

Tore Bernt Sorensen
Postdoctoral Researcher

I do innovative and interdisciplinary research about contemporary education governance. Three lines of research dominate my work: globalisation and education, public policy analysis, and teachers and teaching. As a scholar and educator, I draw upon a broad background in research and practice. A Danish and European citizen, I have lived and worked in Belgium, Germany, Poland and the United Kingdom.

My research in key words

comparative education – discourse analysis - employment - globalisation - governance - industrial relations
literature review - mixed methods - political sociology - public policy - teaching profession

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Professional experience**Oct 2022 –**

Postdoctoral Researcher
Educational Governance Team
Hertie School
Berlin, Germany

I undertake research on European Union politics and policies related to education and training sectors across Europe, contribute to the Team's public engagement activities, as well as tutoring and teaching.

Oct 2021 – Sep 2022

Post-doctoral Fellow/Assistant Professor ("Adiunkt")
Taube Centre for Advanced Studies in the Social Sciences
Faculty of International and Political Studies
Jagiellonian University
Krakow, Poland

"The myths and promises of education: The cultural political economy of educationalisation in European Union governance"

This individual project analyses and theorises how education and learning have been represented as a universal instrument for economic and societal progress in EU policy-making over recent decades. Based on the extensive empirical material of key policy documents and interviews collected as part of the project "Social dialogue and industrial relations in education: the challenges of multi-level governance and of privatisation in Europe" (see below), the project focuses on the roles of the European Commission, the European Economic and Social Committee (EESC), and European cross-sectoral and sectoral social partners in education (ETUC, CEEP, BusinessEurope, ETUCE and EFEE).

Sep 2017 – Sep 2021

Post-doctoral Researcher ("Assistant de recherche")
Institute for the Analysis of Change in Contemporary and Historical Societies (IACS)
Université catholique de Louvain
Louvain-la-Neuve, Belgium

March 2020 – March 2021

"Social dialogue and industrial relations in education: the challenges of multi-level governance and of privatisation in Europe"

I was the main author and editor of the awarded research proposal, research design, and final report. The project was funded by the European Commission Directorate-General for Employment, Social Affairs and Inclusion (budget heading 04.03.01.08 "Improving expertise in the field of industrial relations"), coordinated by European Trade Union Committee for Education, and undertaken by a research consortium consisting of UC Louvain, University of Naples Federico II and the University of Warsaw, with 14 researchers involved.

Sep 2017 - Nov 2019, and April – Sep 2021

"Cultural roots and institutional transformations of teachers' careers and the teaching profession in Europe" (TEACHERSCAREERS)

Funded by the European Research Council, this Starting Grant project runs over the period 2017 – 2022. The Principal Investigator is Professor Xavier Dumay, UC Louvain, and the research team has comprised six post-doc researchers and one PhD, and collaboration partners in Belgium, France, UK and the US.

Forming part of the project's Work Package 1 "Cognitive frames organizing the evolution of teacher policy internationally and nationally", my main tasks involved extensive literature review and an empirical study of transnational teacher governance, including analysis of key policy documents issued in the period 1990-2020 and 20 interviews with staff in the EU, OECD, European Trade Union Committee for Education (ETUCE), and European

Federation of Education Employers (EFEE), as well as research observations at the invitation-only *International Summit for the Teaching Profession 2019* in Helsinki and the *Second European Education Summit* in Brussels September 2019.

March - Dec 2012

Blue Book Trainee (promoted to Temporary Policy Assistant from August 2012)

Directorate-General Education and Culture, Unit A.4. Analysis and Studies

European Commission

Brussels, Belgium

- Analytical, editorial and organisational tasks on the *First European Survey on Language Competences*
- Drafting European Commission "*Rethinking Education*" Communication package

Jan - Feb 2012

Teaching Assistant

Cumberland School, Newham

London, United Kingdom

- Teaching Assistant for English as Additional Language
- Curriculum development for teaching literacy in Math

Sep 2006 - July 2007 (part-time)

Research Assistant

Aarhus University, Danish School of Education

Copenhagen, Denmark

- Desk research, participant observation, interviews and undertaking case studies forming part of the EU Socrates-Grundtvig project "Stocktaking study on Lifelong Learning for Democratic Citizenship through Adult Education".
- Co-authoring with Professor Marcella Milana three case studies and a peer-reviewed article in *Scandinavian Journal of Educational Research*

Oct 2003 – Oct 2009

Project Employee

University College UCC, Centre for Bilingualism and Interculturality

Copenhagen, Denmark

- Teaching and coordination of approximately twenty multi-session (typically 36-50 hours) professional development on literacy-across-the curriculum and intercultural education for teachers in primary, secondary and adult education in various locations of Denmark.
- Commissioned research on literacy-across-the-curriculum, e.g. for the Municipality of Copenhagen and Danish Ministry of Education, under the leadership of Dr Helle Pia Laursen.

Aug 2001- July 2003

Teacher

Copenhagen Youth School, Course for Foreigners

Copenhagen, Denmark

- Teaching Danish, Math, English and Physical Education to newly arrived migrants and refugees of age 16-18.
- Preparing students for national ISCED level 2 final examinations
- Participation in R&D project on literacy-across-the-curriculum

Teaching, tutoring and supervision in higher education

In UC Louvain, I was co-supervisor of Jo B. Helgetun's PhD project "Teacher training at the crossroads of the global education policy field and national paths? Case studies in England and France" (Completed in September 2021)

In February 2020 and again in February 2021, I taught two sessions at UC Louvain forming part of the Bachelor and Masters level course « Analyse comparée des systèmes d'enseignement et de formation ». The sessions concerned concepts of justice and education system structures in a global perspective. Course lead: Professor Xavier Dumay, UC Louvain.

As part of the module "Researching Higher Education" (30 credits) at Lancaster University, I taught during autumn 2018 and again in 2019 about literature review methods, followed by on-line student supervision. The module forms part of the doctoral programme "Higher Education: Research, Evaluation and Enhancement" coordinated by Lecturer Janja Komljenovic.

On 4 November 2019, I taught the 3-hours seminar "Education in Comparative Perspective: The educational system of Denmark" forming part of the cross-faculty course "Learning in socially engaged education". The seminar was video-recorded for later use. The course is part of an 'Educative Master'/academic teacher training programme at KU Leuven. Course lead: Professor Maarten Simons, KU Leuven.

Education

Jan 2013 – June 2017

Doctor of Philosophy (viva/defense 15 June 2017)

Faculty of Social Sciences and Law, Graduate School of Education, University of Bristol (Full-time)

Doctoral thesis "*Work In Progress: The Political Construction of The OECD Programme Teaching And Learning International Survey*"

Supervisors: Professor Susan Robertson and Professor Roger Dale, University of Bristol

Based on policy documents and 31 interviews with stakeholders in the OECD, EU, the global federation of teacher unions Education International, as well as state authorities, research institutes, and teacher unions in Australia, England and Finland, the doctoral thesis analysed the discourses associated with the coining and development of the TALIS programme into the most comprehensive international survey so far on teachers' work. The analysis of the discourses of the main organisations was contextualised within the soft law governance of the OECD, as well as the EU, a working partner with the OECD on TALIS, and situated the programme in relation to the unprecedented political interest directed towards the teaching profession globally from the 1990s onwards. My doctoral research has formed basis for three chapters in major anthologies and three peer-reviewed articles in highly ranked journals.

During my doctoral programme, I also undertook commissioned research for Education International and Open Society Foundations.

2006 - 2011

Master of Arts in Educational Sociology

Danish School of Education, Aarhus University (120 ECTS, part-time)

MA dissertation "*The bias of markets: A comparative study of the market form and identity politics in English and Danish compulsory education*" (published by University of Copenhagen in 2011)

Supervisor: Associate Professor Stavros Moutsios

1995 - 2000

Teacher Graduate, ISCED levels 1 and 2

Aarhus Dag- og Aftenseminarium, Denmark (240 ECTS, full-time)

Language competences

Danish native **English** C2 (fluent) **French** B2 (intermediate) **Polish** A1 (basic) **Swedish** C1 (proficient)

(cf. [Common European Framework of Reference for Languages](#))

Grants and awards

University of Bristol Postgraduate Scholarship (GBP 53,087)

Maintenance stipend and tuition fees for PhD programme at the Graduate School of Education, University of Bristol (January 2013 - January 2016)

Worldwide Universities Network Research Mobility Programme (GBP 2,492)

Research visit to Faculty of Education and Social Work, University of Sydney, hosted by Professor Anthony Welch (19 October – 4 December 2015)

Professional duties and academic networks

Expert work for the European Commission

External Expert appointed by the European Commission to evaluate grant applications (since October 2021)

Editorial board member

European Educational Research Journal (since August 2018)

Peer reviewer (varies by year)

Critical Studies in Education

European Educational Research Journal

Globalisation, Societies and Education

International Journal of Lifelong Education

Nordic Journal of Studies in Educational Policy

Paedagogica Historica

Conference paper reviewer

Annual Conference of the Comparative and International Education Society (CIES)

External member of *Knowledge, Power and Politics* research cluster, Faculty of Education, University of Cambridge

Memberships of professional associations

Comparative and International Education Society (CIES)

Nordic Educational Research Association (NERA)

The Society for the Advancement of Socio-Economics (SASE)

Publications

Peer-reviewed journal articles

Sorensen, T.B., and X. Dumay (in peer review). "The European Sectoral Social Dialogue in Education and the strengthening of the European Union's policy regime in education and employment", *Journal of Education and Work*.

Graf, L., M. Marques, T.B. Sorensen, and X. Dumay (in peer review). "The emergence of European boundary-spanning policy regimes: Analysing intersectoral policy coordination in education and employment", *Journal of Education and Work*.

Sorensen, T.B., and X. Dumay, 2021. "Special Section on Teachers, Teaching and Globalization: Introduction", *Comparative Education Review*, 65(4), 723-724. doi: [10.1086/716449](https://doi.org/10.1086/716449)

Sorensen, T.B., and X. Dumay, 2021. "The Teaching Professions and Globalization: A Scoping Review of the Anglophone Research Literature", *Comparative Education Review*, 65(4), 725-749. doi: [10.1086/716418](https://doi.org/10.1086/716418)

Sorensen, T.B. 2021. "The space for challenge in transnational education governance: The case of Education International and the OECD TALIS programme", *Discourse: Studies in the Cultural Politics of Education*, 42(4), 572-589, doi: [10.1080/01596306.2020.1718611](https://doi.org/10.1080/01596306.2020.1718611)

Sorensen, T.B., C. Ydesen and S.L. Robertson, 2021. "Re-reading the OECD and education: the emergence of a global governing complex – an introduction", *Globalisation, Societies and Education*, 19(2), 99-107. doi: [10.1080/14767724.2021.1897946](https://doi.org/10.1080/14767724.2021.1897946)

- Sorensen, T.B. and S.L. Robertson, 2020. "O programa da OCDE TALIS: enquadrando, medindo e vendendo professores de qualidade", *Currículo sem Fronteiras*, 20(1), 43-61.
- Sorensen, T.B., and S.L. Robertson, 2020. "Ordinalization and the OECD's governance of teachers", *Comparative Education Review*, 64(1), 21–45. doi: [10.1086/706758](https://doi.org/10.1086/706758)
- Robertson, S.L., and T.B. Sorensen, 2018. "Global transformations of the state, governance and teachers' labour: Putting Bernstein's conceptual grammar to work", *European Educational Research Journal*, 17(4), 470-488.
- Holloway, J., T.B. Sorensen, and A. Verger, 2017. "Global Perspectives on High-Stakes Teacher Accountability Policies: An Introduction". *Education Policy Analysis Archives*, 25(85), 1-18.
- Sorensen, T.B. 2012. "Kortsluttet kosmopolitanisme: Marginaliseringen af engelsk som andetsprog" ["Shortcircuited cosmopolitanism: The marginalisation of English as an Additional Language"]. *Sprogforum* 55, 71-78.
- Sorensen, T.B. 2011. "The two nationalistic narratives in Danish compulsory education", *Exedra Revista Científica*, 3(1), 15-24.
- Milana, M., and T.B. Sorensen, 2009. "Promoting Democratic Citizenship Through Non-Formal Adult Education: The Case of Denmark", *Scandinavian Journal of Educational Research*, 53(4), 347-362.

Editorial work

- Lukas Graf (Hertie School, Berlin), Marcelo Marques (Hertie School Berlin), Tore Bernt Sorensen, and Xavier Dumay (UC Louvain). Guest-editors of Special Issue "The emergence of European boundary-spanning policy regimes: Analysing intersectoral policy coordination in education and employment", *Journal of Education and Work* (in peer review).
- Tore Bernt Sorensen section editor "Globalization and teacher education" (8 chapters), in *The Palgrave Handbook of Teacher Education Research*, Editor-in-Chief Ian Menter, University of Oxford and Kazan Federal University (on-line publication 2022, in print April 2023)
- Tore Bernt Sorensen and Xavier Dumay (UC Louvain). Guest-editors of Special Section "Teachers in the context of globalization", *Comparative Education Review*, 65(4), November 2021.
- Tore Bernt Sorensen (UC Louvain), Christian Ydesen (Aalborg University) and Susan L. Robertson (University of Cambridge). Guest-editors of Special Issue "Re-reading the OECD and education: the emergence of a global governing complex", *Globalisation, Societies and Education*, 19(2), March 2021.
- Jessica Holloway (Kansas State University), Tore Bernt Sorensen (University of Bristol) and Antoni Verger (Universitat Autònoma de Barcelona). Guest-editors of Special Issue "Global Perspectives on High-Stakes Teacher Accountability Policies", *Education Policy Analysis Archives*, August 2017, 25 (85-93).

PhD thesis

- Sorensen, T.B. 2017. Work In Progress: The Political Construction of The OECD Programme Teaching And Learning International Survey. University of Bristol, Graduate School of Education.

Books

- Sorensen, T.B. 2011. The bias of markets: A comparative study of the market form and identity politics in English and Danish compulsory education. Copenhagen Studies in Bilingualism, vol. 60. Copenhagen: University of Copenhagen.

Reviewed by Francesca Gobbo, University of Turin, in *European Educational Research Journal* 11(3), 471-476

Book chapters

- Sorensen, T.B., 2022. "Globalization, teachers and teacher education: theories, themes and methodologies". In *The Palgrave Handbook of Teacher Education Research*, edited by Ian Menter. Springer.
- Milana, M. and T.B. Sorensen, 2020. "Promoção da Cidadania Democrática através da Educação de Adultos Não-Formal: O caso da Dinamarca". In *Grundtvig e Freire: escolas populares na Dinamarca e no Brasil*, edited by S. Haddad, 106-128. São Paulo: Ação Educativa
(Paper originally published in *Scandinavian Journal of Educational Research*, 53(4), translated to the Portuguese by Sérgio Haddad)
- Sorensen, T.B., and S.L. Robertson, 2018. "Reframing Teachers' Work for Global Competitiveness: New Global Hierarchies in the Governing of Education". In *The Wiley Handbook of Global Educational Reform*, edited by K.J. Saltman and A.J. Means, 87-112. Wiley-Blackwell.

- Sorensen, T.B., and S.L. Robertson, 2017. "The OECD program TALIS and Framing, Measuring and Selling Quality Teacher™". In *Routledge International Handbook of Teacher Quality And Policy*, edited by M. Akiba and G.K. LeTendre, 117-131. Routledge.
- Sorensen, T.B. 2017. "Teachers and the global educational policy field". In *The Global Educational Policy Environment in the Fourth Industrial Revolution: Gated, Regulated and Governed*, edited by T.D. Jules, 59-84. Emerald.
- Sorensen, T.B. 2012. "Paradox of liberalism: Citizenship education in Denmark". In *Intercultural Policies and Education*, edited by S. Goncalves and M. Carpenter, 225-244. Bern: Peter Lang.
- Sorensen, T.B. 2012. "The seductive reasoning of Danish compulsory schooling reform". In *Perspectives on European Educational Policy and Practice: papers from the Erasmus Intensive Programme Summer Schools, Haapsalu, Estonia, August 2009 and 2010*, edited by P. Garland, A. Larson, E. Lofstrom and I. Garland. Sheffield: Sheffield Hallam University.
- Sorensen, T. 2008. "Developing teacher competences in facilitating content and language learning among bilingual students in the Danish mainstream classroom". In *Identity, Diversity and Intercultural Dialogue*, edited by S. Goncalves. Coimbra: Instituto Politécnico de Coimbra, Escola Superior de Educação.

Commissioned research reports

- Sorensen, T.B., E. Grimaldi, and T. Gajderowicz (eds. 2021). *Rhetoric or game changer: Social dialogue and industrial relations in education midst EU governance and privatisation in Europe. Final project report "Social dialogue and industrial relations in education: The challenges of multi-level governance and privatisation in Europe" (IR-EDUREFORM)*. Brussels: ETUCE.
- Sørensen, T.B. 2017. *School vouchers and the privileges of choice*. Brussels: Education International.
- Sørensen, T.B. 2016. *Value-added measurement or modelling (VAM)*. Brussels: Education International.
- Sørensen, T.B. 2015. *Review of Early Grade Reading Assessment (EGRA)*. Brussels: Education International.
- Barrett, A.M., and T.B. Sorensen. 2015. *Indicators for All? Monitoring Quality and Equity for a Broad and Bold Post-2015 Global Education Agenda*. New York: Open Society Foundations.
- Sørensen, T. 2008. "EksPLICIT fokus på sproget - samarbejde i natur/teknik og dansk som andetsprog" ['Explicit focus on language – co-operation in Nature/Technics and Danish as a Second Language']. In *Sproget med i alle fag: Andetsprog og didaktik i folkeskolen*, edited by H.P. Laursen, L.M. Daugaard, U. Lundqvist, and T. Sørensen. Copenhagen: Danish Ministry of Education.
- Sørensen, T., and H.P. Laursen. 2008. "Skriftsproget i natur/teknik" ['Written language in the subject Nature/Technics']. In *Sproget med i alle fag: Andetsprog og didaktik i folkeskolen*, edited by H.P. Laursen, L.M. Daugaard, U. Lundqvist, and T. Sørensen. Copenhagen: Danish Ministry of Education.
- Milana, M., and T.B. Sørensen. 2007. *Case study: The World is Burning (Krogerup Højskole), DK. The stocktaking study on Lifelong Learning for Democratic Citizenship through Adult Education* (funded by the EU Socrates-Grundtvig scheme).
- Milana, M., and T.B. Sørensen. 2007. *Case study: Teaching European Active Citizenship (TEACh)-course1, EU. The stocktaking study on Lifelong Learning for Democratic Citizenship through Adult Education* (funded by the EU Socrates-Grundtvig scheme)
- Milana, M., and T.B. Sørensen. 2007. *Case study: the project "Udspil"1 (Dag Højskoler), DK. The stocktaking study on Lifelong Learning for Democratic Citizenship through Adult Education* (funded by the EU Socrates-Grundtvig scheme).
- Jensen, A.E., E. Høj, I.M. Jacobsen, I.F. Hansen, L. Bernhard, and T. Sørensen. 2006. "Danskfaget på mellemtrinnet og de tosprogede elever" ['Danish in the intermediate stage and the bilingual pupils']. In *Dansk som andetsprog i relation til danskfaget*, edited by H.P. Laursen. CVU København & Nordsjælland and Københavns Kommune.
- Andersen, M.W., S. Gormsen, K. Haase, C. Hagbo, J. Høegh, S.G. Larsen, W. Schneider, and T. Sørensen. 2003. "Undervisning af tosprogede elever i matematik" ['Teaching bilingual pupils in Mathematics']. In *Dansk som andetsprog i fagene*, edited by H.P. Laursen. CVU København & Nordsjælland and Københavns Kommune.

Blogposts

- Commitment to social dialogue in education in the European Union: rhetoric or game-changer?* (lead author w/ Emiliano Grimaldi and Tomasz Gajderowicz). Educational International, 18 May 2021
- The need for strategy and teacher activism in transnational governance*. Worlds of Education, 23 March 2020
- The possibilities for South-North dialogue in education research*. Worlds of Education, 27 March 2018

Learning assessment and assessment learning: International large-scale assessment and the politics of capacity-building. Globalisation, Education & Social Futures, University of Bristol, 28 June 2016
VAM, school effectiveness and the politics of distraction. Worlds of Education, 29 February 2016
Race to the bottom: big data and teacher evaluation frameworks. In G20, Turkey: The Antalya Summit November 2015, edited by Munk School of Global Affairs, G20 Research Group, University of Toronto, 114
Distance, proximity and Australia in global education governance. Globalisation, Education & Social Futures, University of Bristol, 7 December 2015
A critical review of Early Grade Reading Assessment (EGRA). Worlds of Education, 30 September 2015
The Politics of Indicator Development in the Education 2030 Framework for Action. NORRAG NEWSbite, 9 July 2015

Journal articles, non-peer reviewed

Sorensen, T.B. 2021. "Wie stopt macht van de markt?" *Didactief* 51(9): 15-19.
 Sørensen, T.B. 2009. "Skoleudvikling og tosprogede elever" [In English: 'School development and bilingual pupils']. *Månedsmagasinet Skolen* 15(6), 20-21.
 Sørensen, T.B. 2009. "Anerkendende efteruddannelse tager højde for sammenhængen" ['Recognition in inservice training implies taking the context into account']. *Sprog & Integration*, no. 3, 2009, 20-22.
 Sørensen, T.B. 2009. "Uddannelse i konkurrencestaten Danmark" ['Education in the competition state Denmark']. *Sprog & Integration*, no. 2, 2009, 3-5.
 Sørensen, T.B. 2009. "»Tænk, hvis vi fik fred til at drive skole«" ['''Imagine if we were given peace to run our school''']. *Sprog & Integration*, no. 2, 2009, 14-15.
 Sørensen, T.B. 2009. "»Skribedardsarbejde stjæler tid fra det væsentligste«" ['''Time is used on desk work rather than the most important''']. *Sprog & Integration*, no. 2, 2009, 10-11.
 Sørensen, T.B. 2009. "»Det er svært at være racistisk over for sin familie«" ['''It is hard to be racist against your family''']. *Sprog & Integration*, no. 2, 2009.
 Sørensen, T.B. 2008. "Mundtlighedsdidaktik i grundskolens fag" ['Oral pedagogy in compulsory education']. *Sprog & Integration*, no. 4, 2008, 24-25.
 Sørensen, T.B. 2008. "Globalisering og kulturel protektionisme" ['Globalisation and cultural protectionism']. *Sprog & Integration*, no. 3, 2008, 4-6.
 Sørensen, T. 2006. "Den fortsatte udvikling af læsekompetence hos tosprogede unge" ['The further literacy development among young bilingual students']. *Sprog & Integration*, no. 3, 2006, 19-21.
 Sørensen, T. 2004. "Matematikundervisning i flerstemmighedens rum" ['A polyvocal space for Math teaching']. *Sprog & Integration*, no. 4, 2004, 20-22.
 Sørensen, T. 2004. "Dansk som andetsprog i matematik – overvejelser om praksis" ['Danish as a Second Language and Mathematics – reflections about practice']. *UFE-Tema 2004. Andetsprogsdimensionen i fagene: Faglærere er også sproglærere.*

Presentations

Invited talks

"The myths and promises of education: The cultural political economy of educationalisation in European Union governance"
Guest lecture, University of Vienna, 19 October 2022

"Stuck between practice and policy: Reflections on cultural diversity, learning and teaching"
Keynote, International Conference on Discourses of Childhood and Social Education, Maria Grzegorzewska University, Warsaw, 2 June 2022

"Teachers' well-being: international perspectives on the challenges and responses"
Guest lecture, 15th UNESCO Janusz Korczak Chair International Summer School 2022, Maria Grzegorzewska University, Warsaw, 1 June 2022

"Discourse Analysis"
Methodology workshop for PhD students, 15th UNESCO Janusz Korczak Chair International Summer School 2022, Maria Grzegorzewska University, Warsaw, 1 June 2022

"Analysing policy documents"

Methodology workshop for PhD students, Faculty of Education, University of Bialystok, 7 April 2022

"Teachers, teacher education and the European Union"

Guest lecture, Faculty of Education, University of Bialystok, 6 April 2022

(with Xavier Dumay, Emiliano Grimaldi, Francesca Peruzzo and Sylwia Wrona) "Industrial relations in Europe in transformation: how education privatisation, liberalisation and reforms are changing teachers' world of work"

Keynote, virtual ETUCE conference "Education in Europe From Resistance to Recovery: Public Investment, Privatisation, Reforms and the role of Industrial Relations", 31 March 2021

"Privatisation paths in and of education in Europe: challenges to the nature of education as a public good"

Virtual workshop "Privatisation in and of education: do we have it here?" convened by European Trade Union Committee for Education (ETUCE), 27 November 2020

"When can literature be used as empirical data? The aims, types and methods of literature reviews"

Guest lecture, Centre for Higher Education Research and Evaluation, Lancaster University, 8 April 2020

"Between education and employment: EU governance and the Europeanisation of teacher policy"

Workshop, Faculty of Education, University of Cambridge, 20 November 2019

"What are the implications of personalizing learning for the future of public education in our global culture of competitive comparison?"

Twin Peaks Research Summit, Banff, 15 April 2018

"The teaching professions in the context of globalisation: A systematic literature review"

University of Cambridge, Culture, Politics and Social Justice Academic Seminar, 7 February 2018

"The state in the global educational policy field: Finland, England and the OECD TALIS programme"

Education, Culture and Society Forum, Laboratory for Education and Society, KU Leuven, 18 March 2016

"Why are teachers on the global policy agenda? The practical argumentation of the OECD, the European Commission, teacher unions and business"

Faculty of Education and Social Work, University of Sydney, 1 December 2015

"Et internationalt perspektiv på folkeskolereformen og lærerprofessionen"

Keynote conference Multikulturelle Skoler 2014: Synlig flersprogethed i den nye (folke)skole, Nyborg, Denmark, 17-18 November 2014

"Organiseringen af den skolepædagogiske indsats i forhold til flersprogede elever"

Keynote, conference hosted by Danish Union of Teachers, Local Branch Copenhagen, 22 May 2014

"Fragmenteret samspil? Skoler, kommuner og organiseringen af den skolepædagogiske indsats overfor flersprogede børn"

Nordic Council conference 'Rum för språkutveckling', convened by the Swedish National Agency for Education, Stockholm, 2 October 2013

Academic conferences and workshops (*indicates panel/symposium coordination)

2022

"European Union governance of schools and teachers: Policy design and instrumentation since 2010"

European Consortium for Political Research (ECPR) General Conference, Innsbruck, 22-26 August 2022

"European Union governance of schools and teachers: Transformations in the mix of policy instruments since 2010"

The Instrumentation and Enactment of Public Education Reform. The Reformed Project Final Conference & Workshops, Barcelona, 15-17 June 2022

"Education, cultural identity and values in European Union governance since the 1990s"
Conference "Uses and abuses of the past – the democratisation of symbolic resources, power and legitimization", Taube Centre for Advanced Studies in the Social Sciences, Faculty of International and Political Studies, Jagiellonian University Krakow, 23-24 May 2022

2021

(with Xavier Dumay) "Managing Tensions in the European Sectoral Social Dialogue in Education". Part of symposium "New policy instruments for education and training in Europe: Generating productive tensions"
European Conference on Education Research (ECER), 6–10 September 2021

(with Xavier Dumay and Juliette Fontaine) "Social dialogue and industrial relations in education: The challenges of multi-level governance and privatisation in Europe"
GIRSEF seminar, UC Louvain, 2 April 2021

2020

(with Xavier Dumay) "Between education and employment: The EU governance architecture and the Europeanisation of teacher policy"
Virtual workshop "Education and Training Policies in Europe", Hertie School of Governance, 23 April 2020

2019

*Organisation of Symposium "Re-articulating the form of the political: Education governance in the European Union", including paper (with Xavier Dumay) "European Union Governance, Social Dialogue And The Teacher Workforce"
European Conference on Education Research (ECER), Hamburg, 3-6 September 2019

(with Xavier Dumay) "The teaching professions in the context of globalisation: A scoping review of the literature"
GIRSEF seminar, Université Catholique de Louvain, 5 April 2019

"The teacher workforce and social dialogue in the EU and the OECD"
Colloque 20 Ans de GIRSEF, 30 January 2019

2018

*Organisation of Symposium (with Xavier Dumay) "Teachers in the context of globalisation: Prospects for an expanding field", including paper (with Xavier Dumay) "The teaching professions in the context of Europeanisation and globalisation: A systematic literature review"
European Conference on Education Research (ECER), Bolzano, 4-7 September 2018

"The cultural political economy of the OECD TALIS programme"
European Conference on Education Research (ECER), Bolzano, 4-7 September 2018

*Organisation of Panel Session "The teaching professions and knowledge exchange in the context of globalization", including paper (with Xavier Dumay) "The teaching professions and knowledge exchange in the context of globalization"
Annual Conference of the Comparative and International Education Society (CIES), Mexico City, 25-29 March 2018

2017

"Teacher appraisal and feedback: The practical argumentation of the OECD, the World Bank, and the European Commission"
American Educational Research Association (AERA) Annual Meeting, San Antonio, TX, 27 April – 1 May 2017

2016

“Teacher appraisal and feedback: The practical argumentation of the European Commission, the OECD, and the World Bank”. Symposium “Global Perspectives on Market-Based Teacher Accountability Policies”
European Conference on Educational Research (ECER), Dublin, 23–26 August 2016

“The uses of international comparative data for political objectives: the OECD TALIS programme and initial teacher education reform in England and Finland”
Universities in the Knowledge Economy (UNIKE) conference, Danish School of Education, Aarhus University, 15-17 June 2016

“The state in the global educational policy field: Finland, England and the OECD TALIS programme”
Nordic Educational Research Association (NERA) conference, Helsinki, 9-11 March 2016

“Dimensions of acceptability: England in the OECD TALIS programme”
Work-In-Progress seminar, Graduate School of Education, University of Bristol, 29 February 2016

2015

(With Angeline M. Barrett) “System level indicators for an education SDG: Exploring possibilities for the teachers target”. Symposium “Measuring” What We Care About: Balancing the Politics and Promise of a Sustainable Post-2015 Education Agenda
13th International Conference on Education and Development (UKFIET), Oxford, 15-17 September 2015

“Teachers on the global policy agenda: The practical argumentation of the OECD, the European Commission and Education International”
Education, Society and Culture conference, University of Helsinki, 1 June 2015

“Teachers, states, OECD: Does TALIS hijack social dialogue?”
Work-In-Progress seminar, Graduate School of Education, University of Bristol, 28 April 2015

“The engagement of international teacher unions in the OECD programme TALIS: A conversation between critical cultural political economy and historical institutionalism”
Comparative and International Education Society (CIES), Washington DC, 8-13 March 2015

2014

“The de-nationalisation of teacher policy in England and Finland”
European Conference on Educational Research (ECER), Porto, 1-5 September 2014

Podcasts and other media

Podcast (published 1 June 2021) “Continuity, adaptation, change: the roles and workings of the OECD in global education governance” in podcast series Higher Education Researcher, Centre for Higher Education Research and Evaluation, Lancaster University, about the objectives, background and editing of the Special Issue “Re-reading the OECD and education: the emergence of a global governing complex”, published in *Globalisation, Societies and Education*, 19(2), March 2021.

Interview on language-across-the-curriculum teaching practices for the DVD *Lige Muligheder for Alle* [‘Equal Opportunities for All’] produced by HVProduktion (2011). The DVD disseminated the results from a R&D project about inclusion of ethnic minority students in Danish VUCs (“Adult Education Centre”)

Interview on teaching methods and teacher co-operation in multilingual school environments. On *Danish Radio 8* January 2009 in the Danish Broadcasting Corporation (DR) programme ‘P1 Orientering’, under the programme heading ‘Tosprogs-taskforce skal vise gode eksempler’ (‘Bilingualism Task Force going to present examples of good practice’)