DR. KRISTEN WEATHERBY

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PROFILE

A senior education professional whose 20+ year career has included leadership roles in some of the largest global public and private sector players in education and technology, I believe in the power of education to transform lives and provide opportunities for all children. My work centres on issues of quality and equity in education in terms of provision of high quality teaching and equal access to educational resources. Specifically, I focus on issues of teacher quality, development and the status of the profession, and developing and using educational technology to improve teaching and learning.

PROFESSIONAL EXPERIENCE

EDUCATION CONSULTANT   2015 – Present
Weatherby Education Studies, Ltd.

- Consultant for edtech start-ups, SMEs, multi-national organisations, foundations or accelerators to help clients understand and communicate the impact they are making in education. Focus areas include: general teaching and learning research, education technology (including AI and learning analytics), teacher policy, or international teacher data.
- Projects and clients include:
  - Government of France:
    - As an advisor to the National Research Agency ([Agence Nationale de la Recherche](#)), helping France develop a new national strategy for teaching and technology that spans research, teacher development and practice, and a national edtech ecosystem.
    - As an evauator for the High Council of Evaluation and Research ([Hcéres](#)), part of a team evaluating the multi-million Euro, 5-year [e-FRAN](#) edtech initiative.
  - OECD: Drafting reports (see publications list), participating in project launch events as speaker and acting as an expert for projects such as Trends Shaping Education and TALIS 2024 (Questionnaire Expert Group member)
  - Edtech Start-ups throught Europe, including:
    - EvidenceB (France): Develop and implement co-design process with French teachers to create data dashboards for all EvidenceB products.
    - Edurio (Latvia): Help develop short and long-term strategic objectives and planning for building Edurio's business in the UK, including assistance with hiring UK staff.
    - Ayuda en Accion (Spain): Help collect and analyse data from the 92 schools in their network and develop a process of co-design for future resource development.
  - Microsoft: Develop community of practice and design and run meetings for policymakers interested in implementing learning analytics or artificial intelligence at an education system level. Work included conceiving user journey, preparing agendas and content for all programme workshops and moderating all meeting.

POST DOCTORAL RESEARCHER   2017 – 2019
UCL Knowledge Lab, Institute of Education, University College London

- Co-developed and implemented key programmes as part of £4.5M EU-funded EDUCATE project.
- Developed and delivered original research training and 1:1 mentoring to help edtech start-up companies understand the importance of research evidence in product development.
- Created programme to help schools and teachers pilot and evaluate edtech.

SENIOR POLICY ANALYST AND PROGRAM LEAD   2011 –2014
Organisation for Economic Co-operation and Development (OECD), Paris, France

- Project lead responsible for all aspects of the Teaching and Learning International Survey (TALIS) the first and largest international survey of teachers, conducted in 34 countries.
- Managed relations with the TALIS governing body, which includes policymakers from all participating countries. This involved planning and writing papers for meetings, making recommendations on the future planning for TALIS and resolving issues with individual countries.
- Oversaw development of TALIS survey instruments with countries and external experts and managed relations with the contractor responsible for all data collection work in country.
- Supervised team of analysts, statisticians and subject-matter experts to analyse the TALIS data and draft 3 main reports and all other outputs (including policy briefs, country notes, online resources).
- Directed planning of all TALIS launch events, including Ministerial meeting in Tokyo and simultaneous conferences with government and other partners in five countries.
- Responsible for ~€7M programme budget and securing country contributions for project work.

SENIOR ACADEMIC PROGRAM MANAGER, UK EDUCATION PROGRAMS   2008 - 2011
Microsoft Ltd, Reading, United Kingdom

- Developed strategy, implementation plan and measures for success for Microsoft's Partners in Learning citizenship program in England, Scotland and Wales, within the confines of strict budget.
- Created and co-authored the UK Teachers Blog, nominated for a national award and reaching a readership of over 60,000 per month.
- Directed the UK participation in Microsoft's global Innovative Teaching and Learning research, including identifying and managing government and research partners and helping plan all aspects of research and communication of findings.
- Managed team of program managers, vendors, government advisory council and partners for day-to-day program implementation in England, Scotland and Wales.
- Represented Microsoft to the media and in conference presentations and other events.

ACADEMIC PROGRAM MANAGER, WORLDWIDE PARTNERS IN LEARNING 2003 - 2008
Microsoft Corporation, Redmond, USA

- Managed entire worldwide Partners in Learning initiative in 101 countries (over 90 country program managers and yearly budget: >$62M) for five months during manager leave.
- Designed new Innovative Schools Program to guide 12 schools through a process of educational reform and innovative technology integration. This included the following:
- Planned original content appropriate for 2-year program, including online community, and regular in-person and virtual conferences and workshops.
- Created 4-year research and evaluation framework and partnered with third-party academic institution to collect data and complete studies at WW program and individual school level.
- Prepared Bill Gates for announcing the program at Microsoft's Government Leaders Forum.
- Led development of 5 semester-length ICT courses and accompanying teacher training to be localized and delivered worldwide. Supported field in implementation and training of curriculum.

EDITOR   1998 - 2003
Microsoft Press, Redmond, USA

LINGUISTIC ANALYST   1997 - 1998
Microsoft Research, Redmond, USA

TEACHER – ENGLISH AND FRENCH   1996 – 1997
Franklin Middle School, Michigan, USA

EDUCATION

INSTITUTE OF EDUCATION, UNIVERSITY COLLEGE LONDON,   **2017**
Doctor of Philosophy in Education

UNIVERSITY OF MICHIGAN, ANN ARBOR, MICHIGAN, USA   **1997**
Master of Arts in Education

UNIVERSITY OF WASHINGTON, SEATTLE, WASHINGTON, USA   **1996**
Bachelor of Arts in English

RELATED WORK IN EDUCATION

- Vice-Chair, Governing board, Badgemore Primary school, Henley-on-Thames (2015 - present)
- Corporate Advisory board member, Tassomai (2018 – present)
- French Jury member, Global Edtech Startup Awards 2019 and 2020.
- Assessor, UK-based technology grant-funding organisation (2020 – present)
- Trustee, Henley Music School charity (2017 – 2020)

RECENT PUBLICATIONS, MEDIA AND PRESENTATIONS

ACADEMIC PUBLICATIONS:
- OECD (2021). *Distance Learning in Arab Gulf States.* Paris: OECD Publishing. (Sole author).
- Price, H. E. & Weatherby, K. (2021). Improving the status of teachers: How does treating teachers as knowledge workers influence their perception of value? *Comparative and International Education Society* Annual Meeting, Seattle, May.
- Rogers, E. & Weatherby, K. (2021). Developing Little Bridge as an evidence-informed English language learning platform for 6-12 year olds. *Research for All.* https://doi.org/10.14324/RFA.05.1.06
- Weatherby, K. & Burns, T. (2020). Building capacity: Teacher education and partnerships. In Burns, T. & Gottschalk, F. (eds), *Education in the Digital Age: Healthy and happy children.* Paris: OECD Publishing. https://doi.org/10.1787/20769679
- OECD (2020). *Teachers guide to TALIS 2018, Volume II*. Paris: OECD Publishing. (Sole author) http://www.oecd.org/education/talis/TALIS-Teachers-Guide-to-TALIS-2018-Vol-II_ENG.pdf
- OECD (2020). *Playbook for teachers in the United Arab Emirates: Results from TALIS 2018*. Paris: OECD Publishing. (Sole author) https://www.oecd.org/education/talis/Teaching_in_the_UAE-10_Lessons_from_TALIS.pdf
- Price, H. & Weatherby, K. (2019). The value of teachers around the world: Why professional capital matters for the future of education. *Comparative and International Education Society* Annual Meeting, San Francisco, April.
- Weatherby, K. & Clark-Wilson. A. (2019). Getting inside the black box: Piloting and evaluating edtech in schools. *Impact: Journal of the Chartered College of Teaching,* January 2019, 23-25.
- Luckin, R. & Weatherby, K. (2018). Learning analytics, artificial intelligence and the process of assessment. In Luckin, R. (ed), *Enhancing learning and teaching with technology: What the research says* (pp. 243-255). London: UCL Institute of Education Press.
- Price, H. E., & Weatherby, K. (2018). The global teaching profession: how treating teachers as knowledge workers improves the esteem of the teaching profession. *School Effectiveness and School Improvement*, 29(1), 113-149.

- Price, H. & Weatherby, K. (2017). The Teaching Profession: How Knowledge-Worker Characteristics Improve the Worldwide Esteem of Teaching, *American Sociological Association* Annual Meeting, Montreal, August.
- Weatherby, K. (2017). *Teacher participation in online communities of practice: A mixed-methods study of context, community and practice* (Doctoral dissertation). Retrieved from: http://discovery.ucl.ac.uk/1566655/1/Weatherby_2017%20K%20Weatherby%20PhD%20-%20FINAL.pdf
- OECD (2016). *Ten Questions for Mathematics Teachers…and how PISA can help answer them.* OECD Publishing, Paris. DOI: http://dx.doi.org/10.1787/97892642265387-en. (Sole author)
- Price, H. & Weatherby, K. (2016). "The Un-Valued Teaching Profession: International Evidence of Semi-Professionalization in Society's Value for Teaching." Paper presented at *American Educational Research Association* annual meeting, Washington DC, April.
- OECD (2014). *New Insights from TALIS 2013: Teaching and Learning in Primary and Upper Secondary Education*, TALIS, OECD Publishing, Paris. DOI: http://dx.doi.org/10.1787/9789264226319-en (Lead author and project lead)
- OECD (2014). *TALIS 2013 Results: An International Perspective on Teaching and Learning*, TALIS, OECD Publishing, Paris. DOI: 10.1787/9789264196261-en (Lead author and project lead)
- Weatherby, K. (2014). Listening to Teachers to Inform Policy. In *Worlds of Education*. Education International, Belgium. http://www.worldsofeducation.org/en/magazines/articles/232
- Burns, T., & Weatherby, K. (2014). Developing Creativity and Innovation in Teaching. In *Licensed to Create: Ten essays on improving teacher quality*. Royal Society for the Arts, UK. https://www.thersa.org/discover/publications-and-articles/reports/licensed-to-create/
- Luckin, R. & Weatherby, K. (2012). "Online learning communities in context." *International Journal of Web Based Communities* 8(4): 440-454.

RECENT CONFERENCE PRESENTATIONS:
- 5 May 2021: Microsoft Leading Digital Transformation : Computer Science Education. Panel.
- 28 April 2021: Comparative and International Education Society panel presentation: Multi-country and multi-state comparative analyses of teacher policy and teacher status.
- 25 March 2021: Microsoft's Re-imagining Computer Science in the Curriculum. Panel.
- 28 January 2021: The International Education and Skills Summit. Moderator of panel "How and why might we encourage greater learning through play in education?
- 28 January 2021: The International Education and Skills Summit. Moderator of panel "Gathering, analysing and using local evidence for education decision-making"
- 12 November 2020: Eduu School. "Hybrid Learning: what's working and what's next?" Panel.
- 25 August 2020: Microsoft and EU Schoolnet conference, Hacking Future Skills: Computer Science Education. Moderator of Ministerial panel.
- Education Fast Forward Debate 23: Co-chair and speaker at Education World Forum (20 January, 2020) Education transformation and PISA. http://www.effdebate.org/eff23/
- Education Fast Forward Debate 22: Attendee/speaker (24 September, 2019) Can gifted and talented education improve education for all? http://www.effdebate.org/eff22/
- 4 July 2019: OECD and Slovak Republic Ministry of Education International Teacher Conference. Keynote. "Making the Case for Edtech".
- 3 June 2019: City of Helsinki Edtech Conference, Finland. Keynote. "Learning from London's Edtech Ecosystem".
- 25 January 2019: BETT Show, London. Speaker and panel member on "Measuring the impact of emerging technologies in education".

REFERENCES:
- Dr Dirk Van Damme – Senior Research Fellow, Center for Curriculum Redesign. dirk@dirkvandammeedu.net
- Ollie Bray – Strategic Director, Education Scotland. ollie.bray@educationscotland.gov.scot
- Alexa Joyce – Director, Future-Ready Skills, Microsoft EMEA. Alexa.Joyce@microsoft.com