

Introducing our speakers



Stephen D. Hancock, Ph.D. is an Associate Professor of Multicultural Education in the Department of Reading and Elementary Education at UNC Charlotte where he also serves as the Assistant Director of the Urban Education Collaborative. As a multicultural scholar and leader he has served as a delegate to Mexico, China, Singapore, Malaysia, Ireland, and England where he supports diverse courses and study abroad experiences for teachers and students. Dr. Hancock earned his Bachelors of Art in English Literature with a minor in Latin and a Master in Teaching from Virginia Commonwealth University. He earned his Doctorate of Philosophy from The Ohio State University with cognates in multicultural and early childhood education. He started his education career as a Kindergarten teacher's assistant in Richmond Public Schools and served 13 years in public elementary schools in Richmond, VA and Columbus, OH, teaching Preschool through 3rd grades.

Dr. Hancock has had several administrative appointments. He currently serves as the Assistant Director of the Urban Education Collaborative (UEC) and in this capacity he serves as a Director of Programming where he is the Director of the International Conference on Urban Education, the Pursuing Extraordinary Outcomes in Public Education Conference, served as the liaison for the Singapore International Education Program and Coordinator of the Teacher Education Study Abroad Collaboration to Germany. He is a collaborative leader as he has collaborated with faculty in Germany, Ireland, and England to support teachers and school leaders in their capacity to increase multiple perspectives and a growing knowledge in how to teach non-dominant children.

Dr. Hancock's primary research interests include supporting White women in urban nondominant spaces, the development of healthy academic and socio-racial relations between White teachers and non-dominant students in urban elementary and preschool contexts, effective literacy instruction for non-dominant children, and how the curriculum impacts the intersectional identities of all students. In addition, his research interest focuses on qualitative approaches, which include ethnographic and autoethnographic methodologies. He is a co-editor of *Autoethnography as a Lighthouse: Illuminating Race, Research, and the Politics of Schooling* as well as *White Women's Work: Examining the Intersectionality of 2 Teaching, Identity, and Race*. He is currently co-editing a book on STEM Identities on Black students. In addition, he has published impactful chapters and articles in top journals including the *Harvard Education Review*.

Dr. Hancock is sought by school districts throughout the country to support teachers in their understanding of effective instruction for urban and non-dominant learners. He has provided numerous professional development sessions with elementary teachers, school leaders, and auxiliary staff. Topics for PD include: How language impacts reading and writing, phonics

and guided reading, cultural competence in the classroom, culturally relevant curriculum that works, emergent reading for preschoolers, a parent guide to preparing children for Kindergarten, inclusive leadership in preschool spaces and many more. In addition, he consults with community organizations and local initiatives that support the academic, intellectual, social, and emotional development of non-dominant youth.

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Alison Kreil, BEd, NPQH, FRSA, was born in Cape Town, South Africa during the apartheid regime. She had teenage parents who worked hard to provide for their children despite the challenges of political oppression and financial hardship. The family lived in a range of countries before settling in England when Alison was 15. After gaining a B.Ed Hons at University of North London, Alison chose to teach in inner city schools, working mainly in Hackney. She was awarded Doctor of Philosophy Honoris Causa for attainment and services to education in 2018.

Alison is an experienced Head Teacher with a demonstrated history of high attainment working within the education management industry. She has a passion for values led leadership, staff and pupil wellbeing, the celebration of the teaching profession, inclusion and diversity and she enjoys supporting school leaders and schools facing demanding challenges.

Alison's first headship was to set up a new primary school which grew from 75 – 470 pupils. It was quickly established as a high performing, oversubscribed school. Her second headship turned around a failing school within a deprived area of London from the bottom 1% to the top 0.1% in 3 years and went on to sustain the success of the school for a further 6 years with the school consistently being listed within the top 100 schools nationwide. The school was regarded and recommended by Regional Schools Commissioner for East of England and North-East London as a model school for the London, Suffolk, Norfolk, Cambridgeshire and Essex region. She managed the transition of a school to becoming an Academy. The school won many prestigious awards including Gold School Status, SSAT Award winner for Attainment and Pupil Progress, National Pupil Premium Award winner. Both schools are listed in the Sunday Times Top 500.

Alison was the founder CEO of Amaya Multi-Academy Trust, the first and only black, female CEO in the country. Alison's excellence in leadership was consistently recognised in every Ofsted Inspection. Alison is a regular speaker and panel member at conferences speaking

on a wide variety of subjects including Courageous Leadership, Turnaround Schools, Wellbeing, Staff Retention, Breaking Through The Glass Ceiling and Diversity.

Alison is an Independent Education Consultant and is currently setting up <https://aboveandbeyond.education>, a platform to change the conversation about education providing a place for schools to share their best practice and connect educators who want to form collaborative partnerships. Alison is a National Leader of #WomenEd, a Founding Fellow of the Chartered College of Teaching, a HundrEd Ambassador and a RSA Fellow.

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Vijaya Nath, Director Contemplative Spaces, brings over 30 years of experience in developing leaders in the private and not-for-profit sector. For the past 20 years she has worked with leaders in health and care, in the four countries of the United Kingdom and internationally. She has significant experience in the design and development of innovative leadership programmes and senior organisational development consultancy. Vijaya is an EMCC accredited executive coach with over 10,000 coaching hours experience. She is an experienced board level facilitator and coach.

Vijaya was the recent past Director of Leadership Development at the Leadership Foundation and led a team who worked on Leadership Development and related interventions and projects. The team's aim was to enable leaders, managers and governors in higher education to manage and lead organisational and personal change and to enable the system's capacity for identifying, nurturing and developing future leaders at a strategic level. Previously as Director of Leadership Development at The King's Fund, London, Vijaya established a portfolio of interventions including networks, open programmes and thought leadership in medical leadership. She has led a number of international study tours that feature learning from health and non-health organisations that are leading-edge in quality innovation and leadership.

Vijaya has published and written a number of papers on Leadership Development and has influenced thought leadership in the areas of Medical Engagement, Quality Improvement in Health, Equality & Diversity, and the importance of advancing Women in Leadership. She is a visiting professor at Milan's SDA Bocconi School of Management and is a facilitator and chair for Windsor Leadership. Vijaya was appointed as a Trustee of Windsor Leadership in 2017 and also served as Chair on the Chairs and Facilitators Executive (CAFE). Contemplative Spaces was founded in April 2018.

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Directions to the UCL, Institute of Education

The Institute of Education is well served by public transport. The Tube is within easy walking distance at Russell Square, Euston, Euston Square, Tottenham Court Road, Goodge Street and Warren Street. National and international rail links are within fifteen minutes walking distance at Euston and Kings Cross St Pancras, with all London's principal railway stations within 25 minutes by bus or tube.