

About the Contributors

Joan Abbott-Chapman holds a research appointment at the Menzies Research Institute, University of Tasmania, after retiring as professor of education at the University at the end of 2010. Joan worked with Phil Hughes over a number of years as deputy director of the Youth Education Studies Centre, when Phil was director, later succeeding him as director. Her research reflects a life-long passion to improve the post-compulsory participation of disadvantaged students. This arises from childhood experiences as a working class girl growing up in the North of England, encouraged by parents who were keen for her and her sister to enter university, the first in the family to do so, and teachers who inspired her to reach this goal.

Don Aitkin was a vice chancellor and president of the University of Canberra and before that the foundation chairman of the Australian Research Council. He counts himself as fortunate in never having had a poor teacher and hopes he was never one himself.

Don Anderson taught science in private schools before switching to arts and later a PhD in social psychology at the University of Melbourne. After posts in psychology and education research at Melbourne, he moved to the Australian National University to establish the multidisciplinary Education Research Unit in the Research School of Social Sciences. A central interest is socialisation or what institutions do to people, and, from this perspective, he has studied various professions, the family, schools, colleges and universities. He has conducted education inquiries for Australian governments, OECD and UNESCO. He is emeritus professor and visiting fellow at the ANU.

Geoff W. Beeson has worked as an education consultant to universities and school systems in Australia and Asia for the past several years. Before that, he was province chancellor and professor at Deakin University in Melbourne, Australia. He started his career teaching science and mathematics in Victorian (Australia) high schools, and subsequently maintained his contact with schools through involvement in teacher education and a variety of school-based projects. He grew up in Reservoir, a working-class suburb of Melbourne, and was one of the first students from that suburb to attend university.

Raj Bhowon has had a productive career in his own country of Mauritius and also with the World Bank, the International Financial Corporation and with UNESCO in Paris. His graduate work began at the University of Leeds and continued with his Ph D in education at the University of Tasmania. He added further to his experience by working overseas on approaches to educational reform. He returned home to Mauritius to help in the reorganisation of education in that country. On his return to Mauritius, he has continued to play a major role in education and public life. He has been the Director of Education and also Minister for Rural Development and is currently a Member of Parliament in that country.

Professor Denise Bradley AC began her career as an untrained secondary teacher in a public school in South Australia. A product of catholic convents, she has spent her entire career in education in public schools, colleges and universities. Various state and national responsibilities over the last three decades have seen her involved in many aspects of policy development and implementation in schools, Vocational education and training (VET) and higher education. She has been particularly concerned with equity in education and has published in the fields of the nonsexist curriculum, access to higher education and opportunities for women in education.

Dr Paul Brock is the director of Learning and Development Research, New South Wales Department of Education and Training and an adjunct professor in the Faculty of Education and Social Work, The University of Sydney. Dr Brock is also an honorary research fellow within the University of New England; an honorary associate in the Centre for Values Ethics and Law in Medicine within the Faculty of Medicine, The University of Sydney; and a vice patron of the Motor Neurone Disease Association, NSW.

In 1996, he was diagnosed with motor neurone disease. In 2006, Dr Brock was awarded the Order of Australia 'for service to public education, particularly as an adviser and author in the areas of strategic policy development, to maintaining high standards of teaching and professionalism, and to people with motor neurone disease'. In 2009, he was selected by the Sydney Morning Herald as one of the five most influential people in NSW education within that newspaper's list of Sydney's 100 'most influential people' for that year.

Françoise Caillods played a major role in the Institute of Educational Planning in Paris (IIEP), where she worked for over four decades. She began her international career at IIEP in 1969 and has been part of its broadening of emphasis from the post-war theme of education and manpower, through to its more active role in educational planning and its links with the current more comprehensive themes of education, employment and work. She has contributed to the institute's role with the programme in Paris to train educational planners but is even more widely known for her extensive writing on the needs in that area. In her work, she has travelled to most parts of the world both as consultant and teacher.

Brian J. Caldwell is Managing Director and Principal Consultant at Educational Transformations and Professorial Fellow at the University of Melbourne where he served as Dean of Education at the University from 1998 to 2004.

Margaret Clark is currently the CEO of the Australian College of Educators and immediately prior to this spent nearly 4 years working in the Northern Territory (NT), initially with the Commonwealth Office of Indigenous Policy Coordination as deputy state director and later transferring to the NT Department of Education and Training as a director of school improvement. Margaret went to a local socially mixed public school and developed a passion for social justice as a young teenager which has continued and hopefully matured. Her church and family were ideal breeding grounds for this. When younger Margaret sought to distance herself from her well-known, highly respected father (Phil Hughes), he remained and a source of great pride and inspiration. Her particular passion is improving the policy and research engagement around effective service delivery policy frameworks and overcoming disadvantage in remote Indigenous communities.

Helen Connell has worked independently in educational research in several countries and has collaborated on many projects with Malcolm Skilbeck.

Lyndsay Connors developed an interest in education when she was a parent of young children, through her participation in their Canberra preschool community. She is very conscious of the debt she owes to those who fought for a strong public education system, of which her family continues to be the direct beneficiaries. Her interest led to her enrolling in a Diploma of Education at the then Canberra College of Advanced Education and to a career involving schools policy formulation and implementation. As a feminist, she has contributed to policies designed to broaden educational opportunities for women and girls. She is currently the national president of the Australian College of Educators.

Patrick Daunt Phil and Patrick were in the same college at Oxford in the 1940s just after the war, a time of weak beer and strong opinions, bad food and good friendships.

After a time in Australia, he taught classics at Christ's Hospital, happily enough but without being sure why he was doing what he was doing. These doubts ended with the coming of comprehensive schools; Patrick became head of one (Thomas Bennett School, Crawley, known for radical principles and practices) and then chairman of the national campaign for comprehensive education. Britain's accession to the European Community in 1973 offered Patrick something else he could also believe in. So Patrick to Brussels, where he worked in the education department of the European Commission, and then headed the first European action programme for disabled people. Since retiring, Patrick has been chairman of the Association for Spina Bifida and Hydrocephalus in England and Wales and UNESCO's consultant to the Ministry of Education in Bucharest for the review of the Romanian system of special education. He is now an Anglican churchwarden in a small village in Cambridgeshire.

Christine Deer began her professional career as a teacher in NSW schools, moving into university teaching at Macquarie University in 1969. She moved to the University of Technology, Sydney, in 1990 as head of teacher education, working there for the next decade. Her interests in education are wide, with a deep commitment

to equity and social justice. Christine has had a major role working with community organisations and in professional associations at both state and national levels. She was awarded the Sir Harold Wyndham Medal by the NSW Chapter Australian College of Educators in 1999.

Neil Dempster is a professor in educational leadership at Griffith University and former dean of its Faculty of Education. His research interests are in leadership for learning, school governance, school improvement and professional development. Neil is a fellow of the Australian College of Educators where he was the national president in 2006–2007. Recent publications include two edited books, one *The Treasure Within: Leadership and Succession Planning* (2007) and the other, *Connecting Leadership and Learning: Principles for Practice*, Routledge (2009). Neil has written widely on leadership and ethics in leadership. Currently, he is engaged in the Australian Primary Principals' led National Project and is the chief investigator on an Australian Research Council funded Discovery Project on adolescent leadership. He is an Australasian regional editor for the Springer International Handbook on Leadership and Learning.

Alexandra Draxler joined UNESCO as an education specialist in 1971 after working for Cornell University and then the Deutsches Institute für Fernstudien of the University of Tübingen. From 1993 to 1996, she served as secretary of the International Commission on Education for the twenty-first century, chaired by Jacques Delors. Their report, 'Learning the Treasure Within', was delivered to UNESCO and has been published in 22 languages. Alexa later worked for UNESCO in a number of key areas including the major programme on HIV-AIDS. She is currently working in Paris as an education consultant and is the vice-president of the Association for the Promotion of Education.

John Fien is professor of Sustainability in the Innovation Leadership programme of RMIT University, where he is responsible for supporting research on social, environmental and economic sustainability across the Business and Design and Social Context Portfolios. An interdisciplinary background in education and training, natural resource management, public participation and sustainable consumption equip him to work across this broad sustainability agenda and to develop partnerships of university research teams, business and industry, government, NGOs, schools and communities.

His research focuses on social change processes for advancing sustainable development, including education and training for sustainability, organisational learning and change for sustainability, citizen science approaches to natural resource management, especially within integrated catchment management and coastal management, and public participation in local planning.

Michael Fullan is currently chief education adviser to the Premier of Ontario. He has served as Dean of Education at the Faculty of Education at University of Toronto and Dean of Ontario Institute for Studies in Education, University of Toronto. He credits his grandfather and parents for not allowing him to drop out of school at age 16 and instead continuing on eventually to earn a Ph.D. in sociology at the University of Toronto. He works with a small group of colleagues on the improvement of education systems around the world.

John Grant was advised early in his career by a very senior public servant not to confine himself 'only to education'. He is delighted to have ignored that advice. He taught in schools in NSW and Northern Territory (NT) and as a university lecturer. He was appointed director of curriculum in the NT and then in the Australian Capital Territory. He then moved into tertiary education as an assistant commissioner of the Commonwealth Tertiary Education Commission and then deputy vice chancellor of the University of Canberra. Subsequently, he moved to the ANU as a visiting fellow and a member of its emeritus faculty. John cites his time as a teacher at Maningrida, a remote indigenous community in the Northern Territory, in the 1960s as the most influential period for him, both personally and professionally.

Philip Hallinger is a Chair Professor at the Hong Kong Institute of Education. Following a successful academic career in the USA, he has worked in Asia for more than 20 years, largely in Thailand and now in Hong Kong. Philip has published widely in leader development, cross cultural studies, and strategic leadership as well as in quality in education and educational reform.

Ian Hill has been deputy director general of the International Baccalaureate (IB) organisation in Geneva since 2000 and joined the organisation in 1993 as the director for Africa, Europe and the Middle East. Prior to that, Ian was head of a bilingual (English/French) IB school in the South of France, and before leaving Tasmania late in 1989, he was senior private secretary to the Minister for Education in that state. Ian has published and spoken widely on international education. Phil Hughes supervised Ian's PhD at the University of Tasmania.

Michael Jones is a founding member and inaugural managing director of the Wadjularbinna Foundation, a community based, not-for-profit foundation which facilitates educational opportunities for Aboriginal students in Queensland's Gulf Country. He recently graduated from the Australian National University with a Bachelor of Arts (Hons) and Bachelor of Laws (Hons). In September 2011, he commenced studying an MPhil in Politics at the University of Oxford on a Rhodes Scholarship.

Don Jordan is an experienced educator, having taught in range of primary and secondary schools in Tasmania. His perspective has been enriched by his work with disaffected students in the United Kingdom, with Bachelor of Education students in the Gaza Strip and with curriculum developers and teachers on behalf of UNICEF in the Maldives. In March 2011, Don was invited by the Mechai Viravaidya Foundation, to evaluate the leadership, curriculum, resources and teacher training and experience, at the Mechai Pattana Secondary School in northeastern Thailand, in preparation for it to become a demonstration school for the proposed Teacher Training Institute. Don has a particular interest in the philosophical and theoretical place of computers in primary classrooms in Tasmania and their effect on students' learning, behaviour and social development.

Kerry J. Kennedy is currently Chair Professor of Curriculum Studies at The Hong Kong Institute of Education where he has worked for the past 10 years. He was educated at government schools in Sydney's western suburbs where he returned to teach shortly after graduating. He benefited from a visionary school Principal

during his secondary education and teachers who went out of their way to support him. He is grateful for his graduate studies at Stanford University and the critical spirit he learnt as the key element of systematic inquiry. Currently his work includes investigating civic and citizenship education in the Asia Pacific region, exploring classrooms in Hong Kong to identify how they can better support ethnic minority students and supervising doctoral students. He is the Series Editor for the *Routledge Series on Schools and Schooling in Asia*.

Joanna Le Métais is an independent consultant, drawing on her experience in teaching, education administration and nearly 20 years as head of International Project Development at the National Foundation for Educational Research in England and Wales, where she devised and led the INCA electronic resource on international curricula and assessment (www.inca.org.uk). Joanna's work includes writing, speaking and advising on curriculum review, reform and development internationally, most recently as part of a UNICEF-funded team in the Republic of the Maldives. She was educated in the Netherlands, Australia, England and France. One teacher who left an indelible mark was Mrs Hancock, the primary school teacher in Modbury, South Australia, who took Joanna's arrival as a Dutch speaker in her mixed age class of 30 pupils in her stride and, by the end of 6 months, had developed Joanna's English language skills to the extent that she came equal second in a class of 9. Thank you, Mrs Hancock!

Mal Lee is an educational consultant and author specializing in the evolution of teaching and schooling from the traditional paper-based mode to one that is digital, and in turn networked, and the impact of the technology on that evolution. Mal's is a macro focus examining all the elements associated with the development, leadership and operation of schools within a digital and increasingly as networked school communities. Mal is a former director of schools, secondary college principal, technology company director and a member of the Mayer Committee that identified the key competencies for Australia's schools. A fellow of Australian Council for Educational Administration, Mal has been closely associated with the use of digital technology in schooling, particularly by the school leadership for the past two decades.

Rupert Maclean is currently a Chair Professor of International Education, UNESCO Chair in Skills Development for Employability (TVET) and Director of the Centre for Lifelong Learning Research for Development at the Hong Kong Institute of Education. Prior to joining HKIEd in 2009, he worked for the Education Sector in the United Nations Educational, Science and Cultural Organisation (UNESCO) for almost 20 years. Rupert commenced his career as a secondary school teacher of economics and history at Dandenong High School in Victoria, before undertaking post-graduate studies at the University of Bristol, and then moving into teacher education at the Berkshire College of Education in the UK and in the Faculty of Education at the University of Tasmania. In the Queen's Birthday Honours List for Australia announced on 13 June 2011, he was appointed an Officer in the General Division of the Order of Australia (AO) 'for distinguished service of a high degree to humanity at large through his work as an international academic and professional working to improve education in developing countries'.

Geoff N. Masters has been CEO of the Australian Council for Educational Research (ACER) since 1998. Educated in government schools in a Western Australia coal mining town, he considers himself fortunate to have had teachers who encouraged his love of learning and held him to high expectations. He includes among these influential teachers his father, timber worker and lay preacher Norm Masters; his mother, primary teacher Lola; and his University of Chicago PhD supervisor Ben Wright. Geoff's current work includes advice to education systems on strategies for enhancing teaching and learning and raising expectations and outcomes for all learners. He is an adjunct professor in the Queensland Brain Institute.

Barry McGaw is a vice chancellor's fellow at the University of Melbourne and chair of the Australian curriculum, assessment and reporting authority. He was previously director for education at the Organisation for Economic Co-operation and Development (OECD) and executive director of the Australian Council for Educational Research. He first met Phil Hughes in 1970 when both were members of the executive of the Australian Association for Research in Education, an organisation in which he succeeded Phil as President in 1976. There were many personal and professional contacts over the following years but none richer than in extended periods in Paris between 1998 and 2005 when Barry was at OECD and Phil was working at UNESCO. Phil was always an inspiration, showing how much could be done and for how long it could be done.

Deborah Meier has been involved in public education in the USA for over 50 years—first as a parent and then as a teacher, principal, reformer, advocate, and writer. She began her career as a prekindergarten and kindergarten teacher. She won a MacArthur for her work—the first educator to do so—in 1987, has written many books starting with *The Power of Their Ideas* in 1992, and founded a network of small public schools in East Harlem and later in Boston. The schools she has helped create serve predominantly low-income African-American and Latino students and include a typical range of students in terms of academic skills, special needs, etc. There are no entrance requirements. These schools are considered exemplars of reform nationally and affiliates of the national Coalition of Essential Schools founded by Dr. Ted Sizer. Deborah W. Meier is currently at New York University's Steinhardt School of Education, as senior scholar as well as board member and director of New Ventures at Mission Hill, director and advisor to Forum for Democracy and Education, and on the Board of the Coalition of Essential Schools.

Carol Nicoll was chief executive officer at the Australian Learning and Teaching Council from February 2010 until its closure in late 2011. She has a range of experiences in the education sector, including as a secondary school teacher, university academic and senior public servant in a number of iterations of the Australian federal department of education. In all of these roles, she has proudly claimed her identity as a teacher.

Susan Pascoe AM has shared Phillip Hughes' passion for education in her professional, civic and personal life. She has worked as a teacher, researcher, administrator, advocate and leader. Prior to taking on her role as commissioner in Victoria's State Services Authority, she was chief executive of the Victorian

Curriculum and Assessment Authority and chair and chief executive of the Catholic Education Commission of Victoria. She chaired the Australian National Commission for UNESCO and was president of the Australian College of Educators. She remains convinced of the transformative power of education, especially in the lives of the underprivileged.

Colin Power began his career as a science teacher in Queensland schools, moving to the department's research and curriculum section. Moving to the University of Queensland, he continued his research interests in curriculum and then accepted an invitation to be foundation professor of education at Flinders University, South Australia. He was invited to join the education section of UNESCO in Paris and had a distinguished career there for 12 years, first as assistant director-general and then deputy director-general, the highest post for an Australian at UNESCO. Colin is a strong advocate of education for all and for quality education directed to the full development of the human personality as a global public good.

Sylvia Schmelkes is a sociologist, with an MA in educational research from Universidad Iberoamericana in Mexico City and 33 years in educational research, in adult education, quality of basic education, values education, and intercultural education. She has published more than 150 books, book chapters, and articles. She was academic director of the Centro de Estudios Educativos. Sylvia founded and was named coordinator general of Bilingual and Intercultural Education in the Secretariat of Education between 2001 and 2007. She now directs the Institute for Research on the Development of Education in the Universidad Iberoamericana in Mexico City. She chaired the Governing Board of the Centre for Educational Research and Innovation of OECD between 2002 and 2004. She was awarded the Comenius Medal by the Czech Republic and UNESCO for contributions to educational research in 2008.

Nancy Faust Sizer formed a powerful partnership in American education, through programs such as the Coalition for Effective Schools, and also at the school level as co-principals of two charter schools. Nancy continues her interest in teaching at both university and school level.

Malcolm Skilbeck has had a varied and extensive career in education as a teacher, university academic and administrator, working in several national systems and in and for international organisations. His current educational interests are in teaching as a moral and intellectual profession, lifelong learning and the origins and development of nature study within the school curriculum.

Paris Strom is an associate professor of Educational Foundations, Leadership and Technology, Auburn University, Auburn, Alabama, USA. Educated in Australia and Arizona, he has published widely in the field of educational psychology. A groundbreaking book in partnership with Robert Strom was *Parents of Young Children*, exploring the more complicated challenges and opportunities faced by the current generation of parents than did prior generations. Robert and Paris Strom co-authored a number of books on education including *Adolescents in the Internet Age*.

Robert Strom is a professor of Educational Leadership and Innovation in the Mary Lou Fulton College of Education at Arizona State University. He is a graduate of Macalester College (B.S.), University of Minnesota (M.A.), University of Michigan (Ph.D.), and postdoctoral fellowship from Cambridge University. Bob's goals are to support the improvement of education at all age levels by designing instruments to evaluate achievement, detect learning needs, and assess the effects of intervention; and preparing curriculum to improve performance of students, teachers, and parents. He has published widely. His most recent work has been with preparing senior citizens to play a useful role in schools. At Arizona State, Bob has been recipient of the Outstanding Mentor Award from the Graduate College and the Outstanding Research Award from the Alumni Foundation.

Edna Tait is currently the Education Advisor on the New Zealand National Commission for UNESCO. She was a principal of a New Zealand state, co-educational secondary school for 13 years and then Director of the UNESCO Office for Pacific Member States for 10 years. She continues to provide assistance with UNESCO projects in the Pacific and Asia. Edna grew up in a remote New Zealand bush community that had six families and a primary school of 12 children. She was taught to question everything by her bushman father David Tait and her mother Edith who had been a waitress but dreamed that their children might work in offices. Schools supported Edna's parents' emphasis on questioning and extended her awareness of the importance of thinking skills. Her doctoral thesis on international work for education was guided by professors who accepted only a vigorous challenge of all information gathered. She has been awarded the New Zealand medal for services to education and made a Companion of the Queens Service Order for services to the Pacific.

Allan Walker is a Joseph Lau Chair Professor and Director of Asia Pacific Centre for Leadership and Change at The Hong Kong Institute of Education. Beginning as a teacher and principal in Australia, he completed graduate studies in the United States. He worked in universities in Singapore, Hong Kong, and Darwin. Allan's research interests include principal preparation and leader learning, leader recruitment and selection, cultural influences on school leadership, leadership ethics, and the principalship in and across Chinese societies. He has completed a number of large-scale funded research projects.

Max Walsh was a mathematics and science teacher, then science consultant in the Tasmanian government education system before joining the University of Tasmania Faculty of Education in Hobart in the same year (1981) that Phillip Hughes became professor of education of the faculty. A short-term assignment in the Philippines in 1997 on a development aid project for AusAID resulted in a career-changing decision to work full time as a freelance educational consultant in SE Asia, providing support for developing countries' educational reforms. His work is dedicated to the memory of his parents, Ron and Sarah Walsh, who unselfishly ensured that Max and his three brothers would get the best education possible through tough economic times.

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