

Speaker Profiles

Liz Francis

Liz Francis worked in a variety of job roles before studying for a degree in English. These included working at the Economist magazine, working in libraries and living in France as an au pair and teacher of English. After graduating she taught in London schools for 5 years prior to joining the School Curriculum Development Committee. She then worked for 14 years in a number of government agencies including the School Examinations and Assessment Council, the School Curriculum and Assessment Authority and the Qualifications and Curriculum Authority. At QCA Liz led work on new modular A-levels for Curriculum 2000, Business Studies, Economics and General Studies. She also worked on 14-19 curriculum developments. During this time, Liz worked for a number of senior figures in education including Lord Ron Dearing, Sir William Stubbs, Chris Woodhead and David Hargreaves. She also wrote a number of articles and documents related to a range of educational developments, many of which were published.

Liz left QCA to work as a 14-19, then senior advisor for Suffolk LEA, where she also worked as an Ofsted inspector. Her key responsibilities in Suffolk were the secondary national strategy, 14-19 education, specialist schools and commercial services to schools. She left Suffolk to work at the Training and Development Agency for Schools. She is currently Director of the Teachers' Directorate which involves leading work on teachers' CPD, the professional standards for teachers, the Postgraduate Professional Development (PPD) programme, Maths and Science CPD (enhancement), the Return to Teach programme and Induction.

Dylan Wiliam

Dylan Wiliam is Currently Acting Director of the Institute of Education, University of London. After a first degree in mathematics and physics, and one year teaching in a private school, he taught in inner-city schools for seven years, during which time he earned further degrees in mathematics and mathematics education. In his subsequent varied career, he has directed a large-scale testing program, served a number of roles in university administration, including Dean of a School of Education, and pursued a research programme focused on supporting teachers to develop their use of assessment in support of learning.

In 1984 he joined Chelsea College, University of London, which later became part of King's College London. During this time he worked on developing innovative assessment schemes in mathematics before taking over the leadership of the mathematics teacher education program at King's.

Between 1989 and 1991 he was the Academic Coordinator of the Consortium for Assessment and Testing in Schools, which developed a variety of statutory and non-statutory assessments for the national curriculum of England and Wales. After his return to King's, he completed his PhD.

From 1996 to 2001 he was the Dean and Head of the School of Education at King's College London, and from 2001 to 2003, he served as Assistant Principal of the College. In 2003 he moved to the USA, as Senior Research Director of the Learning and Teaching Research Center at the Educational Testing Service in Princeton, NJ.

His recent work has focused on the use of assessment to support learning (sometimes called formative assessment). He was the co-author, with Paul Black of a major review of the research evidence on formative assessment published in 1998 and has subsequently worked with many groups of teachers, in both the UK and the USA, on developing formative assessment practices.

Philippa Cordingley

Philippa Cordingley is the founder and Chief Executive of CUREE: the Centre for the Use of Research and Evidence in Education. As adviser to the DfES, the General Teaching Council, the National College for School Leadership, and the QCA she has instigated, designed and developed a range of strategies, policies and support programmes to promote evidence-informed practice.

Philippa has led the CUREE teams in a range of projects including the development of an evidence based National Framework for Mentoring and Coaching. Other leading edge projects designed and developed by Philippa and her team include developing innovative practical resources to engage practitioners with research. She is the founder and professional adviser to the National Teacher Research Panel and co-ordinator of the EPPI Centre CPD Review Group. She has also led direct research programmes including a recent project on transferring learning between environments and taking it to scale. She is a member of the National Steering Group for the Economic and Social Research Council, Teaching and Learning Research Programme and a school governor. Philippa has an MA in Education Policy and Decision Making.

Lesley Saunders

Dr. Lesley Saunders is Senior Policy Adviser for Research at the General Teaching Council (England). She developed and helped to implement a research strategy which draws on high

quality scholarship and the best available evidence to reflect the breadth of the GTC's remit and aspirations.

Lesley holds a visiting professorship at the Institute of Education, London: her professorial lecture, given in March 2004, was titled: *Grounding the Democratic Imagination? Developing the Relationship between Research and Policy in Education*. She recently edited a book, *Educational Research and Policy-making: Exploring the Border Country Between Research and Policy* (Routledge).

Her previous career was as Principal Research Officer at the National Foundation for Educational Research where she headed the School Improvement Research Centre. Prior to that, she taught in the primary, secondary and adult sectors.

Lesley serves on the education sub-panel for the Research Assessment Exercise 2008. In her spare time, she is a published poet.