

Alice Barnard, Chief Executive, Edge Foundation (Panellist)

After graduating from Cambridge University with an MA in history, Alice pursued a career in journalism before moving into publishing. Since then she has led several high profile organisations, notably the Countryside Alliance and the Peter Jones Foundation before joining Edge. When she's not at her desk, Alice is happiest in the countryside where she lives with her horses, dog, cats and chickens!

Christine Gilbert CBE (Panellist)

Christine has been a teacher, a secondary headteacher and a director of education, first in Harrow and then Tower Hamlets, where she also went on to become chief executive. Between 2006 and 2011, she held the post of Her Majesty's Chief Inspector at Ofsted where she brought together three different inspectorates to create a new organisation.

A visiting professor at UCL institute of Education, Christine is involved in a range of education projects. She is the independent chair of Camden Learning, a school company, and is supporting the development of a number of place-based education partnerships. As chair of the charity Future First, Christine is an advocate for establishing a thriving alumni community in every state school.

Sian Griffiths is Education and Families Editor at The Sunday Times. (Chair)

She was shortlisted at the Press Awards for her work with her colleague Richard Kerbaj in breaking the story of the Trojan Horse affair in Birmingham schools. Her most recent book is Body Clocks, with the scientist Paul Kelley. Sian is a wild swimmer who loves the chilly waters off the Welsh coast.

Robert Halfon MP (Speaker)

Robert Halfon is the Member of Parliament for Harlow, Essex, first elected in 2010. A former Minister for Skills and Apprenticeships, he is now Chair of the House of Commons Education Select Committee. His Committee is currently working on inquiries into the impact of Covid-19 on education and children's services, left behind white pupils from disadvantaged backgrounds, education in prisons and home education. Robert is passionate about social justice, skills and apprenticeships and giving everyone the chance to climb the education ladder of opportunity.

Peter Hyman is Co-Director of Big Education - a new organisation with a mission to change the way we do education in this country. (Panellist)

The aim of the organisation is to develop schools, programmes and movements that develop the whole child - head, heart and hand. He is the co-founder and the first headteacher of School 21, a pioneering 4 to 18 school that opened in Stratford, East London in 2012. The school has a growing reputation for developing oracy (speaking) skills having set up Voice 21, a charity working with more than 400 schools across the country. It has also developed sophisticated programmes for real world learning and wellbeing. For nine years to 2003, Peter worked as a strategist and speechwriter to the British Prime Minister, Tony Blair. He left to become a teaching assistant in a challenging Islington school, before training as a history teacher and working his way up to become a headteacher. He is author of 1 out of 10, from Downing Street Vision to Classroom Reality.

Bill Lucas, Director, Centre for Real-World Learning and Professor of Learning at the University of Winchester. (Speaker)

Bill's research focuses on understanding those dispositions for learning which help people success and flourish in life, how they can be cultivated and how they can be evidenced. In 2017 Bill was appointed to be the co-chair of the strategic advisory group of the new PISA 2021 (2022) test of Creative thinking. For 5 years he has advised the State of Victoria in Australia as it develops online tests of critical and creative thinking. Bill is an academic adviser to the OECD's Centre for Educational Research and Innovation and chairs Eton College's research and innovation centre. Bill is a founding member of the Rethinking Assessment movement. Bill is a prolific writer, and has authored more than eighty books and many research reports. With Ellen Spencer he has recently explored the ways key dispositions for learning can best be cultivated at school in a series of books, most recently Zest for Learning: Developing curious

learners who relish real-world challenges. In 2020 Bill co-authored the Durham Commission on Creativity and Education. His acclaimed critique in 2015 of the education system in England, *Educating Ruby: what our children really need to learn*, written with Guy Claxton, asks challenging questions about the future direction of schools. As we re-conceptualise the kinds of dispositions, skills and knowledge we want all young people to acquire, Bill argues that framing these as twentieth century skills is unhelpful and off-putting to many researchers and practitioners - *Why we need to stop talking about twenty-first century skills*, Centre for Strategic Education, Melbourne, 2019.

Rachel Macfarlane, Director of Education Services at Herts for Learning (Panellist)

From 2007 until 2018 she was a National Leader of Education, serving as headteacher of three contrasting schools over a sixteen year period. In 2011 Rachel joined Ark Schools to set up a new co-educational, all-through academy for 4-18 year olds in Ilford, East London. This was judged to be outstanding in all areas by Ofsted in 2014 and again in 2018.

From 2009-2018 Rachel was Project Director of The London Leadership Strategy's Going For Great (G4G) Programme, which involved working with leaders of outstanding schools to share good practice and produce case studies for dissemination to London schools.

Rachel sat on the RSC's headteacher Board for NE London & the East of England Region.

Rachel is an honorary fellow at the UCL Institute of Education's Centre for Educational Leadership. She is a fellow of the CCT.

Rachel has written and contributed to a number of books on the themes of educational disadvantage, the features of great schools and learning power approaches to education. Her latest book, *Obstetrics for Schools*, is due out in the late spring 2021.