

ANNEX B

Composition of the OECD Review Team

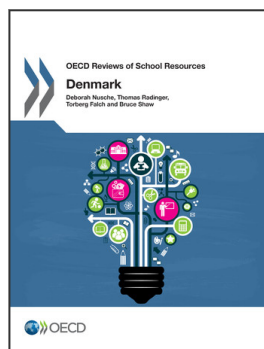
Torberg Falch, a Norwegian national, is Professor of Economics at the Department of Economics, Norwegian University of Science and Technology, and currently serving as Vice-Dean for Education. He has published in several international journals, including the leading field journals in labour economics and economics of education. His research is on aspects of the teacher labour market, school spending determination, skill formation, school dropout, and the political economy of resource allocation. He has been project leader on several projects on education policy issues financed by different governmental sources. He is currently a member of the think tank European Expert Network on Economics of Education sponsored by the European Commission and co-editor of *Education Economics*.

Deborah Nusche, a German national, is a Policy Analyst in the OECD Directorate for Education and Skills, where she has been since 2007. She currently leads the country-specific work on Austria, Belgium and Denmark for the OECD School Resources Review. Prior to this, she conducted policy analysis for three major cross-country studies at the OECD: a review of school leadership policy and practice leading to the two-volume publication *“Improving School Leadership”* (2008); a review of migrant education leading to the OECD publication *“Closing the Gap for Immigrant Students”* (2010); and a review of evaluation and assessment in education, leading to the OECD publication *“Synergies for Better Learning”* (2013). She also conducted thematic education policy reviews in 15 OECD countries leading to country-specific analysis and policy advice. She has previous work experience with the United Nations Educational, Scientific and Cultural Organization (UNESCO).

Thomas Radinger, a German national, is a Junior Policy Analyst with the OECD Directorate for Education and Skills. He joined the organisation in September 2011 to contribute to the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. Thomas is a co-author of the project’s final synthesis report *Synergies for Better Learning: An International Perspective on Evaluation and Assessment* (2013) and took the lead in the analysis of school leader appraisal. Between October 2012 and January 2015, he was involved in the development of the OECD Education GPS, an online platform to disseminate OECD data and research on education to a broader audience.

Bruce Shaw, a Canadian national, is currently the Director, Leadership and Implementation Branch, Student Achievement Division in the Ontario Ministry of Education. This branch supports teacher and leadership professional learning around student learning and teaching pedagogy to support high levels of student achievement. Implementation and monitoring of change initiatives at the system level is a focus, Kindergarten to Grade 12.

He directs field teams of student achievement officers in each area of the province, as well as having responsibility for professional learning resource development, finance and human resources for the branch. Bruce has served in education as a teacher and a school administrator in the elementary and secondary panels, a superintendent of schools K-12 and a senior executive at the Ministry of Education, Student Achievement Division.



From:

OECD Reviews of School Resources: Denmark 2016

Access the complete publication at:

<https://doi.org/10.1787/9789264262430-en>

Please cite this chapter as:

Nusche, Deborah, *et al.* (2016), “Composition of the OECD Review Team”, in *OECD Reviews of School Resources: Denmark 2016*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/9789264262430-10-en>

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