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| Profile | Doctor of Education Candidate from the University of Melbourne, Master in Education from La Trobe University, Speech Pathology and Teacher with extensive experience in education in social and economic vulnerability, learning needs and disability. Created, designed and developed different leadership, inclusive education and 21st-century skills programs for teachers, school leaders and students. As director of various programs within public and private educational institutions, led the creation and implementation of inclusive education programs, generating alliances with strategic actors in education, innovation and entrepreneurship, nationally and internationally. Furthermore, participated in several projects to improve the learning capabilities of all students in mainstream, specialized and inclusive schools. Based on different roles as a teacher, speech-pathologist and consultant, have participated in the instructional design of training programs for Latin American teachers, leading learning experiences within schools, universities and special education institutions. Currently working as an educational consultant and research assistant, designing, developing and delivering training on "Inclusive Education and Sustainable Learning" programs in the Republic of Ecuador, Peru and Argentina and elsewhere in Latin America. My DeD research project focuses on professional learning and inclusive education, exploring classroom practice, highlighting teachers' experiences, valuing their expertise and understanding their needs from their voices and expectations. |
| Affiliations |  |
| Professional Memberships | International Professional Development Association |
|  | National Disability Insurance Scheme (NDIS) Provider Registration |
|  | Learning Difficulties Australia |
|  | UNESCO Inclusive Policy Lab |
| Licensing | Speech Pathologist Professional Registration issued by District Secretary of Health ReTHUS |
|  | Colegio Colombiano de Fonoaudiólogos |
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| Key achievements | As an experienced and accomplished teacher, speech pathologist, and researcher with a profound commitment to inclusive education and professional learning, I have dedicated over 20 years to advancing communicative rehabilitation programs, the inclusion of students with special educational needs and disabilities into mainstream classrooms, developing and implementing individualized education plans (IEPs), providing training and professional development for teachers on inclusive teaching strategies, and advocating for policy changes to support inclusive practices in vulnerable sectors across Colombia. My work has had a transformative impact, particularly in fostering an inclusive culture, equipping teachers with the tools to enhance learning for all students in the classroom and providing guidance to leadership teams to support inclusion within schools. |
|  | **Leadership in Inclusive Education:** Between 2000 and 2013, I led comprehensive communicative rehabilitation programs in schools within vulnerable communities in Colombia. I directed a pioneering initiative that supported deaf students within a regular primary and secondary school in a marginalized area, which led to the establishment of the first integration centre for students with disabilities in a mainstream school in the region. This achievement garnered formal recognition from local authorities and opened opportunities to train other health professionals and educators, thereby expanding the program's impact to additional educational institutions.  In addition, I contributed to the design of a community leadership program in rural areas, providing teaching and learning materials tailored for disadvantaged children. I also developed an individualized work program for public school students to enhance their communicative skills in a second language, complemented by a parent support initiative. Furthermore, I collaborated on the creation of a series of conferences and workshops for educators, focusing on thinking and language skills applicable to second language acquisition. These programs were meticulously designed based on each student's abilities, recognizing their strengths to adjust educational materials and strategies to meet their specific needs. |
|  | **Advisory Role and Program Development**: I served as an advisor for tutorial programs designed for students with learning disorders in public schools across Colombia. My expertise in this area significantly enhanced the educational outcomes for these students, contributing to the overall improvement of special education services in the public sector. |
|  | **Academic Contributions and International Collaboration:** I led a major teacher training program in Ecuador, in collaboration with an Australian organization, which reached over 20,000 educators across all levels of the public and private sectors. My role included the development of the academic program, creation of learning resources, design of the online platform for course delivery, and providing ongoing feedback and evaluation. This program expanded to include six additional lines of professional learning in areas such as inclusive education, sustainable learning, 21st-century skills, STEAM in professional contexts, and learning intervention. The program’s success led to its adoption in other countries, including Peru, Argentina, and Mexico, and has been extensively referenced across South America. The impact of my involvement with this work meant that over 6000 teachers in Ecuador began implementing inclusive education and sustainable learning initiatives with over 228,000 students |
|  | **Academic Leadership and Recognition:** My work in professional learning has been recognized by a prominent university, where I serve as a thesis director for Master’s students in education. Additionally, one of the courses I developed has been institutionalized as a cross-disciplinary subject for all Master’s programs at the university. I have been awarded two prestigious scholarships in recognition of my academic achievements: one from the University of Melbourne and another from the Ministry of Science and Technology in Colombia. My undergraduate thesis, which explored the attitudes of speech pathologists working with the deaf population, received an honorific mention, reflecting my longstanding commitment to understanding and improving inclusive practices. |
|  | **Ongoing Research and Global Engagement:** My deep interest in inclusive education and professional learning has driven my research into the challenges teachers face in inclusive classrooms. This work, which spans over 20 years, has culminated in the initiation of publications detailing these findings. I am currently pursuing a doctoral degree, focusing on the voices of teachers as they translate professional learning into their daily practices in inclusive classrooms. I have actively participated in numerous conferences, workshops, and panel discussions, in Ecuador, Chile, Argentina, and Peru to present on inclusive education and sustainable learning program. I have adapted and contextualized the inclusion framework developed by researchers at the University of Melbourne for application in Latin American classrooms. |
|  | My interdisciplinary collaborations with professionals worldwide have been pivotal in developing courses and conferences that assess the applicability of inclusion frameworks across diverse educational contexts. These partnerships have resulted in practical, effective solutions to the challenges faced by educators and students in various environments.  I have also played a key role in projects in Indonesia and Australia, focused on providing professional learning for teachers dealing with learning difficulties. In 2023, I spearheaded the creation of educational materials on learning difficulties for teachers in Indonesia. This involved adapting the content of a micro credential to align with the specific needs of the educators we were training. Understanding the importance of culturally responsive professional learning, I collaborated with an Indonesian education expert to design case studies that accurately reflected the local context of the teachers. Currently, I am bringing my expertise from Latin America to a new initiative in Chile, South America, which centres on testing the feasibility of a multi-tiered framework for schools aimed at preventing and addressing school attendance problems.  In addition, I am currently developing a new course for university students in Mexico, focused on the relevance of STEAM education in creating inclusive environments. In 2024, I was invited to serve as a consultant for a research proposal by the Ministry of Education in Ecuador. My role involves the development of pedagogical instruments for the educational support of students with special needs within the national education system, as well as the creation of methodological and didactic guides for the support of vulnerable groups. Throughout my career, I have consistently utilized my comprehensive background in education and speech pathology to ensure that the professional learning materials I develop are both accessible and of the highest quality. |