

SUPPORTING FLOURISHING IN SCHOOLS

FLOURISH

INSTITUTE OF TEACHING AND LEARNING
CONFERENCE OCTOBER 2023



Speaker Information

Dr Christina Hinton

Christina Hinton, Ph.D., is a Research Associate at the Human Flourishing Program and the Founder and CEO of Research Schools International. At Harvard, Dr. Hinton leads the Human Flourishing Program's work in education, researching character skills (e.g., kindness, gratitude, seeing the good in others) that support loving relationships and flourishing in schools internationally. She also co-leads the Flourishing Network, spearheading its education and entrepreneurship initiatives. At RSI, Dr. Hinton leads research and professional development to promote learning and flourishing in schools around the world.

Ben Hill

Ben Hill is a graduate from the Mind, Brain, and Education Masters Program at the Harvard Graduate School of Education, where he continues his work as a teaching fellow. As an RSI researcher, he seeks to bridge cognitive science research with educational practice, his areas of interest include metacognition, conceptual change, cultural fluency, language development, and wellbeing across the lifespan. He is also fascinated by the promise that reflective practices, such as mindful meditation, journaling, creative arts, and communing with nature, hold for unlocking our human potential.

Catherine Glennon

Catherine is Director of Research with Research Schools International where she leads school-based research projects and professional development with schools around the world. Catherine's primary motivation as an education researcher is to work on questions that have practical implications for supporting students' flourishing in schools. She is a Ph.D. candidate at Columbia University where her research focuses on embodied cognition and music perception. Catherine previously earned an Ed.M. from the Mind, Brain, and Education program at the Harvard Graduate School of Education. Her undergraduate degree is in music from Rice University and she teaches piano privately in New York City.

Whitney Warren

Whitney Warren has an M.Ed. from the Harvard Graduate School of Education in International Education Policy and Analysis and an M.A.T. from the University of Georgia in Early Childhood Education. She was a classroom teacher for nine years at international schools in Brazil, Indonesia, Sudan, Mexico, and Colombia. In addition to her work with Research Schools International, Whitney serves as a short-term consultant for the World Bank and a researcher at the Harvard Center for the

Developing Child. Whitney is interested in how children's flourishing is interconnected with their teachers' and caregivers' wellbeing.

Dr Laura Taylor

Laura is the Deputy Director at the Wellbeing Research Centre. Laura holds a Doctorate in Experimental Psychology and an MSc in Psychological Research Methods from the University of Oxford. Laura's research focuses on child and adolescent mental health and wellbeing, and she leads the Child and Adolescent Wellbeing research stream at the Centre. Laura works with prominent global organisations, helping them gain insights into the leading science around child and adolescent wellbeing and designing strategies to improve wellbeing for young people globally. Laura is currently redesigning the wellbeing framework for the International Baccalaureate Organisation for use with their 1.2 million pupils in over 5,000 schools globally.

Dr Jim Reese

Dr Jim Reese is the Director of the Professional Development Collaborative at Washington International School, which provides high-quality professional learning opportunities to a large network of educators in the Washington, DC, region and beyond. Jim has taught English at the secondary school level for many years in international schools and in U.S. state schools and has served as an International Baccalaureate Diploma Program English examiner. While teaching at the International School of Brussels in the late 1990s, he became involved with Project Zero, a research group at Harvard University's Graduate School of Education, and has since served on the faculty and in leadership roles at the Project Zero Classroom and Future of Learning summer institutes at Harvard. Now, each summer, he directs the Washington International School Summer Institute for Teachers, or WISSIT, at his school. WISSIT celebrated its 10th anniversary this past summer.

Dr Jon Beale

Dr Jon Beale is a researcher, educator and consultant whose work focuses on the philosophy of human flourishing and how to best promote flourishing in the workplace and education. He's a Research Affiliate at the Human Flourishing Program at Harvard, a Peak Performance Coach for the Flow Research Collective, and co-host of Flourish FM: a podcast for the good life. He's previously held research positions at the University of Oxford, Eton College and Harvard. He's co-editor of four books on philosophy and education, including *The Future of Education*, forthcoming from Oxford University Press, and has published articles on philosophy and education in academic journals and media outlets including the *New York Times*.

Dr Stacie Friend

Stacie Friend is a Reader in Philosophy at the University of Edinburgh. She taught at Birkbeck from 2005-2007 and rejoined the department in 2014, having taught in between at Heythrop College, University of London. She previously lectured at Washington & Jefferson College in Washington, Pennsylvania (2003-05) and at the University of Michigan, Ann Arbor, as a Mellon Postdoctoral Fellow (2002-03). She received her PhD in Philosophy from Stanford University in 2002. Dr Friend is Editor of *Analysis*, the President of the British Society of Aesthetics and an organiser of the London Aesthetics Forum series of talks at the Institute of Philosophy. She is also the Director of the interdisciplinary research project 'Art Opening Minds: Imagination and Perspective in Film'.

Dr Jim Heal

Jim Heal is the Director of Practice at Research Schools International. He completed the Doctorate of Education Leadership program at Harvard Graduate School of Education. His main motivation is to

develop approaches to research that can serve as levers of improvement in school contexts. He is particularly interested in understanding how best to create democratic cultures in classrooms and schools, starting with pedagogy. Originally from the UK, he has spent the last ten years working there as a teacher, administrator, and researcher.

Dr Victoria Cook

Dr Victoria Cook is the Education and Research Project Specialist at the Chartered College of Teaching. Her role involves the creation of online education materials for use by educators across different settings and undertaking quantitative and qualitative research. Prior to joining the Chartered College of Teaching, Victoria worked as a Research Associate at the Faculty of Education, University of Cambridge, for 5 years on two international dialogue-based research projects. She is a trained Geography teacher, having taught in a girls' grammar school, mixed comprehensive and independent schools. Victoria's research interests include learning outside the classroom, cultural literacy and dialogic teaching and learning, including technology-mediated dialogue.

Ruth Unsworth

Ruth Unsworth, PhD, is a Senior Lecturer in Initial Teacher Education at York St John University, UK. After a 20-year career as a primary teacher, leader and 3-18 education consultant, Ruth joined academia with a desire to study the complex and dynamic influences involved in the formation of classroom practices. Working in the fields of philosophy and psychoanalysis, Ruth's research interrogates the relationship between international education policy and classroom practices, and the role of creative agency in education. Ruth is an active member of the International Teacher Education Research Collective (ITERC) and committee member for the annual Oxford Ethnography in Education Conference.

Samantha Webster

Sam is the Head of Philosophy and Theology at Caterham School, as well as the Assistant Head (Teaching & Learning). She has a wealth of experience in effectively implementing teaching and learning strategies, notably, as a skilled practitioner of P4C (Philosophy for Children) and as the regional host for the prestigious St Andrew's Ethics Cup competition. In addition to this, she is the Assistant Principal Examiner for A level Religious Studies for OCR. Her expertise in this role extends beyond assessment, as she delivers a broad range of Religious Studies inset for the exam board, particularly focused on teaching and learning, equip educators with valuable insights and strategies.

Martin Walker

Martin is the Headteacher of Berkhamsted Sixth, a mixed Sixth Form of 420 students, where the SMT have recently restructured the pastoral care system in order to better meet the students' needs. Martin was previously a House Master at Harrow School where he spent ten years living in boarding houses. Before that Martin was Deputy Head of the Lower School at the Perse School. Martin is a languages teacher and has qualifications in counselling skills.

Dr Emily Kenefick

Emily is a clinical psychologist, she worked for 10 years in the NHS before joining Berkhamsted School as the school psychologist in September 2022 as part of a school-wide initiative to promote psychologically informed practice across the Berkhamsted Schools Group. Her role is to provide consultation to the senior leadership, teachers and parents of the school community and to support the psychological wellbeing of the students. Emily's area of special interest is body image and appearance-related distress in adolescents.

Ben Kerr-Shaw

Ben Kerr-Shaw is the Director of Character and Leadership at Berkhamsted School, an independent schools group comprised of six schools spanning Early Years education to Key Stage 5 where he oversees a range of initiatives to promote student leadership as part of character education. He has recently completed a Masters in Character Education at the Jubilee Centre for Character and Virtue, University of Birmingham. As a former Army Officer he instructed on the Army's flagship Leadership and Initiative Training programme for junior soldiers.

Paul Greenhalgh

Paul is a Geography Teacher and Sixth Form Tutor at Berkhamsted School, Hertfordshire. Having completed his PGCE with Cambridge University in 2021, he returned to part-time study for his MEd in Transforming Educational Practice in 2022-23. His interest in the place of classroom teaching and learning in informing students' character development formed the basis of his Masters dissertation.

Lesley Tyler

Lesley is a curriculum consultant and educator who has taught and been on the senior leadership teams of state and independent schools since 1987. She specialises in creative curriculum models and whilst Deputy Head Academic at Benenden, an 11-18 girls' boarding school, led the development of an innovative thematic enquiry-based curriculum, as well as advising on the curriculum for Benenden Guangzhou. She has a wealth of experience in the education of able students and has been a lead practitioner for the Specialist Schools and Academies Trust and an Advanced Skills Teacher in English, Drama and Gifted and Talented education. She is currently a Reporting Inspector, as well as undertaking some voluntary roles within the education and prison sectors. She can be contacted on lat1965@icloud.com for curriculum consultancy work.

Charley Openshaw

Charley Openshaw is Head of Art at Sevenoaks School. Trained as a painter, he is interested in a range of creative processes with an emphasis on painting, drawing and printmaking. An interest in slow looking was sparked by a Project Zero conference at Washington International School and he has worked with the Institute of Teaching and Learning to develop practical ideas and resources to explore the potential benefits of the practice beyond simply the scope of an Art Department. He is especially interested in broadening access to the power of recording observations and its potential connection with wellbeing.

Lisa Newbould

Lisa studied English at the University of Manchester and then undertook a Masters degree at the University of Leeds before training as a teacher. She has worked in three schools as a pastoral Deputy Head and is passionate about the development and wellbeing of pupils. Lisa has designed and implemented PSHE/RSHE and citizenship programmes, working with staff to develop schemes which are bespoke and meet the needs of the school and moment in history. She is an advocate for the benefits of Character Education for pupils and for the benefits of quality mentoring in schools. She was the IAPS subject lead for PSHE where she built up a thriving network of PSHE coordinators in the South East. She is currently teaching at St. Bede's College in Manchester whilst working with the Laurels School on developing their online Flourishing MOOC - Arete.

David Mansfield

David Mansfield is a respected Headmaster, educator and consultant whose experience spans a wide range of schools and educational institutions in the UK and internationally. He has successfully led four different schools, most recently the leading Chinese international school, YK Pao in Shanghai. Before that he was headmaster of Dulwich College Beijing. Pao School was voted 'Best International School in China' in 2017, 2019 and 2020 (Hurun). He now writes, consults and advises widely.

Sally Walmsley

Sally Walmsley is Deputy Head Co-Curricular at Sevenoaks School, and a Biology teacher. Prior to Sevenoaks, she was Head of Sixth Form and Head of Debating at St Swithun's School, Winchester. Long in her distant past she was a pharmaceutical and finance lawyer, before she saw the light.