



Creativity in Education Summit 2022

GloCT in collaboration with OECD CERI

17th October 2022

**OECD CONFERENCE CENTRE
2 RUE ANDRE PASCAL, 75016 PARIS
FRANCE**

18th October 2022

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Creativity in Education Summit 2022

To be held at:

**OECD Centre for Educational Research
and Innovation**

17 October 2022

2 Rue André Pascal, 75016 Paris, France

The British Library

18 October 2022

96 Euston Rd, London NW1 2DB, United
Kingdom

Summary

The 2022 Creativity in Education Summit will take place on the 17th and 18th October, 2022. The theme of this year's event will be "Creative Thinking in Schools: from global policy to local action, from individual subjects to interdisciplinary learning".

Exploring "building a movement of confident, capable teachers of creativity" and "sharing pedagogies for teaching creative thinking within and across disciplines", the first-day event will feature a number of high-profile guest speakers:

- **Andreas Schleicher**, Director for Education and Skills and Special Advisor on Education Policy to the Secretary-General at OECD
- **Liming Liu**, President of China Education Association for International Exchange and Former Vice Minister of Education of China
- **Bill Lucas**, Professor of Learning at Winchester University, Chair of GloCT Advisory Board and Co-Chair PISA Creative Thinking Test 2022 Strategic Advisory Group
- **Gwang-Chol Chang**, Chief of Section of Education Policy, UNESCO Headquarters
- **Tia Loukkola**, Head of Innovation & Measuring Progress Division, OECD
- **Stéphan Vincent-Lancrin**, Deputy Head of CERi, 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
- **Pamela Burnard**, Professor of Arts, Creativities and Educations, University of Cambridge
- **Laura McBain**, Co-Interim Managing Director at Hasso Plattner Institute of Design at Stanford and Co-Director of K12 Lab
- **Todd Lubart**, Professor of Psychology, University of Paris-Descartes
- **Rachel Sylvester**, Chair of The Times Education Commission and political columnist at The Times
- **Dr Kenneth Nally**, Creative Ireland, Department of Education, Ireland: Inspectorate
- **Elodie Persem**, Head of Access, Innovation and Research Unit, DEPP, French Ministry of Education
- **Richard Jones**, Headteacher of Bryanston School, England
- **Mario Piacentini**, Senior Analyst, Programme for International Student Assessment (PISA) at OECD

Focusing on theory in practice, the second-day event will investigate creativity in education case studies from selected primary and secondary schools and organize interactive discussions, inviting representatives from featured schools in the UK, China, Australia, Brazil and the US to share best practice and any lessons learned.

Contact

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DAY 1 - PARIS

CREATIVE THINKING IN SCHOOLS : A SNAPSHOT OF PROGRESS IN 2022

Date 17th October 2022
Time 10:00 – 15:45, Central European Time
Venue CC2, OECD Conference Centre, 2 Rue André Pascal, 75016 Paris, France

The first day will be a joint session attended by leaders, researchers and practitioners from OECD, GloCT, and representative schools. This conference will focus on global best practice and will consider potential areas of focus for the 2023. We will explore the creative education programmes that could be offered to primary, secondary and tertiary educational institutions. Following the publication of our global annual report, “Creative thinking in schools across the world: A snapshot of progress in 2022”, we have invited international experts and representatives to the summit to reflect upon this and to suggest ways forward.

AGENDA

Time	Activity
10:00 - 10:10	Welcome remarks <ul style="list-style-type: none"> Stéphan Vincent-Lancrin, Deputy Head of CERi Bill Lucas, Professor of Learning, University of Winchester, UK; Chair of GloCT Advisory Board
10:10 - 11:00	Keynote Speeches Moderation: Bill Lucas, Chair of GloCT Advisory Board Why creativity and creative teaching and learning matter today and for tomorrow’s world (20 minutes) <ul style="list-style-type: none"> Andreas Schleicher, Director for Education and Skills, and Special Advisor on Education Policy to the Secretary-General at OECD China’s Education Modernisation 2035 Plan and the role of creativity in education in China (15 minutes, Pre-recorded) <ul style="list-style-type: none"> Limin Liu, President of China Education Association for International Exchange and Former Vice Minister of Education of China
11:00 - 11:30	Tea Break
11:30 - 12:30	Keynote Speeches Moderation: Tia Loukkola, Head of CERi, OECD An overview of creative thinking in schools across the world (20 minutes) <ul style="list-style-type: none"> Professor Bill Lucas, Chair of GloCT Advisory Board and Co-Chair PISA Creative Thinking Test 2022 Strategic Advisory Group

Time	Activity
	<p>Nurturing creativity through education (20 minutes)</p> <ul style="list-style-type: none"> Gwang-Chol Chang, Chief of Section of Education Policy, UNESCO Headquarters
12:30 - 13:30	Lunch
13:30 - 14:40	<p>Panel Discussion 1: Making progress in embedding creative teaching practices in schools</p> <p>Moderator: Chair of The Times Education Commission and political columnist at The Times</p> <p>Panellists:</p> <ul style="list-style-type: none"> Laura McBain, Co-Interim Managing Director at Hasso Plattner Institute of Design at Stanford University and Co-Director of K12 Lab, United States 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, Australia Pamela Burnard, Professor of Arts, Creativities and Educations, University of Cambridge, England Kenneth Nally, Creative Ireland, Department of Education, Ireland: Inspectorate
14:40- 15:00	Tea Break
15:00 - 16:00	<p>Panel Discussion 2: Assessing students' and teachers' creativity formatively and summatively: promising methods and tools</p> <p>Moderator: Stéphan Vincent-Lancrin, Deputy head of CERI, OECD</p> <p>Panellists:</p> <ul style="list-style-type: none"> Elodie Persem, Head of Access, Innovation and Research Unit, DEPP, French Ministry of Education Todd Lubart, Professor of Psychology, University of Paris-Descartes, France Richard Jones, Headteacher of Bryanston School, England Mario Piacentini, Senior Analyst, Programme for International Student Assessment (PISA) at OECD
END	

DAY 2 - LONDON

FOSTERING CREATIVE THINKING IN SCHOOLS: FROM INDIVIDUAL SUBJECTS TO INTERDISCIPLINARY LEARNING

Date : 18th October 2022

Time : 09.30 – 16.30, Central European Time

Venue : The British Library, 96 Euston Rd, London NW1 2DB, United Kingdom

In 2021, Arts Council England launched its Creativity Collaboratives, eight clusters of schools throughout England funded to embed creative thinking in every subject of the curriculum. Earlier this year, the global testing organisation PISA launched the Creative Thinking 2022 test. As a result, England is now catching up with some of the exciting developments observed in Scotland, Wales and across the world.

The event will focus on promoting and evidencing creativity in schools, from individual subjects to interdisciplinary learning, with the aim of sharing the many innovative approaches being used in schools. Delegates will have the opportunity hear world-class speakers, and to take away a host of practical ideas for embedding creative thinking in schools, drawing on exciting examples from across the world.

The conference aims to encourage conversations and interactions between educational practitioners through a series of workshops, where representatives from featured schools in the UK, Brazil, Australia, New Zealand, China and the US share case studies, discuss best practice and outline any lessons learned, exploring strategies that can generate impact both within and beyond the school or university campus.

Throughout the workshops, please record key challenges, unmet needs, priority actions, and possible initiatives on post-it notes. These will be displayed around the room and used in discussions.

AGENDA

Time	Activity
09:30 - 09:35	<p>Welcome remarks</p> <ul style="list-style-type: none"> Bill Lucas, Professor of Learning, University of Winchester, UK; Chair of GloCT Advisory Board
09:35 - 10:05	<p>Creative thinking in schools across the world and what schools in England can learn from this</p> <ul style="list-style-type: none"> Bill Lucas, Professor of Learning, University of Winchester, UK; Chair of GloCT Advisory Board <p><i>Drawing on his report, launched at the event, Bill will give a global overview of progress exploring the inclusion of creative thinking in international, national and state curricula. He will share recent research into curriculum design and pedagogy, review progress in assessing creative thinking and consider the opportunities ahead for creating new approaches to professional development for school leaders and teachers. Bill will share practical applications of his report for school leaders and teachers in England to learn from.</i></p>
10.05 - 10.35	<p>How teaching for ‘creative thinking’ can unleash new creativities in co-authoring future-making education: What matters?</p> <ul style="list-style-type: none"> Professor Pam Burnard, Professor of Arts, Creativities and Educations, Cambridge University <p><i>There is a growing recognition of the need to give different types of space and time to offer students the skills and support needed to develop their own style and forms of ‘creative learning’. How do teachers move beyond the traditional question of ‘how creative is X’ (where ‘X’ is a product or person)? When teachers promote the value of diverse creativities (such as design creativity, mathematical creativity, transdisciplinary creativity) they more often enact the teaching of ‘creative thinking’ through ‘creative learning’ while co-authoring future-making education (that is, making sense of our flexible and multiple identities while pursuing sustainability and empowerment). In this talk the professor will share some new approaches and ways of thinking differently about ‘creative thinking’ which help to root teachers’ and learners’ practices to strong educational concepts which can unleash new creativities that matter.</i></p>
10.35 - 10.50	<p>Cultivating Innovative Literacy across Interdisciplinary Curriculum: China’s Policy and Practice</p> <ul style="list-style-type: none"> Guiqing An, Professor of Curriculum and Instruction, East China Normal University <p><i>In the new round of curriculum reform, China has strengthened the practice of interdisciplinary courses in the national curriculum and in the school-based curriculum. With the aim of cultivating innovative literacy, interdisciplinary learning focuses on ‘whole person’ education, comprehensive learning, integrated innovation and embodied action</i></p>

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Time	Activity
	<p><i>demonstrated through "knowledge integration, problem-solving and value creation". Through practical exploration at the district and school level, we have developed an interdisciplinary model that aims to develop innovative literacy. This model involves school-based interdisciplinary curriculum planning, course design, and unit-based thematic learning. To practice this model, schools need systematic support, including professional guidelines, organizational restructuring, resource allocation, and adapted learning spaces.</i></p>
10.50 - 11.10	Tea break and informal discussions
11.10 - 12.10	<p>Workshop 1: China (online + in situ) The Creative Lab in Shanghai</p> <ul style="list-style-type: none"> Wang Bing, Principal of Jiatong University Defu Road Middle School, Xue Sheng, Physics Dep, Beicai High School, and Edward Derbyshire, Head of Drama, Pate's Grammar School <p><i>This workshop will describe how schools involved in the Creative Lab initiative in Shanghai have focused on creativity – in curriculum development, classroom practice, and T&L plans. This will be a remote presentation of two examples, "Underwater Drone" and "Hexi Corridor", with in situ facilitator Edward Derbyshire, leading to group discussions.</i></p>
12.10 - 13:00	<p>Workshop 2: UK Let the children play</p> <ul style="list-style-type: none"> Simon Wheeler, Head of Film, and Edrys Barkham, International Admissions Consultant, Bryanston School <p><i>This workshop will draw upon experience gained at Bryanston School in the UK, an institution renowned for its success in creative, unbounded thinking. This workshop looks at the importance of allowing pupils to organise and take responsibility for their own actions. We use the example of a feature length film made by some of our Sixth Form students at Bryanston in the summer term last year both during and after their A levels exams.</i></p>
13.00 - 14.00	Lunch
14.00 - 14.45	<p>Workshop 3: The United States Inculcating Creativity into the Learning Ecosystem</p> <ul style="list-style-type: none"> Laura McBain, Co-Interim Managing Director at Hasso Plattner Institute of Design at Stanford University and Co-Director of K12 Lab <p><i>How might creativity be a part of every aspect of schooling? From daily practices to flex our creative juices to approaching system-level challenges, how might we inculcate creativity and curiosity into the learning ecosystem so that everyone can practice their creative talents and use this creativity to address the challenges facing schools today? Using exercises from the Stanford d.school and examples from US-based schools, we will explore how we might embed creativity into our daily structures and systems within schools.</i></p>

AGENDA

Time	Activity
14.45 – 15.30	<p>Workshop 4: Australia / New Zealand Establishing and Teaching Creativity: some practice from Australia and New Zealand</p> <ul style="list-style-type: none"> Dr Michael Anderson, Professor of Creativity and Arts Education in the Sydney School of Education and Social Work at The University of Sydney <p><i>This interactive session will provide an overview of some key strategies that have been employed in Australian and New Zealand schools to support and enhance Creativity and Creative Thinking. The Workshop will cover two key initiatives. The first initiative, the Creative Schools Index (CSI) has been trialed in New Zealand and Australian schools to measure Creative environments in primary and secondary schools. CSI is a collaboration between the University of Sydney and the University of Auckland and employs a multidisciplinary mixed-methods approach and features experts in education, creativity, and educational psychology. This research aims to guide stakeholders in education in benchmarking, curriculum design, and reform. The second initiative discusses learning and teaching approaches to creativity in Australian schools. The work emerges from 4C Transformative Learning's learning and teaching of creativity embedded in the 4Cs approach in over 80 schools and early childhood centres. The workshop will conclude with a discussion of how these initiatives might support professional learning beyond Oceania.</i></p>
15.30 - 15.50	Tea break and informal discussions
15.50 – 16.35	<p>Workshop 5: OECD Parnter States Supporting school-level approaches to fostering creativity</p> <ul style="list-style-type: none"> Cassie Hague, Analyst at the Centre for Educational Research and Innovation (CERI) at the OECD <p><i>Cassie Hague, analyst at the Centre for Educational Research and Innovation at the OECD will present findings from the international project, Fostering and Assessing Creativity and Critical Thinking. She will highlight the bank of pedagogical resources developed by international teachers and experts, contained in a new app https://oecdcericct.com (beta version). Small groups will discuss what is needed to support school-level approaches to fostering and assessing creativity. What is low-hanging fruit in terms of integrating more teaching of creativity into a school? What long-term vision is needed for an embedded school-wide approach to creativity? What does it take to get there and what support and resources are needed by different stakeholders?</i></p>
16.35 - 17.00	<p>Looking ahead - a dialogue with delegates</p> <p>Facilitator:</p> <ul style="list-style-type: none"> Bill Lucas, Professor of Learning, University of Winchester, UK; Chair of GloCT Advisory Board

END

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.



Limin Liu

President of the China Education Association for International Exchange and Former Vice Minister of Education of China

Dr. Liu Limin is a Professor and Doctoral Supervisor. He serves as the President of CEAIE, Vice President of Western Returned Scholars Association (Oversea-educated Scholars Association of China), Member of the National Committee of the Chinese People's Political Consultative Conference and Vice Director of Xianzi Zeng Education Foundation. He served successively as the Secretary of the CPC Committee of Capital Normal University, Deputy Secretary of Education Committee of Beijing CPC, Director-General of Beijing Municipal Education Commission, Director of the Education Inspectorate Office of Beijing Municipal Government, and Vice Minister of Education of China.

Dr. Liu, a well-known Russian scholar in China, has been engaged in Russian Languages and Literature for a long time. He also devotes himself to research in assessment, improvement of basic education, teachers' professional learning, student textbooks and school inspection.

BIOGRAPHIES



Professor Bill Lucas

Chair of GloCT Advisory Board and Co-Chair PISA Creative Thinking Test 2022 Strategic Advisory Group

Professor Bill Lucas is 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.



Gwang-Chol Chang

Chief of Section of Education Policy
UNESCO Headquarters

Gwang-Chol Chang is currently Chief of Section of Education Policy at UNESCO Headquarters since 2019. Prior to this role, he worked at various positions within UNESCO such as Director a.i. and Chief of the Education Sector at the UNESCO Multisectoral Office for West Africa and Sahel region, Senior Programme Specialist at the UNESCO Asia-Pacific Regional Bureau for Education, and at the various units of the UNESCO Education Sector, leading education policy analysis, sector planning and management, as system strengthening programmes.

Before joining UNESCO, he worked at the Ministry of Education of the DPR Korea. He obtained Doctorate in Education from Kim Hyong Jik University.

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.



Elodie Persem

Head of Accessibility, Innovation and Research Unit
French Ministry of National Education and Youth

At the beginning, Elodie is a specialized French teacher who works with disabled students. She then trained teachers and trainers for many years on the issues of school inclusion, managing heterogeneity and teaching cross-curricular skills.

She joined the DEPP (Directorate for Evaluation, French Ministry of Education), where she is now in charge of the "AIR" department (Accessibility, Innovation and Research). This department was created to improve the accessibility of assessments and to develop partnerships with researchers in order to build assessments around the so-called 21st competences

BIOGRAPHIES



Kenneth Nally

Creative Ireland
Department of Education
Ireland: Inspectorate

Kenneth Nally is a post-primary inspector within Ireland's Inspectorate. His responsibilities include school evaluation and an advisory brief that includes Junior Cycle English and the development of a new Senior Cycle subject, Drama, Theatre and Film Studies. In 2022, Kenneth was assigned by the Department of Education to the Creative Ireland Programme.

Creative Ireland is all-of-government culture and wellbeing programme that inspires and transforms people, places and communities through creativity. Through partnerships with local and national government, cultural and enterprise agencies and local enterprise, it creates pathways and opportunities for people and communities to unlock their creative potential. Within the programme, Kenneth has oversight of the Creative Youth action plan, a multi-strand national plan focusing on increasing creative opportunities for all children and young people in both formal education and out-of-school settings.



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 competences. 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 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



Pamela Burnard

Professor of Arts, Creativities and Educations
University of Cambridge

Pamela Burnard is Professor of Arts, Creativities and Educations at the Faculty of Education, University of Cambridge (www.educ.cam.ac.uk/people/staff/Burnard/). She has published widely with 25 books and over 150 journal articles and book chapters which advance the theory and practice of multiple creativities across education sectors including early years, primary, secondary, further and higher education, through to creative and cultural industries.

She is co-editor of the international journal Thinking Skills and Creativity. Current funded projects include 'Choices, Chances and Transitions around Creative Further and Higher Education'; 'Sculpting New Creativities in Education', a meta-analysis of the culminative impact of 'Contemporary Urban Musics for Inclusion Networks' (CUMIN) and book on 'Multiple Creativities in Real-world Practice'. She is an elected Fellow of the Royal Society of Arts (RSA), the Chartered College of Teaching (CCT) and the International Society for the Study of Creativities and Innovation (ISSCI).



Laura McBain

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

Laura McBain (she/her) ([@laura_mcbain](https://twitter.com/laura_mcbain)) is a designer, 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-centered 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.

Laura has a Bachelors from Miami University-Oxford, Ohio and a Masters from the Harvard Graduate School of Education.

BIOGRAPHIES



Todd Lubart

Professor of Arts, Creativities and Educations
University of Cambridge

Todd LUBART. PhD from Yale University (USA), Professor of Psychology at 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).



Rachel Sylvester

Chair of The Times Education Commission and political columnist
at The Times

Rachel Sylvester is a political columnist at The Times and Chair of The Times Education Commission. She started writing about politics in 1996 and was a lobby correspondent on The Daily Telegraph before becoming political editor of The Independent on Sunday.

Rachel joined The Times in 2008 and also presents the Times Radio podcast Past Imperfect with Alice Thomson. They have recently released a book based on their interviews called *What I Wish I'd Known When I Was Young*.

BIOGRAPHIES



Richard Jones

Head
Bryanston School

Richard is the Head of Bryanston and has a strong affinity with the School's ethos and values. Richard joined Bryanston as Second Master in 2020 and was given interim responsibilities as Acting Head at the end of 2021, and was appointed Head at the end of the Spring term 2022.

With a Master's degree in Educational Leadership, he has a wealth of experience as a housemaster and in front-line teaching and, before joining Bryanston, was previously at Canford School and St John's School, Leatherhead.

Working alongside the School's Chief Operating Officer, Nick Dodd and other members of the Senior Management Team, Richard's focus is to align with the School's unique culture to provide an inspirational and dynamic educational environment for current and future pupils. He lives on site with his wife, Emily and their two sons.



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



Guiqing An

Professor of Curriculum and Instruction
East China Normal University

Guiqing An is a Doctor of Education, professor and doctoral advisor in the Institute of Curriculum and Instruction at East China Normal University. Her research fields mainly include: contemporary curriculum theory, classroom teaching reform, teacher professional development, and integrated curriculum development, among others. She is also the executive director of the National Curriculum Research Committee and the deputy editor-in-chief of the CSSCI listed journal Global Education.

An participated in the national compulsory education curriculum plan and curriculum policy making in Shanghai. In the past few years, she has led interdisciplinary curriculum development projects in several districts, which have won the grand prize in the Shanghai Teaching Achievement Awards.



Edward Derbyshire

Head of Drama
Pate's Grammar School

Edward is Head of Drama at Pate's Grammar School. He loves the theatre in all manifestations as he loves life, and the people who inhabit it. As director, he has been responsible for many productions over a span of thirty years, ranging from musicals to farce, from improvised theatre to high Greek drama.

Edward has a particular love of Shakespeare, and is convinced of the power of words. He directs two theatre companies, GYP (the only youth theatre company in the UK which performs solely Shakespeare) and Dramestics (the only affordable chamber theatre company which performs in the found spaces of people's homes). Edward has been a Head of Drama in primary and secondary schools, and is also a visiting university lecturer. He runs practical workshops such as 'Journeying through Shakespeare' and lectures on themes such as 'Mental Health and Shakespeare'.

Edward has a bachelor's degree from University of Oxford in Oriental Studies Chinese Language, Literature and History.

BIOGRAPHIES

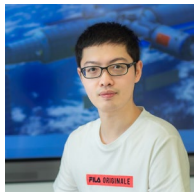


Bing Wang

Party Secretary and Principal
Jiading Defu Middle School Affiliated to HSASJTU

Wang Bing currently serves as Party Secretary and Principal of Jiading Defu Middle School Affiliated to HSASJTU. She has been credited with numerous awards and honors, including a Shanghai Teaching Award, a March 8th Red-Banner Pacesetter of the Shanghai Educational System, a Shanghai Outstanding Volunteer Award, recognised as one of the Top 10 Principals of Jiading District, also as one of Top 10 Educational Reform Talents of Jiading District, among others.

In 2011, she participated in the Shanghai Municipal Education Commission's "Principal Shadowing" project in California, USA. In 2022, she was enrolled into the Li Xigui Prestigious Principal Class. She has written two books, *New Media and School Transformation Towards Realising Full Potential* and *Exploring Quality Classroom Interaction*. She is the author of more than 20 papers, published via the *Journal of Shanghai Educational Research*, *Basic Education Review*, *Research on Curriculum and Teaching*, *Modern Teaching*, and *Xinkecheng*.



Sheng Xue

Physics Teacher
Beicai Senior High School Affiliated to Shanghai Maritime
University

Sheng Xue leads and teaches physics at Beicai Senior High School Affiliated to Shanghai Maritime University. He is a member of the Pudong New Area Education and Teaching (High School Extended Research-Based Curriculum) Central Group.

He has been the supervisor of the Creator Club since 2016, and it was there he started to design, develop, and practice the special curriculum working with Underwater Drones in 2018. Since the beginning of his career, he has been actively involved in the supervision of various student research projects. He also serves as a science and technology advisor for students who participate in competitions in these subjects.

BIOGRAPHIES



Edrys Barkham

International Recruitment Consultant
Bryanston School

After gaining a BA in Human Science at Oxford University and Biological Anthropology MSc at UCL, Edrys studied for her PGCE at Cambridge University. She taught science in comprehensive schools in Milton Keynes and London before moving to Bryanston where she taught Science to GCSE, Biology at A level and Psychology for the IBDP.

Her career at the school involved her being, at various times, Housemistress, Head of Biology, Senior Tutor, and Director of Admissions and she gained an M.Ed at Exeter University and an MSc at Oxford. Edrys is now retired from teaching at Bryanston although maintains close links with the school. She is studying for a PhD in Archaeology and doing some supply teaching at a local state school.



Simon Wheeler

Head of Film
Bryanston School

Simon studied at Bryanston as a pupil for 5 years, leaving to attend Oxford University where he gained a degree in English Literature. He was a journalist for the Daily Telegraph newspaper before moving as producer to the BBC Newsnight programme. From there he moved into BBC drama as a script executive and then Head of Development. He started his own production company in 2003. Simon is a visiting lecturer at Bournemouth University and at the National Film and Television School in London as well as being Head of Film at Bryanston.

CO-ORGANISERS

OECD's 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.

OECD's Centre for Educational Research and Innovation (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, policy makers, 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, creative thinking programmes run in collaboration with schools. The Creativity in Summit, its signature event, is held annually. Initially promoting cooperation between schools in the UK, China and Australia, GloCT's ambitions are for increased global cooperation.



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