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Speakers

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Dr. Barbara Ischinger



Dr. Ischinger took up the post of Director for Education for the OECD on 1 January 2006. She has held a range of senior international positions over the last 17 years in the fields of international co-operation and education, with a focus on Europe, the United States and Africa.

Before joining the OECD, Dr. Ischinger was Executive Vice-President for International Affairs and Public Relations at Berlin Humboldt Universität (2000-2005).

Between 1992-1994, she was a Director at UNESCO heading the Division of International Cultural Co-operation, Presentation and Enrichment of Cultural Identities. From 1994 to 2000, she was Executive Director of the Fulbright Commission for Educational Exchange between the United States and Germany.

In her present capacity, Dr Ischinger is responsible for the Directorate for Education which helps Member countries to improve the quality, equity and efficiency of their educational systems. The work is mostly done through the Education Policy Committee in charge of the reviews of country educational systems and the development of international indicators (Education at a Glance) and through the work of the Center for Educational Research and Innovation. It is also done by assessing the learning outcomes at the school level (PISA), at the university level (AHELO) and at the adult level (PIAAC).

Professor Ilse Schritteser



Dr. Ilse Schritteser is Professor of School Pedagogy and Professionalism Research at the University of Vienna, Austria, and Head of the Department of Education.

Her main interests lie in professionalism research, teacher education, research in teaching and learning and in system and organization development.

She is involved in several projects both international and national. One of the international projects she currently participates in is the OECD/ILE-project (ILE: Innovative Learning Environments), an OECD research and policy initiative looking for innovative dimensions of successful schooling for the 21st century.

Another project she is involved in is Campus Europae, which relies on a network of 11 European Universities and aims at promoting the mobility of European students. Campus Europae offers student teachers not only to study abroad but also to do their induction phase in schools in another European country.

She is also involved in EPIK Entwicklung von Professionalität im internationalen Kontext (developing professionalism in an international context), a long term project of the Austrian Federal Ministry for Education, Arts and Culture that addresses issues of professionalism of teachers in Austria from and through international perspectives.

From 2005 to 2009 she was Head of the Bologna-Office at the University of Vienna, a consulting unit supporting the 140 study programmes at the University of Vienna in their curriculum development.

Among her publications are books and articles on professionalism research, school and university development and teacher education.

Her most recently published books are: *University goes Bologna: Trends in der Hochschullehre. Entwicklungen, Herausforderungen, Erfahrungen.* (Trends in Higher Education, Developments, Challenges and Experiences) Facultas/UTB, Wien 2009.
Professionalität und Professionalisierung. Einige aktuelle Fragen und Ansätze der universitären Lehrerbildung. (Professionalism and Professionalization. Some Topical Questions on and Approaches to Teacher Education) Peter Lang, Frankfurt/New York/Wien 2009.
Bildung: Organisierter Widerspruch? (Education and its Organizational and Institutional Dilemmas) Peter Lang, Frankfurt a. M. 2007.

Some articles relevant to the topic of teacher education and school development: *Be-gabungsförderung: ein Kerngebiet pädagogischer Professionalität.* (Gifted Education: a Core Challenge for Professional Teachers) In: Friedrich, Oswald et al. (Hg.): *ECHA-Ö 10 Jahre* (in Druck).
Schulbildung und öffentlicher Wissensdiskurs: Über ein brüchiges Verhältnis. (Schooling and Knowledge Society: On a Fragile Relationship) In: Schrittmesser, Ilse (Hg.): *Professionalität und Professionalisierung.* (see above) Peter Lang, Frankfurt/Wien 2009, pp. 133–153.

Together with Michael Schratz: *Domänen von Lehrer/innen/professionalität. Entwicklung von Professionalität im internationalen Kontext.* (Domains of Teacher Professionalism. The Development of Professionalism in an International Context) In: Kraller, Christian/Schatz, Michael (Hg.): *Modelle zur kompetenzorientierten Lehrerbildung.* (Models of Competence-oriented Teacher Education) Waxmann, Münster 2007, pp. 123–138.

Mehr Bildung für das frühe Kindesalter: Förderung oder fortschreitende Vereinnahmung des Subjekts? (Early Schooling: Support or Progressive Intrusion into the Private Sphere of the Individual?) In: *Paedagogische Rundschau* 5/2006, pp. 613–626.
Together with Maria Spindler: *Multidimensionale Führung. Neue Führungskonzepte jenseits von Charisma und Bürokratie.* (Multidimensional Leadership: New Concepts of Leadership Beyond Charisma and Bureaucracy) In: Hager, Gerhard et al. (Hg.): *Tagungsband der 3. ÖFEB-Tagung.* Hollinek, Purkersdorf 2005, pp. 243–254.

Professional Communities: Mögliche Beiträge der Gruppendynamik zur Entwicklung professionalisierten Handelns (Possible Contributions of Groups to Teacher Education). In: Hackl, Bernd/Neuweg, Georg Hans (Hg.): *Zur Professionalisierung pädagogischen Handelns* (On the Professionalization of Teaching). Beiträge aus der Sektion Lehrerbildung und Lehrerbildungsforschung in der Österreichischen Gesellschaft für Forschung und Entwicklung im Bildungswesen. LIT-Verlag, Münster 2004, pp. 131–150.
Blended Learning and its Evaluation (on to what extent the new media can be used to promote professional learning communities in teacher education). In: Banks, Sheena/Jones, Chris/Lally, Vic/McConnel, David/Steeples, Christine (Hg.): *Networked Learning* 2004, Fourth International Conference. Lancaster University, Lancaster, pp. 292–29

Sir Michael Barber



Michael Barber joined McKinsey in September 2005 as the expert partner in its Global Public Sector Practice. In this capacity, he has been working on major challenges of performance, organisation and reform in government and the public services, especially education, in the USA, UK and other countries.

Prior to joining McKinsey he was (from 2001) Chief Adviser on Delivery to the British Prime Minister, Tony Blair. As Head of the Prime Minister's Delivery Unit he was responsible for the oversight of implementation of the Prime Minister's priority programmes in health, education, transport, policing, the criminal justice system and asylum/immigration.

On behalf of the Prime Minister he worked closely with ministers and top officials to ensure the policies, systems and processes put in place would deliver promised outcomes. In this capacity he was actively involved in the process of spending reviews and setting performance targets.

The approach to delivery he developed is widely seen as constructive and innovative and has been described by the IMF as "the frontier" of performance management in Government. His book about this experience, *Instruction to Deliver*, was published in June 2007 to widespread acclaim.

Between 1997 and 2001, Michael Barber was Chief Adviser to the Secretary of State for Education on School Standards. In this role he was responsible for the implementation of the British government's ambitions and hard-hitting school reform programme including successful programmes to improve literacy and numeracy at primary level, tackle school failure at all levels and contract out failing local education authorities.

Prior to joining government Michael Barber was a Professor at the Institute of Education, University of London and a prolific author whose other major publications include *The Learning Game: Arguments for an Education Revolution* (Indigo 1997), *How to do the Impossible: A Guide for Politicians with a Passion for Education* (Institute of Education, London 1997) and *The Virtue of Accountability* (Boston University 2005).

His advice on public policy, especially education has been sought by governments in a number of countries including Australia, the USA, Russia, Estonia, Chile and Hong Kong and by major international organisations including the OECD, The World Bank and the IMF.