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NEWSLETTER

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INCLUSIVITY 3

EDU361 EXPO 2025
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to educational needs

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**Welcome to EduVerse PD Network,
an initiative by Pro.Ed Education Solutions!**

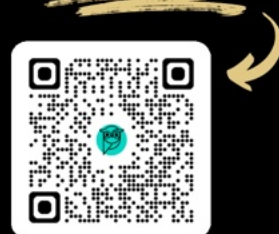
In this dynamic era of learning, staying ahead requires a constant thirst for knowledge and an openness to exploring new frontiers. That's why we created EduVerse PD Network, committed to offering valuable professional development resources for educators globally, our platform aids teachers in exploring educational trends, advancements, EdTech insights, and practical teaching tips—all at no cost.

With a dedicated focus on the needs and aspirations of educators, we curate a diverse range of best practices to support your teaching journey. From cutting-edge pedagogical strategies to engaging classroom activities, we are here to equip you with the tools and inspiration you need to ignite curiosity, foster creativity, and cultivate lifelong learners.



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A background image showing a collection of colorful wooden figures in various shapes and sizes, including blue, yellow, red, and green, arranged in a way that suggests a diverse group of people.

2
Years
ANNIVERSARY

At **Pro.Ed Education Solutions** and **EduVerse**, inclusivity is one of our core values, guiding how we connect, create, and collaborate. That is why, in this special 2nd anniversary edition of the EduVerse Newsletter, we explore it in depth—sharing ideas, insights, and strategies to turn inclusive ideals into daily classroom practice, empowering every learner to belong, thrive, and lead.

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In the dynamic and constantly evolving field of education, the year 2025 represents an extraordinary milestone a moment when educators worldwide face significant challenges alongside thrilling opportunities in equal proportions. The last ten years have witnessed education transform rapidly, fueled by technological advancements, changing social dynamics, and an increasing focus on equity and inclusion. As classrooms become more diverse and student needs more complex, teachers must not only adapt but also lead with innovation, empathy, and resolve.

In response to this shifting landscape, innovative approaches and practical strategies are emerging that empower teachers to create inclusive, engaging, and effective learning environments. These classrooms not only honor the diverse identities and experiences of every student but also cultivate essential 21st-century skills. Central to this transformation are the thoughtful integration of technology, the adoption of culturally responsive and inclusive teaching practices, and a renewed focus on supporting the wellbeing and professional growth of educators.

EMPOWERING EDUCATORS IN 2025

INNOVATIVE STRATEGIES FOR INCLUSIVE AND ENGAGING CLASSROOMS

Prof. Dennis Alquiroz De Jesus

THE CHANGING LANDSCAPE OF EDUCATION

A NEW ERA OF POSSIBILITY AND COMPLEXITY

The education system in 2025 differs significantly from what we have encountered in past years. The global COVID-19 pandemic, beginning in 2020, significantly impacted traditional education and accelerated technological advancements in international learning. Suddenly, schools transitioned from conventional classrooms to online learning settings, placing both educators and learners in challenging and unfamiliar situations. What began as a crisis response quickly revealed technology's potential to enhance education beyond geographic and physical boundaries.

Currently, many schools implement hybrid or blended learning methods that combine the benefits of face-to-face and online instruction. This flexibility renders education more individualized, accessible, and engaging. The pandemic exposed and intensified long-standing inequalities access to technology, educational resources, and mental health care varies widely, underscoring that equity is vital for progress in education.

By 2025, classrooms are vibrant mosaics of cultural, linguistic, and economic diversity. Learners originate from various backgrounds, bringing unique strengths, perspectives, and challenges. This variety enhances the learning experience and encourages educators to create inclusive strategies that recognize every student's identity and abilities. Equipping students for achievement in a connected world necessitates that educators be culturally aware, socially responsible, and adaptable.

Consequently, the current educational environment is a nuanced structure where technology, relationships, and social equity converge. Traversing this landscape requires that educators adopt creative methods rooted in research and infused with empathy.

EMBRACING TECHNOLOGY

AS A POWERFUL ALLY IN TEACHING AND LEARNING

Technology in education has evolved from a supplementary tool into an essential component of the teaching and learning process. Its impact, however, relies heavily on how thoughtfully and intentionally it is integrated into classroom practice. When used effectively, educational technology can enhance student engagement, personalize learning experiences, and foster collaboration and creativity.

1 Blended learning models: Combining best of both worlds

Blended learning, which combines traditional classroom teaching with online digital media, offers an exciting model that caters to diverse learning needs. It allows teachers to blend synchronous, in-person interactions with asynchronous activities that students can complete at their own pace. Learning Management Systems (LMS) such as Google Classroom, Canvas, and Moodle serve as hubs for tasks, conversations, assessments, and resource sharing.

For example, a mathematics teacher in middle school might provide interactive video lessons and practice activities through an LMS, enabling students to receive immediate feedback.

Classes during this time can emphasize hands-on projects, teamwork among students, and instructor-led problem-solving activities. This approach enhances student comprehension and allows teachers to monitor progress efficiently and offer targeted support.

Research suggests that incorporating specific goals, teacher support, and accessible resources in blended learning can improve student engagement and achievement. Students appreciate the chance to review challenging material and participate in meaningful experiences, while teachers gain a better understanding to direct their instruction (Means et al., 2013).

2 Interactive tools and gamification: Making learning fun and meaningful

The integration of interactive digital tools and gamification techniques has changed how lessons are delivered. Platforms like Kahoot!, Quizlet, Nearpod, and Pear Deck transform traditional lectures into interactive experiences, boosting student participation and revolutionizing lesson delivery. Gamification incorporates elements such as points, badges, tiers, and leaderboards to motivate learners through promoting competition and individual achievement.

Imagine a history educator wrapping up a lesson on ancient civilizations with a Kahoot quiz, during which students collaborate in teams to recall information, share viewpoints, and earn badges for their skills. Science educators utilize simulations and virtual labs enabling students to alter variables in a safe, regulated environment, improving conceptual understanding without safety or logistical concerns.

Besides motivation, gamification improves collaboration, offers immediate feedback, and highlights mastery-focused learning. Pappas (2021) argues that gamified learning transforms abstract concepts into tangible and memorable experiences, enhancing memory and analytical skills.

3 AI-Powered learning assistants: Personalized learning at scale

Artificial Intelligence (AI) is no longer a sci-fi notion; it is increasingly being incorporated into educational frameworks that offer tailored learning experiences aligned with individual needs. AI algorithms evaluate students' performance metrics to identify learning gaps, recommend targeted resources, and modify learning speed as needed. Language learners gain advantages from AI-driven speech recognition tools that offer immediate feedback on pronunciation and interactive conversation opportunities.

Adaptive learning platforms like Carnegie Learning and Squirrel AI offer customized math lessons that modify difficulty according to student feedback, ensuring that learners remain engaged and not overwhelmed. These systems can relieve educators from monotonous tasks such as grading and offer in-depth analytics to guide instruction.

However, ethical concerns continue to be of utmost importance. Educators need to assess AI tools for potential bias, privacy issues, and fair accessibility. Human assessment is crucial for grasping AI results and maintaining the personal and empathetic aspects of education that technology cannot duplicate.

CULTIVATING INCLUSIVE CLASSROOMS BEYOND ACCOMMODATION TO CELEBRATION

Inclusivity in education encompasses much more than just assisting students with disabilities or those encountering language barriers. It emphasizes building learning spaces where every student feels appreciated, included, and inspired to succeed. Inclusivity is vital for fairness, social justice, and authentic education.

1 Culturally responsive teaching: Honoring students' identities

Culturally Responsive Teaching (CRT) is an instructional approach that recognizes students' cultural backgrounds as valuable assets that enrich the learning process. CRT promotes the inclusion of multiple viewpoints, histories, and voices in education rather than presenting a unilateral narrative.

This might include incorporating writings from different authors into English lessons, connecting social studies to the histories of students' communities, or engaging families in school activities by showcasing their cultural practices. Educators encourage open conversations about race, identity, and systemic injustices, helping students develop critical awareness.

Gay (2018) argues that CRT improves teacher-student connections by validating identities and making learning personally meaningful. This importance boosts engagement and learning outcomes, especially for historically marginalized groups.

2 Universal Design for Learning (UDL): Flexible and barrier-free

Universal Design for Learning (UDL) is an anticipatory framework aimed at creating adaptable learning experiences that accommodate the diverse needs of every student. Rather than waiting to modify accommodations after barriers arise, UDL principles encourage educators to offer various methods for presenting content, demonstrating understanding, and involving learners.

For example, teachers might demonstrate a scientific concept with videos, images, and text explanations; allow students to express comprehension through essays, presentations, or models; and offer choices between group projects or solo research to sustain interest.

UDL removes obstacles before they become difficulties, aiding students with disabilities, English language learners, and others who benefit from diverse access and styles of expression. Meyer, Rose, and Gordon (2014) stress that UDL enhances equity by actively addressing learner diversity rather than considering differences as anomalies.



3 Social-Emotional Learning (SEL): Building skills for life

Social-Emotional Learning (SEL) has emerged as an essential component of education, recognizing that the emotional well-being and social skills of students are vital for their academic success. SEL initiatives teach people about self-awareness, self-regulation, empathy, effective communication, and making responsible decisions.

Teachers can incorporate mindfulness strategies to help students manage stress, encourage group dialogues to build trust and relationships, or participate in role-playing to rehearse conflict resolution techniques. These techniques create psychologically secure environments where students feel valued and capable.

Research by Zins et al. (2004) indicates that SEL improves academic achievement, reduces behavioral problems, and cultivates a positive atmosphere in educational settings. In a complex and unpredictable world, SEL equips



PRACTICAL STRATEGIES FOR TEACHER EMPOWERMENT

SUPPORTING THE HEART OF EDUCATION

Educators are the key drivers of change in education. Equipping teachers with resources, assistance, and independence is essential to nurturing classroom settings in which every student succeeds.

1 Continuous professional development: Lifelong learning for educators

Teaching is a dynamic profession that requires constant adaptation. Educators must stay current with emerging research, evolving technologies, and the changing needs and abilities of their students. It's a time-sensitive, classroom-anchored, and inherently collaborative practice—one that demands both responsiveness and reflection.

Teachers may participate in workshops on culturally responsive instruction, attend webinars on integrating AI tools, or enroll in online courses to enhance their digital skills. According to Darling-Hammond, Hyler, and Gardner (2017), high-quality professional development not only improves teaching effectiveness and job satisfaction but also contributes to greater student achievement. Most importantly, professional development must be responsive to the voices and contexts of teachers, rather than relying on one-size-fits-all approaches.

2 Collaborative learning communities: Strength in connection

Educators often feel isolated in their teaching roles, but collaborative learning communities (PLCs) create spaces for them to exchange ideas, share challenges, and innovate together. These groups may form within educational settings or span various domains, facilitated by social media or professional organizations.

PLCs promote teamwork in solving problems and provide emotional support, enhancing creativity and reducing burnout. Through participating in collective lesson planning, observing colleagues, and performing cooperative action research, teachers improve their professional tools and hone their methods.

3 Reflective practice: The art of continuous improvement

Reflective practice urges educators to thoroughly analyze their teaching methods, student reactions, and results to pinpoint areas that need improvement. Reflection can be organized or unorganized involving journaling, video reviews, peer assessments, or student feedback.

This targeted evaluation aids educators in adjusting to varied students, enhancing techniques, and maintaining motivation, addressing the difficulties encountered in today's classrooms.

OVERCOMING CHALLENGES IN 2025

REALITIES TO CONFRONT

Despite tremendous progress, educators in 2025 face significant challenges that require concerted attention and innovative solutions.

1 Bridging the digital divide

The digital divide — the gap between those who have access to technology and internet and those who do not — remains a pressing obstacle to educational equity. Students in rural, low-income, and marginalized communities are disproportionately affected.

Bridging this divide demands coordinated action from governments, private sectors, and communities. Providing devices, subsidized connectivity, and tech support is essential. Innovative community efforts, such as device lending libraries, mobile hotspots, and public Wi-Fi zones, play vital roles.

Without addressing these inequities, technology's promise risks reinforcing rather than reducing educational disparities.

2 Addressing student mental health

Rising rates of anxiety, depression, and trauma among young people profoundly impact learning. Teachers are often frontline responders but may lack the training or resources to support students effectively.

Schools must develop integrated mental health systems, collaborating with counselors, social workers, and healthcare providers. Embedding SEL and trauma-informed practices creates nurturing environments that promote healing and resilience.

Ongoing teacher training in mental health awareness equips educators to recognize warning signs and intervene compassionately.

3 Combating teacher burnout and attrition

The demands placed on educators adapting to new technologies, managing diverse classrooms, navigating policy changes, and supporting student wellbeing — contribute to widespread burnout and high attrition rates.

School leadership plays a critical role in prioritizing teacher wellbeing through reasonable workloads, wellness initiatives, and professional respect. Providing access to counseling, flexible schedules, and opportunities for professional growth supports retention and morale.

Recognizing teachers as valued professionals and human beings is foundational to sustaining a thriving education system.



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Dennis de Jesus

LOOKING AHEAD

As we move beyond 2025, the role of the teacher continues to evolve. No longer mere transmitters of knowledge, educators now act as facilitators, mentors, and advocates. They cultivate students' critical thinking, creativity, ethical reasoning, and social responsibility skills vital in an uncertain, rapidly changing world.

To thrive, teachers must be adaptable, lifelong learners who embrace technology without losing sight of the human connections at the heart of education. The authentic relationships built between teachers and students remain the most powerful catalyst for growth and transformation.

By fostering inclusive classrooms, integrating technology thoughtfully, and supporting teachers' ongoing development and wellbeing, the education community can meet the challenges of the 21st century and prepare learners to contribute meaningfully to society.

The journey toward inclusive, engaging, and equitable education in 2025 is complex but filled with promise. Innovative teaching strategies, culturally responsive and inclusive practices, and robust teacher empowerment lie at the core of this transformation. Classrooms can become vibrant, joyful spaces where every learner's unique potential is nurtured and realized.

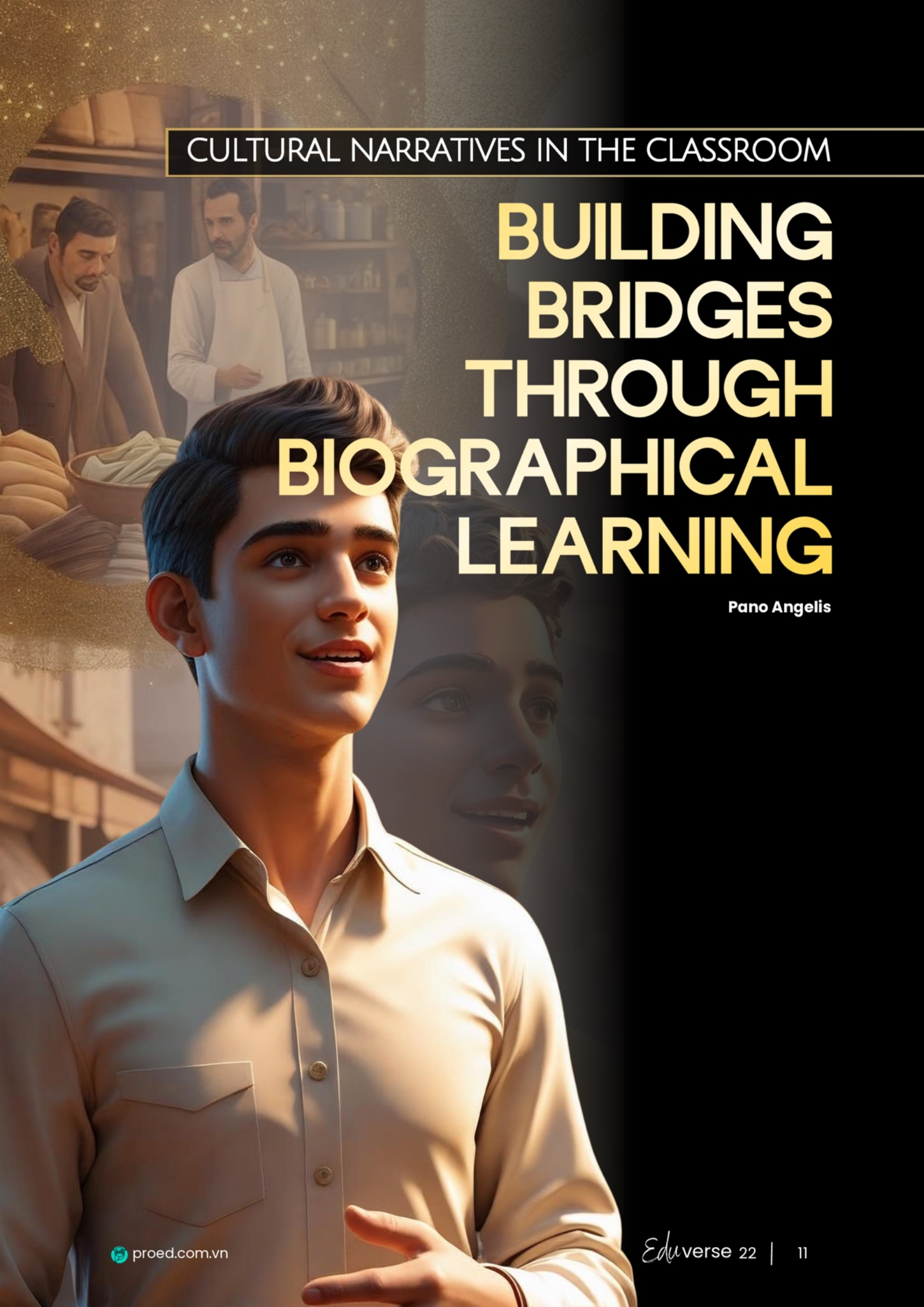
Educators are the true navigators of this new educational landscape. By supporting and celebrating them, society ensures that education remains a powerful force for positive change one that equips all learners with the tools, confidence, and compassion to build a better future.

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Prof. Dennis Alquíroz De Jesus, is a researcher and writer, deeply passionate about innovative teaching and inclusive learning. With over a decade of experience in curriculum design and teacher training, he supports educators worldwide in transforming classrooms into vibrant, equitable learning spaces.



CULTURAL NARRATIVES IN THE CLASSROOM

BUILDING BRIDGES THROUGH BIOGRAPHICAL LEARNING

Pano Angelis

It was an ordinary morning in the vocational language course. "What kind of work have you done the longest – and what did it mean to you?" The question appeared unassumingly on the shared screen, part of a casual speaking prompt. "I was a tailor in Damascus for many years." Silence followed. No corrections, no follow-up questions – just attentive listening. Soon others began to share: about their parents' bakery in Kabul, about working in a hospital in Donetsk, about a vegetable shop in Tunis. Language learners became storytellers and listeners; grammar exercises turned into biographical bridges. What began as a language task became a shared space of remembering – of work, of responsibility, of pride.

How can such personal stories transform learning spaces? How can identity work be integrated meaningfully and supportively into language teaching? And what role do cultural narratives play in fostering belonging and participation – especially in classrooms where each biography opens a new world?

Storytelling and biographical learning are far more than educational extras. They create opportunities for linguistic depth, emotional insight, and genuine connection – especially in heterogeneous groups, because those who speak are heard. And those who tell their story become part of the whole.

WHAT ARE CULTURAL NARRATIVES? AND WHY DO THEY MATTER?

People tell stories – not only to share events, but to structure their experiences, to make sense of themselves and the world. These stories do not arise in a vacuum: they follow cultural patterns, reflect collective values, and reveal what is considered meaningful, honorable, or worth striving for in a given society. In migration contexts, different cultural narratives often intersect – sometimes with tension, but also with rich potential for learning and new perspectives.

One narrative might be: "If I work hard, I will succeed." Another: "I can do everything, but I will never truly belong." These stories shape people's self-perceptions – and they often influence the classroom atmosphere in subtle ways. They affect whether and how people speak, whether they show themselves, ask questions, laugh at mistakes, or remain silent. Those who are allowed to tell their stories step out of the passive role of adaptation – and become active contributors to a space where biographical knowledge meets language.

Especially in vocational language courses, with their strong focus on job readiness and performance, storytelling is often treated as secondary. Yet making cultural narratives visible reveals an essential truth: language is not neutral. It carries experiences, self-perceptions, and social hierarchies. A learner speaking about his former work as a tailor in Damascus is not defined by his flight – but by his skills, his pride, his professional identity. A verb-focused language exercise becomes a space of resonance, where biographical experience is not excluded, but embraced.

Such inner narratives are not only ever-present companions – they actively shape the learning process. They influence how learners see themselves, how they participate, communicate, trust – and what they dare to express linguistically. Those who are invited to tell their stories no longer remain passive recipients but become active participants in their own learning journey (cf. Bamberg & Andrews, 2004).

STORYTELLING

AS A LANGUAGE TEACHING TOOL

Storytelling in language education is far more than a didactic trick – it opens doors to expression, self-efficacy, and belonging. When learners begin to tell personal stories in the target language, they are not merely using language functionally, but as a means of showing who they are – in all their individuality.

The topics do not have to be spectacular; quite the opposite: it is the everyday that builds connection. Prompts like “A celebration from my childhood,” “My first day at work,” “A moment I’m proud of,” or “Something I found difficult” invite storytelling without overwhelming the learners. Key grammatical structures – past tense, subordinate clauses with because, discourse markers – are not drilled in isolation, but embedded organically in context. Grammar recedes into the background – and becomes more effective as a result.

DIDACTIC 3-PHASE MODEL FOR BIOGRAPHICAL STORYTELLING

1. Telling

The process begins with low-threshold prompts: a picture, an object, or a symbol (e.g., a “story stone” or symbolic cards). Whoever holds the stone tells a story. The others listen – without interrupting. This ritualized format fosters attention and respect.

2. Writing

In small groups, the story is written down collaboratively. Structural aids may be used (e.g., sentence starters, discourse marker cards, time connectors). The group helps refine the language – improving, expanding, and formulating together.

3. Reflecting

Back in the plenary, the group reflects: What touched us? Which expressions were used? What common themes emerged? In this way, language is not only produced but also reflected upon – linguistically and socially.

1. TELLING



2. WRITING



3. REFLECTING



For digitally inclined learners, tools like Storybird, Adobe Express, Book Creator, or MyStorybook offer creative entry points. Texts can be combined with images, narrated, or recorded. These tools are especially useful for introverted learners or those with strong writing skills – offering ways to participate even outside oral storytelling rounds.

Storytelling thus becomes a space where language development, identity work, and social connection come together. It achieves what many curricula aim for – and what no worksheet can provide: language learning as relational experience.

ENABLING STORYTELLING

DIDACTIC PATHWAYS IN THE CLASSROOM

Some stories don't arise on command – they emerge in the right moment, when space, language, and trust align. So how can educators intentionally create that space?

Biographical storytelling requires more than a worksheet. It needs prompts that resonate: "My former profession," "A moment of courage," "An important decision" – themes that awaken memory and signal to learners: Your story matters here.

Diverse methods are key: one learner might prefer drawing, another speaking freely, a third using bullet points. Whether with timelines, story posters, symbolic objects, or digital audio recordings – the more entry points provided, the greater the participation. Especially effective: allowing free choice of format – speaking, drawing, writing, or digital storytelling (cf. Da Silva, Klinger & Möller, 2012).

PRACTICAL IDEA

Create a "story path" through the classroom – at different stations. In each station, a creative task awaits. For example, at station 1, learners tell about "My first day at work": What feelings did I have? What went well? What was challenging? At station 2, "A conversation with a supervisor": What was it about? How did I prepare? And at station 3, "Successful teamwork": What did the team do well? What did I learn? Learners contribute a small memory: a word, a sentence, an image. Those who wish to share can do so in the plenary or in pairs – others leave a trace on the path.

CREATING INTERCULTURAL

STORYTELLING SPACES

What does professional success mean to you?" – In some groups, this question is met with silence; in others, it sparks a burst of stories. Intercultural learning begins where differences are not concealed but valued. Storytelling spaces make this exchange possible: they give voice to what often remains unspoken – and allow the classroom's diversity to resonate.

The key attitude: don't smooth over differences – make them visible and meaningful. Questions such as "What does respectful workplace interaction mean to you?", "When is someone considered successful?", "What makes a good colleague?", "What has been your biggest challenge at work?", or "What does teamwork mean to you?" open up access to values, expectations, and social norms – without moralizing. They transform identity from a challenge into a shared learning resource.

DIDACTIC IMPULSE

Host a "mini storytelling festival." Everyone brings a personal memory. The others listen, ask questions, or give peer feedback: "That touched me because..." A resonance space emerges, where learners not only practice language – but also learn to understand the world.

Follow-up tip:

Collect striking sentences or quotes from the stories and turn them into posters for the (digital) classroom – as a collective product and visible sign of shared diversity.

ATTITUDE, TRUST AND PROTECTION

CONDITIONS FOR BIOGRAPHICAL LEARNING

Biographical storytelling touches people. It opens spaces – but it also makes us vulnerable. To allow such spaces to emerge, more is needed than a good topic or a nice ritual. It takes a specific attitude. Not every story wants – or needs – to be told. And that is okay.

The teacher's stance is crucial. They are those who listen rather than interrogate foster trust. The process is driven not by curiosity, but by respect. It is not about gathering biographies, but about voluntarily sharing them. Silence deserves space just as much as speech.

Safety and data protection are essential. Personal stories should never become just another “good exercise” – they are an offer. Anonymous contributions, freedom from group pressure, clear rules for how stories are treated: all of these help protect learners – especially in courses involving trauma or flight. Didactically, this means: do not demand stories, enable them. Not everything has to be said aloud – some things can be drawn, recorded, written down, or even deleted.

PRACTICAL IMPULSE 1: “STORIES IN A SAFE SPACE”

Offer a format where participants can anonymously write down or record a personal experience – without naming themselves. These contributions can be collected and, with consent, later used as prompts for shared writing or speaking. This creates a respectful environment where even reserved learners can be part of a shared storytelling culture – without having to expose themselves.

PRACTICAL IMPULSE 2: “STORY BOX FOR VOLUNTARY SHARING”

Participants place memories, experiences, or thoughts – in writing or digitally – into a “story box.” The teacher or fellow learners randomly draw and read them aloud – without naming the authors. This is followed by prompts such as: “What moved me?” or “What common ground do I see?” This strengthens anonymity, belonging, and perspective-taking.

Reflection prompt for teachers: When have you become a listener in your own classroom – and what changed as a result? This question invites self-observation – and often yields more insights than many professional development workshops.

TRANSFER: HOW STORIES ENRICH VOCATIONAL VOCABULARY

“I used to work as a baker – we had to prepare the dough every morning at four o'clock.” A seemingly simple sentence – yet it opens the door to a world of professional language learning. With every personal story, vocational terms quietly enter the classroom: oven, shift work, proofing time, hygiene regulations. Biographical storytelling is not the opposite of vocational language training – it is its catalyst.

Unlike rigid technical texts, contextualized word fields emerge here that are directly linked to learners' experiences. The relevance is immediately tangible: participants are not talking about “fictional tasks,” but about real work – about their bodily routines, actions, and emotions. This not only activates vocabulary but also strengthens linguistic identification.

DIDACTIC IMPULSE Use personal stories as a gateway to vocational modules. For example, a learner recounts working in a hotel – from this, the class builds a word field on “hospitality.” The group then organizes the vocabulary by task, object, or communicative situation. This transforms technical language into comprehensible, lived language – closely connected to biography and professional goals. Such contextualized learning settings promote lasting retention and learner agency (cf. Grotjahn, 2020). After all, words linked to personal experience are not only remembered more easily – they are spoken with greater confidence.

STORIES THAT STAY

Perhaps the greatest impact of biographical learning does not lie in the stories themselves, but in what they evoke between people: a nod, a shared smile, a moment of recognition. Teaching that enables such moments transcends pure didactics – becoming a social space where language fosters connection and broadens perspectives.

Creating storytelling spaces supports not only language development but also learners' trust in their own voice – and in the attentive listening of others. This is a quiet but lasting contribution to social inclusion. It does not mean every lesson needs to become a stage. But it does mean that it is worth offering one from time to time – with intention, sensitivity, and freedom of choice.

The next step is not a fixed blueprint, but an invitation: Observe the stories already present in your classroom. Listen for where language falls silent – and where it begins to grow. And ask yourself: where might a new story begin tomorrow – and what does it need in order to be told?

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Mastering the Moment: 10 Keys to Classroom Victory to every educator, leader, and parent passionate about shaping the future of learning. Written by award-winning educator and global literacy champion **Judy-Ann Green**, this book is both a practical guide and a heartfelt manifesto for teaching as “heart work.”

Across four powerful pillars—Holistic Student Development, Academic Excellence, Community & Culture, and Embedding Roots—Judy-Ann distills over two decades of classroom wisdom, leadership experience, and cross-cultural insights into strategies that are as actionable as they are inspiring. With inclusivity at its core, this book champions classrooms where diversity is celebrated, equity is upheld, and every learner feels seen, valued, and capable of success.

Whether it’s building unshakable student relationships, sparking academic brilliance without losing joy, fostering collaboration between home and school, or drawing strength from personal reflection, **Mastering the Moment** empowers educators to lead with empathy, clarity, and purpose.

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This isn't just a book about managing classrooms—it's about transforming them into spaces where belonging and achievement walk hand in hand, and where every challenge becomes an opportunity for growth. From the first page to the last, Judy-Ann's words remind us that the moments we master today shape the lives we touch forever.

Dr. Le Dinh Bao Quoc
Head of EduVerse

The EduVerse Newsletter is excited to feature an inspiring interview with **Judy-Ann Green**, award-winning educator and author of **Mastering the Moment: 10 Keys to Classroom Victory**. Discover her powerful insights on building inclusive, thriving classrooms and explore the four transformative pillars that blend practical strategies with heartfelt wisdom - empowering educators to lead with empathy, inspire excellence, and turn every challenge into a moment of victory.



ASK

THE EXPERTS

Welcome to **Ask the Experts**, the ultimate column dedicated to professional development in the field of education. In this dynamic and ever-evolving field, continuous growth and learning are paramount. In each issue, we explore the most commonly asked topic by interviewing invited experts for their insights, experiences, and strategies.

EXCLUSIVE

EduVerse: Welcome to "Ask the Experts," our exclusive interview series where we spotlight the voices shaping the future of education. Today, we're absolutely honored to have **Ms. Judy-Ann Green** with us. She's an award-winning educator and the author of *Mastering the Moment: 10 Keys to Classroom Victory*. With over two decades of global experience, Judy-Ann is renowned for her practical strategies, deep empathy, and her firm belief that teaching is truly "heart work."

In our conversation today, she'll share the story behind her book, the four pillars guiding her teaching philosophy, and her thoughts on leadership, resilience, and the needs of today's learners. From leading literacy programs in the USA and UK to building cultural bridges in the UAE, Judy-Ann has experienced education in all its forms—but her mission stays the same: empowering teachers, inspiring learners, and turning every moment into a chance for growth.

MASTERING THE MOMENT TEACHING FROM THE HEART LEADING WITH PURPOSE

With JUDY-ANN GREEN

Judy-Ann Green is an internationally acclaimed educator, speaker, author, and School Advisor whose transformative impact spans three continents. A recipient of prestigious awards including *Teacher of the Year* and *Outstanding Leadership*, she has established herself as a pioneering force in global education across the UAE, USA, UK, and Jamaica as an IB specialist, Curriculum Framework Theorist, Pastoral leader, Professional Development Leader, Literacy Coach, and Master Teacher. She holds degrees from Wilberforce University, Wright State University, and Mico University College.

Ms. Judy-Ann Green



PART 1 MASTERING THE MOMENT

Judy-Ann, welcome to the stage! It's fantastic to have you here. Let's start big. What inspired you to write *Mastering the Moment: 10 Keys to Classroom Victory*, and why now?

Picture this: I'm dashing through Doha Airport—gleaming floors, lush gardens—heading to a school accreditation, when a voice shouts, “Ms. Denton!” I freeze. Solo travel scares me; I'm a family girl at heart. And those students from “Ms. Denton” days graduated 17 years ago. I keep walking.

But she's persistent, racing toward me breathless and determined. “Do you recognise me? You changed my life. I am one of your students from Dayton, Ohio.”

But she's chasing me, breathless: “Do you recognize me? You changed my life. I'm from Dayton, Ohio.” Time stops, memories rush in. We catch up, swap contacts, part with tears. After 24 years in education, here's proof our work matters.

Days later, during that same accreditation visit, another educator pulls me aside. “Even though you've only been here a few days, you have inspired me. I want to do more, learn more, and be more effective at my craft.”

Lightning strikes. The realisation hits hard that our learning communities are starving – they are yearning for renewal, for upliftment, and for strategies that actually work.

But here's what kept me awake at night: How could I reignite the “Why” that first called educators to this sacred profession? How could I restore parents' faith in the system? The timing was divine. I finally saw the bigger picture, the way to make a greater impact, as my hero-dad did.

And so ‘Mastering the Moment’ was born, not just as a professional development tool, but as a love letter to every educator who needs reminding that they hold the power to transform lives, one moment at a time.

What a moving story—those encounters show the ripple effects. The title is powerful: Mastering the Moment. What does 'the moment' mean in today's classrooms? What moment were you trying to capture?

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'The moment,' is everything, and it's short-lived all at once. When I think about today's classrooms, it's those split seconds changing a student's path—where connection sparks, learning clicks, they feel seen.

At the beginning of every school year, I make it a priority to reach out to each students' parent who will be in my care. That phone call, that first contact – that's a *moment*. It's me saying, "I see you. You matter to me before you even walk through my door." In those few minutes, I am already building the foundation for everything that will follow (I provide several examples in my book).

But *'Mastering the moment'* goes so much deeper than that initial contact. It's about recognising that every single interaction we have with our students is an opportunity. When a child walks into my classroom, frustrated from something that happened, how I respond to that moment – whether I dismiss it or lean into it with compassion – that shapes their entire day, maybe even their entire relationship with learning.

The word *'Mastering'* isn't about perfection or control. It is about intentionality. It is about making every moment count because I know how precious they are. It is paying attention to the small things that others might overlook – the way a quiet student finally raises their hand, the spark in a teacher's eyes when a concept clicks, and the student who needs just a little extra encouragement to keep going.

For educators, *'The Moment'* is about taking care of our own health and well-being because we cannot pour from an empty cup.

In today's fast-paced world, with all the distractions and pressures our students face, *'Mastering the Moment,'* means being fully present. It means planning intentionally for success – not just academic success, but human success and future success. Because ultimately, that is what education is about. It is about helping young people become the best versions of themselves, one moment at a time.

that's heart work. that's seeing beyond the surface behavior, beyond the test scores, beyond the difficult moments, and recognising the incredible potential in every single child.

Judy-Ann Green

That intentional heart shines. You call teaching "heart work"—how did that shape the book for teachers, parents, and leaders in today's complex world?

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Teaching has always been heart work for me, but I'll never forget the moment this truth embedded into my core philosophy. I was mediating a meeting where a teacher was being exceptionally hard on a student, focusing only on their failures and behavioral issues. After that meeting, we sat down to reflect, and I shared a mantra that has proven the key to win-win outcomes with parents, teachers, and students: "We must seek to look at students not as they are, but as what they will become." Three weeks later, she whispered, "Ms. Green, it worked."

That's heart work. That's seeing beyond the surface behavior, beyond the test scores, beyond the difficult moments, and recognising the incredible potential in every single child.

Research validates it powerfully. Daniel Goleman's emotional intelligence work shows IQ alone isn't enough; we need self-awareness, regulation, empathy, and relationships for true success. It's revolutionized education, with thousands of schools worldwide embedding social-emotional learning.

When I penned this book, I knew I was writing for three distinct groups, each navigating their own emotional landscape. Teachers' EQ profoundly affects student engagement and performance. Parents universally want their kids to thrive—I tap into that. For leaders, building these skills can transform school cultures for the better.

This heart work infused every page, because evidence confirms what my soul knows: When we lead with our hearts, when we see potential instead of problems, when we respond with compassion instead of punishment, when we choose connection over compliance, we create the conditions for true transformation and win-win solutions. This, I believe, is not soft pedagogy; it's the hardest, most vital work, backed by research equating emotional intelligence to cognitive ability for lifelong success.



PART 2 THE FOUR PILLARS

4 **Moving on to the structure of your book—it's built around four meaningful pillars. Could you walk us through why these four emerged as the most essential for building a thriving classroom, and maybe share what they mean to you personally?**

These four pillars did not emerge from theory or textbooks – they were born from my soul, shaped by every classroom that I have stepped into across three continents, every student whose eyes I have looked into, every moment of triumph and heartbreak that teaching and leading unveil.

Reflecting on my journey, I realize they were always there, waiting to be uncovered. They're universal truths I've found, whether in bustling urban schools or quiet rural ones, with students speaking English as their first or fifth language. The first pillar grew from seeing kids light up when truly seen and valued. The second from digging deep for strength I didn't know I had, then teaching students to do the same. The third crystallized realizing every culture, background, and story is a gift that enriches us all. The fourth became clear when I understood creating safe spaces isn't just good practice—it's sacred.

Personally, these pillars kept me grounded when I was thousands of miles from home, teaching in unfamiliar systems. They reminded me that beneath all our differences, children everywhere need the same things: to be understood, to feel capable, to belong, and to know their teacher believes in them. These are not just educational strategies for me – they're the values defining me as a human, educator, and shaper of young minds in this diverse world.

Every classroom I have entered has taught me something new about these pillars, but their foundation remains constant: love, respect, hope, and the unwavering belief that every child can thrive when we create the right conditions for their growth.

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That's beautifully said—those pillars feel so alive through your experiences. Starting with Pillar 1: Holistic Student Development, you focus on emotional intelligence and relationships. Why is this the foundation for classroom victory in your view?

You cannot teach a child you don't know, and you can't reach a heart you have not touched. That's why Pillar 1 begins with the whole child – academic success is impossible without an emotional foundation and genuine relationships.



I named it after my alma mater, Wilberforce University, where I first learned—away from home—what it means to be truly seen and nurtured as a complete person. Wilberforce didn't just educate my mind; it cared for my spirit, dreams, struggles, potential. The relationships there showed me learning thrives when we address the whole person, not just intellect.

The term "alma mater" is a Latin phrase that literally means "nourishing mother."

In modern English, it refers to the school, college, or university someone graduated from or once attended.

That became my classroom blueprint. I see what my professors at Wilberforce saw in me – not just a student to teach, but a whole human to understand, encourage, and empower. Every child walks into our classrooms carrying their joys, their fears, their home experiences, and their cultural richness. We cannot compartmentalize learning from living.

Building relationships is not just the nice thing to do – it's the necessary thing. When kids feel safe, seen beyond test scores, welcomed fully, real learning begins. That's when victory happens.

Wilberforce taught me that education at its best is transformational, not just informational. That is why this pillar comes first – because everything else we do in education builds on this foundation of relationship, understanding, and caring for the whole child.

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I love how your personal roots weave in—it's inspiring. Pillar 2 is about academic excellence, blending rigor with connection, like your BEAM strategy. How do we help students shine academically without losing their spark?

Academic excellence without losing the spark – that's the delicate dance every educator must master. Over ten years ago, when I developed the BEAM strategy to intentionally embed literacy skills throughout the school, I was not just thinking about test scores. I wanted to ignite that fire in students' eyes when they realize they can soar academically.

Rigor and relationship must dance together – you simply cannot separate them. I named this pillar *'The Mico'* after the teacher's college that taught me a transformative truth: high expectations paired with high support ignite classroom magic. Students don't lose their spark from challenge – they lose it when we make them feel like failures or when learning feels disconnected from their hearts and souls.

I wrote this book to share practical strategies from my years, not to overwhelm educators with modern theorists or lengthy methodologies, but encouraging parents, teachers, leaders to keep standards high for growth and thinking, while joyful and meaningful.

The secret is intentionality: When we deliberately embed literacy skills across subjects, connect academic content to students' lives, celebrate their thinking as much as answers – that's where transformation happens. We're building confident learners who believe in their brilliance, not just boosting scores.

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That balance sounds transformative. Pillar 3: Community and Culture focuses on communication and belonging. From your experience, how can schools foster a culture where parents, teachers, and students co-create success?

It truly takes a village, and I have learned that the most powerful educational transformations happen when we stop operating in silos and start co-creating success together. Pillar 3 emphasises building a supportive, inclusive environment where students, teachers, and families feel valued and engaged. Why? Strong relationships and culture are the foundation for all we achieve.

The magic happens when we shift from talking to parents to talking *with* them, when we invite families into the learning process as partners rather than spectators. I have seen schools transform when they create spaces where a parent's wisdom about their child is valued as

much as a teacher's expertise, where students feel safe to bring their whole selves – their culture, their language, their experiences – into the classroom without fear of judgment.

Creating this culture requires intentional effort. It means hosting conversations that matter, celebrating the diverse backgrounds that make our communities rich, and ensuring every voice has a place at the table. Building authentic relationships and belonging lets everyone thrive.

The village is not just about having more hands to help; it's about having more hearts invested in every child's success.



teaching demands that we show up with our whole selves – our vulnerabilities, our strengths, our capacity for growth– effective teaching flows from authentic human connection. (...) It is what turns a job into a calling, a classroom into a community, and a lesson into a life-changing moment.

Judy-Ann Green

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So true—that sense of shared investment changes everything. Finally, Pillar 4: Embedding Roots includes heartfelt reflections and personal stories. Why include them, and what do they reveal about teaching's human side?

The final pillar, **Embedding Roots**, is close to my heart because it is a reminder of why teaching is one of the most rewarding professions. I chose to include personal stories not to seek personal acclaim, but to spark dialogue that remarkable teachers change lives through our profound humanity.

They reveal the raw, beautiful truth about the impact of teaching – that behind every lesson plan, every strategy, every moment of triumph or struggle, there is a human being who chose to dedicate their life to nurturing the future generation.

The purpose is to inspire educators to be intentional about being present and in tune with the deeper calling of our profession. Teaching demands that we show up with our whole selves – our vulnerabilities, our strengths, our capacity for growth– effective teaching flows from authentic human connection.

The human side of teaching is what makes the difference. It is what turns a job into a calling, a classroom into a community, and a lesson into a life-changing moment.



PART 3 EXPERIENCE, REFLECTION, AND LEGACY

The world our students are growing into is vastly different from the one we prepared for. In your view, what do learners need most, not just to succeed, but to live meaningfully?

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Oh, when I think about the world they're inheriting, my heart breaks and soars at the same time. They're entering a reality where AI can write essays, jobs disappear overnight, and solutions to massive challenges aren't even imagined yet. But after decades in this work, I've learned they don't just need to adapt—they need to shape it with purpose.

Yes, they need the technical skills. The research shows that critical thinking, reasoning, and problem-solving skills, along with the ability to use technology and conduct research, are essential for the future. But meaningful living demands deeper "soul skills"—staying human in a digital age. Emotional intelligence to navigate relationships across cultures, wisdom to cut through noise, compassion to bridge divides, resilience to rise from setbacks.

Business and industry are providing a very clear message that students need graduate skills to navigate spaces effectively. Therefore, what do students need most? They need the wisdom to discern truth from noise, compassion to bridge divides, and resilience to bounce back from setbacks that will inevitably come.

As educators, our responsibility is profound—to equip them fully. So I ask: When your students leave your classroom for the final time, *will they carry with them* everything they need to not just survive, *but to thrive and heal* our broken world?

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That's a powerful call to action. In your work, cultural awareness and inclusion aren't just buzzwords—they're lived values. How can teachers bring those to life in increasingly diverse classrooms?

Cultural awareness and inclusion become lived values when teachers recognise that teaching is an intentional act requiring genuine preparation. Every year, no matter if I have one class or five, whether leading pastoral care or teaching, I study student files, talk with previous teachers, memorize names and one personal fact before day one. It's my way of whispering, "You matter" before we meet. During the first week, students write down one fact about themselves, their goals for the year, and how I can support them—creating authentic connections that guide our entire journey together.

This intentional approach transforms classrooms into sacred spaces where every student feels seen, heard, and valued. I use culturally responsive content where students see themselves reflected in what we learn, carefully vetting materials and designing

assessments that honor their diverse experiences. When teachers actively listen to students' stories and create space for multiple voices, we don't just teach subjects, we heal souls and build bridges.

Here are my proven strategies: **Learn every student's name beforehand; use culturally responsive teaching materials; create inclusive assessment practices; build authentic student-teacher connections; and honor diverse religious and moral values.**

Whether I am leading as a pastoral coordinator, literacy coach, or IB coordinator, the principles remain the same. The question is not whether we can afford to do this work; it's whether we can afford not to. Every child deserves to walk into a classroom knowing they belong. Will you be the teacher who makes that happen?

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Those strategies feel so actionable and heartfelt. Your career's been a journey—from literacy coach to pastoral leader, curriculum designer to international advisor. Looking back, what was your most transformative moment as an educator?

When I look back at my journey, one moment stands out as absolutely transformative – my tenure at Richard Allen Schools. This is where everything changed for me, where I truly understood what it means to be seen, nurtured, and believed in.

Dr. Jeanette Harris spotted me as a student at Wilberforce and made a decision that would alter the trajectory of my entire career – she hired me. But more than that, she poured into me and nurtured my talent in ways I did not even know I needed. Under her guidance, alongside Dr. McIntosh and Dr. Michelle Bozeman, I experienced what true educational leadership looks like. No professional development was too expensive, no job shadowing opportunity was off limits – I was trained, guided, and groomed for success with an intentionality that took my breath away.

These leaders saw potential in me that I could not see in myself. They invested in my growth not because I was perfect, but because they believed in what I could become. By the time I migrated to the UK, I carried with me years of rich experience – from being a Writing Committee Member for the Ohio Department of Education to countless other opportunities that had been placed in my path.

That transformative moment taught me that great educators aren't just born – they're cultivated by other great educators who are willing to invest deeply in their growth. This is why I have dedicated my career to doing the same for others, because I know firsthand the power of being truly seen and developed

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What an inspiring legacy of mentorship. You often talk about resilience and reflection. How have you kept your heart open and spirit strong amid leadership pressures and constant change?

There's something sacred in those quiet mornings before the world stirs. I rise daily to watch the sunrise—its magic reminds me of hope, new beginnings, beauty amid chaos. It grounds me for whatever challenges the day might bring.

My morning routine has become my lifeline. I read a psalm, letting The Word speak to my heart, then I pray – not just for myself, but for the students, the teachers, the families whose lives I am privileged to touch. There's something powerful about starting the day connected to something greater than myself. Then journaling with mint tea—no sugar, just pure clarity—as I pour thoughts out.

This routine is intentional soul care. Through all the pressures of leadership, overwhelming organisational changes, doubts about my impact – these morning rituals have kept my heart open and my spirit strong. They remind me that leadership isn't about having all the answers; it's about staying connected to my purpose, my values, and my why.

The journaling especially, has been transformative – my happy place. I started journaling daily again when Dad – my hero, was laid to sleep. It's my healing journey... When I write, I process not just what happened, but what I learned, what I have been blessed with, how I grew, and where I need to improve. It activates my mind for learning, through daily intentional planning.

That quiet reflection time has taught me that resilience is not about being tough, mean, or about me – it's tenderness to keep caring, wisdom to grow, faith to believe in education's power to change lives.



Ms. Judy-Ann Green and her book

CLOSING THOUGHTS

Before we close, we'd be remiss not to acknowledge a powerful force in your journey—your father, Joseph Nathaniel Denton. His belief in words and people sparked your passion for writing and teaching. In *Mastering the Moment*, you dedicate it to him, honoring his profound mark. Judy-Ann, I know he's your true inspiration—we can't thank him enough for bringing you into this world. Anything special you want to share about him?

My Dad had this incredible gift – he could see the value in people that others overlooked. He taught me to be present, to really see people, to understand that how I show up in the world matters more than any title I might hold.

So much of my leading, teaching, writing, coaching—even interacting in service—comes from his quiet strength, deep value for people. He never announced goodness; it just flowed from him naturally.

What moves me most about his legacy is something he lived by every single day: “Do good, even when no one is watching. The good you do will follow you and your generation to come, as well as the bad. You choose.” That simple truth has guided every decision that I have made in my career. When I am alone in my office making curriculum decisions, when I am leaving early to have morning classes to aid my students, when I am having that difficult conversation with a

struggling teacher, I hear him on integrity as doing right because it's right, knowing “My gifts will always make room for me.”

My Dad held my hand and spoke greatness into me, but he did not do it just for me – he did it for an entire village. Whether he was buying uniforms for struggling families, quietly paying college fees for deserving students, or leaving the finest yams, bananas, plantains, and potatoes at front gates for those in need, my father embodied what it means to lift others up. I watched a humanitarian in action – a man who saw every person as worthy of dignity, care, and hope.

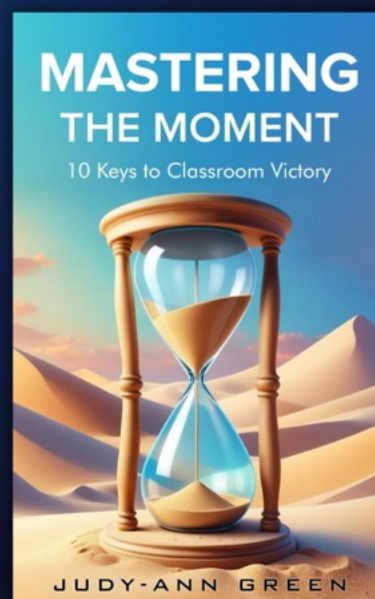
His belief didn't just spark my passions—it shaped me. Every strategy, reflection, insight carries his DNA of love, respect, belief in potential. That's the legacy I continue, the gift for every educator reading this. I am Joseph Nathaniel Denton's daughter.

Your book is truly a gift, shaped by experience and love. If there's one message you hope lingers with every reader—teacher, parent, or policymaker—what would it be?

If there's one message I hope burns itself into the heart of every reader, it's this: be intentional in every moment.

Intention transforms everything. It turns a simple ‘good morning’ into a connection, a lesson into a life-changing experience, and a classroom into a community where every child knows they matter. When you are intentional, you are not just teaching – you're building dreams, nurturing souls, and creating the conditions where miracles happen.

As I shared in this book, **“Building strong relationships with students is essential for wellbeing, ensuring a safe learning environment, and boosting academic achievement.”** This is not just educational theory – it's the heartbeat of real change.



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KEY TAKEAWAYS

- **Start with the whole child:** You cannot teach a child you don't know, and you cannot reach a heart you have not touched; academic success is impossible without an emotional foundation and genuine relationships.
- **Academic excellence:** Intentionally plan lessons and learning experiences that ignite that fire in students' eyes and teach graduate skills to equip them for the world.
- **Build supportive, inclusive environments:** Strong relationships and positive school culture among students, teachers, parents, and the broader community become the foundation for everything else we want to achieve in education.
- **Embed roots for lasting impact:** When we approach learners with genuine love, believe in their potential, and create safe spaces where they can grow, we are planting seeds for tomorrow that will impact the world. Yes, how we nurture this generation will determine our collective future.
- **Live cultural awareness and inclusion:** Make every student feel seen and valued by intentionally learning their names, stories, and backgrounds, using culturally responsive teaching to create sacred spaces where all belong.
- **Act with intentionality in every moment:** Be intentional in your next conversation, lesson, and policy decision because somewhere, a student is waiting for you to see them, believe in them, and help them discover the extraordinary person they are meant to become.
- **Answer the call to *Mastering The Moment*:** That student needs you to master this moment. Will you answer the call to transform lives one interaction at a time?





**CULTIVATING INTERCULTURAL UNDERSTANDING
AND COMMUNITIES OF BELONGING**

LEADERSHIP FOR INCLUSIVE GLOBAL EDUCATION

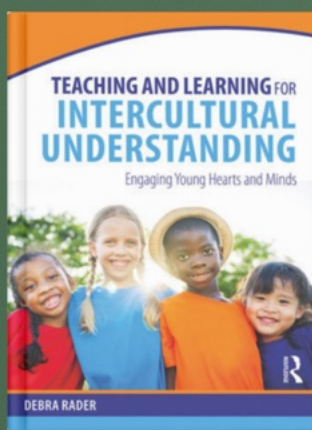
Sarah Kupke

✦ **NURTURING INTERCULTURAL UNDERSTANDING IN INTERNATIONAL SCHOOLS**

In our increasingly interconnected world, international education plays a vital role as a bridge between cultures, fostering mutual respect, understanding, and inclusion. International schools are not just places of academic learning; they are communities where individuals from diverse backgrounds come together, shaping the next generation of global citizens. Our vision and responsibility in international education is to cultivate inclusive learning spaces where students and educators engage in meaningful intercultural learning. Belonging extends beyond mere acceptance. True belonging thrives in environments where differences are valued, and woven into the fabric of school life.

Today's global political climate places many international schools in a complex intersection: they face being both champions of diversity and inclusion, and yet increasingly scrutinised under accusations of promoting "woke" agendas. The values of compassion, empathy, and equity that underpin intercultural understanding are sometimes mischaracterised as ideological threats rather than educational necessities. This tension has placed some international schools in a position where efforts to foster belonging and celebrate diversity are sometimes viewed with suspicion or are politicised. Yet, creating inclusive learning environments is not about exclusion or division; it is about acknowledging the full humanity of every student and educator. In an era marked by cultural polarisation, global migration, and identity-based conflict, the ability to navigate differences with curiosity and care is not optional. It is essential. International schools have a responsibility to work with young people to center intercultural understanding and equitable practices. This is not about favouring some identities over others, but about ensuring that all members of a school community feel seen, valued, and empowered to contribute. By leading with integrity and clarity, international schools can embrace their role as cultivators of inclusive global citizenship.

"Woke agenda" is a term often used by critics to describe social justice initiatives like diversity, equity, and inclusion, which they feel are too political or go too far



In her book "Teaching and Learning for Intercultural Understanding: Engaging Young Hearts and Minds," Debra Rader (2018) characterises intercultural understanding as both a disposition and a competence. As a disposition, it embodies a mindset that includes beliefs, values, and attitudes such as appreciation and respect for diversity, compassion, curiosity, open-mindedness, and a commitment to human rights. As a competence, it encompasses knowledge and understanding of cultures, languages, beliefs, identities, and global issues, along with skills like communication, intercultural awareness and sensitivity, critical thinking, problem-solving, resilience, and adaptability.

Debra Rader further elaborates that intercultural understanding involves engaging with and building relationships across cultures, requiring a willingness and ability to interact positively and respectfully with others, appreciating both differences and commonalities. She emphasises that developing intercultural understanding is a conscious choice that demands commitment, attention, and action, and is cultivated through lifelong learning.

✦ CHAMPIONING INCLUSIVE COMMUNITIES

At the Educational Collaborative for International Schools (ECIS), we are committed to fostering belonging through initiatives that challenge biases, promote equitable practices, and empower educators to lead with cultural awareness. Collaborations with other inclusive organisations (The International School Anti-Discrimination Task Force) enable educators to exchange knowledge, adopt best practices, and drive systemic change. The collective impact of this work reaches far beyond individual schools, contributing to a broader global aspiration for equity in education.



✦ UNDERSTANDING IDENTITY IN A GLOBAL CONTEXT

Creating inclusive schools begins with a deep exploration of identity. Educators play a crucial role in guiding students to understand their own cultural backgrounds while fostering respect for others. Identity is multi-dimensional, shaped by factors such as nationality, ethnicity, gender, language, and socio-economic status. Inclusive schools provide safe spaces where both students and educators can explore their identities, express themselves authentically, and appreciate the rich diversity of their peers.

Professional development opportunities and curriculum integration are essential tools for identity exploration. Schools that actively incorporate cultural storytelling, diverse literature, and personal narratives into their teaching practices help students connect with their own identities while broadening their perspectives on the world around them.

✦ ALIGNING SCHOOL VALUES WITH INCLUSIVE PRACTICES

The core values of an inclusive school reflect a deep commitment to equity and intercultural understanding. But stating a dedication to inclusion is not enough – schools must actively integrate these values into policies, curricula, and everyday interactions. This requires intentional efforts to ensure fair representation in leadership, unbiased hiring practices, and equitable access to educational resources.

Embedding intercultural values into the school culture means revisiting recruitment strategies, disciplinary policies, and extracurricular opportunities to ensure they promote diversity and equity. Schools that regularly assess their commitment to these principles create environments where every individual feels a genuine sense of belonging.

✦ CONFRONTING BIAS AND EXPANDING PERSPECTIVES

Bias, both conscious and unconscious, influences classroom dynamics, teacher-student relationships, and peer interactions. In schools that honour intercultural understandings, educators engage in ongoing learning to recognise and address these biases, ensuring that all students receive fair and supportive learning experiences. Such schools implement training programs that encourage self-reflection, foster open discussions on prejudice, and equip teachers with strategies for equitable teaching practices. This is an ongoing process of growth that demands humility, empathy, and action. Confronting biases is not about assigning blame; it is about recognising systemic patterns and taking steps to create more inclusive and culturally responsive educational spaces.



★ RECOGNISING PRIVILEGE AND POWER DYNAMICS

Privilege plays a significant role in shaping educational experiences, influencing who has access to opportunities and whose voices are amplified. International schools, in particular, operate within a complex landscape where privilege manifests in various forms: language fluency, citizenship status, socio-economic background, and more.



Dr. Emily Meadows' International School Wheel of Safety and Belonging provides a valuable framework for examining privilege and marginalisation in school communities. By addressing these power dynamics openly, educators can take meaningful steps toward creating equitable opportunities for all students.

Crenshaw's (1991) groundbreaking work in exploring the concept of intersectionality reminds us that identity is multifaceted. A student's experience is shaped by the interplay of race, gender, ability, and socio-economic status, among other factors. Schools that adopt an intersectional approach create more nuanced support systems, ensuring that students with intersecting marginalised identities receive the recognition and advocacy they need.

★ BUILDING A CULTURE OF ADVOCACY AND ALLYSHIP

Intercultural understanding for belonging is not a passive ideal. It requires active commitment from educators, students, and school leaders. Moving from being a bystander to an upstander means having the courage and compassion to challenge discriminatory behaviors, address microaggressions, and advocate for equitable policies, in constructive ways. Schools that nurture a culture of allyship empower individuals to stand up against injustice and support marginalized communities.

Programmes such as peer mentoring, student-led diversity initiatives, and social justice groups provide platforms for students and educators to work together in fostering inclusion. Schools that have implemented initiatives encouraging students to take on leadership roles in promoting cultural awareness and equity also support and empower student-driven change initiatives. By equipping young people with the tools to engage in courageous conversations, schools cultivate a culture of global citizens who are not only culturally competent but also actively committed to social justice.

STORYTELLING AS A PATHWAY TO UNDERSTANDING

Narratives have the power to bridge cultural divides, offering insight into lived experiences and fostering empathy. When educators and students share their stories, they create connections that transcend stereotypes and assumptions. Schools can integrate storytelling into their curriculum through literature, personal reflection exercises, and student-led initiatives that celebrate diverse perspectives.

Encouraging students to explore and share their cultural backgrounds fosters a deeper appreciation for the complexities of identity. This, in turn, strengthens community bonds and cultivates an environment where all voices are heard and valued.



A COLLECTIVE COMMITMENT TO INCLUSIVE EDUCATION

Creating schools that exemplify intercultural belonging requires sustained effort and collaboration. It demands that we examine our own perspectives, challenge ingrained biases, and take proactive steps toward equity. When educators commit to fostering environments where diversity is celebrated and inclusion is embedded into daily practice, they lay the foundation for a future where all students thrive.

At ECIS, we are dedicated to continually striving for equity and belonging. Through collective action, intentional leadership, and an unwavering commitment to intercultural understanding, we can create schools that truly reflect the diverse world in which we live.

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Sarah Kupke is Head of Professional Relationships and Partnerships at ECIS. In international schools she headed teams who developed innovative, interlingual approaches to learning and language development. Sarah is driven by the conviction that the life-long journey of engaging with intercultural understanding is vital to our appreciation of one another.

UNDERSTANDING THE SEVEN LEARNING STYLES

AND CRAFTING LESSONS FOR THEM

Tom Simms



Many things contribute to a top-notch classroom experience. Well-thought-out lesson plans, good communication skills, and excellent teaching techniques are great ways to make that hour in the classroom successful. However, when it comes to planning and delivery, it is important to note that there is no one-size-fits-all approach.

Each class is composed of different students with their own learning styles. Learning styles are the ways of understanding new information. Everybody has their way of learning and some methods can be very unique. However, there are seven established styles: visual, auditory, linguistic, kinesthetic, logical, social, and solitary. Each of these brings different challenges, and adapting to them is crucial. Therefore, teachers must gain key insights into different learners and adjust their techniques accordingly.

1 VISUAL LEARNERS

Visual learners learn best through observation and realia. They are often good at map and diagram reading and can retain and pinpoint specific details of visual materials. They also have vivid imaginations that help them picture concepts, situations, and scenarios. Furthermore, visual learners are usually creative and lean towards hobbies such as painting and model making.

When teaching these learners, educators should use materials such as printouts, images, and real-life items. These engage visual learners and allow them to recall information more easily. Such materials can also be used for classroom games and activities. For example, students could pass an item around until the teacher says stop, and then whoever is holding it could spend a minute talking about it.

Visuals that students can touch, hold, and pass around the class are a great way to stimulate these learners. However, teachers should also use the board. Better still, many classrooms now have technology such as monitors and smart boards. Teachers could provide internet images, power points, and videos. These will help visual learners grasp the information more effectively and create a more captivating learning experience for them and their peers.



2 AUDITORY LEARNERS

While visual learners prefer observation, auditory learners learn by listening. They favor verbal instructions and often have a good memory for spoken word. These learners are usually partial to music and tend to learn words from songs more than other learners. When in class, auditory learners enjoy reading out loud and often excel in oral presentations and storytelling. They also enjoy class discussions where they can tackle problems and challenges.

There are plenty of techniques to try when teaching auditory learners. One of the best is repetition (when they hear information repeatedly and then restate it). Teachers can further this technique by asking concept check questions on the information. In addition to reiterating information to their teachers, these learners should also have opportunities to work with their peers. Students could work in small groups, source information, and devise a presentation together. This way, they can hear different perspectives and discuss ideas, which helps them retain information and learn effectively.





3 LINGUISTIC LEARNERS

Like their auditory counterparts, linguistic learners learn well through spoken word. However, they can also learn well through the written word too. Their ability to understand information through different mediums and knack for communication are distinct traits among such learners. These skills appear in both the classroom and their professional lives as they usually gravitate toward careers such as journalism and copywriting.

When teaching linguistic learners, teachers should use a variety of verbal techniques. For example, have the class read together first, then have the students write different ideas about the text. Next, they could present their ideas to the class and have a round of Q&A afterward. Another good activity is to have students write a script based on the topic, which they then act out with a partner. These tasks not only provide different learning dimensions but make use of multiple skills. They also bring more creativity to the classroom, making it a more fun and engaging learning environment.

Linguistic learners often enjoy group work, and there are many different ways educators can fit this into their lessons. Teachers could present keywords and ideas and allow students to discuss them together. Teachers could also provide quizzes where students can work in groups and discuss answers. Alternatively, students could do quizzes individually and discuss and debate answers afterward (either in groups or as a class). These are great ways to stimulate linguistic learners, allowing them to use their communication skills and collaborate with their peers.

4 KINESTHETIC LEARNERS

Kinesthetic learners learn best through physical activities. Unlike most other types of learners, they prefer to be active rather than reading and writing about things. These learners tend to have good hand-eye coordination and excellent muscle memory. Kinesthetic learners are also known for their high energy levels and eagerness for experimentation.

Teaching these learners can be challenging, but there are several techniques that work well. One of the best ways to stimulate these types of learners is by using physical exercise, allowing hands-on experience, and using movement to answer questions. Students could jump in place to give an answer or have steps and gestures for words and numbers. Little quirks like these make the lesson more engaging for them, improve attention, and increase brain activity. A further way to stimulate kinesthetic learners is to give them physical challenges. Puzzles and model kits increase memory and concentration while allowing them to work with shapes and objects.

5 LOGICAL LEARNERS

Logical learners are known for their use of mathematics and reasoning. They are often good at recognizing patterns and making connections and are known for their analytical approach to tasks and challenges. These learners prefer to examine situations, devise solutions, and often have a systematic approach to problem-solving. Their skills often give them an edge in core subjects like science and maths and lead them to excel in careers like programming, analytics, and finance.

Keeping logical learners stimulated often demands more challenging tasks. Debating, finding and solving problems, and distinguishing facts from opinions are all good options. However, one way to really challenge these learners is to provide critical thinking exercises where they can interpret abstract information. Teachers could give articles or research papers that they have to summarize. Then, to stretch them further, get them to provide facts and statistics to accompany their findings. Such tasks allow them to decipher and recapitulate information, which makes good use of their skills.



6 SOCIAL LEARNERS

Social learners often enjoy communicative activities and group work. They like to brainstorm, collaborate, and work on tasks in teams. They are also known to be vocal and inquisitive and tend to be good listeners. Social learners' skills prove assets in both school and their professional lives. They often thrive in careers that involve working with people, such as youth services and mental health counselors.

Some of the best activities for social learners are sharing stories and class discussions where students can bounce ideas off each other. These allow them to interact with their peers and actively engage with the lesson content. Keeping social learners engaged often calls for more creative practices as well. There are many options here, but role play is undoubtedly one of the best. Students could work in pairs and devise a script based on the lesson content, which they act out in front of the class. It could be a job interview, a sales and marketing piece, or discussing plans for an event.

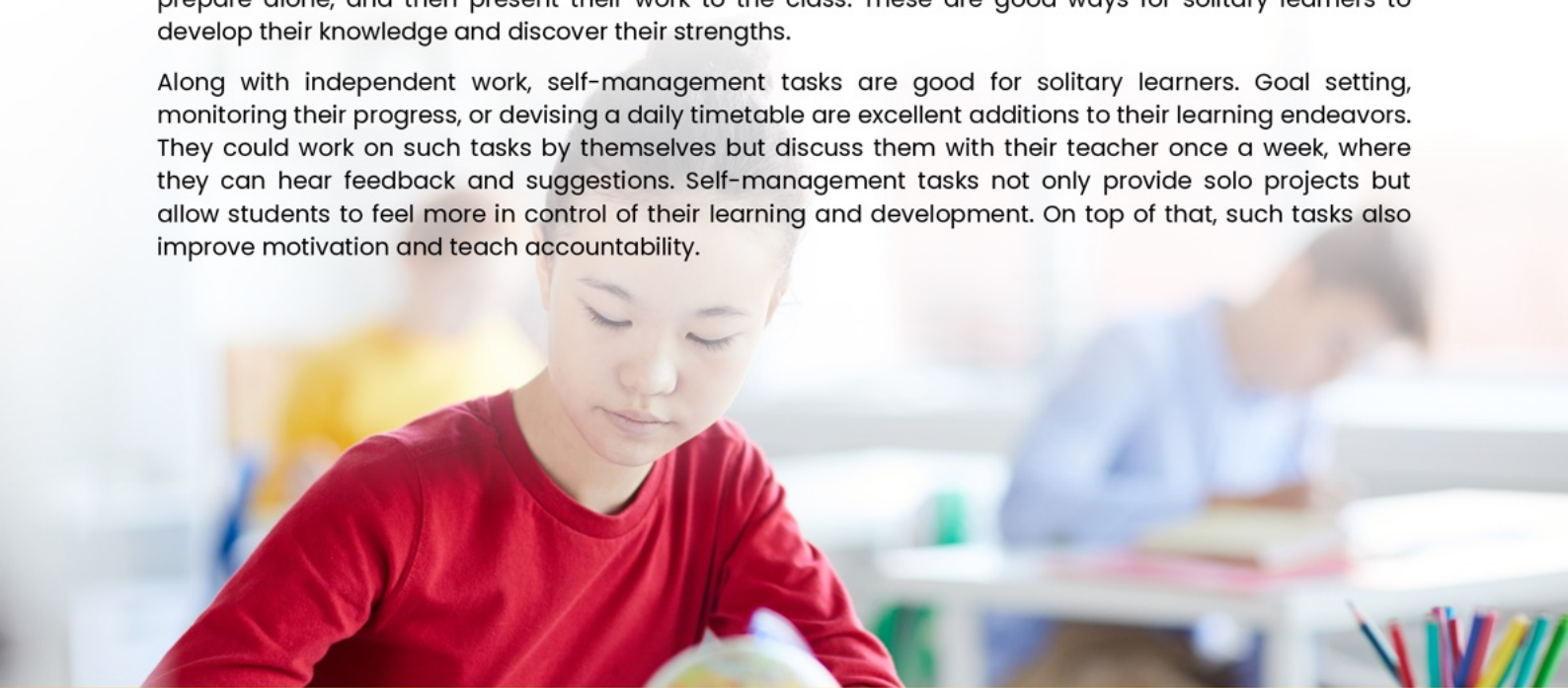
Along with discussions and role play, group projects are also ideal for social learners. They could work in small teams where they research information together and devise a presentation for the class. Such projects could be a book report, a product, or even a student film. Collaborating on such assignments is ideal for social learners as it allows students to share knowledge and enhance their social skills while learning.

7 SOLITARY LEARNERS

In contrast to social learners, solitary learners prefer to self-study and work alone. These learners are known to be very independent, self-motivated, and in tune with their thoughts and feelings. They usually dislike crowds and seek solace in quiet places where they can focus. Solitary learners are also known to be introspective and often spend time reflecting on their work and refining their ideas.

The best way to provide a quality learning experience for these learners is by setting individual tasks and challenges. Some good examples are reading, journaling, and brainstorming alone instead of in groups. Another go-to activity is individual projects. Students could choose a topic assignment, study and prepare alone, and then present their work to the class. These are good ways for solitary learners to develop their knowledge and discover their strengths.

Along with independent work, self-management tasks are good for solitary learners. Goal setting, monitoring their progress, or devising a daily timetable are excellent additions to their learning endeavors. They could work on such tasks by themselves but discuss them with their teacher once a week, where they can hear feedback and suggestions. Self-management tasks not only provide solo projects but allow students to feel more in control of their learning and development. On top of that, such tasks also improve motivation and teach accountability.



ASSESSING AND ACCOMMODATING DIFFERENT LEARNING STYLES

When it comes to any class, it is essential to identify different learning styles and tailor lessons accordingly. Doing so mainly comes down to intuition and being able to read the room. However, there are a variety of methods educators can use to assess their pupils. For instance, observing students closely during the early weeks of the school year. This way, teachers can analyze different styles and how their students respond to varying techniques. Teachers also could gauge learning preferences through class discussion. With a new class, teachers could ask students about different ways of learning and note down some of their ideas.

Once teachers know the different learning styles in their classes, the next step is devising different strategies for their lessons. Each class will have different learners, and teachers will need to apply multiple techniques. For example, with a reading exercise, the class could read together for the social learners and then read in silence for the solitary ones. Along with different teaching practices, students should be allowed more independence in class. Say for a project, students could decide to work in groups, pairs, or alone. This way teachers will be able to touch on many different learning styles, ensuring all students get the most out of their lesson.

Identifying different learners and applying the right methods can certainly be challenging, but it is also one of the most rewarding aspects of teaching. For today's educators, this is not optional—it is essential. Developing the ability to recognize diverse learning styles and respond effectively takes time, reflection, and consistent practice. Yet, with the right mindset and willingness to adapt, teachers can truly excel in creating dynamic, inclusive, and impactful lessons.

When educators invest in understanding how each learner thinks, feels, and engages, they empower students to thrive—not just academically, but also socially and emotionally. Meeting these varied needs ensures that every student experiences learning as meaningful, personalized, and transformative.

In short: learn the styles, choose the modes, and deliver not just a lesson, but a learning experience that inspires, motivates, and equips students for success.



Learn the styles, choose the modes, and deliver not just a lesson, but a learning experience that inspires, motivates, and equips students for success.

Tom Simms



Tom Simms is an experienced educator and freelance writer based in Ho Chi Minh City, Vietnam. Since relocating there in 2017, Tom has taught English in schools, language centers, and online, gaining valuable insights into diverse learning environments. With a passion for writing, he has recently expanded into freelance work, penning articles on travel, history, and education.

INCLUSIVITY



When a flower doesn't bloom, you
fix the environment in which it
grows, not the flower.

Alexander Den Heijer



2 Years
ANNIVERSARY

Eduverse
PD NETWORK

MADE BY EDUCATORS
FOR EDUCATORS

TOGETHER WE GROW

2
Years
ANNIVERSARY

Two years ago, **EduVerse** was just a seed of an idea — a space where educators could come together, not only to share knowledge but also to dream, innovate, and shape the future of learning. Today, looking back, I am filled with pride and gratitude. EduVerse has grown into a vibrant global community of nearly 7,000 educators, **made by educators, for educators**. It is proof of what we can achieve when passion for education meets collective purpose.

In these two years, we've never stood still. EduVerse has continued to evolve with fresh, future-forward initiatives — from launching our world's first **AI-hosted podcast**, to organizing the global **Edu361 Expo**, the first 48-hour nonstop virtual education summit in a 3D immersive space. Each milestone has been a step closer to our vision of creating a world where educators are empowered, connected, and inspired to make learning more meaningful for the next generation.

None of this would have been possible without the tireless contributions of our amazing contributors, speakers, writers, and volunteers. Your dedication, creativity, and belief in this vision have breathed life into EduVerse, making it not just a platform, but **a movement**. To every person who has shared an article, led a session, or simply encouraged others to join — you are the heartbeat of EduVerse.

As we celebrate this 2nd anniversary, I invite you to continue this journey with us. Join, share, and bring along a fellow educator. **Let's keep learning, innovating, and building the future of education — together.**

With gratitude and hope,

Le Dinh Bao Quoc (Ed.D.)
Head of EduVerse

UNITED IN PURPOSE

2
Years
ANNIVERSARY

At the heart of EduVerse are our **incredible contributors**—educators, writers, presenters, and visionaries from around the world who generously share their voices, ideas, and stories. Your passion and dedication breathe life into every issue, reminding us that education is a collective journey. EduVerse would not be what it is without you, and we honor your invaluable role in shaping this growing community and the future of education.

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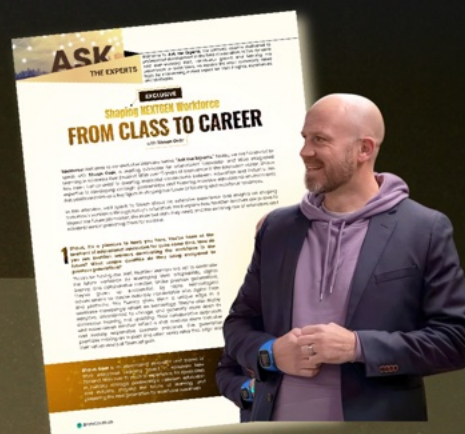
In every edition of EduVerse, our **Ask the Experts** column brings together **thought leaders** and **seasoned educators** who generously share their insights, experiences, and foresight. Their voices not only illuminate pressing issues in education but also inspire us to reimagine what learning can be. We deeply honor their expertise and thank them for shaping the conversations that empower teachers and learners worldwide.

GUIDED BY EXPERTS

MEET LAST YEAR'S SPECIAL GUESTS



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Singapore



Shaun Gear
Educational Innovator
New Zealand



Fiona Mauchline
Co-founder of EVE
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Education Leadership
USA



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Emeritus Professor of Educational
Psychology
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Phillip Alcock
Director of Innovation at AlxPBL
Mexico

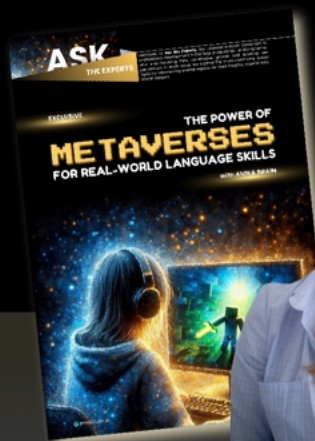


Shahida Rehman
Founder/ CEO
Skilling Future
Pakistan



Morgan Whitfield
Book Authors, Head of Scholars
Canada





Anika Brain
EdTech entrepreneur
Spain



Judy-Ann Green
Educator and Leader
United Kingdom



Dr. Joseph Rene Corbeil
Professor of Educational
Technology
USA



Dr. Maria Elena Corbeil
Professor of Educational
Technology
USA



Stacy Kratochvil
EdTech Specialist
USA



Cate Tolnai
Educational Leader/ Author
USA



WEBINAR PRESENTERS

2 Years ANNIVERSARY



Free PD Webinar #7

Innovative Teaching Techniques for

Classroom Management and Student Engagement



Ms. Hanh Nguyen

Academic Specialist
at Pro.Ed Education Solutions

Eduverse
PD WEBINARS



Free PD Webinar #8

Maximize Learning:

THE POWER OF DIFFERENTIATED INSTRUCTION



Ms. Gülbin Özdemir

Award-winning EFL Teacher
Serik Science & Art Center

Eduverse
PD WEBINARS

VOICES THAT INSPIRE



The **EduVerse PD Webinar Series** is powered by **incredible educators and innovators** who share their time, passion, and expertise to uplift our teaching community. Each presenter brings fresh perspectives and practical wisdom that spark growth, reflection, and transformation in classrooms around the world. We honor their invaluable contributions and celebrate their role as catalysts for professional learning and collective progress.



Bringing English to Life:

PRACTICAL TIPS FOR REAL-WORLD COMMUNICATION



SUSHIL PENUTI

International ELT Consultant &
Pedagogy Publishing Specialist



8:30PM Vietnam Time

13 DEC
FRIDAY 1:30PM (GMT)



Senior Director
Global Scale of English
Pearson

Mike Mayor



07 FEB 8:30PM
FRIDAY 1:30PM
LIVE GMT

FREE PD WEBINAR #10

THE PSYCHOLOGY OF LEARNING: BUILDING CONFIDENCE IN LANGUAGE LEARNERS



FREE PD WEBINAR #11

FOSTER CREATIVITY IN THE CLASSROOM

Evidence, Challenges, and Impact

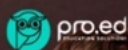
PRIMARY TO HIGHER EDUCATION

25 Friday
April, 2025
8:30 PM Vietnam Time
1:30 PM GMT



DR INGRID H LEE

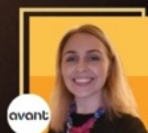
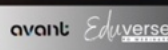
Innovative Education Strategist
Expert in Curriculum
Assessment & Leadership



FREE PD WEBINAR #12

TOOLS, ASSESSMENTS & REWARDS TO CHAMPION STUDENT SUCCESS

LIVE zoom



WIOLETA ANTECKA
European Partnerships Coordinator
Avant Assessment



LINDA ECNATZ
Executive Director
Global Seal of Biliteracy

13 Friday
June, 2025 | 8:30 PM Vietnam Time
1:30 PM GMT



*Edu*verse
PD NETWORK

IN

GLOBAL EYES

EduVerse is more than a platform — it is a meeting place where educators, innovators, and learners from every corner of the world converge. Through stories, exchanges, and shared visions, EduVerse reflects education in its truest form.

With its presence spanning 186 countries, EduVerse embodies what education can be: borderless, inclusive, and transformative. It is where global perspectives meet local experiences, shaping the future of learning for the world we share.

2
Years
ANNIVERSARY

WHAT DOES EDUVERSE MEAN TO YOU, AND WHAT VALUE DO YOU SEE IT BRINGING TO EDUCATION?



Prof. Marcela Cecilia Danowski

*ISFD Pedro Poveda / ISFD St
Trinnean's
Argentina*

EduVerse, to me, is like a global staffroom where passionate educators can meet without borders. It is a space where we share ideas, feel inspired, and learn from each other's experiences in a way that is generous and energizing.

What I value most is that EduVerse does more than share content. It builds connections, bringing together diverse voices and perspectives. It helps us see education through new lenses and encourages us to adapt, grow, and create better learning experiences for our students.



Alla Lytvynenko

*Dnipro Lyceum # 144
Ukraine*

EduVerse unites educators all over the world. It gives them an opportunity to get new insights and to share their experience.



Jade Arthur

*Make the Grade with Jade
USA*

A place to discuss technological advancements in education as well as ways to improve instructional quality.



Prof. Carla Mae Masculino

*Uni. of Cebu Lapu-Lapu
and Mandaue
Philippines*

Eduverse has profoundly shaped my teaching philosophy, emphasizing the transformative power of collaboration and a broadened perspective. It's more than a platform; it's a dynamic community that unites educators globally, fostering a collective drive to enhance pedagogical methodologies. This experience has been instrumental in equipping me with innovative strategies and a global outlook, ensuring I remain an effective and forward-thinking educator in the 21st century. It's a powerful tool for advancing our collective mission to provide exceptional learning experiences for all students.



Fajarudin Akbar

*GSE Ambassador
Indonesia*

EduVerse has been a vibrant hub of inspiration and connection. It's not just a platform, it's a community where ideas flourish, educators uplift one another, and innovation feels accessible.



Prof. Angélica María Rojas Isaza

*Universidad Del Cauca
Colombia*

EduVerse means bridging worldwide education through a dynamic, up-to-date platform where educators and members of international academic communities can actively participate. It is a fantastic space that stands out for its valuable contribution to new generations, offering a rich blend of expertise, technology, and pedagogical practices to be shared, explored, and enjoyed.

LOOKING BACK, WHAT ARE YOUR REFLECTIONS OR EXPERIENCES FROM BEING A MEMBER OF EDUVERSE?



Prof. Joseph Rene Corbeil



Prof. Maria Elena Corbeil

*The University of Texas Rio
Grande Valley
USA*

Looking back, our experiences with EduVerse have been both rewarding and inspiring. As contributors, we've had the opportunity to share our perspectives through the Ask the Experts column in the EduVerse Newsletter and as a panelist in the AI Versus Human Debate at the Edu361 Expo 2025. Both experiences were not only fun and engaging, but also helped us connect with a global community of educators who are grappling with the same questions about the future of teaching and learning in the age of AI. Partnering with EduVerse has reminded us of the importance of collaboration, dialogue, and innovation in education, and we're grateful to be part of this journey.



Marina Vasilyevna Evglevskaya

*CIC
Egypt*

It was a very good experience and a great chance for me to share my knowledge with other people who are eager to absorb them

My voice is heard by anyone interested in professional development.



Dr. Ha Van Sinh
*PTC Language Center
Vietnam*



Jessica Maddy

*BrightMinds-AI
USA*

I've had the pleasure of presenting, running a live debate with AI, and writing for the EduVerse publication, and each experience reinforced how hungry educators are for both innovation and authenticity. Whether sparking conversations about AI ethics, exploring purposeful tech integration, or encouraging critical dialogue, I've seen how EduVerse creates a bridge between big ideas and removes the boundaries across oceans.

It was a great opportunity to get connected with people worldwide.



Payal Das
*Shantiniketan Indian
School Doha
Qatar*

I am proud to support and be a member of the community that looks to advance education across the region and globe.



Derek Spafford
*Macmillan Education
United Kingdom*

WHAT WOULD YOU SAY TO ENCOURAGE MORE EDUCATORS TO SHARE THEIR VOICES AND CONTRIBUTIONS THROUGH EDUVERSE?



Nnenna Obumma
*University of Port Harcourt
Nigeria*

Take the bold step. You are potentially great, don't limit yourself, be part of an emerging evolution and count yourself ever luck.



Carla Powell-Lewis
*Spirit Of Excellence Learning Systems
USA*

We do not exist in silos. Education is not an isolated profession or institution—it is part of a larger, interconnected world. As educators, we have both the privilege and the responsibility to model and teach the importance of global citizenship, respect for diversity, and the power of innovative technology to bridge distances and connect minds.

Platforms like EduVerse make this possible by giving us the tools and space to share our voices, learn from others, and inspire change far beyond our own classrooms. When we contribute, we're not just sharing ideas—we're helping to shape a more connected, informed, and compassionate world for our students.



Dr. Muhammad Bilal Anwar
*East Sussex College,
University of Brighton
United Kingdom*

Your voice matters. By sharing your experiences and ideas on EduVerse, you're not just telling your story you're inspiring others, shaping practice, and helping education grow beyond borders. One insight could be the spark that transforms a classroom somewhere in the world.



Dr. Martha Umana
*AIA For Educator
USA*

I'll keep reminding us: collaboration changes outcomes, one moment, one student at a time. When we share what worked (and what didn't), we give another educator exactly what a student needs today: a way into a text, a calmer transition, a spark of confidence.

EduVerse makes that possible at scale. Add your voice. Share one practice, one story, one resource. Together, we turn collective wisdom into individual breakthroughs, because every student deserves that moment.

EduVerse has a unique approach to educational topics, which allows authors to share their knowledge and learn from peers, as well. Join the EduVerse community where practice and theory meet to create the future of education!



Dr. Ana Jovic
*ThinkLink
Serbia*

WHAT WOULD YOU SAY TO ENCOURAGE MORE EDUCATORS TO SHARE THEIR VOICES AND CONTRIBUTIONS THROUGH EDUVERSE?

Eduverse Topic is interesting and addresses the current needs of teachers and students. The speaker is good in sharing their personal experiences and strategies about the topic.

I am excited to apply and share the knowledge that i have learned today to my students and to my fellow teachers.



Cherrie Angcao
*Anubanmuangmai
Chonburi School
Thailand*

I'd encourage fellow educators to join future EduVerse PD Webinars because they offer practical insights and strategies that can be directly applied in the classroom. The sessions are engaging, research-based, and designed to enhance teaching effectiveness, making them a valuable opportunity for professional growth.

Aufilea Anak Paulus
*University Malaysia Sabah
Malaysia*



SY Hong
*Prek Leap High School
Cambodia*

Well, it is highly recommended for those who really wish to develop their capacity in the education field. Go for it. Grap this golden chance . Look no further.



Cellen Sherwin David
*Zhongde International Beijing
China*

Come learn engage and apply you won't regret I would encourage fellow educators to join future EduVerse PD Webinars by highlighting the valuable opportunity they provide to stay updated on the latest trends and tools in education. These webinars offer a platform for professional growth, allowing us to share insights, collaborate with like-minded educators, and gain new strategies that can be directly applied in the classroom. Plus, the interactive format ensures that we can ask questions and discuss practical solutions that improve our teaching practice.



Dr. Sevinj Seyidova
*Baku Higher Oil School
Azerbaijan*

I would highly recommend future EduVerse PD Webinars, as they offer valuable insights, practical strategies, and opportunities for professional growth, helping educators stay updated and improve their teaching practices.



Gisella Bazan
*English with Joy
Canada*

If you want to stay up to date with language teaching advancements, EduVerse PD Webinars are a must.





AMBASSADORS

Our **EduVerse Ambassadors** are the heartbeat of our global movement—passionate educators, leaders, and changemakers who extend EduVerse's mission to communities across continents. With their dedication and belief in the power of collective growth, they help us reach and inspire educators globally.

We honor their unwavering commitment to spreading knowledge, building bridges, and shaping a brighter future for learners everywhere.

2
Years
ANNIVERSARY



AMBASSADORS



ROBERT MARTINEZ



LORENA OJEDA



WIOLETA ANTECKA



MICHELLE H S QUICK



DR. DAWN WINK



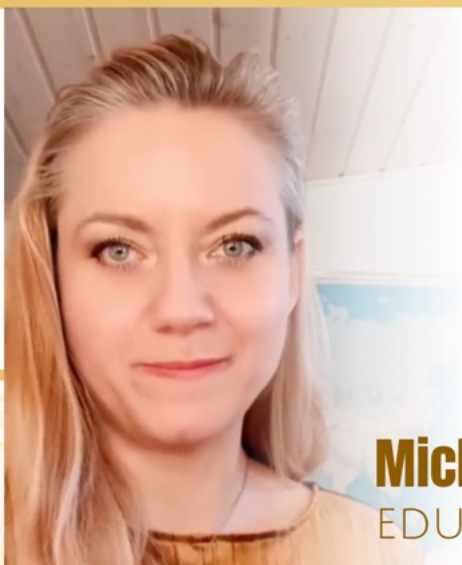
JUDY-ANN GREEN



GULBIN OZDEMIR



TRACY HUYNH



EduVerse: Why did you join EduVerse as an ambassador?

I joined EduVerse as an ambassador because I believe in the power of education to transform lives and create opportunities across borders. EduVerse represents innovation, collaboration, and inclusivity, which are values I deeply share. Becoming an ambassador gave me the chance to contribute, to connect with inspiring people from around the world, and to support a community that is shaping the future of global learning.

Michelle H S Quick
EDUVERSE AMBASSADOR



EduVerse: Tell us about a value you most like to advocate for in shaping the future of education.

Wow, I am exciting to share this lifelong dream of mine with our EduVerse community.

The value I most like to advocate for in shaping the future of education is equity ensuring every learner, regardless of background or circumstance, has access to the resources, opportunities, and support they need to thrive. Its reach is far, influencing not just classrooms but entire communities, breaking cycles of disadvantage, and empowering the next generation to lead with confidence and compassion.



Judy-Ann Green
EDUVERSE AMBASSADOR

Becoming an

EDUVERSE AMBASSADOR!

Are you passionate about promoting equity and diversity in education?

Do you believe in the power of accessible, high-quality professional development for educators at every corner of the world?

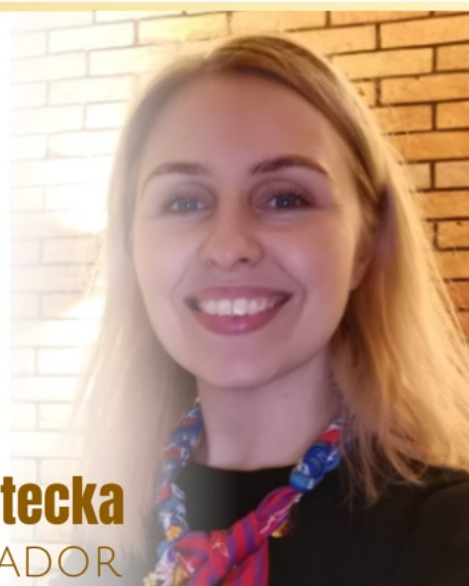
Email us at quoc.ldb@proed.com.vn

EduVerse: What has been your most meaningful experience as an EduVerse Ambassador?

My most meaningful experience as an EduVerse Ambassador was being part of the Edu361 Expo—both as a speaker and an attendee. Sharing my ideas and learning from such a passionate audience was incredibly rewarding. Exploring new perspectives, and feeling the energy of a community dedicated to transforming education together ensured me I am in the right place!



Wioleta Anteck
EDUVERSE AMBASSADOR



EduVerse: How do you see EduVerse making a difference for educators worldwide?

What an honor to be invited to join EduVerse as an ambassador. I joined for the global collaboration focused on transformative education, uplifting innovative and creative educational initiatives, communities, and ideas. EduVerse strengthens and supports educators worldwide through its incredible online community, allowing access and connection across the miles and seas that would otherwise not exist.



Dr. Dawn Wink
EDUVERSE AMBASSADOR



EduVerse: What's your message to inspire more educators to join or support the EduVerse community?

I'd say that your experience and ideas have the power to inspire and shape learning far beyond your own classroom. EduVerse is a space where your voice can spark conversations, share practical solutions, and connect you with educators facing similar challenges worldwide – this really inspired me at the conference. By contributing, you're not just sharing – you're building a richer, more diverse educational community that benefits us all.



Robert Martinez
EDUVERSE AMBASSADOR





pro.ed
EDUCATION SOLUTIONS

2
Years
ANNIVERSARY



BEYOND LIMITS
REIMAGINE. RETHINK. REINVENT
TEACHING AND LEARNING

25-26-27 07 2025 48 HOURS NON-STOP **ONLINE**
STARTING JULY 25, AT 10 AM GMT



EDU361 Expo 2025 was EduVerse's signature global virtual education summit, held from July 25–27, 2025, in celebration of EduVerse's 2nd anniversary. This groundbreaking 48-hour, non-stop online expo brought together educators, innovators, researchers, and thought leaders from across time zones and borders.

For the first time ever, a global education summit took place in a 3D immersive environment, offering participants a truly life-like conference experience — one that redefined what virtual learning and collaboration can feel like.

LOOKING BACK and AHEAD

48 hours non-stop | **115** presentations | **118** global educators | **47** countries | **8** Edtech and Edu brands
Plenaries | Panels | AI-Debates | Networking | 1:1 Talks with Experts | Games | Photo booths | e-Certificate

MESSAGE FROM THE ORGANIZER

When EDU361 Expo 2025 began, it was more than just the launch of a 48-hour event. It was the realization of a dream: to create a space where educators from every corner of the world could meet, share, and reimagine what teaching and learning could be.

Over two days, we didn't just attend sessions. We listened, questioned, and connected across borders — from Vietnam to Morocco, Ghana to Poland. Together, we explored how AI might empower teachers instead of replacing them, why well-being must come before content, and what it really means to prepare learners for a complex, global future.

What started as an idea — perhaps even a wild one — became something bold, beautiful, and deeply global. With 118 speakers, 115 sessions, and participants spanning nearly 50 countries, EDU361 Expo wasn't just an event. It was a movement of voices, visions, and values.

As we look ahead, the theme remains the same: **Beyond Limits**. Because the future of education is not built by systems alone. It is built by people — people who dare to rethink, reimagine, and reinvent.

Thank you for being part of this journey. Let's carry the energy forward, keep building, and lift each other up — long after the screens go dark. And yes — we'll see you again at EDU361 Expo 2026.

With gratitude and hope,

Le Dinh Bao Quoc (Ed.D.)

Head of EduVerse | Edu361 Expo 2025 Organizer

IN PARTNERSHIP WITH

3D IMMERSIVE ENVIRONMENT

The first-ever edu conference to offer a real-life conference experience like never before



KEYNOTE SPEECHES

KEYNOTE 1

THE AI SWEET SPOT: SUPPORTING LEARNING WITHOUT REPLACING THINKING

Learning is not child's play; we cannot learn without pain" – Aristotle. As AI becomes increasingly integrated into education, it must support learning without replacing thinking. While technology offers new opportunities to foster curiosity and engage students, it can also weaken the intellectual resilience needed for deep understanding. Struggle, growth, and cognitive challenge remain central to meaningful education. This keynote examines AI's evolving role—when does it enhance learning, and when does it diminish it? By highlighting historical perspectives, present applications, and future possibilities, we explore the sweet spot where AI innovation empowers students without compromising the essence of true learning.

DR. ROBERT STROUD
HOSEI UNIVERSITY, JAPAN



KEYNOTE 2

FROM LOCAL LEARNER TO GLOBAL CITIZEN: TRANSFORMING STUDENTS FOR A SUSTAINABLE FUTURE

Today's learners must be more than academically prepared—they must be globally conscious, empathetic, and future-ready. This session offers a transformative framework to help educators cultivate "sustainable students" with the skills to think critically, act responsibly, and engage with global issues.

Attendees will explore practical strategies to embed global citizenship, independence, and cultural fluency across PK–16 learning environments.

CARLA POWELL-LEWIS

SPIRIT OF EXCELLENCE LEARNING SYSTEMS, USA



KEYNOTE 3

TRANSFORMATIONAL TEACHING, LEARNING, AND LEADERSHIP

This presentation explores and guides educators through a journey of self as learner, self as teacher, and self as leader. Self as learner invites a journey inward to engage with transformational learning, entering the imaginal world and cultivating presence. Self as teacher delves into educational research, revitalizing teaching, and curriculum development & assessment. Self as leader broadens into partnership, collaboration, passion, and action. Participants will reflect, engage with, and create their own authentic journey with learning, teaching, and leadership.

DR. DAWN WINK
SOUTHWESTERN COLLEGE, USA



KEYNOTE 4

WORLD ENGLISHES AND ENGLISH LANGUAGE TEACHING

English has become a worldwide vehicle for communication for all its users, regardless of their national origin, other languages spoken, or even their proficiency. This workshop therefore considers how English's global status shapes how English is learned, taught, and tested. Who does English belong to? What should the goals of learning English be? What English varieties are the best models? How do other languages fit in? Who are the most appropriate teachers of English? What are the best language teaching materials? How should we assess English?

DR. IAN WALKINSHAW
GRIFFITH UNIVERSITY, AUSTRALIA



KEYNOTE 5

DIFFERENTIATED LEARNING AND TEACHING IN THE AGE OF AI - WHERE ARE WE HEADED?

Traditional differentiated instruction has long recognized that learners possess unique strengths, interests, and learning preferences. However, the manual implementation of truly personalized learning experiences has remained a significant challenge for educators managing diverse classrooms. As we advance into the AI era, differentiated learning and teaching is naturally evolving toward adaptive learning and teaching—a more dynamic, responsive approach that adjusts in real-time to learner behaviors, preferences, and performance.

DR. RON MORRAIN
UNIVERSITY DUISBURG ESSEN, GERMANY



PANEL DISCUSSIONS

PANEL 1

FROM ACCESS TO IMPACT: RETHINKING EQUITY AND INCLUSION IN GLOBAL EDUCATION

In today's learning ecosystems, mere access is not enough. This panel explores how we can ensure deep engagement and success for every learner—particularly those from marginalized, underserved, or neurodiverse backgrounds. Together, we'll examine how technology, community, and pedagogy can come together to deliver meaningful learning outcomes for all.



MODERATOR
JUDY-ANN DENTON-GREEN
ENTREPRENEUR

WITH



Ms. Jane Stratton
Tutor and Cognitive
Learning Specialist



Ms. Linda Egnatz
Global Seal of Biliteracy



Ms. Carla Powell-Lewis
Spirit Of Excellence
Learning Systems



Dr. Grzegorz Spiewak
Development of
Language Education



Ms. Raquel Ribeiro
Digital Mentor

PANEL 2

HUMANS + AI

THE NEW HARMONY IN EDUCATION

AI is rapidly reshaping education—but how do we ensure it augments rather than undermines human connection and teacher agency? This panel investigates how educators and intelligent tools can collaborate to unlock learner potential. In particular, we'll dive into the evolving role of AI in English language learning, feedback systems, and classroom innovation.



MODERATOR
DR. KAMIL MIELNIK
IGNATIANUM UNI./ INPOST

WITH



Dr. Ron Morrain
University Duisburg
Essen



Dr. Walid M. Shawky
Modern College of
Business and Science



Dr. Robert Stroud
Hosei University



Mr. Rob Howard
OnlineLanguageCenter

PANEL 3

MENTAL HEALTH, MOTIVATION, AND MEANING — REIMAGINING STUDENT AND TEACHER WELL-BEING

Burnout, disengagement, and stress are global challenges affecting learners and educators alike. This panel shines a light on practical, research-based strategies that cultivate resilient classrooms—spaces where both teachers and students thrive emotionally, socially, and cognitively.



MODERATOR
LORENA OJEHA
INTL NEURODIVERSITY COACH

WITH



Dr. Amy Davis
Studiously



Dr. Jaime Bissa
Baptist Health
Sciences University



Mr. Dave Read
the-lightworks.co.uk



Ms. Anna Machura
University
College Cork



MODERATOR
MOHAMED NABIL
EDUCAST INT'L CONFERENCES

PANEL 4

FUTURE-READY, WORLD-READY: WHAT NEXTGEN LEARNERS REALLY NEED NOW

In a world marked by climate urgency, tech disruption, and shifting labor markets, education must evolve to empower learners as adaptive, empathetic, and proactive global citizens. This capstone panel invites bold ideas on what it takes to prepare learners for not just employment—but for meaningful impact.

WITH



Ms. Andy Lucchesi
Skillling Future,



Ms. Marcela C. Danowski
ISFD St Trinnean's



Ms. Courtney Bailey
University of South Carolina



Ms. Sanaa Ilyas
Skillling Future/
NUCES-FAST



Dr. Le Dinh Bao Quoc
Pro.Ed Educations Solutions/
VIA English Academy

AI DEBATES

For the first time ever, only at the EXPO!

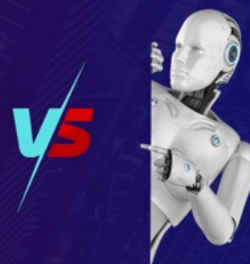
AI-DEBATE 1:

SHOULD WE RETHINK ENGLISH LEARNING IN THE AGE OF AI?

If AI can translate flawlessly and write across languages, do learners still need to study English? This session questions the very foundations of language education, inviting perspectives on identity, communication, and the shifting global role of English. Is English learning still a must—or is it evolving into something more meaningful than grammar and fluency? Prompt: If AI can translate and write fluently in any language, why should students still learn English?



MODERATOR



AI-DEBATE 2:

IS AI A THREAT TO EDUCATIONAL EQUITY OR A TOOL FOR JUSTICE?

As AI becomes more prevalent in classrooms worldwide, the question remains: will it narrow or widen the opportunity gap? This session explores the tension between AI's potential to personalize learning at scale and its risks of reinforcing bias and deepening educational inequality. A thought-provoking debate designed to challenge assumptions and surface bold ideas for AI policy and practice. Prompt: Will AI close or widen the opportunity gap in global education?



MODERATOR



1:1 TALK WITH EXPERTS



SESSION 1

ROBERT MARTINEZ

TESOL-SPAIN

**TESOL TROUBLES?
LET'S FIX WHAT'S NOT WORKING.**



SESSION 2

ASLOM ULLAH

GEMS WELLINGTON SCHOOL QATAR

**TRYING TO USE AI IN CLASS...
BUT IT'S NOT WORKING?**



SESSION 3

COURTNEY BAILEY

UNIVERSITY OF SOUTH CAROLINA

**WELL-BEING FIRST: STRESSED STAFF?
DISCONNECTED STUDENTS? LET'S TALK ABOUT IT.**



SESSION 4

MARIO SAMPLIO

OCCIDENTAL MINDORO STATE COLLEGE

**INCLUSIVITY AND STUDENT-CENTEREDNESS:
YOU'RE TRYING TO REACH EVERY LEARNER.
LET'S MAKE IT WORK.**



ALL SESSIONS

See page 78 for recording guidelines.

TRACK 1 Global Skills, Citizenship & Employability

Empowering learners to thrive in a globalized, fast-changing world. This track explores how education can foster real-world skills, entrepreneurial mindsets, and civic engagement – preparing learners not just for jobs, but for purpose and participation in a global society.



Featured Session

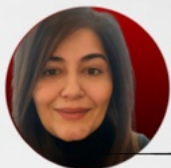
**GLOBAL SKILLS START AT HOME:
HOW TEACHERS AND PARENTS
BUILD FUTURE-READY KIDS**
DR. MARTHA UMANA

**FUTURE-PROOF ME: SKILLS, GRIT,
AND GLOBAL GIGS UNLEASHED!**
PROF. RAYCHARD V. MATIAS



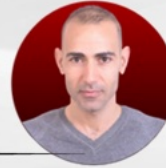
**F.I.T. TO WORK - MINDSET SKILLS
FOR LIFE, LEARNING & WORK**
STEPHEN JONES

**EMPOWERING LEARNERS FOR
GLOBAL CITIZENSHIP THROUGH
AUTONOMY AND
REAL-WORLD TASKS**
SHALALA MAMMADLI



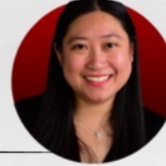
**ELT WITH IMPACT: GROWING
GLOBAL CITIZENS, NOT JUST
GRAMMAR EXPERTS**
SUSHIL PENUTI

**NEXT-GEN EDUCATORS:
EMPOWERING INTERDISCIPLINARY
AND TECH-DRIVEN TEACHING**
NOUR NEGM



**GLOBAL SEAL OF BILITERACY:
CERTIFYING SKILLS FOR CAREERS,
CITIZENSHIP, AND GLOBAL SUCCESS**
LINDA EGNATZ

Featured Session
**EMBRACING GLOBAL EDUCATION IN
ELEMENTARY CLASSROOM**
HONG DINH



Featured Session
**CULTIVATING CRITICAL MINDS: STRATEGIES
FOR ENHANCING CRITICAL THINKING IN
THE 21ST CENTURY CLASSROOM**
DR. WALID M. SHAWKY

**FILL YOUR CUP, CHANGE THE
WORLD: BUILDING GLOBAL
SKILLS FROM THE INSIDE OUT A
21ST-CENTURY SKILL**
MICHELLE H S QUICK



**FROM LEARNERS TO GLOBAL
CITIZENS: BUILDING SKILLS FOR
WORK, LIFE, AND PURPOSE**
HIEN THU NGUYEN

TRACK 2 AI and Emerging EdTech

Exploring the possibilities and responsibilities of education technology. This track is for thought leaders at the intersection of pedagogy and technology – from generative AI to gamification – examining how EdTech can enhance learning while ensuring ethics, equity, and inclusion.



**EMPOWERING MINDS: NAVIGATING
MEDIA LITERACY IN THE AGE OF AI**

JUDY-ANN DENTON-GREEN

**FROM PASSIVE TO PROACTIVE:
PROVEN STRATEGIES TO BOOST
ADMISSIONS IN ANY EDUCATIONAL
INSTITUTION WORLDWIDE**

DIEGO NÚÑEZ FERNÁNDEZ-SHAW



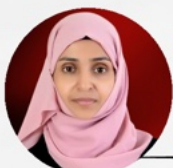
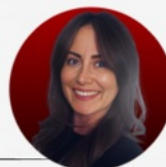
**FROM EVOLVE TO INVOLVE WITH
AI IN READING ASSESSMENT**

**DR. ASMAA MOHAMED
ABDELSALAM WAHD**

Featured Session

**FROM CLICKING TO CRITICAL THINKING:
PRACTICAL STRATEGIES FOR
IMPLEMENTING HOTS IN THE AGE OF AI**

BLANKA PAWLAK



**TEACHING WITH A BEAT:
ENGAGING VOCABULARY
THROUGH AI AND SONG**

**FATIMA MOURSHED
TAHER AL-ABSI**

**THE 'Y' IN HYPE:
AI VS. A-WHY**

ROB HOWARD

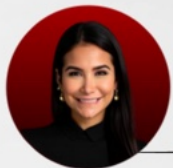


**LOW-COST AI TOOLS FOR INCLUSIVE
PROJECT-BASED LEARNING**

SHAHIDA REHMAN

**CREATING AI CHATBOTS TO
ENHANCE INSTRUCTIONAL DESIGN
AND STUDENT-CENTERED
LEARNING SUPPORT**

DR. JAIME BISSA & LAURA BAKER



IT'S NOT ALL ABOUT AI

VALERYA CASANOVA LOPEZ

**THE USES OF ARTIFICIAL
INTELLIGENCE IN THE CLASSROOM**

ASLIM ULLAH



**FROM THEORY TO TALK:
PRACTICAL PATHWAYS TO
AMERICAN ENGLISH FLUENCY**

DAVID ALEXANDER PALAHNUK

**PERCEPTIONS OF RUBRIC-
BASED AND AI-DRIVEN
FEEDBACK IN EFL WRITING**

BEATRIZ ERAZO



**AI SUPPORTED LEARNING
AMONGST VOCATIONAL LEARNERS
IN SAUDI ARABIA**

DR. MUHAMMAD MOONEEB ALI

**BRAINS AND BOTS: SCALING
TEACHER TRAINING DEVELOPMENT
WITH HUMAN-AI COLLABORATION**

SARA DAVILA



Featured Session

**AI-POWERED TEACHER: DEVELOP
YOUR SKILLS FOR THE FUTURE**

MOHAMED NABIL

**CHATBOT-POWERED CLASSROOMS:
RETHINKING K-12 PEDAGOGY WITH
GENERATIVE AI**

IOANNIS ANAPLIOTIS





BRINGING AGENTIC AI INTO THE ELT CLASSROOM HOW TEACHERS AND PARENTS BUILD FUTURE-READY KIDS

CHRISTOPHER REESE

WHEN AI BECOMES INFRASTRUCTURE: PREPARING FOR THE QUANTUM CLASSROOM

CLARA HAWKING

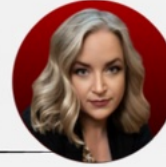


AI-POWERED LEARNING FOR ENTERPRISE UPSKILLING

CEDRIC LE QUELLEC

BEYOND THE BUZZ: REIMAGINING ETHICAL AI WITH PURPOSE IN EVERY CLASSROOM

JESSICA MADDRY

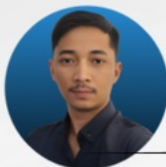
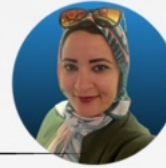


SUPPORTING EFFECTIVE PEDAGOGICAL PRACTICE IN THE ERA OF AI: MAINTAINING TEACHER INTEGRITY AND RELEVANCE

MAGDA SMITH

WHO'S CHEATING WHO? THE DOUBLE-EDGED SWORD OF AI IN EDUCATION

AZZA SALMAN

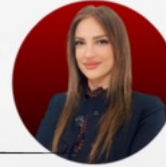


FROM STATIC WORKSHEETS TO INTERACTIVE APPS: CUSTOMIZING LEARNING WITH AI

FAJARUDIN AKBAR

AI IN EDUCATION: EMBRACING INNOVATION AND TACKLING INEQUITIES

DR. MONA SAWAN

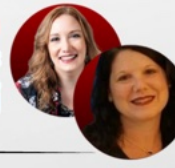


HUMAN+AI TEACHING: DESIGNING ETHICAL AND INCLUSIVE PEDAGOGIES WITH AI AGENTS

DR. SERAP SISMAN-UGUR

Featured Session
DESIGNING FOR THE FUTURE: COURSE REVIEW, LMS REDESIGN, AND AI-DRIVEN INNOVATION

DR. JAIME BISSA + LAURA BAKER



AI & TECHNOLOGY TRENDS IN EDUCATION

DR. DUONG VAN THINH

TEACHING IN THE AGE OF AI : FROM RESISTANCE TO READINESS

MOHMAD AYMAN F. MASSOUD



Featured Session

DESIGNING TASK-BASED INTERACTIONS WITH AI CHATBOTS FOR LANGUAGE DEVELOPMENT

DR. LINH PHUNG

INTEGRATING AI IN TEACHING

MUSISI GODFREY



USING AI TO MONITOR THE PROGRESS OF EL/ML STUDENTS TOWARD ENGLISH PROFICIENCY

GENEVIEVE OLVERA & YALAN KING

NAVIGATING THE AI LANDSCAPE IN EDUCATION: ETHICAL INSIGHTS AND PRACTICAL

LEE-ANN PIERRE



AI & I: A LOVE OR HATE RELATIONSHIP?

ROBERT MARTINEZ

TRACK 3 Well-being & Inclusive Learning

Centering humanity, diversity, and care in learning environments. This track focuses on the emotional, social, and inclusive dimensions of education — creating safe, connected spaces for learners and educators to thrive together.



HUMAN-CENTRED TEACHING IN ESOL CLASSROOMS: SUPPORTING WELL-BEING AND INCLUSION

DR BILAL ANWAR



FROM SURVIVING TO THRIVING: CRAFTING INNOVATIVE WELLBEING FRAMEWORKS IN EDUCATION

NAGLAA FATHY AHMED



Featured Session

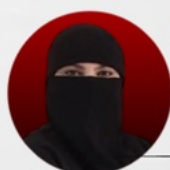
TEACH THE STUDENT, NOT THE LESSON: CENTERING HUMANS IN MODERN INSTRUCTION

COURTNEY BAILEY



TEACHING MEDICAL ENGLISH IN AREAS OF CONFLICT: STRATEGIES FOR INCLUSION AND IMPACT

DR. ANASTASIA J. KHAWAJA & AMANDA KHALAF



A TALE OF TWO WHEELS: TURNING SELF-AWARENESS INTO INCLUSIVE TEACHING

RANA MOHAMMED SHEBL NADA



Featured Session

CREATING CLASSROOMS WHERE EVERY LEARNER THRIVES

MARIO SAMPIOLO



TODAY'S LEARNERS, TOMORROW'S LEADERS: CENTERING WELL-BEING IN EDUCATION

MANJULA DEVI PILLAI

Featured Session

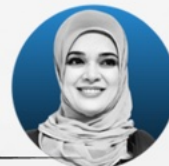
SEEING THE UNSEEN: RETHINKING NEUROINCLUSION THROUGH COGNITIVE INSIGHT

JANE STRATTON



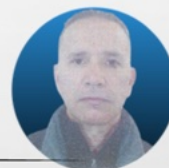
BEYOND THE MIND: REIMAGINING EDUCATION THROUGH EMOTIONAL INTELLIGENCE

RIHAN MUSTAPHA



THE ROLE OF ART IN INCLUSION OF STUDENTS WITH SPECIAL NEEDS

DR. LUIS FILIPE MESQUITA DA FONSECA



COOLFIRE - CREATING CALM

DAVE READ



BEFORE THE LESSON PLAN: EMOTIONAL WELLNESS FOR EDUCATORS

TAHAJRA WORRELL



SUSTAINING PRACTICES FOR RESILIENT, TRAUMA-INFORMED TEACHERS

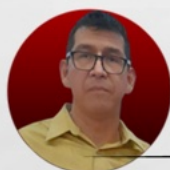
KIM CARROLL & MARY SCHOLL



DIVERGENT MINDS, STRATEGIES THAT BIND!

PROF. MARCELA CECILIA DANOWSKI





**AI-DRIVEN SUSTAINABILITY
EDUCATION FOR GLOBAL
CITIZENSHIP AND JOB CREATION**
DR. IRVING MARTINEZ

**LANGUAGE EDUCATION BEYOND
NATIVE SPEAKERISM**
DR. ANA JOVIC



**GROWING TOGETHER:
A JOURNEY INTO SOCIAL-
EMOTIONAL LEARNING**
MARINA VASILYEVNA

**HEART & MIND: CREATING
CLASSROOMS WHERE ALL
LEARNERS THRIVE AND SUCCEED**
BANGBENOU DAISY MARGARET



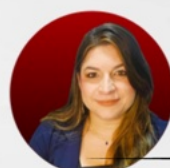
TRACK 4 Pedagogical Innovation & Transformation

Challenging norms and elevating the craft of teaching and learning. This track is for educators and leaders rethinking what, how, and why we teach — with evidence-informed practice, bold experimentation, and systems-level change.



**HOW TO CREATE
INTERDISCIPLINARY SDG PROJECTS
THAT INSPIRE LEARNERS?**
GERRY DOCHERTY

Featured Session
**LEADING THROUGH CHANGE:
EMPOWERING K-12 EDUCATORS TO
NAVIGATE UNCERTAINTY WITH
CONFIDENCE**
DR. AMY DAVIES



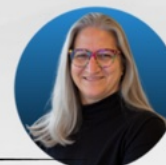
**EQUIPPING TEACHERS TO
FOSTER STUDENT AGENCY
WITH GENAI**
RAQUEL RIBEIRO

Featured Session
**AI LITERACY THROUGH COLLABORATIVE
LEARNING: RESEARCH INSIGHTS FROM A
FACULTY BOOK CLUB**
DR. ILKA KOSTKA & DR. RACHEL TONCELLI



**REIMAGINING CLASSROOMS:
PEDAGOGICAL SHIFTS FOR
PURPOSEFUL AND FUTURE-
READY LEARNING**
DR. SREEJANA S

**LISTENING AS INNOVATION:
REIMAGINING FEEDBACK THROUGH
THE CRITICAL RESPONSE PROCESS**
MARY SCHOLL



**THINK, CREATE, REFLECT, PRESENT:
DESIGNING HOLISTIC ASSESSMENTS IN
AN AI WORLD**
SANAA ILYAS

**SMALL TWEAKS, BIG RESULTS:
TRANSFORMING CLASS DELIVERY
FOR BETTER LEARNING OUTCOMES**
NGUYEN THI NGOC HANH





**TEACHER TALKS
AS A CPD MODEL**

VOLKAN İNER

**UNLOCKING REVOLUTIONIZING
ASSESSMENT STRATEGIES**

PROF. MARCELA C. DANOWSKI



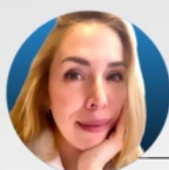
Featured Session

**HOW LEARNING HAPPENS - AND
WHY YOU SHOULD CARE?!**

DR. GRZEGORZ SPIEWAK

**STUDENTS' INVOLVEMENT IN
CLASSROOM-BASED ASSESSMENT
PROCESSES: EMPIRICAL INSIGHTS FROM
MOROCCAN EFL CLASSROOMS**

PROF. MOHAMED EL ZERK



**BEYOND THE GRADEBOOK:
RETHINKING ASSESSMENT IN THE
AGE OF AI**

ANDY LUCCHESI

**EMBODYING PROFESSIONAL
COACHING AND NEUROSCIENCE IN
PEDAGOGY**

RACHEL MARIE PALING

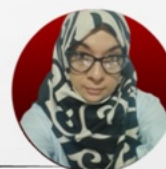


**COACHING BEYOND BORDERS: CROSS-
CULTURAL LEADERSHIP STRATEGIES
FOR TODAY'S GLOBAL SCHOOLS**

DR. AMANDA MINNILLO

**INNOVATIVE PEDAGOGIES AND
TEACHER LEADERSHIP IN PUBLIC
UNIVERSITIES: REIMAGINING
EDUCATION IN SOUTHERN COLOMBIA**

PROF. ANGÉLICA MARÍA ROJAS ISAZA

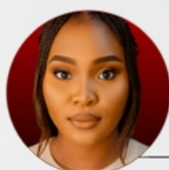
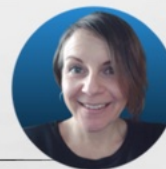


**CURIOSITY FIRST: RE-IMAGINING
CLASSROOMS THROUGH INQUIRY AND
STUDENT CENTERED OWNERSHIP**

HANNAH RUPPERT

Featured Session
**BUILDING REFLECTIVE PRACTICE
INTO OUR ROUTINE**

TERESA BESTWICK



**MAXIMIZING STUDENT INTEREST AND
PARTICIPATION IN A HYBRID AND
BLENDED LEARNING CLASSROOM**

OBUMMA NNENNA

**BEHAVIOUR CHALLENGES IN
YOUR CLASSROOM**

PAYAL DAS

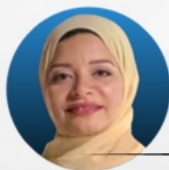


**ALL EYES ON ME:
THE ART OF GETTING
STUDENTS' ATTENTION**

SABA IMTIAZ

Featured Session
**INSTRUCTION WITHOUT LIMITS: HIGH-
IMPACT STRATEGIES THAT SPARK CURIOSITY
AND GET STUDENTS TALKING**

DR. AMANDA MINNILLO



**INTEGRATING COMPETENCY INTO
THE CURRICULUM: TEACHING FOR
THE FUTURE, NOT THE PAST**

SALLY MANCY

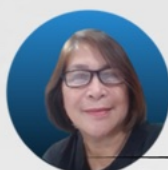
**TRANSFORM YOUR CLASSROOM TODAY
TOWARDS FUTURE-READY, INCLUSIVE,
AND INNOVATIVE EDUCATION**

SARA ISRAFILOVA



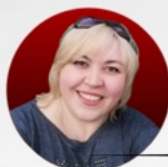
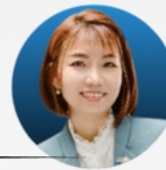
TRACK 5 English Language & TESOL Innovation

Reinventing English language teaching for a global, multilingual world. This track reconsiders ELT in a time of generative AI, shifting learner identities, and a multilingual future — bringing fresh ideas to literacy, fluency, and intercultural competence.



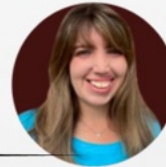
TRANSCENDING PHYSICAL AND VIRTUAL BARRIERS IN INTERCULTURAL COMMUNICATION
DR. RAQUEL ALCAZAR-ESPIRITU

STICKERS WITH A STRATEGY: USING BITMOJI & AI-GENERATED CHIBI IN TESOL TRAINING
TRUONG THI THU TRANG



USING DIGITAL TOOLS AND AI FOR ENGAGING LEARNERS IN PRODUCTIVE COOPERATION
ALLA LYTUVYENKO

INDUSTRY RELEVANCE IN BUSINESS ENGLISH: HOW TWEE REVOLUTIONIZES ADAPTIVE ADULT ESL EDUCATION
JADE ARTHUR



TEACH THE LEVEL, NOT THE LABEL - USING CEFR TO GUIDE, NOT GRADE
WIOLETA ANTECKA

RESET. RECONNECT. LEVERAGING EDUCATIONAL NEUROSCIENCE FOR INCLUSIVE AND TRANSFORMATIVE TEACHING.
ANNA MACHURA



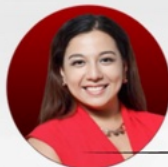
DEVELOPING INTERACTIONAL COMPETENCE THROUGH ONLINE EXCHANGES
KHANH-DUC KUTTIG

THE IMMERSIVE EDGE: ACCELERATING LANGUAGE SKILLS THROUGH AI AND VR
DR. TRICIA THRASHER & CHRISTINA CAVAGE



PERSONALIZED LEARNING EXPERIENCES WITH AI IN EXTRAMURAL ENGLISH: A TRI-THEORETICAL LENS
TRAN THANH TAN

Featured Session
INNOVATIONS AND EMERGING TRENDS IN TEFL AND TESOL: REDEFINING LANGUAGE EDUCATION FOR A GLOBAL ERA
SABINA RUSTAMOVA



SCALING WITH HEART: HUMAN-CENTERED TUTORING IN AN AI-DRIVEN WORLD
CECILIA CALVO LEWIS

AI FOR SPEAKING?
MATT SUSSMAN



HACKING THE POWER OF MNEMONICS FOR THE LANGUAGE CLASSROOM
ROBERT MARTINEZ

MEME-IFIED IN TEACHER TRAINING: AI-ENHANCED LEARNER-GENERATED CONTENT FOR COLLABORATIVE LESSON DESIGN
TRUONG THI THU TRANG





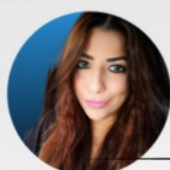
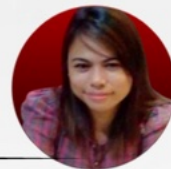
**STRATEGIES TO FOSTER
ENGAGEMENT IN ONLINE
ENGLISH CLASSES: LESSONS
FROM VSTEP TEACHING**
DR. NGUYEN THI THUY LINH

**FROM LOCAL
TO GLOBAL CLASSROOM**
PROF. NESIU SANZIANA



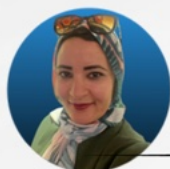
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**BEYOND TALK: DESIGNING FOCUSED
SPEAKING ENVIRONMENTS FOR
MULTILINGUAL LEARNERS**
DR. ALEXANDRA TOVAR

**IMPORTANCE OF INTERCULTURAL
COMMUNICATION AMONG SECOND
LANGUAGE LEARNERS**
CARLA MAE MASCULINO



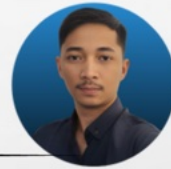
**CHALLENGES IN
TEACHING ENGLISH TO
GIFTED STUDENTS**
GÜLBİN ÖZDEMİR

**A1 TO C2: TEACHING TACTICS TO
BOOST LANGUAGE PROFICIENCY
WITH CEFR DESCRIPTORS**
LINDA EGNATZ



**FROM COUNTING MINUTES TO HOORAY:
MY SECRET RECIPE TO A GAMIFIED
CLASSROOM**
AZZA SALMAN

**PRECISION TEACHING: ALIGNING
GSE OBJECTIVES WITH GENERATIVE
AI FOR TARGETED MATERIALS**
FAJARUDIN AKBAR



**ASSESSING SPEAKING & WRITING
WITH AI: THE AISATS**
BRADLEY OPATZ

**INTEGRATED PERFORMANCE
ASSESSMENT IN ELT**
LORENA OJEDA



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With **115 sessions** by **118 speakers** from **47 countries**, it is a real treasure trove of insights and inspiration for you to watch anytime, anywhere. Because the future of education isn't built in one moment, it's built in every idea we share, every challenge we rethink, and every connection we make.

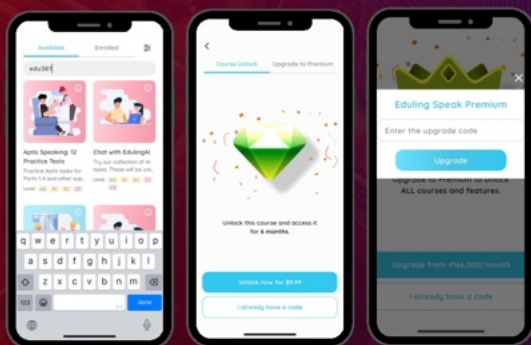
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All speakers and participants who joined the Expo live will receive a free access code via email starting from **August 19, 2025**. This code is required to unlock the recordings in the app.

HOW TO WATCH?

- 1 Download the app Eduling Speak on App Store or Google Play
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VOLUNTEER HOSTS

While the world saw the speakers on stage, we saw YOU – behind the scenes, checking tech, managing transitions, calming nerves, welcoming guests, and keeping the energy flowing.

You weren't just "hosting" sessions. You were holding the space for connection, learning, and human moments to happen.



Le Tuan Anh
Vietnam



Grazzia M.M. Chirinos
USA



Emelle Antit
Tunisia



Nguyen Thu Huyen
Vietnam



Nguyen N. T. Nguyen
Vietnam



Arpita Saha
Bangladesh



Nahida Imanova
Azerbaijan



James Mattiace
Costa Rica



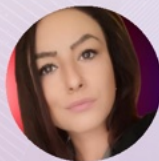
LE THI MY TRANG
Vietnam



Esmira Abdullayeva
Azerbaijan



Yehad L. P. Campos
Bolivia



Lana Jovanović
Serbia



Alaa A. Alekhtiyaar
Egypt



Auditorium



Exhibitors



WHAT PARTICIPANTS SAID

TESTIMONIALS

Insightful sessions <3

Phuoc Dat Tran

such an amazing event to attend

Alaa Ahmed Alekhtiyar

Amazing session!
Thank you Judy-Ann I thoroughly enjoyed

Caeley Elizabeth

Honored to join EDU361 EXPO 2025. A powerful start to rethinking education together.
Shahida Rehman, Founder Skilling Future

Shahida Rehman

I'm grateful to be part of an inspiring community where education, innovation, and global exchange come together. Excited for what's ahead!

Heba Rahoma

Hello It is such an amazing global event. Look forward to seeing you soon. Vy Huynh with love !

Vy Huynh

Love all the content and feel of the conference! The quotes about learning are also inspiring!

Robert Martinez

So cool! I love this platform. What an incredible journey!

Anh Nguyen

Lovely attend the event from Hanoi, Vietnam

DUNG TRAN

Hello !!!! Greetings From Costa Rica! Happy to be here!!

Carolina Prestinary

So nice to know you all. Best wishes to you.

Long Nguyen Dai

This is a state-of-the-art forum!!! So glad I joined this international exchange. Cheeers to the organizers!

Raquel Alcazar-Espiritu

hello everyone great event . beneficial fruitful conference Thanks a million

Eman Abdellatif

An amazing platform to share , learn and inspire

Bangbenou Daisy Margaret

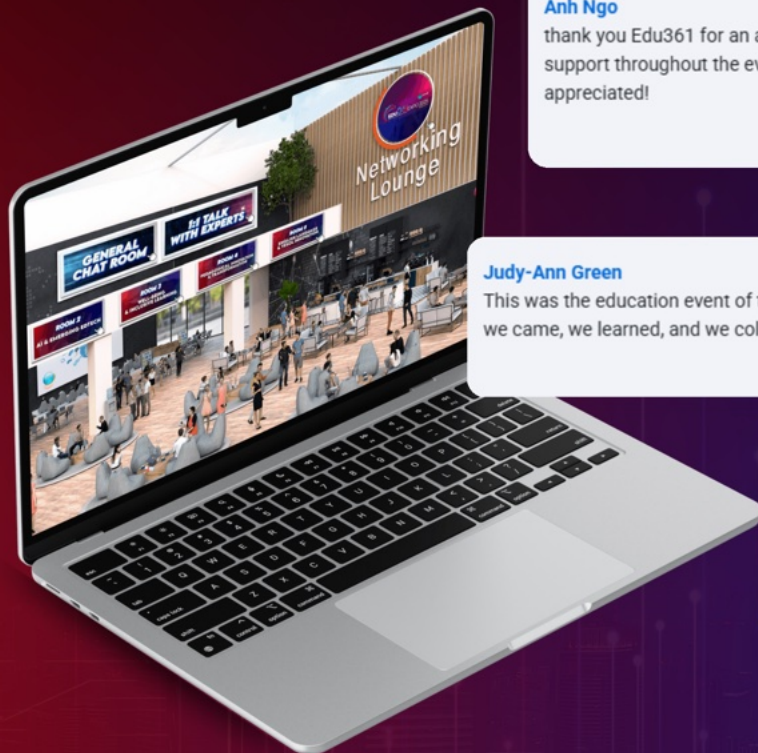
Hello, everyone! I'm looking forward to learning from you at this incredible global event.

Ilka Kostka

Such an amazing experience! Look forward to meeting and connecting with all of you! From Atlanta with love!

Hong Dinh

WHAT'S BUZZING ON SOCIAL?



Anh Ngo

thank you Edu361 for an amazing job! Your support throughout the event is greatly appreciated!

[Reply](#)

Judy-Ann Green

This was the education event of the century- we came, we learned, and we collaborated.

[Reply](#)

Judy-Ann Green

This was the education event of the century- we came, we learned, and we collaborated.

[Reply](#)

Liza Taylor

Thank u so much for an incredible journey!

[Reply](#)

Andy Lucchesi

Thank you, Edu361 team! This conference has exceeded my expectations. I'm so happy to have been part of this whole experience.

[Reply](#)



Dahab Mahmoud is with Mohammad Nabil

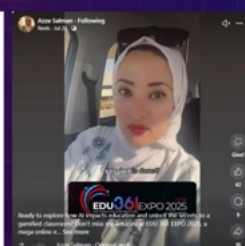
July 27 at 12:05 AM

ON FIRE 🔥🔥🔥🔥🔥

Featured: AI-Powered Teacher: Develop Your Skills for the Future

In this session, we will explore essential strategies for teacher development in the era of Artificial Intelligence. Educators will gain practical knowledge on how to use AI to enhance their teaching methods, create personalized learning experiences, and optimize operational systems. Participants will learn how to adapt to the evolving educational environment while developing innovative approaches to prepare students for a future influenced by AI. Additionally, the session will provide specific methods for implementing AI tools ethically and effectively in your teaching practice.

Edu361 Expo



Walid El Saka

August 9 at 2:31 AM

Double the stage, double the honor!

Thrilled to receive two certificates at the Edu361 Expo 2025! 🌟

🗣️ Panel Discussion – The Role of AI in Education

🗣️ Presentation – Sharing strategies to empower educators in a tech-driven world

A big thank you to the organizers, colleagues, and attendees for the inspiring experience! 🌟

#Edu361Expo2025 #AlinEducation #EdTech #ProfessionalDevelopment



Teresa Bestwick • 1st

Ongoing professional development || the TEFL Development Hub || Trinity Cer...

1d • 🌐

Huge congratulations to the #Edu361 team for the 2025 Expo! There was a huge variety of sessions available and the platform was amazing 🌟

Thanks to Arpita Saha for being a fabulous host during my session!

🌐 You and 7 others



Hien Thu Nguyen is feeling in love with Wioleta Antecka and 2 others.

July 26 at 9:56 PM • 🌐

🌐 FROM LEARNERS TO GLOBAL CITIZENS 🌟

🌟🌟🌟 Today marked a truly meaningful milestone on my journey of lifelong learning and teaching as I had the honor of presenting at the international event EDU361 EXPO 2025 with the topic: "From Learners to Global Citizens: Building Skills for Work, Life, and Purpose" 🌟🌟🌟

🕒 7:00 PM (Vietnam Time), July 26, 2025 🇻🇳🇵🇭

At that moment, I was not just an educator. I was also a learner, reflecting on my own growth: from early lessons filled with dreams, to the classrooms where I now pass on knowledge, love, and a desire to contribute to something greater than myself. 🌟🌟🌟

SEE YOU AGAIN





EduVerse is excited to launch its podcast channel **EduVerse PD Podcast**, an innovative and groundbreaking professional development experience designed to empower educators in an innovative and accessible way.

This podcast series explores **cutting-edge educational trends**, shares **practical classroom techniques**, and dives deep into **EdTech innovations** and the role of **AI in education**. Our goal is to provide you with actionable insights that you can apply immediately in your classrooms, enhancing your teaching and empowering your students.

Their dynamic chemistry and vast knowledge make every episode not only informative but incredibly engaging. These AI hosts have been designed to bring the best in education directly to you, making complex ideas accessible and exciting.

What truly sets this series apart? It's the world's first podcast hosted by not one, but **TWO brilliant AI co-hosts, Andy and Liz!**

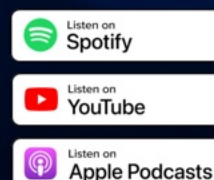


With his roles as an Edtech specialist and education futurist, Andy is passionate about driving inspiration and sparking engaging conversations on current educational trends and practices.

As Andy's dynamic co-host, Liz brings a fresh perspective and a unique blend of technology and education to our show. Liz's motivational voice, fueled by her passion for learning, captivates our listeners and makes her an indispensable member of our team.



Click or scan



FREE PD WEBINAR #13

PRACTICAL WAYS TO UTILISE ARTIFICIAL INTELLIGENCE IN THE CLASSROOM



ASLOM ULLAH

EDUCATOR | PODCASTER
AUTHOR | SPEAKER



KEY TAKEAWAYS

- Rethinking the link between pedagogy and practice due to AI
- The impact of AI on the role of educators in the classroom
- Practical ways teachers can use AI tools in their lessons



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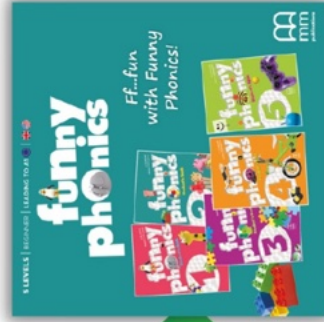
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David Nunan Ph.D.,
Professor Emeritus of Applied Linguistics,
University of Hong Kong



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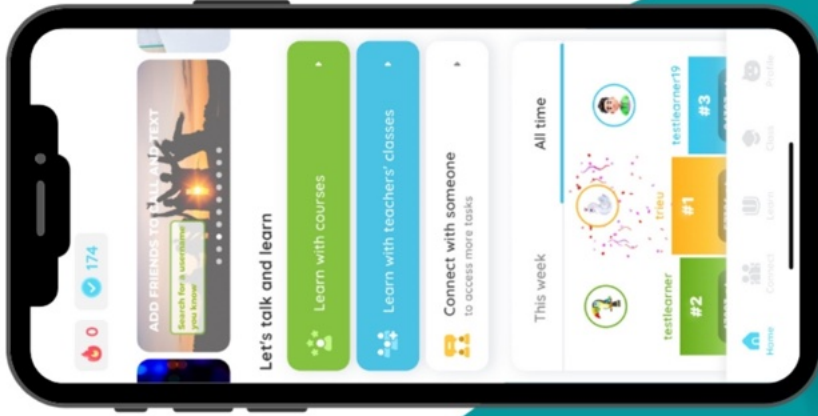
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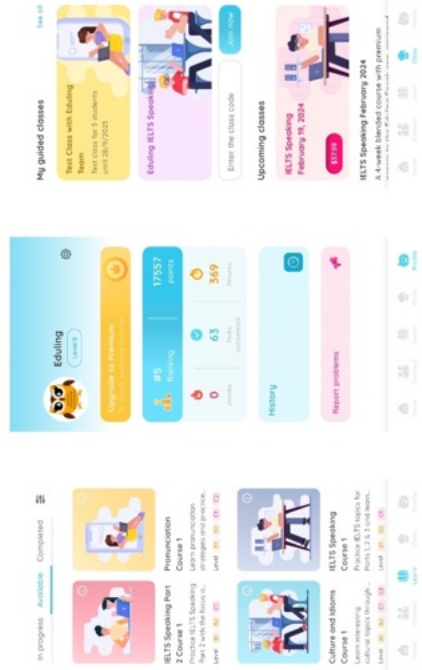
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LEARNING AND ASSESSMENT STRATEGY

We provide holistic strategies integrating innovative learning, assessment, and auditing to optimize education quality and impact



REVIEW AND EVALUATION

We transform educational landscapes with tailored, research-informed curriculum frameworks and innovative program designs



DATA STRATEGY AND IMPLEMENTATION

We use advanced research skills to help education leaders analyze data, drive strategic improvements, and enhance effectiveness



TRANSFORMING EDUCATION LEADERSHIP AND TEAM CULTURE

We provide teacher training and professional development, mentoring, coaching, workshops, and skill-building to cultivate innovative, growth-focused educational excellence

READY TO TRANSFORM YOUR EDUCATIONAL PRACTICES? LET'S COLLABORATE!

For 28+ years, Ingrid has helped schools, higher education and other learning organizations optimize and tailor educational practices to create positive and impactful change



www.ingridhlee.com

support@ingridhlee.com





Judy-Ann Green

Judy-Ann Green is an award-winning educator and leader whose impact spans across three continents. Recognized globally for her exceptional contributions to education, she has been honored with prestigious accolades such as Teacher of the Year, Outstanding Educator, and the Race to the Top Award for Outstanding Educator. As a distinguished speaker, writer, literacy coach, school visitor, author, curriculum designer, and professional development expert, Judy-Ann Green has proven herself to be a formidable force in education. Her innovative approach and unwavering dedication makes her a prominent figure and a driving force in shaping the future of learning.

We can help

- Building a great school environment?
- Literacy Coaching School Improvement
- Motivational Speaker
- Teaching & Learning
- Technology Integration
- Writing Workshop



SKILLING FUTURE

How Smart Institutions Are Winning With AI

Cut through AI confusion. Build strategy, skills, and success with Skilling Future

AI in Education Challenges

No Strategic Direction & No Roadmap
unclear goals, and no ethical guardrails.

Staff Fears & Skill Gaps

Educators feel unprepared or anxious.

No Learning Impact AI tools used like gimmicks, not innovation drivers.

Tech Overwhelm

Too many tools. Too much risk. No fit.

No Long-Term Success

Pilots fizzle. No proof of ROI.

Our Strategic Solutions

AI Needs Audit + Roadmap Workshop
Ethics Toolkit (Privacy, Bias, Integrity)

Custom Training Programs

Practical, role-based workshops & coaching

Pedagogy+ Curriculum+ Innovation Support
(STEAM, ESL, Creative Design)

Tool Vetting & Implementation Planning

Privacy, compliance, and integration focus

Train-the-Trainer + KPI Frameworks

Measurable results & sustainability

Why Skilling Future?

The trusted partner for ethical, strategic, and sustainable AI in education.

Dual Expertise

Ethical Focus

Holistic Approach

Capacity Building

Custom Solutions

We're not here to sell tools. We build sustainable Institutional AI capacity.

The Global Newsletter for Higher Education Language Teachers

Join **HERE** for free

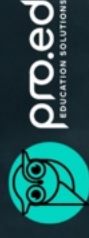
Bi-monthly issues include...

Expert Teaching Advice

Theories In Practice

Wellbeing Practices

Practical Teaching Ideas



Award-winning

SCOS 2024

Student-Centered Observation Scheme

An **Innovative Approach to Classroom Observation** and **Teacher Professional Development**, developed for your school to respond to the evolving demands and needs of education, particularly in the post-COVID era

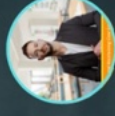
SCOS Components



Classroom
Performance
Assessment (CPA)



Competency
Framework for
Teaching (CFT)



SCOS Teacher PD
learning
platform (LMS)



SCOS 2023 Innovation in Education Award

Student-Centered Observation Scheme

The Student-Centered Observation Scheme (SCOS) by Pro.Ed Education Solutions is honored to be presented the **Innovation in Education**

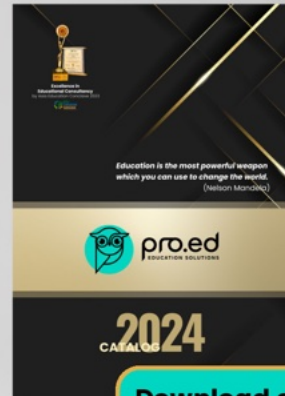
Award by Asia Education Conclave in 2023. SCOS is a groundbreaking educational product that has the potential to transform teaching and learning.

By shifting the focus to students, it not only improves teaching quality but also ensures that educators prioritize the needs of their students.





A boutique educational consultancy offering a range of services for schools and organizations looking for high-quality solutions to their professional needs.



[Download catalog](#)

Pro.Ed Education Solutions is honored to be awarded the **Excellence in Educational Consultancy** at the the Asian Education Award 2023, held by Asia Education Conclave in Bangkok, Thailand.



Pro.Ed Education Solutions embodies the spirit of an Edupreneur by relentlessly pursuing excellence in education, fostering innovation, and working tirelessly to make high-quality education accessible to all. Their dedication extends beyond their professional services, as they actively promote education equity and a culture of learning in society through their CSR activities, offering frequent free-of-charge opportunities for all individuals to access the latest and most practical educational expertise.



CONTACT US!

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