day, we start by discussing why creativity in education matters more than ever in 2023, with sessions on its role in the economy and its intersections with generative AI. The main focus of the day will be on professional learning for creativity in education internationally, looking at a new framework for professional learning from the OECD and how it will be adapted to deliver professional learning on creativity in teaching and learning internationally.

AGENDA

Time	Activity
09:30 - 09:45 CC12	<p>Welcome remarks, overview of the day, housekeeping</p> <ul style="list-style-type: none"> Stéphan Vincent-Lancrin, Deputy Head of CERI Bill Lucas, Chair of GloCT Advisory Board Frankie Lowe, Co-Founder of GloCT
09:45 - 10:15 CC12	<p>Opening Address:</p> <p>João Costa, Minister of Education, Portugal</p> <p>Moderator: Tia Loukkola, Head of Innovation and Measuring Progress Division, Directorate for Education and Skills, OECD</p>
10:15 - 11:10 CC12	<p>Keynote Discussion: The Power of Creativity</p> <p>Moderator: Tia Loukkola, Head of Innovation and Measuring Progress Division, Directorate for Education and Skills, OECD</p> <p>Panelists</p> <ul style="list-style-type: none"> Alix Dufour, Art & Creativity Global Brand Manager, BIC Kraiyo Patrawart, Managing Director, Equitable Education Fund, Thailand Vlad Glăvenu, Dublin City University, Ireland and University of Bergen, Norway
11:10 - 11:30	Coffee Break
11:30 - 12:00 CC12	<p>Keynote: Creating Education Systems for the Future</p> <p>Andreas Schleicher, Director for the Directorate of Education and Skills, OECD</p> <p>Moderator: Stéphan Vincent-Lancrin, Deputy Head of CERI, OECD</p>

Time	Activity
12:00 - 13:00 CC12	<p>Session 1: Generative AI: Opportunities, Risks, and the Role of Creativity – Round Table Discussion</p> <p>Moderator: Stéphan Vincent-Lancrin, Deputy Head of CERI, OECD</p> <p>Panelists:</p> <ul style="list-style-type: none"> ▪ Gabriella Ramos, Assistant Director-General for Social and Human Sciences, UNESCO ▪ Olli-Pekka Heinonen, Director General of the International Baccalaureate (IB) ▪ Todd Lubart, Professor of Psychology, Université Paris Cité
13:00 - 14:30	Lunch
14:30 - 15:30 CC12	<p>Session 2: Embedding Creativity Across Education: The OECD Project on Fostering and Assessing Creativity and Critical Thinking</p> <p>Moderator: Bill Lucas, Chair of GloCT Advisory Board</p> <p>Panelists:</p> <ul style="list-style-type: none"> ▪ Stéphan Vincent-Lancrin, OECD: Overview of the project on creativity and critical thinking ▪ Cassie Hague, OECD: Presentation of the teacher professional learning framework <p>Discussant: Rory McGann, University of Limerick, Ireland</p>
15:30 - 16:30 CC12	<p>Session 3a: Embedding Creativity in Professional Learning: Adapting the OECD Professional Learning Framework for Creativity and Critical Thinking to Local Contexts</p> <p>Moderator: Bill Lucas, Chair of GloCT Advisory Board</p> <p>Panelists:</p> <ul style="list-style-type: none"> ▪ Laura McBain, Stanford University, USA ▪ Zhongying Shi, Dean of the Institute of Education, TsingHua University, China
16:30 - 17:00	Coffee Break

Time	Activity
17:00 - 18:00 CC12	Session 3b: Teacher Learning for Creativity: Existing Models and Adapting the OECD Framework to Local Contexts cont. Moderator: Janette Hughes, University of Ontario, Canada Panelists: <ul style="list-style-type: none">▪ Karen Teixeira, Institute Ayrton Senna, Brazil▪ Hilary Cremin, Head of the Faculty of Education, Cambridge University, UK
18:00 - 18:30 CC12	Session 3c: Final Reflections on Implementing the OECD Creativity in Education Professional Learning Framework Moderator: Stéphan Vincent-Lancrin, Deputy Head of CERI, OECD Final group discussion and reflections.
18:30 - 20:00	Cocktail reception and networking – hosted by GloCT
DAY 1 END	

DAY 2 - PARIS

FUTURE OF CREATIVITY IN EDUCATION

Date 24th November 2023
Time 09:30 – 17:00, Central European Time
Venue OECD Conference Centre, Paris, France

On day 2, we continue to share examples of how students, schools and systems have worked towards embedding learning and teaching for creativity and discuss how creativity can be applied to some of today's key challenges and crises. We end by discussing how to build momentum for 2024 and beyond, looking at leveraging the release of key international reports to generate attention and action on education for creativity across the globe. The summit will feature a range of panel discussions, workshops, and informal presentations, all with the goal of informing and inspiring international leadership in the development of student creativity as part of learning.

AGENDA

Time	Activity
09:30 - 10:00 CC12	<p>Opening and Reflection on Day 1: The leadership of Creativity in Schools, Policy, Research and Practices Bill Lucas, Chair of GloCT Advisory Board</p> <p>Moderator: Marc Chun, d.school and Chan-Zuckerberg Initiative, United States</p>
10:00 - 11:00 CC12	<p>Session 4: Creative Thinking Projects and the Work of the Global Institute of Creative Thinking: Launch of the Case Study Platform and Global Creativity in Education Awards</p> <p>Moderator: Michael Anderson, University of Sydney</p> <p>Featuring:</p> <ul style="list-style-type: none"> ▪ Szilvia Németh, Managing Director, T-Tudok Centre for Knowledge Management and Educational Research, Hungary ▪ Wei Qing, Tsinghua University, China ▪ Richard Dunne, Harmony Project, UK
11:00 - 11:30	Coffee Break

Time	Activity
11:30 - 12:30 CC12 CC20 MB S026	<p>Session 5: Country Case Studies Display and Breakout Sessions</p> <p>Featuring:</p> <ul style="list-style-type: none"> ▪ Michael Anderson, University of Sydney, Australia ▪ Naomi Lord, Bolton School, UK ▪ Britta Kornholt, Playful Learning Ambassador, University College Copenhagen, Denmark ▪ Andy Moor and Emily Reid, Creativity Exchange, UK ▪ Nia Richards, Creativity Culture Education, UK ▪ Ana Teresa Ferreira Oliveira, Pro-President, Pedagogical innovation and curricular flexibility, Instituto Politécnico de Viana do Castelo, Portugal ▪ James Biddulph, Executive Headteacher, Cambridge University Primary School, UK ▪ Diana Petrarca, Ontario Tech University, Canada ▪ Sudeep Dube, Learning Links Foundation, India
12:30 - 14:00	Lunch
14:00 - 15:00 CC12	<p>Session 6: Learning Creatively and Critically about Climate Change – Round-table discussion</p> <p>Moderator: Cassie Hague, OECD</p> <p>Panelists:</p> <ul style="list-style-type: none"> ▪ Simon Klein, Science Officer, Office for Climate Education ▪ Lennart Kuntze, Global Head of Climate Education and Leadership, Teach for All ▪ Laure Siefert, Teacher, France
15:00 – 16:00 CC12	<p>Session 7: Learning Creatively and Critically about the Digital Transformation: Round-table Discussion</p> <p>Moderator: Stéphan Vincent-Lancrin, Deputy Head of CERI, OECD</p> <p>Panelists:</p> <ul style="list-style-type: none"> ▪ Joyeeta Das, IBM CSR, India ▪ Alex Repenning, Hasler Professor and Chair of Computer Science Education at the School of Teacher Education at the University of Applied Sciences and Arts Northwestern Switzerland ▪ Mario Piacentini, Senior Analyst, OECD

Time	Activity
16:00 - 17:00 CC12	Session 8: Building Momentum for Creativity in Education in 2024 and Beyond Moderator: Laura McBain, Stanford University, USA Panelists <ul style="list-style-type: none">▪ Stéphan Vincent-Lancrin, Deputy Head of CERI, OECD▪ Bill Lucas, Chair of GloCT Advisory Board▪ Natalie Foster, OECD
Close and Coffee Break	

BIOGRAPHIES



Andreas Schleicher

Director for Education and Skills and Special Advisor on Education Policy to the Secretary-General at OECD

Andreas Schleicher is Director for Education and Skills, and Special Advisor on Education Policy to the Secretary-General at the Organization for Economic Co-operation and Development (OECD) in Paris. As a key member of the OECD Senior Management team, Mr. Schleicher supports the Secretary-General's strategy to produce analysis and policy advice that advances economic growth and social progress. He promotes the work of the Directorate for Education and Skills on a global stage and fosters co-operation both within and outside the OECD. In addition to policy and country reviews, the work of the Directorate includes the Programme for International Student Assessment (PISA), the OECD Survey of Adult Skills (PIAAC), the OECD Teaching and Learning International Survey (TALIS), and the development and analysis of benchmarks on the performance of education systems (INES).

Before joining the OECD, Mr. Schleicher was Director for Analysis at the International Association for Educational Achievement (IEA). He studied Physics in Germany and received a degree in Mathematics and Statistics in Australia. He is the recipient of numerous honours and awards, including the "Theodor Heuss" prize, awarded in the name of the first president of the Federal Republic of Germany for "exemplary democratic engagement". He holds an honorary Professorship at the University of Heidelberg.



João Costa

Minister of Education, Portugal

João Costa is a Full Professor of Linguistics at the Faculty of Social and Human Sciences at the Universidade Nova in Lisbon.

He graduated in Linguistics from the Faculty of Letters at the University of Lisbon and completed his PhD in Linguistics at the University of Leiden. During his studies, he was a visiting scholar at MIT.

His area of research is formal linguistics, language acquisition and development, and educational linguistics. He is the author of several books and over 100 articles and book chapters.

Until November 2015, he was the Dean of the Faculty of Social Sciences and Humanities, at Universidade Nova and President of the Scientific Council of Social Sciences and Humanities at the Science and Technology Foundation.

He acted as a member of the Scientific Council of the National Reading Plan, the National Commission of the International Institute for the Portuguese Language, and the Consulting Council of the Camões Institute. He was also President of the European Association of Linguistic Students (SOLE) and the Portuguese Linguistic Association.

BIOGRAPHIES



Bill Lucas

Chair of GloCT Advisory Board
Professor of Learning, Director of the Centre for Real-World Learning, University of Winchester

Bill Lucas is the Director of the Centre for Real-World Learning (CRL) at the University of Winchester and chair of GloCT's advisory board. The five-dimensional model of creativity he developed with colleagues at CRL is used in more than 30 countries. In 2015-2019 Bill served on the scientific advisory board of the OECD-CERI's research into fostering students' creativity/critical thinking.

In 2017 Bill was appointed co-chair of the strategic advisory group for the 2022 PISA Creative Thinking Test. Bill was co-author of the first report of the Durham Commission on Creativity in Education, published in 2019 and, in 2020, undertook a review of national frameworks for embedding creativity in schools for the European Joint Research Council. Bill's most recent research, Creative Leadership to Develop Creativity and Creative Thinking in English Schools, was published in 2021. Bill's book, with Ellen Spencer, Teaching Creative Thinking, has been widely acclaimed.



Gabriella Ramos

Assistant Director-General for Social and Human Sciences
UNESCO

Gabriela Ramos is the Assistant Director-General for the Social and Human Sciences of UNESCO, where she oversees the contributions of the institution to build inclusive and peaceful societies. Her agenda includes the achievement of social inclusion and gender equality, advancing youth development, promotion of values through sports, anti-racism and anti-discriminatory agenda and ethics of artificial intelligence. Her appointment at UNESCO allows her to continue supporting an agenda of inclusive growth and respect of human rights and human dignity.

BIOGRAPHIES



Tia Loukkola

Head of Innovation & Measuring Progress Division
OECD

Ms Tia Loukkola works at the OECD as the Head of Innovation and Measuring Progress Division. She leads the Centre for Education Research and Innovation (CERI), which has particular focus on emerging trends and issues in education and aims to set a forward-looking and innovative agenda for a changing education landscape. OECD's work on education indicators and elaboration of the OECD flagship publication of Education at Glance are also part of the division.

Prior to starting at the OECD in October 2021 Ms Loukkola worked at the European University Association (EUA) in Brussels, Belgium, where she served as Director of EUA's Institutional Development Unit leading quality assurance, learning and teaching, and recognition activities before being appointed as the Deputy Secretary General of the Association.

A Finnish national, Ms Loukkola holds a Master's Degree in French Language and Culture from the University of Turku, Finland.



Kraiyos Patrawart

Managing Director at the Equitable Education Fund (EEF),

Dr. Kraiyos Patrawart is a Managing Director at the Equitable Education Fund (EEF), an independently managed public fund for equitable education and human development in Thailand. Annually, mobilizing both public and privately raised funds, EEF supports conditional cash transfer to over 1.3 million compulsory school-age children from underprivileged households across Thailand to prevent dropouts and provide scholarships for thousands of resilient students through college and vocational degrees. EEF also develops innovative research and technology that lead to solutions for equitable education and human development in Thailand at local and national levels.

BIOGRAPHIES



Zhongying Shi

Executive Dean
Professor of education in the Institute of Education
Tsinghua University

Zhongying Shi, a native of Anhui Province, is a professor and doctoral supervisor, director of the Institute of Education at Tsinghua University. His main research fields are basic theory of education and philosophy of education, basic education, education reform, and philosophy of higher education. He has undertaken a number of provincial and ministerial research projects in the fields of research on the nature of the discipline of education, epistemology of education, value theory and value education in education, and education reform, etc. He has published monographs such as *Cultural Character of Pedagogy*, *Knowledge Transformation and Education Reform*, and *Philosophy of Education*, and has published more than 150 academic papers. He actively participates in educational training and consulting work, and provides professional advice to Beijing, the Ministry of Education and the State for the formulation and evaluation of relevant educational policies.



Stéphan Vincent-Lancrin

Deputy Head of Centre for Educational Research and Innovation
OECD

Stéphan Vincent-Lancrin is Deputy Head of the Centre for Educational Research and Innovation (CERI) and a Senior Analyst at the Organisation for Economic Co-operation and Development (OECD), where he leads work on digitalization in education (“Smart data and digital technology in education: AI, learning analytics and beyond”), on education during the covid-19 crisis as well as a large international practice-engaged innovation project in 24 countries on “Fostering and Assessing Creativity and Critical Thinking in Education”. His work has focused on innovation in education and on higher education, looking at how to support innovation-friendly ecosystems in education, how to drive change and adapt to innovation, and studying specific innovations.

His recent reports include the OECD Education Digital Outlook: Pushing the Frontiers with AI, Blockchain and Robots (2021), Schooling during a pandemic (2021), How Learning Continued during the COVID-19 Pandemic (2022) and Fostering Students’ Creativity and Critical Thinking: What it Means in School (2019). He is a Marie Curie Fellow, a 2007 Fulbright New Century Scholar, and received awards for his work from the US National Association of Assessment Directors and from the International Center for Innovation in Education. He holds a PhD in economics, a master’s in philosophy and a grande école diploma (Ecole Supérieure de Commerce de Paris).

BIOGRAPHIES



Mario Piacentini

Senior analyst, Programme for International Student Assessment (PISA), OECD

Mario Piacentini is a senior analyst in the Programme for International Student Assessment (PISA) at the OECD. An expert in measurement, Mario leads the work on PISA innovative assessments and the PISA R&D Programme. He works with international experts to design assessments of 21st-century competencies. His projects aim to expand the metrics we use to define successful education systems.

He is the lead author of the Global Competence (PISA 2018) and Creative Thinking (PISA 2022) assessment frameworks. He is now leading the development of the PISA 2025 assessment of Learning in the Digital World. He also coordinates a research project on technology-enhanced, formative assessments.

Before joining PISA, he worked for the Public Governance and the Statistics Directorates of the OECD, the University of Geneva, the World Bank and the Swiss Cooperation. He authored several peer-reviewed articles and reports. Mario holds a PhD in economics from the University of Geneva.



Michael Anderson

Professor of Creativity and Arts Education in the Faculty of Arts and Social Sciences at The University of Sydney and Co-Director of the CREATE Centre

Michael is an internationally recognised educational leader in school transformation processes focused on Creativity, Collaboration, Communication, and Critical Reflection. He has taught, researched, and published in education and transformation for over 20 years, including more than 20 authored, co-authored, and edited books and more than 60 book chapters and journal articles. His international research and practice focus on how the 4Cs can be integrated using coherent frameworks to support leaders as they work towards transformation in their contexts.

He is the co-author of several books on transformation, including *Transforming Schools*, *Transforming Organisations*, and *Transforming Education*. Michael has also researched and published widely in drama and arts education, applied theatre, technology and curriculum studies. Michael co-created the Creative Leadership in Learning Program for the Sydney Opera House and several other programs that drive transformation in education and other organisations.

BIOGRAPHIES



Olli-Pekka Heinonen

Director General of the International Baccalaureate (IB)

Globally recognised as a leader in education, Olli-Pekka Heinonen brings a wealth of experience and knowledge of educational systems development and innovation to the IB.

His vision for global education is strongly aligned with the vision and values of the IB. He brings broad leadership and team-building experience and a focus on developing organisations to operate effectively in a rapidly changing environment

Olli-Pekka Heinonen is actively engaged with the Organisation for Economic Co-operation and Development (OECD) and other international organisations, where he contributes views on the future of education, including personalised and lifelong learning, the impact of technology and the development of educators. He is also a regular speaker in global educational forums.



Frankie Lowe

Chair of Board of Trustees and Co-Founder, GloCT

Frankie Lowe is an educator, entrepreneur, philanthropist and vegetarian guru. In 2003, she established the first cultural centre in Shanghai – The Chinatown Culture Centre – and has been promoting intercultural education in different parts of the world since then. In recent years, she has dedicated much of her life to the promotion of sustainability whilst also leading creative education and community-building initiatives.

Frankie's academic background is broad, graduating from East China Normal University with a degree in Chinese Language and Literature, and later pursuing the Diplomatic Studies course at the University of Oxford. Alongside Frankie's passion for education, she has been a vegetarian for the past 20 years and founded the WGT Vegetarian Alliance in 2004, which later expanded into the Sino-British Vegetarian Society Association in 2018. The organisation aims to encourage people to adopt environmentally friendly practices and a sustainable vegetarian lifestyle. Simultaneously in 2018, Frankie co-founded the Global Institute of Creative Thinking to promote creative thinking and education among teachers as well as young people.

Frankie holds several positions: the Director of International Development at Pate's Grammar School, Member of the NGO Committee on the Status of Women, New York; Facilitator of the United Nations World Interfaith Harmony Week; and the Chair of the Parents League of Chinese Students In The UK Association.

BIOGRAPHIES



Hilary Cremin

Head of Faculty, Faculty of Education
University of Cambridge

Dr Hilary Cremin researches, writes, and teaches about peace education and conflict transformation in schools and communities. She is concerned with big questions about the future of education and peace building and works with her graduate students to consider new directions for the field. She is chair of the Cambridge Peace Education Research Group with her graduate-student co-chairs. CPERG offers seminars in Cambridge and online, as well as providing resources on their website for those interested in peace education research and practice. Hilary has an interest in arts-based methodologies including photo-voice, poetry, and autoethnography.

Hilary has worked in the public, private, and voluntary sectors as a school teacher, educational consultant, project coordinator, and academic. She has worked with various adult and community groups and in hundreds of primary and secondary schools throughout the UK and internationally. She has also worked as a community mediator, mediating both neighbour and family disputes. She continues to be involved in the promotion and delivery of conflict transformation and peace-building work in schools and community



Cassie Hague

Policy Analyst
Centre for Educational Research and Innovation, OECD

Cassie Hague is an analyst at the Centre for Educational Research and Innovation at the OECD, where she works on the Fostering and Assessing Creativity and Critical Thinking project. The project works across all levels of education, including teacher education, to understand what creativity and critical thinking look like in school subjects and develop resources to support teachers, schools, and educational systems to foster and assess students' creativity and critical thinking.

Prior to the OECD, Cassie spent several years working on issues related to innovation in education across academia, teaching, and policy contexts.

BIOGRAPHIES



Szilvia Németh

Managing Director and Researcher
T-Tudok Centre

Szilvia Németh is a managing director and researcher of T-Tudok Inc., who graduated as a sociologist and educator in 2000. In 2002 she received an MPhil Degree in Educational Research at the University of Cambridge, UK. She has been working as an education specialist and researcher in the field of equity and access to quality education since 2003. From 2003 until 2008 as a researcher at the National Institute of Public Education, she was responsible for designing and leading educational research and development projects focusing on Roma and the socially disadvantaged. Between 2007 and 2009 she was working as an education expert in the Cluster on Access and Social Inclusion in Lifelong Learning at the European Commission, DG Education and Culture. Since 2008 she has been working at T-Tudok Centre for Knowledge Management and Educational Research, since 2012 as its managing director.



James Biddulph

Executive Headteacher
University of Cambridge Primary School

As part of the Eddington development, the new University of Cambridge Primary School aims to provide an inspiring learning community that is the first of its kind in the UK. The school will offer a high-quality education for children, from Reception to Year 6, that is ambitious, innovative, and inclusive for all. The aim is to nurture our children and community to be compassionate citizens.

A unique feature of the school will be the combination of primary education with a purpose-built research facility and the provision of professional learning for teachers. The school will also work closely with the University of Cambridge Faculty of Education in the provision of placements for initial teacher education trainees, and with the Faculty and school partners in the conduct of learning-related research.

James started his career in education in the foothills of Nepal following a degree in English and Music from the University of Durham. Following his PGCE teaching qualification, he worked in Stratford, East London, where his passion for music, the arts, and creativity led him to being awarded the London Outstanding New Teacher of the Year in 2003. As well as a class teacher he gained Advanced Skills Teacher status, spending several years supporting the development of primary and secondary teachers in Newham.

BIOGRAPHIES



Simon Klein

Science Officer, Office for Climate Education

Simon Klein is an ecologist who studies the ecology of pollinators. He also holds a teaching diploma. He did his PhD in France (CNRS Toulouse) and Australia (Macquarie University, Sydney), studying the effects of environmental stress on social bee behaviour. He then taught undergraduate biology in France and Australia. In 2019, after his PhD, he pursued a scientific career at the GoodPlanet Biodiversity Foundation in Paris, and worked as a teacher of biology and geology at the Solertia Institute near Paris. In addition to his academic and teaching work, Simon is actively involved in theatre and is passionate about spreading science through comedy



Joyeeta Das

IBM CSR, India

Joyeeta Das has worked across a diverse set of organisations – Government and non-governmental organisations, multilateral funding agencies, and corporates on primarily improving the quality of education in both K-12 and Higher Education.

She is deeply passionate about education and training for teachers and young learners with a focus on motivating and transforming tomorrow's leaders towards a more sustainable and healthy future. She joined IBM's Corporate Citizenship and Corporate Affairs Group to lead the successful implementation of some of the global Corporate Citizenship programs in India, adapting programs to country and regional internal and external priorities and identifying opportunities for collaborative leveraging.

In her last role at the National Entrepreneurship Network, as a Senior Education Manager, she was responsible for leading the entrepreneurship education programs and developing capacity development frameworks for institutions, faculty, mentors, and enablers. Here, she closely worked with the Ministry of Skill Development and Entrepreneurship to catalyse a culture shift to promote entrepreneurship development in the country.

She was an entrepreneur for a brief stint consulting on CSR and its alignment with business goals to develop core strategies and implementation plans. She also started an after-school activity centre for children.

BIOGRAPHIES



Nia Richards

Director

Nia joined CCE in 2021, leading the North East Creativity Collaborative, and became a pivotal part of the team through developing the publication, 'Creative Thinking in Schools: A Leadership Playbook.' She has collaborated with many of international partners, including Thailand, Norway, Hungary, Australia, Pakistan, and Ireland.

With 13 years' experience working in secondary schools and further education, as a department and subject lead, she reformed courses to enhance learner engagement and outcomes.

In 2020, she founded a social enterprise called Tybed, aimed at supporting schools to innovate and develop partnerships with their communities. This initiative coincided with her contribution to UNESCO's Futures of Education report and the launch of an education practitioner network with Dr Penny Hay from Bath Spa University.

Nia holds an M.A. in Practitioner Research. Her research on dialogic feedback ignited her passion for democratic education and action research, and she is dedicated to helping teachers bridge the gap between theory and practice. She is a member of the International Professional Development Association and a Fellow of the Royal Society of Art.



Janette Hughes

Professor and Canada Research Chair, Technology and Pedagogy,
in the Faculty of Education, Ontario Tech

Janette Hughes is Professor and Canada Research Chair, Technology and Pedagogy, in the Faculty of Education at Ontario Tech. Janette Hughes specialises in the transformation of literacy practices through making new digital media. Her research and teaching interests include critical making, critical digital literacies, digital making, adolescent literacies and identity, writing and digital media, new literacies and conceptualisations of learning, and digital citizenship. She is particularly interested in how critical making and digital media enable users to teach, learn, connect, collaborate, communicate, critique, create, and promote social change. She is the recipient of the Ontario Ministry of Research and Innovation's Early Researcher Award and the Ontario Research Fund—Research Excellence Award.

BIOGRAPHIES



Ana Teresa Ferreira Oliveira

Pro-President, Pedagogical innovation and curricular flexibility,
Instituto Politécnico de Viana do Castelo, Portugal

Ana Teresa is passionate about learning and people development in several different human processes. Ana Teresa has a Pos Doc in Management and Economics from the School of Economics and Management of the University of Porto, Portugal and a PhD in Work and Organizational Psychology from the University of Minho, Portugal. She is a researcher at CISAS and a professor at Escola Superior de Tecnologia e Gestão, Instituto Politécnico de Viana do Castelo, in human development and human resource management. Her main research topics include academia-business processes and impact, trust, management, human resource management, behaviour and organizational change, social impact, creativity and critical thinking, and pedagogical innovation at higher education.

She coordinates, at IPVC, a Horizon Project funded by the European Commission, FEAST – Food systems that support transitions to healthy and sustainable diet; a project coordinated by the Centre for Educational Research and Innovation (CERI) OECD Directorate for Education and funded by the Ministry of Higher Education “Fostering and assessing students’ creative and critical thinking skills in higher education” and she is team member, with responsibilities in management of several other national and international IPVC projects.



Richard Dunne

Director, The Harmony Project

Richard Dunne founded The Harmony Project after developing the Harmony approach to learning in his previous role as Headteacher of an Ofsted-graded Outstanding school. This approach brings together subject-specific skills and knowledge around projects or enquiries of learning that take learning beyond the classroom and apply it to the real world. Each enquiry references a principle of Harmony in Nature – Interdependence, Cycles, Diversity, Adaptation, Health, and Oneness. When learners understand these principles of Harmony, they learn what they need to do to live sustainably, too. It is our lack of understanding of these principles that has led us to a place where the future well-being of our planet and its people is now at stake.

Richard now shares this approach across the education sector nationally and globally through presentations, workshops, and school support programmes. He has written a teachers’ guide to enable teachers and educators to implement Harmony principles and practices in their education settings. The guide is being promoted as a blueprint for Education for Sustainability with the Department of Education. It has now been translated into nine languages.

BIOGRAPHIES



Alex Repenning

Hasler Professor and Chair of Computer Science Education at the School of Teacher Education at the University of Applied Sciences and Arts Northwestern Switzerland

Alexander Repenning is the Hassler Professor and Head of the Department of Computer Science Education at the Institute of Teacher Education at the University of Applied Sciences and Arts of Northwestern Switzerland and a Professor of Computer Science at the University of Colorado. He is the director of the International Scalable Game Design Initiative. Repenning is a pioneer in building block programming, also known as drag-and-drop programming. He has worked in R&D at Asea Brown Boveri, Xerox PARC, Apple Computer, and Hewlett-Packard. Repenning is the founder of AgentSheets and AgentCubes computational thinking tools for simulations and games. He has conducted game design workshops in the United States, Mexico, South America, Europe, and Japan. His work has received many awards, including the Gold Medal from the Mayor of Paris for "Most Innovative Application of the World Wide Web in Education" and the "Best Innovator" award from the ACM, and has been featured in WIRED magazine. A recipient of the Telluride Tech Festival award for contributions to computer science, Repenning is also an advisor to the National Academy of Sciences, the European Commission, the National Science Foundation, Japan's Ministry of Education, Culture, Sports, Science and Technology, and the Organization for Economic Cooperation and Development (OECD).



Laura McBain

Co-Interim Managing Director at Hasso Plattner Institute of Design at Stanford and Co-Director of K12 Lab

Laura McBain is a designer and educator and serves as managing director of the Stanford d.school and the co-director of the K12 Lab. Her work focuses on how human-centred design can be used to provide equitable and innovative educational experiences that will help all students thrive in a changing world. In this role, she leads design challenges in education, designs new learning experiences for educators, and serves as an adjunct professor at Stanford University.

She is the author of *My Favorite Failure: How Setbacks Can Lead to Learning and Growth*, which provides insights and narratives into how you can create the conditions to take risks and experience failure together. Prior to the d.school, Laura worked for 15 years at High Tech High, serving as the Director of External Relations, principal of two school sites, and a founding teacher. She has taught middle and high school students in both charter comprehensive schools.

BIOGRAPHIES



Todd Lubart

Professor of Psychology
University of Paris Cité

Todd Lubart, PhD from Yale University (USA), Professor of Psychology at the University of Paris Cité, Former director of an applied psychology research laboratory, coordinator of several grants and contracts (ANR, industrial collaboration contracts, collaboration on OECD studies of creativity, and the DEPP - French Ministry of Education). He has approximately 200 publications, including articles, books and psychological tests. His lines of research involve the construction of creativity assessments, creativity development, support for creativity through virtual environments and social robotics.

Todd Lubart serves on the editorial board of journals concerning creativity and innovation, received the Berlyne award from the American Psychological Association, was a member of the Institut Universitaire de France, and is president of ISSCI (the International Society for the Study of Creativity and Innovation, issci.online).



Lennart Kuntze

Global Head of Climate Education and Leadership
Teach for All

Lennart Kuntze is the inaugural Global Head of Climate Education and Leadership at Teach For All. He has worked in climate change and environmental sustainability for around 10 years, including as a project manager at the International Renewable Energy Agency (IRENA) and UN Environment Programme, where he worked with countries in Sub-Saharan Africa and Latin America on their transition towards a green(er), (more) inclusive economy. More recently, Lennart spent two and half years researching and teaching at Harvard University. He holds an undergraduate degree from University College Maastricht (Netherlands) and graduate degrees in Public Policy (from United Nations University) and Public Administration (from Harvard Kennedy School).

BIOGRAPHIES



Marc Chun

Designer at d.school
Senior Manager at the Chan Zuckerberg Initiative, United States

Marc Chun completed his undergraduate studies at the University of California, Davis, where he received a Bachelor of Science degree in Organisational Studies. Later, he earned his PhD in Education from Stanford University and completed a postdoctoral fellowship in Sociology and Education at Teachers College, Columbia University. Marc also has three master's degrees: one in Administration and Policy Analysis from Stanford University; a second in Education from the University of California, Los Angeles; and a third in sociology, also from Stanford. He has taught at Stanford University, Columbia University, Vanderbilt University, The New School, and Manhattan College and has published extensively on topics related to education.

Marc started his career as an educator and then spent time at the RAND Corporation (and its nonprofit subsidiary and spin-off) in the field of measurement, working with teachers to assess creative problem-solving and analytical reasoning. He has worked as a grantmaker, supporting innovation at the intersection of research and practice. He has also spent time as a designer at Stanford University's Hasso Plattner Institute of Design (the "d.school"), focusing on innovative bright spots. He is a published playwright, with production of his plays in New York, Los Angeles and Hong Kong.



Diana Petrarca

Associate Professor at Ontario Tech University, Canada

Diana Petrarca is an Associate Professor and a founding member of the Faculty of Education at the University of Ontario Institute of Technology. She helped redevelop and implement a new Bachelor of Education program by serving as Program Director for two years. Her research interests include web-based learning tools to support the practicum and mindfulness and preservice teacher education program enhancement. She is currently exploring the conceptions of teacher candidates as they progress through a pre-service program via a Social Sciences and Humanities Research Council of Canada (SSHRC)-funded research documentary film project entitled The (Un)Making of the Teacher.

BIOGRAPHIES



Sudeep Dube

Learning Links Foundation, India

Sudeep Dube, a seasoned management consultant with a penchant for versatility, currently contributes expertise to a rapidly advancing not-for-profit organisation. Armed with a Post Graduate Diploma in Management from Xavier Institute of Management, Bhubaneswar (XIMB), Sudeep boasts a rich professional background spanning sectors such as power, tourism, agriculture, infrastructure finance, and financial services.

During a five-year tenure at PwC Pvt Ltd, Sudeep played a pivotal role in providing advisory support to major corporate entities and multilateral funding agencies, offering insights into research, policy, and business-related matters. A stint at Irevna, a division of CRISIL (now Global Research and Analytics), showcased Sudeep's proficiency in stock valuation within emerging markets, with a specific focus on the Middle East.

In addition to his consulting prowess, Sudeep brings a unique perspective grounded in 23 months of power plant design experience at Larsen & Toubro - Sargent & Lundy Limited, a 50:50 joint venture between L&T and S&L. This diverse background underscores Sudeep's ability to navigate and excel in multifaceted professional landscapes, making him a valuable asset in the realm of management and advisory services.



Wei Qing

TsingHua University, China

Wei Qing, Hassler Professor and Head of the Department of Computer Science Education, Faculty of Teacher Education, University of Applied Sciences and Arts Northwestern Switzerland, received his Bachelor's degree in Bioengineering from Beijing Institute of Technology (BIT) in 2014. He completed his Ph.D. at Peking University, where he worked with Prof. Chu Wang and Prof. Xing Chen on chemical proteomics strategies to explore how post-translational modifications, such as O-GlcNAcylation and itaconation, regulate protein function.

After his PhD graduation in 2019, he joined Prof. Yan Ding's lab at Stanford University as a postdoctoral associate, where he developed new proximity labelling methods for mapping subcellular RNA-protein interactions and dynamic protein trafficking. In March 2023, Qin joined the School of Pharmacy at Tsinghua University as a tenured Assistant Professor. His research goal is to utilise his unique strengths in chemical biology, proteomics, and protein engineering to invent and disseminate transformative technologies for exploring the complexity of the proteome.

BIOGRAPHIES



Vlad Glăveanu

Dublin City University, Ireland and University of Bergen, Norway

Vlad Glăveanu, PhD, is a Full Professor of psychology in the School of Psychology, Dublin City University, and Professor II at the Centre for the Science of Learning and Technology, University of Bergen. He is the founder and president of the Possibility Studies Network (PSN).

His work focuses on creativity, imagination, culture, collaboration, wonder, possibility, and societal challenges. He edited the Palgrave Handbook of Creativity and Culture (2016) and the Oxford Creativity Reader (2018), co-edited the Cambridge Handbook of Creativity Across Domains (2017) and the Oxford Handbook of Imagination and Culture (2017), authored *The Possible: A Sociocultural Theory* (Oxford University Press, 2020)

His research interests include creativity, innovation, imagination, curiosity, wonder, awe, agency, serendipity, utopias and dystopias, anticipation, futures studies, counterfactuals, culture, collaboration, perspective-taking, technology, social media, creative learning, education, and possibility studies.



Rory McGann

University of Limerick, Ireland

Through both teaching and research activity, Rory promotes the development and integration of digital technology-related innovations within the field of initial teacher education.

Rory is actively engaged in a number of collaboration, community engagement and research development projects, both national and international, and has received various funding to support same. Particular areas of interest include professional practice, constructionism & creativity. Rory is currently engaged in doctoral studies, where he is exploring the role of creativity and constructionism in initial teacher education.

CO-ORGANISERS

OECD Centre for Educational Research and Innovation (CERI)

The Centre for Educational Research and Innovation (CERI) performs research-driven work to achieve lifelong learning for all. It goes beyond formal education systems and reflects on the future of teaching and learning. While having a particular focus on emerging trends and issues, CERI aims to set a forward-looking and innovative agenda for a changing education landscape. The goal of CERI is to produce work that is thoroughly integrated with empirical analysis and innovation awareness, with specific emphasis on accumulating statistical evidence and developing key indicators to solidify its research work.

Global Institute of Creative Thinking (GloCT)

The Global Institute of Creative Thinking (GloCT) is a movement to promote the centrality of teaching creative thinking in schools. A UK-based institute, GloCT focuses on encouraging creativity education through curriculum innovation, reform, professional learning and collaboration. It brings together academics, policymakers, educators and learners at a national and international level. The main activities of the institute include evidence-based advocacy, international conferences and workshops, teacher-professional learning courses, and creative thinking programmes run in collaboration with schools. The Creativity in Education Summit, its signature event, is held annually. Initially promoting cooperation between schools worldwide, GloCT's ambitions are for increased global cooperation.

ces | creativity in education summit



Global Institute of Creative Thinking
www.gioct.org



OECD Centre for Educational Research and Innovative
www.oecd.org/education/ceri