

DR. KRISTEN WEATHERBY

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PROFILE

Strategic bridge-builder with 25 years connecting policy, innovation, and implementation across education and technology sectors globally. Managed £500M Microsoft education initiative and led OECD's 34-country TALIS survey; PhD in Education Technology from UCL. Founded Breakthrough Labs community supporting female tech founders and designed edtech startup support systems for universities and investors. Specialized expertise in translating between government, corporate, startup, and academic ecosystems to drive outcomes at scale.

PROFESSIONAL EXPERIENCE

FOUNDER AND CEO

2022 – Present

Breakthrough Labs, Ltd.

- Built global community and accelerator supporting early-stage female tech founders through investment readiness, connecting 200+ founders with targeted expertise, strategic networks, and funding opportunities across multiple cohorts.
- Designed and executed comprehensive founder support ecosystem including 4-month accelerator program, monthly expert-led events, and strategic partnerships with organizations including British Business Bank, generating revenue through membership sales and corporate sponsorship while bridging the gap between underrepresented founders and investment capital.

EDUCATION CONSULTANT

2015 – Present

Weatherby Education Studies, Ltd.

- Senior consultant for edtech start-ups, SMEs, multi-national organisations, foundations or accelerators to help clients understand and communicate the impact they are making in education. Focus areas include: general teaching and learning research, education technology (including AI and learning analytics), teacher policy, and international teacher data.
- Projects and clients include:
 - Government of France:
 - Advisor to National Research Agency ([Agence Nationale de la Recherche](#)), on national strategy for teaching and technology.
 - Evaluator for High Council of Evaluation and Research ([Hcéres](#)), assessing impact of multi-million Euro, 5-year [e-FRAN](#) edtech initiative.
 - OECD: Member of expert group drafting the questions for the TALIS teachers survey around edtech and teacher professional practices, expert reviewer of national digital literacy curriculum in Netherlands, drafting reports related to edtech and teachers (see publications list), and Trends Shaping Education expert.
 - Edtech Start-ups throughout Europe, including:
 - EvidenceB (France): Develop and implement co-design process with French teachers to create data dashboards for all EvidenceB products.
 - Edurio (Latvia): Develop strategy and planning for building Edurio's UK business.
 - Ayuda en Accion (Spain): Create research and analysis plan for understanding their impact in schools and co-design process for future resource development.
 - UNESCO: Drafting report on Digital Transformation for Global Education Coalition.
 - UFI Voc Tech grants: Evaluator of Seed grants on ongoing basis.

POST DOCTORAL RESEARCHER

2017 – 2019

UCL Knowledge Lab, Institute of Education, University College London

- Co-developed and implemented key programs as part of £4.5M EU-funded EDUCATE project.
- Developed and delivered original research training and 1:1 mentoring to help edtech start-up companies understand the importance of research evidence in product development.
- Created program for schools to pilot and evaluate edtech (Used by Edtech Impact today)

SENIOR POLICY ANALYST AND PROGRAM LEAD

2011 –2014

Organisation for Economic Co-operation and Development (OECD), Paris, France

- Project lead responsible for all aspects of the Teaching and Learning International Survey (TALIS) the first and largest international survey of teachers, conducted in 34 countries.
- Managed relations with the TALIS governing body, which includes policymakers from all participating countries. This involved planning and writing papers for meetings, making recommendations on the future planning for TALIS and resolving issues with individual countries.
- Oversaw development of TALIS survey instruments with countries and external experts and managed relations with the contractor responsible for all data collection work in country.
- Supervised team of analysts, statisticians and subject-matter experts to analyse the TALIS data and draft 3 main reports and all other outputs (including policy briefs, country notes, online resources).
- Directed planning of all TALIS launch events, including Ministerial meeting in Tokyo and simultaneous conferences with government and other partners in five countries.
- Responsible for ~€7M program budget and securing country contributions for project work.

SENIOR ACADEMIC PROGRAM MANAGER, UK EDUCATION PROGRAMS

2008 - 2011

Microsoft Ltd, Reading, United Kingdom

- Developed strategy, implementation plan and measures for success for Microsoft's education partnership work in England, Scotland and Wales, within the confines of strict budget.
- Managed team of program managers, vendors, government advisory council and partners in England, Scotland and Wales.
- Represented Microsoft to the media and conferences, including authoring UK teachers blog, with over 40,000 readers per month.

ACADEMIC PROGRAM MANAGER, WORLDWIDE PARTNERS IN LEARNING 2003 - 2008

Microsoft Corporation, Redmond, USA

- Managed worldwide Partners in Learning initiative in 101 countries (over 90 country program managers and yearly budget: >\$62M) for five months during manager leave.
- Designed new Innovative Schools Program to guide global schools through a process of educational reform and innovative technology integration; program still exists in 2025.
- Supported announcement of education programs by Bill Gates and regular speaker to visiting dignitaries at Microsoft headquarters.
- Led development of 5 semester-length ICT courses and accompanying teacher training localised and delivered worldwide. Supported field in implementation and training of curriculum.

EDITOR

1998 - 2003

Microsoft Press, Redmond, USA

LINGUISTIC ANALYST

1997 - 1998

Microsoft Research, Redmond, USA

TEACHER – ENGLISH AND FRENCH

1996 – 1997

Franklin Middle School, Michigan, USA

EDUCATION

INSTITUTE OF EDUCATION, UNIVERSITY COLLEGE LONDON, Doctor of Philosophy in Education	2017
UNIVERSITY OF MICHIGAN, ANN ARBOR, MICHIGAN, USA Master of Arts in Education	1997
UNIVERSITY OF WASHINGTON, SEATTLE, WASHINGTON, USA Bachelor of Arts in English	1996

RELATED WORK IN EDUCATION

- Vice-Chair, Governing board, Badgemore Primary school, Henley-on-Thames (2015 - 2023)
- Corporate Advisory board member, Tassomai (2018 – 2021)
- French Jury member, Global Edtech Startup Awards 2019 and 2020.
- Trustee, Henley Music School charity (2017 – 2020)

RELEVANT ACADEMIC PUBLICATIONS

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- Price, H., & Weatherby, K. (in publication). The Value of Teachers Around the World: How Professional Capital Matters for the Teaching Profession *Educational Policy*.
- Weatherby, K. (in publication). Capacity Building and the Future Roles of Teachers. In OECD, *Review of Digital School Education in the Netherlands*.
- Weatherby, K., Clark-Wilson, A., Cukurova, M. & Luckin, R. (2022). The Importance of Boundary Objects in Industry-Academia Collaborations to Support Evidencing the Efficacy of Educational Technology. *TechTrends*, 1-14.
- OECD (2021). *Distance Learning in Arab Gulf States*. Paris: OECD Publishing. (Sole author).
- Rogers, E. & Weatherby, K. (2021). Developing Little Bridge as an evidence-informed English language learning platform for 6-12 year olds. *Research for All*. <https://doi.org/10.14324/RFA.05.1.06>
- OECD (2020). *Teachers guide to TALIS 2018, Volume II*. Paris: OECD Publishing. (Sole author) http://www.oecd.org/education/talis/TALIS-Teachers-Guide-to-TALIS-2018-Vol-II_ENG.pdf
- OECD (2020). *Playbook for teachers in the United Arab Emirates: Results from TALIS 2018*. Paris: OECD Publishing. (Sole author) https://www.oecd.org/education/talis/Teaching_in_the_UAE-10_Lessons_from_TALIS.pdf
- Weatherby, K. & Clark-Wilson, A. (2019). Getting inside the black box: Piloting and evaluating edtech in schools. *Impact: Journal of the Chartered College of Teaching*, January 2019, 23-25.
- Luckin, R. & Weatherby, K. (2018). Learning analytics, artificial intelligence and the process of assessment. In Luckin, R. (ed), *Enhancing learning and teaching with technology: What the research says* (pp. 243-255). London: UCL Institute of Education Press.
- Price, H. E., & Weatherby, K. (2018). The global teaching profession: how treating teachers as knowledge workers improves the esteem of the teaching profession. *School Effectiveness and School Improvement*, 29(1), 113-149.

REFERENCES:

- Available upon request.