

Contributors

Ashley Beard is a Welsh-language tutor and has taught in a variety of educational contexts. Until recently, she was a lecturer of Welsh at Cardiff Metropolitan University on Initial Teacher Training programmes. At present, she is the Welsh provision manager in the School of Dentistry at Cardiff University and continues to teach on Welsh for adults' courses. She completed her PhD in 2016 at the University of Wales Trinity Saint David, funded by the Coleg Cymraeg Cenedlaethol Research Scholarship Scheme. Her research interests are second-language acquisition and approaches to language teaching and learning.

Sally Bethell is a senior lecturer in initial teacher education in the School of Education and Social Policy at Cardiff Metropolitan University. She is a senior fellow of the Higher Education Academy. Sally leads on the development of professional learning for school-based mentoring in ITE. Her research interests are related to mentoring and supporting mentors to self-reflect on their role. She is also involved in the development of the Health and Well-being Area of Learning and Experience across all ITE programmes and partnership schools.

Dr Michael Beverley is a senior lecturer and director of student assessment and feedback in the Department of Psychology at Bangor University. He is the module organiser for and teaches on a module that focuses on the educational applications of behaviour analysis to improve fluent behaviour and monitor the individual progress of learners. He has conducted training in precision teaching in the UK, Spain, Italy and Norway. His research focuses on improving basic education skills in mainstream and special educational settings.

Dr Anna S. Bryant is a principal lecturer in student engagement at the Cardiff School of Sport and Health Sciences, Cardiff Metropolitan University. After a period as a PE teacher at Ysgol Bro Morgannwg, Anna has since made a significant contribution to health physical education, specifically in the area of physical literacy and 'health and well-being'. She has

project led Cardiff Metropolitan University's 'Sport Wales's Physical Literacy Consultants' and was an international panel member for the Australian Sports Commission's Physical Literacy Project (2016–17). More recently, Anna has been involved in providing academic consultancy to the Welsh Government on the new Health and Well-being Area of Learning and Experience and has played a central role in Cardiff Metropolitan University's Welsh Government National Professional Enquiry Project (NPEP).

Dr Steve M. Cooper is professor of applied biostatistics and Senior Research Leadership Mentor (Sport) in the Cardiff School of Sport and Health Sciences. Steve is also currently seconded as the graduate studies coordinator in the Cardiff School of Education and Social Policy at Cardiff Metropolitan University. Steve is an elected fellow of the Royal Statistical Society, an elected fellow of the National Centre for Excellence in the Teaching of Mathematics, a fellow of the Institute of Mathematics and its Applications and a Fellow of the Higher Education Academy. Steve's research interests include the reliability, accuracy and precision of tests and measuring instruments that are used to assess aspects of physical education, physical literacy, physical fitness and sport performance.

Dr Lowri C. Edwards is a lecturer in sport, physical education and health at the Cardiff School of Sport and Health Sciences at Cardiff Metropolitan University. Lowri's doctorate explored the effects of a physical literacy professional development programme with Welsh-medium primary school teachers. Her research interests are in physical literacy in education and the community, teacher professional development and the Health and Well-being Area of Learning and Experience in the new curriculum for Wales.

Dr Kieran Hodgkin is a senior lecturer in education studies within the School of Education and Social Policy at Cardiff Metropolitan University. Kieran completed his PhD in July 2014. His research centred on pupils' expectations and experiences of the primary-secondary transition with a specific focus on physical education. Kieran's current research interests include transitions in education, ethnography and research ethics. He is currently chair of the school's ethics committee and programme director for the BA (Hons) Primary Education Studies programme

Professor J. Carl Hughes is professor of education research and head of school at the School of Education and Human Development, Bangor

University. He is founding director of the Collaborative Institute for Education Research, Evidence and Impact (CIEREI), a collaborative, bilingual, multi-disciplinary institute for the creation of context-led impact research in schools aimed at positively influencing educational practice, professional learning, educational outcomes and learning and well-being for children in our schools. His research interests include evidence-based educational interventions, close-to-practice impact research, reading instruction and developing evidence informed educational systems. He has over fifty peer-reviewed publications.

Geraint Johnes is professor of economics at Lancaster University Management School. He was director of the Work Foundation in London from 2014 until 2015, and has previously worked at Dartmouth College, New Hampshire and at the Australian National University. He has published widely on efficiency measurement in leading economics journals, and is author of several books in the field of labour economics and the economics of education. Geraint is a regular commentator on economic events on TV and radio (BBC, Al Jazeera, Sky, RT, etc.). His most recent work focuses on the nature of the gig economy at regional level in the UK, and on the employment effects of retail sector developments.

Kaydee Owen is a PhD student in the School of Psychology at Bangor University. Her research explores the use of precision teaching and direct instruction to support mathematical skill development in children. Kaydee has a particular interest in investigating educational strategies that can reduce the attainment gap between children of specific ‘at risk’ groups and their peers.

Dr Richard C. Watkins is the research and evaluation lead for the Regional School Effectiveness and Improvement Service for north Wales (GwE) and a member of the management team of the Collaborative Institute for Education Research, Evidence and Impact (CIEREI) at Bangor University. His work and research interests include science education and the application of evidence-based teaching strategies in schools. He coordinates research projects focused on the application and impact of evidence-based practice in schools across north Wales, and co-supervises doctoral students working across a range of collaborative school projects.

