



TEACHERS WITHOUT BORDERS GLOBAL ADVISORY BOARD

Member Bios | August 2021



Daniel Brown

I have worked with elementary and middle school students for thirty years, and currently teach fifth grade students in an online public school in Oregon. Students bring their own experiences, culture, and knowledge to a classroom, and every one of them can learn and achieve. My role is to help them develop further, personally and academically.

I have worked in or led curriculum development in multiple schools, in the United States, and in the Middle East and Asia. I have trained staff in early writing and writing traits, and have presented on those at conferences both in the US and overseas. I developed and implemented a Family Math and Science Nights program for my school, which included star parties for astronomy. My wife and I live with three dogs and an old cat, and in our free time we enjoy hiking and visiting local wineries.



Tamu Petra Browne

Dr. Tamu Petra Browne is the founder of an online academy, Innovative Education and Training Solutions and Coaching, by Tamu. The former serves adult Caribbean learners whose traditional education pathway was interrupted. Coaching by Tamu is the entrepreneurship education component of Tamu's ventures focused on guiding female entrepreneurs to create and effectively manage scalable and innovative ventures. Her teaching and learning philosophy sits at the intersection of technology and innovation. Tamu is passionate about incorporating technology into the teaching and learning experiences while using pedagogical techniques to encourage curiosity and novel thought.

Dr. Browne serves as Convener for the Caribbean Examinations Council's Animation and Game Design syllabus, leading a regional team to create the Advanced Level Curriculum, which is now available to all schools in the English-speaking Caribbean. Her ventures have allowed her to positively impact the lives and livelihoods of scores in the region.

Tamu received her Doctorate in 2018 in Technology Entrepreneurship, having researched strategies that minority female founders use to receive venture capital funding for technology companies. Dr. Browne enjoys researching for her edification and writing poetry.



Anika Browne-Jones

I am Head of Curriculum and Instruction at an international school in Jakarta, Indonesia, and I believe every student learns. Teachers, however, inspire students to learn best by allowing students to take action, problem solve, and create. The teacher who uses real-life situations to foster conceptual understanding makes learning enjoyable and unlocks passions.

My best achievements are those that improve instructional approaches and increase access to teacher professional development. In the pandemic, I encourage my teachers to adopt a 'can-do' attitude grounded in empathy to build resilience at a grueling time of uncertainty and change. My school is a newly authorized International Baccalaureate (IB) World School. I led the authorization process to take the school from national to international status. I am thrilled about this accomplishment.

As a child, I observed my parents interact with everyone. They treated the rich and poor with respect and taught me the importance of preserving human dignity. My childhood experiences laid the foundation for my engagement with others. I am a relational, communicative, intercultural adult on a quest to empower. On a lighter note, I binge-watch Netflix in my downtime!



Debra Eckerman Pitton, Ph.D.

In my career, my focus has been on mentoring education majors, both undergraduate and graduate students, as they worked in the field during their college program. My teaching and learning philosophy has always been grounded in relationships. I believe strongly in the need for reflection and conversation with teachers to help them see their work in light of their students' learning, and to be open to expanding their teaching methodology. This work is always based on developing a relationship with the educators I mentor, as it is vital to develop trust in order to have meaningful conversations.

I believe that my background in communication helps me provide feedback, offer suggestions, and help teachers consider ideas to improve their work in ways that are easier for the educator to hear. I have enjoyed this work for over 25 years and, having been mentored myself as a young middle school and high school English teacher, I value the mentoring process.

I have recently retired from Gustavus Adolphus College after 22 years teaching and serving as Chair in the Education Department. My current role is part time Manager of the Field Experience Office for the University of St. Thomas in Minneapolis. In this position, I continue to teach and mentor pre-service candidates, but I also develop assessments for their work in the field and train the supervisors and cooperating teachers who work with these novice educators. I am proud of having have successfully mentored and supported several candidates who were

struggling, observing their growth and transformation, as they grew into confident educators with a focus on the needs of their learners.

I am also proud to have shared my beliefs about mentoring in the text: *Supporting Teacher Development: New skills for principals in supervision and evaluation*, available on Amazon. I also have an earlier book, *Mentoring Novice Teachers: Fostering a dialogue process* also on Amazon. I am also proud to have developed, supported, and taught international courses that enabled Gustavus educator majors to experience and participate in international educational systems through a program I developed called Global Educators.

Personally, my husband and I are very proud of our family: our three children who are all in service-oriented careers, and our grandchildren, who we enjoy watching as they learn and grow. I am proud to have published a travel adventure about the time 21 college students and I were stranded at Machu Picchu due to flooding. The book, *No One Left Behind*, reflects our efforts to provide service as well as the extraordinary events that occurred while we were stranded. I am also grateful for the years of teaching secondary language arts, speech and theater, which gave me opportunities to work with young people in ways that influenced my teaching career and helped me move from the being the 'sage on the stage' to the 'guide on the side' when engaging students in their learning.

Rael Futerman



In 2019 I co-founded Cartedo on the belief that scaling future-readiness skills and mindsets beyond traditional learning pathways is critical in empowering growing youth populations around the world to thrive in increasingly uncertain futures. My role at Cartedo is Chief Learning Officer, where I explore the intersection between pedagogy, technology and critical soft-skill development. Working with a small but dedicated team has allowed us to engage over 300 000 youth in over 170 countries, a number that continues to grow. This has been an incredible journey to date, and one that could not have been achieved without international collaboration and co-creation. Being

shortlisted for a number of global awards (World Design Organisation Impact Prize for our work in supporting youth in solving-place based challenges to the COVID-19 pandemic; HundrED's top 100 innovators in Education; HundrED leading innovators in Social-Emotional Learning) has definitely reinforced our mission of developing 21st-century problem solvers. When not working at making technology work for people I spend my time hiking up mountains or diving below coastal kelp forests.

Jodie Howcroft



Jodie Howcroft has worked in both the private and public sectors throughout Ontario, Canada from Hamilton to London, Mississauga and, back to Hamilton. Her most recent position is Reading Specialist with a focus on early literacy. She is a passionate advocate for refugees, immigrants, literacy and humans who identify as LGBTQ2S+. She believes that the purpose of education should be for all children to develop strong 21st century skills while feeling confident and proud of their unique and wonderful identities. She was awarded the Golden Leaf Award from the Canadian Education Press Association. She has earned Specialist Qualifications in both Special Education and Reading. Jodie is the coauthor of *Milestones*

to Support Reading: K-1, *Determining a B in Reading*, and *Early Literacy: An Activity Guide for Families*. She is nearing the completion of her Master of Education in Leadership, Policy and Change with a Collaborative Specialization in Comparative, International and Development

Education through O.I.S.E. at University of Toronto. She is an Orton-Gillingham Associate in Training. In her spare time, Jodie saponifies (makes soap!) and enjoys getting outdoors whether it is biking, snowshoeing, cross-country skiing, hiking or jumping into one of Ontario's beautiful northern lakes.



Alyson Kapki

Alyson currently serves as a Learning Specialist at an all-girls independent school in Tennessee, USA. She believes that teaching and education are not one size fits all. Her passions include girls education, second language acquisition theories, multi-sensory learning, and diversity and inclusion in the classroom. She sees each child as a unique individual who brings their own thoughts and experiences to the classroom. Her time working in the classroom has led her to believe that the teacher should act as a modeling guide for students, instruction should be differentiated, small groups should be utilized, and there should be a focus on a student's natural curiosity.

Throughout her career in education, Alyson has worked as an elementary teacher, grade chair, math content lead, and served on an instructional leadership team before becoming a learning specialist. She has served as a district fellow, presenting to district wide professional developments for teachers and has been award a teaching excellence award at her previous school site. When Alyson is not in the classroom, she works as an English Language tutor to adult learners in her area.



Muneer Karama

I'm currently working as a Director of the graduate higher diploma in education program (Mathematics, Physics, Chemistry, Biology, Technology, and Engineering) at Palestine Polytechnic University. I believe in innovation, student-centered learning, and education that prepare students for 21st Century Skills through empowering teachers who are the glue, and catalyst of change. I am a problem solver and a critical thinker. I possess creativity, sensitivity, vision, and a desire to transform lives through education. Most of all, I love people and learning, and I am passionate about what I do.

I've been working in UNRWA schools for the last 25 years since graduating from Bethlehem University (during this period I have been promoted from teacher of math to supervisor, educational expert and area education officer). I participated in many programs consultant (as a trainer, and curriculum writer) in capacity building of school teachers, headteachers and university professors such as "leadership development and teachers from 2012-2018, supported by AMIDEAST", "model schools network from 2009-2011 supported by AMIDEAST, "leading for the future" founded by Brutish Council". I am greatly enthusiastic about humanizing and rising effective methods for gender equality, numeracy and literacy for all, and human rights education



Servious Mbiza

I am a lecturer in the Faculty of Technology at Zimbabwe Open University. I am also a Programme Coordinator responsible for coordinating face-to-face and online tutorials that are facilitated by a pool of part-time tutors.

I believe in the power of collaborative approaches in teaching. Now

that the mobile phone has become part of personal life for most people, it is logical that these gadgets be deployed in collaborative learning in distance education.

I was seconded to the World Links for Development Programme by the Ministry of Education to promote the integration of ICTs into teaching/learning in Masvingo province in Zimbabwe. I regularly made visits to remote and disadvantaged communities with a mobile computer laboratory connected to the Internet. The Programme enabled teachers and their classes to engage in collaborative projects with their counterparts from elsewhere in the world using the Internet.

I was once contracted by the International Education and Resource Network (iEARN) to provide online training to teachers on how to help students cope with traumatic events in schools. I believe that empowering the disadvantaged with life skills enhances livelihoods. During my spare time I enjoy outdoor activities such as gardening.



Cindy Maguire

I am a professor at Adelphi University and co-director of ArtsAction Group, an international community-based collective committed to facilitating arts and education initiatives with children and youth in conflict-affected environments. ArtsAction Group only goes where we are invited. Across both of these professional practice spaces, my work is designed around participatory frameworks of engagement, exploring how teaching, learning and healing relationships cultivated through arts and culture, impact the development of individual and collective capabilities towards transformation.

I have a forthcoming co-edited publication building off of this work titled *The Role of Arts and Culture in Global Development Practices*. The book brings together individuals and collectives from around the world to explore the role of arts and culture in global development— human expression, forming identity, and empowering communities— to define its practice and impact. I see my earlier work as a K-12 arts educator in the Los Angeles City Schools as foundational to my professional identity and practice. I am also an artist (solo and socially engaged art). This is the space where I translate and try to make sense of the world around me.



Craig Perrier

I am currently the High School Social Studies Curriculum and Instruction Specialist for Fairfax County Public Schools in Fairfax, VA as well as an adjunct professor in education. Previously, I taught at American Schools in Brazil for six years and for six years in public schools in Massachusetts. I believe the best educators “teach for tomorrow” by preparing students to succeed today and in the future. As learning is a product of thinking, deeper learning, student choice, and using inquiry are all integral strategies to this end. Empowering students and teachers to have these experiences are the most valuable aspects of my work.

My time these days are devoted to working on my doctorate and traveling with family and friends. I find Octavia Butler’s words about change to be especially important in both my personal and professional life, “All that you touch you Change. All that you Change Changes you. The only lasting truth is Change.”



Jennifer Ward

I am a teacher for Deaf/Hard of Hearing students in San Diego, CA, and have been teaching in the area of special education for almost 20 years. I believe that education is a basic human right, and that all students should have access to an equitable education that will meet their needs. Inclusive education means that every aspect of the child is considered and addressed in the classroom. It is vital that we as educators listen to what our students are telling us and that they are included in the process. Collaboration and community-building are at the heart of teaching. As a community of learners, we should continuously be supporting, encouraging, teaching, and learning from each other.

In 2019 I was named the San Diego County Office of Education Special Education Teacher of the Year as well as the 2019-2020 Teacher of the Year. In May 2021 I graduated from the University of San Francisco with an EdD in International and Multicultural Education, with a concentration in Human Rights Education. I love to travel and do so every opportunity I get. Other hobbies include reading, cooking, and spending time outdoors and on the water with my dogs.