

Professor Donald Gillies. *M.A. (Hons.)English & Philosophy, University of Glasgow, 1981. PGCE 9Secondary, English) Jordanhill College, 1984. DipEd, University of Glasgow, 1984. M.Ed, University of Strathclyde, 2001. PhD, University of Strathclyde, 2009*

Donald joined the University of the West of Scotland as Head of the School of Education in 2014. Before that, He was Professor of Education Policy at York St John University from 2012.

He was Lecturer, and then Senior lecturer, in Educational Studies at the University of Strathclyde from 2005-2012. Prior to that he spent 21 years as a schoolteacher in the west of Scotland, including 11 years as Principal Teacher.

Donald has taught on undergraduate and graduate initial teacher education courses and on masters and doctoral programmes. And has supervised at M.Ed., M.Phil., Ed.D., and PhD levels.

His principal research interests are in education policy and the politics of education, both national and international He is interested in critical policy studies, critical discourse analysis, educational theory, the philosophy of education, issues around disadvantage, and the role of socioeconomic and cultural factors in education. He has a particular interest in the work of Michel Foucault.

Professional Memberships.

Higher Education Academy (Fellowship); Scottish Educational Research Association; British Educational Research Association; European Educational Research Association; Philosophy of Education Society of Great Britain; Society of Educational Studies. Editorial board member Scottish Educational Review. Peer reviewer for: Scottish Educational Review, Journal of Education Policy, Higher Education Policy, Distance Education, Journal of Education Administration & History, Critical Studies in Education, and Improving Schools. Independent expert panel member for European Commission research and innovation programme, from November 2012.

From April 2014, He is a Universities Scotland representative on the General Teaching Council and is the Chair of the Educational Colloquium for 2015/16.