Enhancing teacher professionality through teacher leadership

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Wolfson College
Cambridge

www.wolfson.cam.ac.uk/

An international meeting place
Established in 2000 on the basis of clear values about democratic learning and leadership
The Carpe Vitam *Leadership for Learning* project

2002-06

A collaboration between universities and schools in Australia, Austria, Denmark, Greece, Norway, UK and USA
Leadership for learning practice involves:

1. Maintaining a **focus on learning** as an activity
2. Creating **conditions favourable to learning** as an activity
3. Creating a **dialogue** about LfL
4. The **sharing of leadership**
5. A **shared sense of accountability**
An initiative focused on shared leadership
Practical experience and research over 25 years

A local network

Collaborating with colleagues in 16 other countries
What is HertsCam?

- An independent organisation with charity status
- governed by Steering Committee (representatives of participants and headteachers of schools in the network)
- Trustees: David Frost plus 2 headteachers
- TLDW (Teacher Led Development Work) programme (1 year)
- MEd programme (2 years)
- Network Events, an Annual Conference, international activities
Programmes and activities

The Teacher Led Development Work (TLDW) programme

Six Network Events per year

Annual Conference

The International Teacher Leadership (ITL) initiative

The MEd in Leading Teaching and Learning (a masters degree course)

School self-evaluation projects
Key questions

Why do we need educational reform?

How can enhancing teacher professionality help?

What is the role of teacher leadership in this?

In what way is democracy relevant?

What can be done to enable teacher leadership?
Teacher leadership

- Education reform
- Teachers’ professionality
- School improvement
- Democracy
Education reform
Why do we need educational reform?
“There are still 58 million children out of school globally and around 100 million children who do not complete primary education. Inequality in education has increased, with the poorest and most disadvantaged shouldering the heaviest burden. The world’s poorest children are four times more likely not to go to school than the world’s richest children, and five times more likely not to complete primary school. Conflict remains a steep barrier, with a high and growing proportion of out-of-school children living in conflict zones. Overall, the poor quality of learning at primary level still has millions of children leaving school without basic skills.”

UNESCO 2015
Education for All
Global Monitoring Report
1955 started school
1965 left school
1975 trained to be a teacher
1985 move to university sector
1995 moved to Cambridge
2005 re-launched the network as HertsCam
Where is the teacher in reform strategies?

In the 1980s, Susan Rosenholtz wrote a paper with the title:

‘Education reform strategies; Will they increase teacher commitment?’

In the 1990s Michael Fullan reinforced this idea when he said:

‘Managing moral purpose and change agentry is at the heart of productive educational change’.
An education system is only as good as its teachers. Unlocking their potential is essential to enhancing the quality of learning. Evidence shows that education quality improves when teachers are supported… (UNESCO, 2014)
Typical recommendations

- recruit more teachers
- recruit better teachers
- providing better training for teacher educators
- deploy good teachers to the locations where they are most needed
- incentivise teachers
- create better career opportunities linked to differentiated pay scales
- collect better data about teachers - to regulate and hold them to account
- improve curriculum design
- train teachers, especially in assessment for learning
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The faceless juggernaut of neo-liberalism

With thanks to the Stephen Speilberg movie ‘Duel’
School improvement
Policy makers want to know what levers they can use to improve performance.

They want research that will tell them the short cuts.
The influence of school effectiveness research

“Teachers, and therefore schools, matter importantly for student achievement... This analysis identifies large differences in the quality of instruction in a way that rules out the possibility that the observed differences are driven by family factors.”

(Rivkin, Hanushek & Kain, 2005: 449)

The thinking behind the ‘No more excuses’ slogan.
Correlate! Correlate!

You will be correlated!
The school effectiveness logic

There is a positive correlation between the wearing of these sorts of school uniform and high levels of attainment.

So, if we force everyone to wear these type of clothes, they will learn more?
Managerialism:

in UK - complicated organisational structures

influence based on authority because of position

those with leadership positions become overwhelmed by management tasks

additional salary linked to accountability
 Routes to improvement

• Tactics (quick fix, surface intervention)

• Strategies (skills focused, serial initiatives)

• Capacity building (fundamental, learning at all levels)

Gray et al. (1999)

Their research indicated that the schools that improved steadily over time were those which had adopted capacity building approaches.
One way to think about building capacity...

The learning organisation

Learning organisations are:

...organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.

(Peter Senge, The Fifth Discipline: the art and practice of the learning organisation, 1990: 3)
Another way to think about building capacity….

The school as a community of learners and leaders

..in a learning community, individuals feel a deep sense of empowerment and autonomy and a deep personal commitment to the work of the school. This implies that people in the school form not just a community of learners but also a community of leaders.

(Mitchell and Sackney, 2000: 93 ‘Profound School Improvement’)

Another way to think about building capacity…

Social capital

Organisational capital

School improvement

Intellectual capital

Another way to think about building capacity…

**Schools as a communities of learning and leadership**

- Student learning
- Teacher learning
- School learning
- System learning
The role of leadership in a learning community

- Student learning
- Teacher learning
- School learning
- System learning

Leadership
The challenge for senior leaders

To promote teachers’ self-efficacy

To enable teachers to have a voice and contribute to school development

To enable teachers to develop leadership skills

To cultivate a culture in which collaboration, reflection, inquiry and mutual leadership flourish

To build ‘relational trust’

To enable teachers to build professional knowledge together
Teachers’ professionalism
Professionality is the key

“Reform which addresses key issues of professional identity, commitment and change is more likely to meet the standards of raising recruitment and retention agendas more efficiently than current efforts which, though well intentioned, appear from empirical data to be failing to connect with the long term learning and achievement needs of teachers and students.”

(Professor Chris Day, 2007: 609)
Professionalism or professionality?

Professionalism is about the quality of service and about the status and esteem of the members of the profession.
TREAT US AS PROFESSIONALS
PAY US AS PROFESSIONALS
FAIR PAY FOR TEACHERS
All professions are conspiracies against the laity

(George Bernard Shaw, 1906)
Professionalism or professionality?

**Professionalism** is about the quality of service and about the status and esteem of the members of the profession.

**Professionality** is about the way we do it: the skills, attitudes, scope of responsibility/judgment / decision making, the nature of the accountability, the kind of knowledge and approach to knowledge creation.

Eric Hoyle, 1972
Professionality

Focus

Individualistic – focused on classroom practice

Collegial, a member of a learning community

Orientation

Compliant, implementation

Agential, innovation

Drivers

Standards, rules, Ofsted outcomes

Principles, moral purpose, inquiry

Knowledge

Well trained, informed and up-to-date

Knowledge creator, inquiry

Leadership

Being led

Providing leadership
Professionality

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Leadership

Being led

Providing leadership
Extended professionalism

A teacher who sees themselves as:

- collegial, a member of a learning community
- agential, engaging in innovation
- guided by educational principles and sense of moral purpose
- discovering how to improve through evaluation and review
- creating professional knowledge through development work and networking
- seeking to influence others by exercising leadership
Why teachers must become change agents

Moral purpose and change agentry… are natural allies… moral purpose — or making a difference — concerns bringing about improvements …… educators need the tools to engage in change productively. Moral purpose keeps teachers close to the needs of children and youth; change agentry causes them to develop better strategies for accomplishing their moral goals.

(Fullan, 1993)
Do teachers want to be extended professionals?
This was the report from a study commissioned by Education International’s Research Institute.

http://www.educ.cam.ac.uk/centres/lfl/researchanddevelopment/policy/educationinternational/
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Participants in the EI research
We are a voiceless profession. There is a sense of despair about the gap between policy and what we know and experience as practitioners.

(Record of discussion, HertsCam, UK group)

Teachers that have a long experience in classrooms do not have a role in developing curriculum. Teachers should participate or at least give feedback on the curriculum.

(Record of group discussion in Greece)

The questionnaire responses indicate overwhelmingly that to have influence on the direction of policy at the level of the system is of the utmost importance to teachers.

(Report for EI, page 15)
We want the inclusion of us, the ordinary teachers, in the development of documentation, criteria, state educational standards, curricula and textbooks; actually listening to teachers’ opinions.

(Bulgarian teacher)

The teachers would like to play – if not a key role – then at least a bigger role in contributing to the external evaluation of the school e.g. in deciding which topics should be evaluated.

(Record of group discussion in Denmark)

…what would support the sense of self-efficacy?
Knowing that I can influence what happens in the school as a whole; knowing that I can collaborate with others, seek guidance and offers suggestions which will be valued.

(British teacher)
An enabling policy environment
Policy should….

1. provide opportunities for teachers to exercise leadership in the development and improvement of professional practice.

2. ensure the right to be heard and to be influential at all levels of policy-making, including the content and structure of the curriculum.

3. protect and enhance a teacher’s right to determine how to teach within the context of collegial accountability.

4. support teachers in setting the direction of their own professional development and in contributing to the professional learning of their colleagues.

5. recognise the key role that teachers have to play in building collaborative relationships with parents and the wider community.

6. promote the role of teachers in pupil assessment, teacher appraisal and school evaluation.

7. enable teachers to participate in activities which lead to the creation and transfer of professional knowledge.

Bangs and Frost, 2012: 40
Education reform

School improvement

Teacher leadership

Teachers’ professionality

Democracy
“The key-note of democracy as a way of life may be expressed, it seems to me, as the necessity for the participation of every mature human being in formation of the values that regulate the living of men together: which is necessary from the standpoint of both the general social welfare and the full development of human beings as individuals.”
A democratic way of life

John Dewey
Democracy and Education: an Introduction to the Philosophy of Education

“The key-note of democracy as a way of life may be expressed, it seems to me, as the necessity for the participation of every mature human being in formation of the values that regulate the living of men together: which is necessary from the standpoint of both the general social welfare and the full development of human beings as individuals.”

“The foundation of democracy is faith in the capacities of human nature; faith in human intelligence and in the power of pooled and cooperative experience.”
This book was based on papers presented at the ICSEI (International Congress on School Effectiveness and Improvement) conference in Copenhagen in 2002.

The book put forward a critique of the view that it is possible to reliably identify ‘what works’ and measure the impact of aspects of practice by correlating them with test results.

It argued that this line of thought is undemocratic.
Democratic values

Participation

Voice

Tolerance

Reason

Inclusion

Mutual influence

Shared responsibility

How will young people learn how to live this way unless they see it modelled within their schools?
Teacher leadership

- Education reform
- Teachers’ professionality
- School improvement
- Democracy
Teacher leadership
Teacher leadership – a sleeping giant
The key variable in educational success is the quality of teaching.

An education system is only as good as its teachers. Unlocking their potential is essential to enhancing the quality of learning. Evidence shows that education quality improves when teachers are supported – it deteriorates if they are not.

(UNESCO, 2014, p. i)

But what kind of support is needed?
Schools have complex organisational structures with formal roles assigned, usually tied to academic subjects or pastoral care responsibility. Teachers with these roles and responsibilities are expected to exercise leadership in order to ensure that the work of the team gets done and to the right standard.
In the USA
A consortium of researchers and union officials have devised

**Model standards for teacher leaders**

1. Fostering a collaborative culture to support educator development and student learning

2. Accessing and using research to improve practice and student learning

3. Promoting professional learning for continuous improvement

4. Facilitating improvements in instruction and student learning

5. Promoting the use of assessments and data for school and district improvement

6. Improving outreach and collaboration with families and community

7. Advocating for student learning and the profession
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The problem is:

Government funding enables the appointment of ‘teacher leaders’

But appointing teachers to formal roles, even if there is good training and strong incentives, does not necessarily empower those individuals to become agents of change

and

it leaves all the other teachers – that is to say most of them - with the assumption that change is not their problem
Non-positional teacher-leadership

An inclusive approach - all professional educators invited to exercise leadership

Assumption: this requires support and enablement through facilitation

Benefit: contributes to the development of ‘professional learning community’ culture and the capacity for continuous improvement

Aim: to promote a professional identity which features ‘extended professionality’.
Extended professionality

A teacher who sees themselves as:

• collegial, a member of a learning community

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Non-positional teacher leadership

Any teacher or educational practitioner can be enabled to exercise leadership

Including those with positions of responsibility and those with none

Not ‘informal leadership’ – but strategic, deliberate and planned initiatives
What is leadership?

....providing direction and exercising influence. Leaders mobilize and work with others to achieve shared goals

(Leithwood & Rheil, 2003)

....a process whereby intentional influence is exerted over other people to guide, structure and facilitate activities and relationships in a group or organization

(Yukl, 2010: 21)

References:


Leadership practice

activities such as:

- influencing and inspiring others
- taking the initiative and setting direction
- offering support / service
- holding others to account
- modelling learning behaviour
- valuing / encouraging helpful behaviour

These can be enacted by any member of the school community
The question of authority / mandate

The authority derived from a designated role is just one resource

Everyone has access to moral authority

The confidence to take the initiative is vital

The skills to organise collaboration and deliberation are key

See Thomas Sergiovanni

http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199202_brandt2.pdf
Sarah’s story

I was new to my school and concerned that so much of the teaching seems to be ‘talk and chalk’. It makes the students passive and dependent. I wanted to try to change things and wondered if the skills we develop in drama lessons could also be developed in other subjects. I am in no position to tell my colleagues how they should teach, so I thought about how I could begin to make a difference to this.

I got my Year 10 students together and I asked them to try to identify the transferable skills they learn in drama. We drew up a list. Then the students went to talk to their teachers in other subjects. They asked the teachers which of these skills they thought are important in their subject. They came back to our group discussion and reported back. I then followed this up by arranging to talk to some of the other teachers to ask them if they would be interested in collaborating to share ideas about how to maximise the development of the transferable skills. We then formed a voluntary group to explore the links between our subjects. We have had our first meeting over lunch. I have also spoken to our new Headteacher about this and she is very supportive. She wants to build on this and see if it might become part of a teaching and learning review strategy.
The school principal takes steps to cultivate a PLC culture and acts directly to support teachers when they take the lead.

School principal’s leadership

As the PLC culture grows, teachers are more able to lead and the school principal is more able to achieve the goals of reform.

Teachers’ leadership

Development of a PLC culture

Teachers initiate and lead development work which helps the principal to achieve the goals of reform and contributes to changing the culture.
The TLDW programme has undoubtedly been the most significant that we have been involved with. To see a group of staff with a vast range of experience (and two of them non-teaching staff) take ownership of issues, which they feel passionate about and develop them in dialogue with other colleagues, has been tremendous.

(A deputy headteacher)
TLDW has helped to break down barriers and hierarchies within the school. It is uplifting to see young and less experienced staff leading the learning of those with considerable years of service and rewarding to witness the engagement of non-teaching staff in the course. It has brought an even greater sense of common purpose and teamwork, and extended the ownership of the school’s agenda.

(A headteacher)
It seems to me that HertsCam has at its core democratic values which challenges those with power and influence in schools to commit themselves to liberating the talents and agency of teachers who can then support students’ learning.

(A headteacher)
What is HertsCam?

- An independent organisation with charity status

- governed by Steering Committee (representatives of participants and headteachers of schools in the network

- Trustees: David Frost plus 2 headteachers

- TLDW programme (1 year)

- MEd programme (2 years)

- Network Events, an Annual Conference, international activities
Workshops to support reflection, planning and discussion about leadership

Innovation-friendly professional cultures in schools

Support for teacher leadership

Tools for reflection, planning and sharing

A programme of network events and an Annual Conference

Certification / academic awards

International connections and partnerships

Inspirational narratives of teacher leadership

Guidance on study / inquiry
Activities and programmes

TLDW
The Teacher-led Development Work programme – school-based

Leadership Seminars
For senior leaders

The MEd
The HertsCam MEd: Leading Teaching and Learning – a masters degree programme

Annual Conference
Organised and facilitated by teachers and showcasing teacher leadership in HertsCam and sister networks abroad

International networking
Participation in events in sister networks

Network Events
6 events each year hosted by schools, organised for teacher by teachers

School Self-Evaluation
Commissioned, teacher led evaluation projects
HertsCam programmes

Teacher Led Development Work programme
130 teachers in 14 groups serving 28 schools

The MEd Leading Teaching and Learning programme
16 teachers in Year 1 and 16 in Year 2

The TLDW Tutor Team - 30 teachers

The MEd Teaching Team - 13 teachers
What is distinctive about the HertsCam approach to teacher leadership?

The teacher-led development work methodology
The teacher-led development work methodology

• Non-positional – any member of the school’s staff can do it

• Leadership of processes of development work

• Project focused – a focus, over one year

• A step-by-step approach

• Support and guidance from experienced teachers

• The use of tools to scaffold reflection, deliberation and planning

• Certification

• Knowledge building through networking
The teacher-led development work methodology

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Development work

strategic, focused, planned and deliberate, attempts to improve an aspect of professional practice through incremental steps largely featuring analysis, data collection, reflection and deliberation in collaborative contexts.
The teacher-led development work methodology

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• **Project focused** – a focus, over one year
• A step-by-step approach
• Support and guidance from experienced teachers
• The use of tools to scaffold reflection, deliberation and planning
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What is a project?

- Focused on a specific concern
- Time bounded
- A design to match the context
- Documented
The teacher-led development work methodology

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- **A step-by-step approach**
- Support and guidance from experienced teachers
- The use of tools to scaffold reflection, deliberation and planning
- Certification
- Knowledge building through networking
A step-by-step process

Clarifying values and concerns

Agenda for change

Negotiating with colleagues

Action planning

Negotiating with colleagues

Development work

Professional knowledge
The teacher-led development work methodology

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- **Support and guidance from experienced teachers**
- The use of tools to scaffold reflection, deliberation and planning
- Certification
- Knowledge building through networking
The Teaching Team

Teachers – experienced and currently serving as classroom teachers

Scholar practitioners – research, study, engagement in public discourse

Senior leaders – experienced facilitators of professional development and school improvement processes

Experience of supervising and teaching on the programme when it was with Cambridge

TLDW Tutor Team
30 members

MEd Tutor Team
13 members
The teacher-led development work methodology

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The Teacher Led Development Work

Tutor Guide

A collection of strategies and tools organised into 6 session folders on the tutor team website
The suggested aims and scope of this session are expressed as a series of questions from the perspective of the participants:

1. How has my concern/focus/agenda developed?

2. How have my ideas shifted as a result of consultation?

3. What have I learnt through my reading?

4. What will be the process of my development work? What kinds of tools and techniques could I use to lead the process of development?

5. How can enquiry support the development process I want to lead? What kinds of tools and techniques could I use to bring evidence to the development process?

6. What am I learning about leadership?

7. What am I learning about learning?
Strategies and tools to help address the questions

Guidance on activities, strategies and tools is provided in relation to each of the questions above.

1. How has my concern/focus/agenda developed?

Suggested activities

Activity: Discussion about developing concerns/agendas
Tutors need to support participants in re-focusing on their professional concern, focus or agenda and reviewing how it may have developed since the previous group meeting.

Tool 22 – Professional concerns
Use this tool to re-focus the group on the type of professional concern which teachers bring to teacher-led development groups. After a discussion, participants should complete the statement of their own concern as they now understand it at the bottom of the sheet. Tutors should then support participants in thinking about the sort of process which they might lead to do something about this concern. You will return to this later in this session.
Facsimiles and examples

Task 22: Professional concerns
Illustrative examples

How to help silent pupils access learning!

I am concerned about pupils who do not exhibit engagement in the classroom. They do not contribute to classroom activities and often remain silent. This poses a problem for the teacher, as they are usually reserved and do not participate actively. Pupils may not feel confident in asking questions or volunteering to answer questions.

I want to develop strategies to help these pupils to get the best out of their classroom experience and perhaps build their capacity to participate in the social learning process.

Developing learning to learn strategies

I am concerned that many students do not develop the capacity for lifelong learning. They seem to depend only on their teachers and peers to provide their learning experiences. Without their initiative, they struggle.

I want to develop techniques that will enable students to reflect on and evaluate their own learning strategies so that they can become more independent learners.

Developing a partnership with parents in the Early Years context

I am concerned because many of our young children start school without having had any introduction to the world of books and words. Our conversations with parents indicate that many of them simply assume that reading is something that only happens in school.

I want to develop strategies for involving these parents in a partnership with the school so that the children are supported in their learning at home as well as in school.

What is your concern?

©DWORD 2007, Institute of Education 2007
Formats like this provide structure and guidance for dialogue and planning.
The teacher-led development work methodology

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- Support and guidance from experienced teachers
- The use of tools to scaffold reflection, deliberation and planning
- **Certification**
- Knowledge building through networking
The Certificate recognises achievement and can be used to achieve credit within other academic programmes.
The teacher-led development work methodology

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• Knowledge building through networking
What is professional knowledge?
What is professional knowledge?

It is multi-faceted, complex and not always consciously articulated but includes features such as:

- Knowing what to teach
- Knowing how to teach
- Knowing how to create the conditions that enable students to learn
- Knowing how students learn and what prevents them from learning
- Knowing how to assess students’ learning
- Knowing how to respond to opportunities and problems as they arise
- Knowing how to design, manage and lead a process of change and improvement - or development - that extends professional knowledge
In HertsCam, the goal is to enable teachers to grow the capacity to design, manage and lead development work in order to feed into a process of knowledge building throughout the network.
Networking and knowledge building

Peer-peer dialogue

Narratives of processes of change

Critical friendship and comparison

Balance between scholarship and practical wisdom

Knowledge in the flow of discourse
(not classified, categorised, not role specific, not measured)

The moral dimension
What are we transferring through networking?

**What works**
Skills, information, tips

**Mutual encouragement**
Common cause, collective self-efficacy

**Moral purpose virus**
Parables, inspiration, values

Knowledge building in a social context cannot be separated from the nurturing of values and dispositions
The HertsCam Occasional Papers series

www.hertscam.org.uk
The Impact of Teacher Leadership

Impact on Pupils

- Improved meta-cognition
- Improved self-efficacy
- Improved attainment

Impact on Teachers

Impact at the school as an organization

Impact beyond the school
Kellie’s TLDW project

I was concerned about children who were not aware of their own body space. They had not had sufficient sensory experience. I questioned colleagues about their own experiences of sensory play. I asked myself – if the children did not have these early exploratory experiences, what changes would improve their learning and support their carers too?

I spoke to parents at their initial parent-teacher interview asking for their thoughts on sensory experiences. This began a dialogue on how they could together support their child’s learning at home.

I led a process of change within our team. We developed new ways to support child initiated learning and embedded these in our routines of practice. It was evident that my project has enabled my colleagues to gain a greater awareness of the centrality of sensory experiences in children’s language development and emotional growth.
The HertsCam MEd
Leading Teaching and Learning
The HertsCam MEd
Leading Teaching and Learning

A masters degree programme provided by an independent teacher organisation run by teachers

First masters programme led by teachers

Focused on teachers’ development projects

Content construed as a resource rather than a curriculum to be taught

A pedagogy of empowerment

Embedded in a teachers network

Download a paper about it here:

http://www.teacherleadership.org.uk/conference-papers.html
Our ‘pedagogical principles’

1. Cultivating moral purpose

2. Enabling participants to lead development projects

3. Building community in which critical friendship can flourish

4. Enabling reflection on experience through dialogue

5. Critical narrative writing - scholarship illuminates problem solving

6. Conceptual tools that deepen understanding of how to develop practice

7. Professional knowledge building through networking locally and internationally
Our ‘pedagogical principles’

1. Cultivating moral purpose

2. Enabling participants to lead development projects

3. Building community in which critical friendship can flourish

4. Enabling reflection on experience through dialogue

5. Critical narrative writing - scholarship illuminates problem solving

6. Conceptual tools that deepen understanding of how to develop practice

7. Professional knowledge building through networking locally and internationally
The moral purpose contract

Beginning with the invitation to apply for a place

The interview -

“You might expect a masters course to be entirely devoted to participants’ own learning but this programme is different. On this MEd you are expected to lead the development of practice in your school and contributed to knowledge building in the professional community by participating actively in the network. Is that OK with you?”

Reinforced at every opportunity in workshops
Our ‘pedagogical principles’

1. Cultivating moral purpose

2. Enabling participants to lead development projects

3. Building community in which critical friendship can flourish

4. Enabling reflection on experience through dialogue

5. Critical narrative writing - scholarship illuminates problem solving

6. Conceptual tools that deepen understanding of how to develop practice

7. Professional knowledge building through networking locally and internationally
Development work is:

strategic, focused, planned and deliberate, attempts to improve an aspect of professional practice through incremental steps largely featuring analysis, data collection, reflection and deliberation in collaborative contexts.

This is not a research methodology
Lyndsay’s project

Lyndsay’s project subverts the traditional roles of teacher and students by inviting teachers to be taught by students to play a musical instrument. The aim is to use the learning of musical instruments as a basis for dialogue about learning. Lyndsay invited all her colleagues and interested students to an informal lunch at which she outlined her vision. 33 colleagues joined the project. The students work hard to prepare lessons. Teachers are enjoying the learning, sharing their triumphs and frustrations with colleagues and students. This is a powerful tool through which teachers can reflect on, and examine, their own learning habits.

A small team of students carry our observations and interviews with teachers. Colleagues share the progress of their learning with the wider school community through an Instagram account. They upload pictures and captions to capture their progress. There has also been a lot of interest from the community via the school’s twitter account.

There will be an ensemble performance at a concert in July 2017, but the project is about the journey rather than the end result. Lyndsay’s main expectation is that the learning will be about learning itself and this will be shared within the school community, where learning transcends traditional teacher-pupil boundaries.
First Lessons
Engaging with the Challenge so far

Sjlstaffmusicchallenge Instagram account

1st post
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Principle 3:

Scaffolding the development of the learning community in which enhanced social capital allows critical friendship to flourish
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Principle 4:

enabling reflection on experience and thinking through participation in dialogic activities
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Principle 5:

building the capacity for critical reflection and narrative writing in which scholarship illuminates problem solving in professional contexts
Jo Mylles, one of the teaching team on the masters, leads a workshop about writing which is both academically valid and about the teachers’ own experience of leading change.
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Principle 6:

Facilitation and support through the use of discursive and conceptual tools that deepen understanding of themes relevant to the development of educational.

These topics are not the content to be taught but a resource that helps course participants to make sense of their development work.

The Leadership for Learning Topic Framework

**Topic group A: Leadership and professionality**
- Topic 1 - Teacher leadership, innovation and knowledge building
- Topic 2 - Teacher-led development work
- Topic 3 - The concept of leadership
- Topic 4 - Professionalism, professionality and professional cultures

**Topic group B: Organisations and change**
- Topic 5 - Models of change and innovation
- Topic 6 - Schools as organisations: structures, roles and cultures
- Topic 7 - Schools as learning communities: voice, participation and leadership
- Topic 8 - Community, governance and accountability

**Topic group C: Pedagogy**
- Topic 9 - The concept of learning
- Topic 10 - Learners: variables and needs
- Topic 11 - The framework of curriculum and policy
- Topic 12 - The school as a learning environment

**Topic group D: Project design**
- Topic 13 - Practice development: project design and planning
- Topic 14 - Practice development: impact and legacy
- Topic 15 - Practice development: tools for reflection and deliberation
- Topic 16 - Practice development: tools for inquiry
Knowledge domains as a resource
The Leadership for Learning Topic Framework

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Topic 13 - Practice development: project design and planning
Topic 14 - Practice development: impact and legacy
Topic 15 - Practice development: tools for reflection and deliberation
Topic 16 - Practice development: tools for inquiry
Twilight Sessions

Jo then takes over and refers us to the idea of professional cultures. She makes detailed reference to the input in the previous session by Paul Rose about the use of tools for analysing school culture....She introduces a new tool for ‘examining the culture in your school’ .....Participants are asked to use the tool to reflect on the professional cultures in their own schools and then share in pairs, then on the table.

Jo debriefs this discussion activity and asks for contributions from the class. For example Mable points out that aspects of each of the A, B & C cultures are evident in her school. Jo interprets and builds on Zareena’s point and highlights the distinction between social capital and intellectual capital. The beauty of this is that Jo, as a serving practitioner, can respond from a base of shared experience and understanding of school reality as well as familiarity with the Topic Framework of this programme.
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Principle 7:

Building professional knowledge and fostering mutual inspiration through the organisation of networking and opportunities for international engagement.

A group of teachers from HertsCam participated in a network event in Braga last year.
Networking – local and international

Six Network Events each year

An Annual Conference

Publications – newsletters etc

An Annual Dinner

TLDW programme - 130 teachers in 25 schools

TLDW Tutor Team – 30 members

International partners
Feedback from participants

I particularly like the course because it is teacher led which enables us to have specific guidance from experienced teachers who know what challenges we face every day. As they are practising teachers they empathise with us.

There is an excellent level of understanding and support by those running the course (for example I feel the twilight sessions at the end of a long day are pitched just right and expectations are high but reasonable!)

Discussing ideas and 'the way schools work' through a more analytical perspective has been illuminating and refreshing.

Reading around leadership and organisational structures is helping the fog to clear. My school is in the middle of a massive culture change that is impacting on all members of the school community. It is great to read that this is inevitable and whilst it happens in every institution the uniqueness of each setting will bring its own particular challenges.

Working with colleagues from a range of settings as an MEd cohort is invaluable.
I have to keep reminding myself that this is innovative as it seems entirely natural and appropriate to me that MEd programmes should be led by those people who are grounded in schools and who are also scholarly. The links between theory and practice can be authentically engaged with and teachers can be properly supported, through our approach of the teacher-led development process, to make a difference in their schools.

As a senior leader in a school the benefits are two-way: my work with the MEd is enriched by my practice of leading a large, successful school and the reflection and analysis I do with MEd students benefits my work back in school. Being able to bring in literature as well as cite examples of theory in action brings an authenticity and confidence to my practice in both realms.
OECD’s report to the International Summit in 2016 recognises the importance of teacher leadership.
HertsCam also featured in the OECD report
Our theory about teacher leadership

Teachers can

• lead innovation
• build professional knowledge
• develop their leadership capacity
• influence colleagues and practice in their schools

if they have supportive structures and strategies
Teachers really can:

- lead innovation
- build professional knowledge
- develop the capacity for leadership
- influence their colleagues and the nature of professional practice in their school

But only if they are provided with appropriate support.

This report is available:

http://www.teacherleadership.org.uk/the-itl-initiative.html
Jo Mylles
Leading a workshop in Corinth in 2009
Workshops with international partners

What is teacher leadership?
What is its role in educational reform?
What conditions favour its development?
What is teacher leadership?

About learning
Listening
Agency

Influence

Making a difference

What is its role in educational reform?

Challenges

Teacher is

Lever

Emancipation

Active role
The International Teacher Leadership initiative (ITL)

Collaboration with colleagues in different countries

Sharing tools and strategies

Workshops for facilitators led by teachers

Adaptation and translation of materials locally

Monitoring and evaluation (2010-12)
## Situation in 2010

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The strong Balkan dimension because of the support from the Open Society Foundation in Belgrade
## Situation in 2010

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- **15 countries**
- **700 teachers**
- **45 secondary schools**
- **70 primary / elementary schools**
- **13 NGOs**
- **9 universities**
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### Emerging rationale

Building more democratic and inclusive ways of life
Situation in 2015

Bosnia & Herzegovina
Croatia
Moldova
Turkey
Palestine

Bulgaria
Kazakhstan
Portugal
UK

Variable degrees of success in sustaining programmes
Работилница
„Менторство на наставници“
28-30.06.2010 Охрид

Шила Бол, Дејвид Фрост, Сузана Киранџиска, Љубица Петривиќ, Љуљана Самарџиска-Панова
Claudette Anderson from a HertsCam school with Majda Josevska from Skopje

Photo taken at the HertsCam Annual Conference April 2015
Advancing Education Quality and Inclusion in South East Europe
Surveys of parents and school principals’ views about school governance and social inclusion

The APREME project
Qualitative investigation of school practice

Regional Synthesis Report
Advancing Participation and Representation of Ethnic Minority Groups in Education
David Frost
Anca Mielnicu
Eugen Palade
Kosovo Education Center
2010
A vignette from Serbia

Jelena is young elementary school teacher who works in satellite classroom in a village where majority of students are Roma. Parents complained that their children do not have proper school yard; they felt discriminated against because the main school has very a well-equipped school yard. She talked to the school principal about this problem and together they decided to do something about it. They talked to parents and discovered that they wanted their children to have some quality leisure time. The lack of activities for children and youth leads to problems such as violence, alcohol and drugs abuse. They understood parents’ fears and told them that the school would be willing to make a school yard, but they would need help from parents with such things as cutting the grass, cleaning the field, painting sports equipment and so on. Parents volunteered to help, so together with the teachers and students, they built a school yard. Jelena and the school principal suggested joint activities for parents and their children. This would provide opportunities for them to spend some quality time together and would strengthen parent-school cooperation. During the opening day of school yard, sports games were organised; parents were both organisers and participants in sports games together with their children and teachers.
### Situation in 2015

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**Different emphasis in the rationale**
Emancipatory education in Palestine

- Counter-hegemonic
- Enabling critical thinking
- Raising awareness of the root causes of social, economic and political exclusion
- Facilitating meaningful knowledge building related to local realities
- Empowering oppressed peoples to transform their living conditions
- Using a pedagogy featuring dialogue, reflection, collaboration, engagement and action
This study, by Hanan Ramahi, includes an account of the ITL initiative in Ramallah in the Occupied Territory of Palestine. It can be downloaded using the link below.

Theodora’s story

Theodora is a primary school teacher in Moldova. She wanted her students to develop their creativity. She enabled them to work on stories; for example by changing endings to make them happy or sad, inventing new characters, creating new environments and places where the story took place. She presented students with problems and dilemmas and asked them to produce solutions.

In a staff meeting, she told her colleagues about the project; she asked for their opinions and invited them to collaborate. They agreed to use some of the activities she had designed. They would observe each others’ lessons and reflect on the way these activities affected students’ attitudes to learning. The teachers met to discuss what they had seen and it was clear that this way of learning made the students more sociable, creative and imaginative. The project continued and a few months later, Theodora and her colleagues noted great changes: students’ motivation had increased, they started to enjoy school and their attitude and behaviour had changed for the better. Even the quiet students were participating more in class. Theodora told her students that she would talk about the project at the ITL conference and she asked them to help her create a display. They chose to tell the story of the project in the shape of a book with each page showing the steps taken and the activities used. They selected clip art images to symbolise the progress of the project.
Teachers’ Network Event

Mostar, Bosnia and Herzegovina
27th-29th June

A team from HertsCam at a network event in B & H
Networking is good for you

I caught myself participating in discussions with all my heart, getting excited about the most ordinary talk between colleagues from our school and the colleagues from Hrasno. Exchanging ideas, listening to each other with respect, giving support to each other, one gets tremendous self-esteem, and that is all I need. So I managed to go beyond the limits of my previous work, I set my goals on a higher level. Having seen the results of what I initiated with my idea in cooperation with my colleagues, I am encouraged to make new ways to continue something that improves the quality of work with children, which encourages me personally, thereby making me happier.

(Teacher in Bosnia and Herzegovina)
A little tourism before leaving Sarajevo

Tracy Gaiteri from Ponsbourne St Marys, Alis Rocca from Northaw Primary, Clare McGrath from Turnford School and Lucy Thompson and Sarah Dearn from Samuel Ryder School
Find out more about ITL in the LfL Bulletin

Available in many languages – this one is the Serbian version:

https://www.educ.cam.ac.uk/centres/lfl/about/inform/
The HertsCam website
www.hertscam.org.uk

Teacher Leadership website
www.teacherleadership.org.uk

The HertsCam MEd website
www.hertscammed.com
A theory of non-positional teacher leadership explicated through practitioners’ narratives

Order this book here: https://www.educ.cam.ac.uk/centres/lfl/
Teacher Leadership web site
www.teacherleadership.org.uk

The HertsCam web site
www.hertscam.org.uk

The HertsCam MEd in Leading Teaching and Learning
www.hertscammed.com