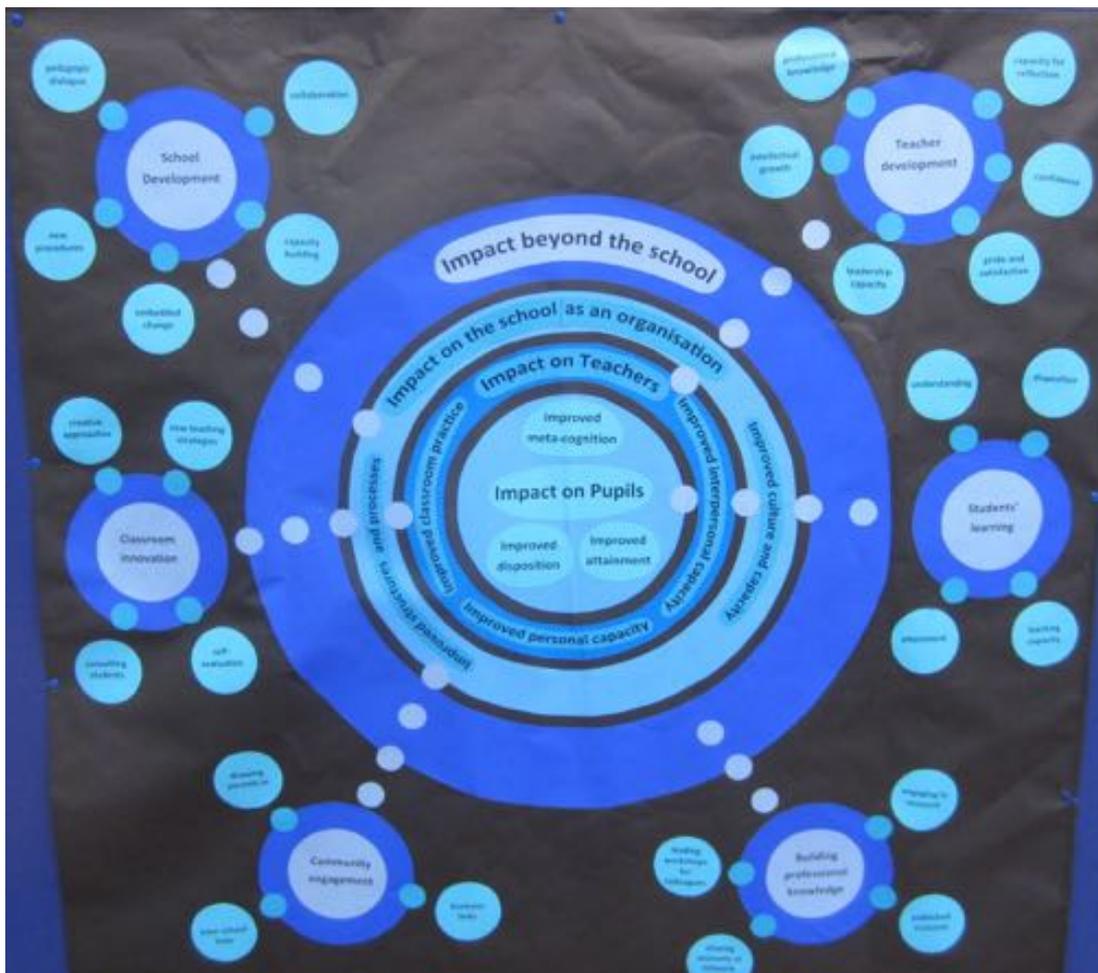


HertsCam Annual Conference 2015

University of Cambridge Faculty of Education
Saturday 24th April



A report

edited by David Frost

www.hertscam.org.uk

Contents

Acknowledgements	1
The programme	2
The performance by Aca-Fellas	3
Seminars 1	7
David Frost's presentation	5
Val Hill's presentation	6
Seminars	8
Networking	21
Keynote address	22
Networking activity	23
John Bangs' reflection on the conference	25
Evaluation	26
Emma Kell's blog	27

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Thanks also to...

all the network members who helped with seminar sign-up, guiding people around the site, putting up signs, taking photos, etc etc etc

Pictured below:

Val Hill and Jasleen Dhillon



The programme

The HertsCam Annual Conference is the highpoint of our networking cycle. We have a programme of six network events each year which are brief meetings at the end of the school day. The Conference is more substantial. It lasts for 5 hours, includes lunch and is held on a Saturday in a venue large enough for up to 200 people. Our network events and the Annual Conference play a key part in enabling



Programme outline	
8:00-9:10	Introduction and welcome – Paul Barnett & David Frost
9:10-10:10	Seminar programme 1
10:10-10:35	Coffee, viewing display and networking
10:40-10:50	A performance by 'Acadellias'
10:50-11:05	HertsCam - the future, David Frost and Val Hill
11:10-12:05	Seminar programme 2
12:10-12:30	Lunch
12:50-1:25	Keynote address: Flipping the system - Rene Kneyber and Jelmer Evers
1:25-1:40	Responses from the floor
1:40-1:55	Networking activity, Caroline Creaby & Maria Santos Richmond
1:55-2:00	Reflection on the conference - John Bangs
2:00-2:05	Evaluation
2:05	Close

members of HertsCam to come together to share experience, offer critical friendship to each other and build professional knowledge. Our learning rests on a shared commitment to teacher leadership. Together we create and build knowledge about how to develop practice in order to get better learning outcomes for the children and young people in our schools.

Building knowledge is a collective endeavour so we try to create a sense of community and an atmosphere in which we can relax and communicate. This is why we heard music playing when we signed in at the registration desk. Paul Barnett, our master of ceremonies helps us to get us in the mood. He also welcomed not only network members but also visitors from both the local region and from a number of other countries.

A key aim in our events is mutual inspiration. Professional knowledge is not merely technical know-how about what we can do in classrooms. It is a matter of moral purpose, so when we come together, we inspire each other to find better way to achieve our educational goals. The musical performance plays an important part in reminding of us what we are in the education business for. Val Hill's stirring speech is an inspirational call to arms. Our keynote address, this year was from two teachers, Jelmer Evers and René Kneyber, who have achieved a very high profile in the Netherlands by virtue of their inspirational powers. Their presentation was indeed inspiring and led to a major debate about teacher professionalism.

Our programme of seminars is a rich and deep exploration of practice, the practice of teaching and the practice of leading change. We have two sessions to enable everyone to be able to choose two seminars of particular interest to them. These are twice as long as the workshops at network events to allow for more substantial presentation and discussion.

Built into the programme are many opportunities to meet each other over coffee, over lunch, around the display boards and in a final workshop which this year was artfully orchestrated by Maria Santos-Richmond and Caroline Creaby. Following that, John Bangs from Education International (<http://www.ei-ie.org/>), gave us his reflections on the day.

During the event, Emma Kell, Assistant Principal at Francis Come Academy scribbled away for her blog which was posted later that day. Her words are included at the end of this report.

A musical performance by Acafellas

The Acafellas are an all-boys choir from Birchwood High School. The boys, and their teachers, very kindly gave up their Saturday morning to perform for us. It was a truly impressive performance.

Choir teachers:

Helen Strange

Vanessa Bowman

Members of the Acafellas:

Matt Carter, Jordan Carter,

Harry Davenport-Handley,

Sam Sloan, Adam Pearce, Billy

Baker, Adam Foxall, Callum

Bliss, Matthew Price



The boys sang:

A medley of spirituals: Oh when the saints / Swing low sweet chariot / I'm gonna sing

Overjoyed / Bastille (soloist – Matt Carter – Year 10)

Stand by me / Beautiful girls – Ben E King/Sean Kingston (soloist – Adam Pearce – Year 7)

The sustained and enthusiastic applause reflected the exuberance and joy of this performance. It was a perfect way to enhance the atmosphere and remind us all of why we work in education.

David Frost's presentation

As Director of Programmes for HertsCam, David Frost provided an overview of what had happened in HertsCam over the last year. This included key events such as:

- MEd's graduation
- The publication of the book *Transforming education through teacher leadership*
- Evaluation commission from a school near Newcastle
- The HertsCam Wolfson seminar series
- Partnership with Herts for Learning



David also spoke about how the influence of HertsCam had grown internationally. This was marked by events such as:

- A HertsCam trip to a network event in Braga, Portugal
- The launch of TL programmes in Egypt and Palestine
- The visit of the Egyptian team to The John Henry Newman School
- Promoting the book in Kazakhstan
- Visit from a group from the Centre for Education Development in Krakow, Poland
- David Frost and Paul Barnett's visit to Belgrade to speak at a conference
- Chris Ingate's visit to Nazarbayev University in Kazakhstan to lead a masters programme on behalf of HertsCam

David also spoke more about the changes to and the growth of the TLDW programme, which this year included more groups than ever before.

Finally, David announced that he would be stepping down from the role of Director of Programmes at the end of this academic year and that Val Hill would be taking over that responsibility. He then introduced Val.

Val Hill's presentation

The planning group for this conference asked Val Hill to make a speech. The text is reproduced here:

This is our third annual HertsCam conference and the third time that I've stood here, feeling a curious mixture of terror and humility to salute you, the heart and soul of HertsCam. And each year that I've stood here, I can say I have felt more joyful and optimistic than before – you keep bringing such passion and energy to HertsCam and it grows because you grow. Each innovation, each collaboration, each tweak to practice shifts the juggernaut and builds our collective professional knowledge, our understanding and probably most importantly our confidence. In 'The Seven Habits of Highly Effective People' (1989), Covey talks about the necessity to stop sawing from time to time in order to sharpen the saw. We are the 'saw', the resource for everyone else but if we don't nurture ourselves, we become blunt, ineffective and unhappy. Well done to you all for being here to sharpen your saw.



We are sometimes guilty of thinking that our work doesn't make a difference in the great scheme of things, that we are too small to be noticed but events like today remind us that we are part of something much bigger: we are the grains of sand in a dune that as a single force has the power to cover pyramids.

As I am sure our keynote speakers Jelmer and René would agree, the world, including the educational part of it, is becoming increasingly globalised, with a search for top-down fixes, a belief in the ability to 'roll out' a product where everyone except the teachers who actually do the job and have the expertise is getting a say in what the next panacea will be.

HertsCam stands out as a beacon amongst all this – it stands for the power of the individual teacher and our inherent ability to change our part of the world for the better. You begin with your own professional concern and you tackle it, head on, for the benefit of your students and your school. Which sounds as though it could be limited and parochial, doesn't it? And it might well be if it wasn't for the inclusion alongside all that of a gentle but relentless pressure to develop our sense of agency: that powerful drive we all have to be in the driving seat in our lives, whether at home, in the bank or in our workplace. By collaborating and consulting with others we create and share professional knowledge which transforms our work and embeds it into the school culture - "the way we do things around here" as Deal and Kennedy (1983) would say.

This isn't just about doing the right thing by the students either. If we want schools to be exciting places for students we have to make them exciting places for teachers – that's

why we are here: we're contributing to making our professional world more exciting and fulfilling for us all.

Fullan says, scratch any educator and you'll find moral purpose, but that on its own isn't enough: unless it's accompanied by agency (that ability to shape the world around you) it just becomes martyrdom and leads to burn out. What the HertsCam TLDW and the MEd programmes provide are the structures to guide us through a process, to enable that agency, so that at the end we have grown, not just in our understanding of our chosen professional concern but also in what it takes to lead – to create change, to participate and improve our patch of the world.

HertsCam has been doing this for 15 years now. It has grown and evolved, been responsive to the needs of the people within it and developed a stronger and stronger sense of purpose and identity. We have become a charitable company, forged links with new partners locally such as Herts for Learning, internationally with ITL (as our international colleagues are testament to) and most lately, in fact, hot off the press, we have completed a feat which is probably historic: we have designed our own masters programme which has just been validated by the University of Hertfordshire.

We have what we think is the world's first masters programme taught entirely by teachers for the benefit of teachers and schools. Please don't think (or don't let anyone tell you) that this makes it some inferior version – actually it makes it much, much better! This is a masters programme taught by people steeped in academic study but who also stand in front of students daily, who run schools, who lead staff, who remind students to tuck their shirts in, who greet the parents and present to governors and yes, who mark books!

Why is this so important? Because it gives us the freedom to stay true to our TLDW principles of improving the lot of the children in our care, of a belief in every educator as a leader, of the transformative power of learning communities.

The HertsCam teaching team has been through a rigorous process of re-examining those principles, re-designing, explaining from scratch, reaffirming our practice (writing documents!) and the result has been a resounding welcome by the University. And here are the people who have made this happen for HertsCam:

Claire Herbert, Tracy Gaiteri, Sarah Lightfoot, Sheila Ball, Paul Rose and Jo Mylles

I would like to read you the commendations they gave us at the end of the process on Tuesday – sparing no blushes from the people in the room who contributed to this

The panel made the following commendations:

We met an articulate student body who are a testament to the transformative and empowering nature of the programme.

This is a visionary programme that aims to inspire teachers to engage in the moral purpose of education

The panel of students who spoke about HertsCam made more than one of us well up and reaffirmed for all of us why we do this and made our triumph all the sweeter.

We want to begin our shiny new MEd programme with a full cohort in September. If you're sitting there feeling inspired – or even just slightly curious about joining! - if you know someone who is ripe for having their professional life transformed, talk to one of the teaching team, talk to anyone here who has already done the MEd, find out more, look at the flyer in your pack, download it from the website and give yourself the best present of your life.

I now have the exciting, and somewhat and daunting, task of standing in for David. I never thought I'd find myself saying I know how Isaac Newton felt but now I do: I will truly be standing on the shoulders of giants. Thankfully for all of us, David will remain in the wings while he writes, publishes and spreads the gospel about HertsCam: your stories about improving the system and creating professional knowledge. I want to thank him for guiding HertsCam past, present and future with his continued incredible energy, his deep intellectual wisdom and his unshakeable moral purpose.

And I want to conclude by saying thank you to you all. As ever, it is you, the people who make up the inexorably powerful sand dune of HertsCam, who are the inspiration. Never underestimate what you do: it changes lives and it changes landscapes.

References

Covey, S. (1989) *The 7 Habits of Highly Effective People: Powerful lessons in personal change*, New York: Simon and Schuster.

Deal, T. E. and Kennedy, A. (1983) Culture and school performance, *Educational Leadership* 40 (5), 14-15.

Fullan, M. G. (1993) Why Teachers Must Become Change Agents *Educational Leadership* 50 (6), 12-17.

Seminars

The aim of the conference seminars was to enable participants to engage in reflection, analysis and dialogue. Each seminar was 55 minutes long and involved substantial in-depth discussion of a theme relevant to teacher leadership. The seminars were arranged in 2 sessions so that conference participants could two. All seminars were supported by facilitators.

Strategies to increase parents' participation in their children's learning
with Chris Quach

Developing an effective sixth form learning culture:
with David Bullock

The first year of facilitating a TLDW programme in Palestine
with Hanan Ramahi

Developing the use of blogs and related technologies to enhance learning
with Laura Saunders

The new Primary TLDW programme – a report on the first two terms
with Tracy Gaiteri and Sarah Lightfoot

Re-igniting and expanding teacher leadership in Macedonia
with Majda Joshevska

The LEAD project: Leadership for Equity, Agency and Democracy
with Amanda Roberts and Philip Woods

Developing strategies for supporting Speaking and Listening in the Reception Class
with Katie Butler

Learning to do headship: one term in and still standing
with Clare Herbert

HertsCam's participation in a national conference and network event in Braga, Portugal
with Caroline Creaby and Maria Santos Richmond

The first year of facilitating a TLDW programme in Egypt
with Amina Eltemamy and colleagues from Cairo

Working collaboratively to develop peer and self-assessment skills
with Robyn Gilbert

Teaching and Learning Advocates: leading and developing whole school initiatives
with Ruth Fuller, Janine Kitson and Liza Timpson

An evaluation of the 100 minute lesson initiative at St Thomas More School, Blaydon
with Helen Foy, Jo Hewitson and Tom Murphy

Independent study and the quality of homework in Key Stage Three
with Kelly Wilkinson

Developing the conditions at all levels to support vulnerable pupils
with Sheila Ball

Accounts of seminars

Below is an account of each of the seminars. In some cases the account is based on the abstract provided by the seminar leader and in other cases comments from the facilitator are added.

Seminar 1: Working with parents and the community with Chris Quach

Chris Quach is an Assistant Headteacher at Barnwell School, Stevenage. He has participated in the TLDW programme and is currently pursuing an Advanced Certificate in Educational Research at Cambridge. The seminar began with a presentation about Chris's project which involved developing strategies to increase the participation of parents and community members in the life of the school, and in students' education. Discussion focused on the relationship between home and school.

Seminar 2: Building a learning-centred professional culture with David Bullock

David Bullock is Deputy Headteacher at Verulam School, St Albans. The seminar focused on the project David had led within the framework of the HertsCam MEd which he completed in 2014. The project had focused on the learning culture in the 6th form. He talked about culture as 'the way we do things around here'. David provided an account of the strategies used to engage both students and colleagues in a process of reflection and deliberation leading to a significant change in attitudes, disposition and learning habits. This was an explicitly collaborative process, involving students and colleagues, who were consulted over the characteristics that make for a successful sixth form student. Organised, Motivated, Resilient, Independent and Confident formed the basis of a poster which portrayed a consistent and explicit approach to developing these dispositions. He then led a practical and interactive workshop. The project was excellent example of how a development project can impact profoundly and enduringly on teachers' practice and how an assertive and relentless leadership focus can lead to a positive impact on student outcomes. It was serendipitous that Ofsted noted the beginning of the journey and the significance of the steps taken. The results in Ofsted's words (2014): 'Teaching in the Sixth Form is good. Teachers plan learning which engages and stretches students. Students work with high levels of personal motivation, researching information for whole class presentations and group learning activities, which they deliver knowledgeably and confidently.' This was a concise and genuinely inspirational seminar which left all involved with genuinely meaningful and practical ideas to take back to their schools.

Seminar 3: Empowerment and emancipation through teacher leadership with Hanan Ramahi

Hanan Ramahi is co-founder and director of a school in Ramallah. She is also studying for her PhD at Cambridge. In this seminar Hanan shared an account of the way she has adapted the TLDW approach in her school in Ramallah, fostering a sense of empowerment and emancipation among a group of school teachers and staff. Two thirds into the programme,

outcomes are positive. Teachers are more agential and exhibit improved self-efficacy in their teaching practice. Correspondingly, there is a shift in teacher learning towards self-directed, deliberate approaches that foster locally-built knowledge. Hanan showed how non-positional teacher leadership is linked to a wider emancipatory ambition and the potential it has to contribute to national renewal and state building. Discussion focused on empowerment.

Hanan told the audience an inspirational story of hope, redemption and social justice through the teacher leadership programme. Teachers and Palestinians were both under-represented groups in a vibrant culture. She used thought-provoking images such as the journey Palestinian students take to school through the cross-border security checks. In 1994 the Palestinians inherited an antiquated education system which resulted in an influx of foreign funding and ideas. Though appreciated, these systems didn't make sense in the Palestinian context and confused educators and students. Hanan was mostly dissatisfied with teacher preparation and CPD. As a school leader she identified a real responsibility to change the school system so that teachers determined and then made the improvements to aid student achievement. She adapted the HertsCam TLDW programme for the Ramallah context. At this early stage there is no opportunity for networking with other schools but Hanan has been able to arrange an in-house network event. So far the programme has empowered teachers with purpose and emancipated them from transmission modes of teaching. Participants commented that "all of a sudden, I'm the owner of the idea and the solution" which is inspiring for anyone in any profession. The discussion was rich and thought-provoking and made us all consider the courageous, multi-faceted colleagues we work with as teacher leaders across our nations.

Seminar 4: Blogging and other technologies for learning with Laura Sanders

Laura Saunders is Subject Leader of Media Studies at Turnford School. She is currently participating in the TLDW programme at her school and plans to enrol in the MEd later this year. Laura talked about her work developing the use of blogs and websites for both classroom learning and for documenting her own development work. This session was helpful for anyone who wants to learn to build a free blog or website. It brought to light some of the popular tools that digital technology and the web has to offer. Discussion focused on how such technologies can enable their students to develop analytical and reflective skills both inside and outside the classroom.



Laura uses 'Weebly' for her website but explained that there are other websites which are just as useful. She wanted to create a sense of community and encourage students to learn in as many ways as possible in the digital age. Laura showed clips of students' responses to using blogging for their work and examples of the range of ways they had used digital technology. Students keep a diary of their work which enables them to reflect and analyse their work. They were aware of the fact that their blogs could be seen by the world at large. They learned about the legislation and safety issues surrounding blogging. Their work was stored online and sent to the examiner.

Soon colleagues became interested in developing blogs for their departments and Laura gave examples of subjects who were now blogging. Presenting her TLDW project as an E-Portfolio was a natural progression for her as it was immediate; she could use it anywhere, upload her evidence as she went along. Participants engaged enthusiastically when Laura asked them to consider how they would use a blog for their own subject. At the end of the session Laura showed photographs she had uploaded as participants were engaged in the activity. Many participants left keen to become bloggers and Laura provided a handout to guide them through the process of setting up a blog.

Seminar 5: Teacher leadership in the primary sector with Tracy Gaiteri, and Sarah Lightfoot

Tracy Gaiteri is Headteacher of Wormley Primary School, Cheshunt. She is a graduate of the HertsCam MEd and has served as a member of the HertsCam Tutor Team. Sarah Lightfoot is a member of the HertsCam Tutor Team having graduated from the MEd in 2003. She has been a Deputy Headteacher and an Early Years Advisor for a local authority. She is now an independent consultant in the field of early years and is doing her doctorate at Cambridge.

This seminar began with a presentation about the new TLDW programme adapted especially for the primary context. Tracy and Sarah talked about their adaptations and shared details of the sorts of projects that teachers and other practitioners are leading. They identified the characteristics of teacher leadership in the primary school context. Discussion focused on the challenge of enabling primary practitioners to initiate and lead change.



This seminar started off with a task for all participants which got everyone talking to each other. Tracy and Sarah then went on to discuss the obstacles they had to face when setting up TLDW in their schools and how they had overcome them. They discussed the projects carried out by some of their teachers and had examples of their work to show us. The group that attended this seminar was a mix of primary and secondary school teachers and through an in-depth discussion we discovered that whether you are a primary or secondary school teacher, the concerns are much the same. This has been successful in their primary schools and they are now introducing it to other primary schools who have never heard of TLDW. The group all agreed at the end of the session that an ideal situation would be that if all their secondary schools had TLDW in their feeder primary schools.

Seminar 6: Incorporating teacher leadership into national initiatives with Majda Joshevska

Majda Joshevska is a Coordinator for the 'Learning Communities' component of the 'Readers are Leaders' project in Macedonia. She previously coordinated the ITL project in Macedonia and completed her MPhil at the University of Cambridge in 2012. This seminar presented the continuation of the ITL initiative Macedonia (2010-2011). Majda explained how the teacher leadership concept is incorporated in the Learning Communities project established in 42 schools in the



country. It focused on how teachers' professional development can be made more sustainable and rooted in the school culture through principles of teacher leadership, such as shared knowledge about practice, personal agency and nurturing extended professionalism. Her account also discussed challenges arising from social change, reforms in education, new laws and the political climate.

Majda Joshevska used PPT slides to support her description of re-igniting and expanding teacher leadership in Macedonia. The initiative was driven by the USAID Readers are Leaders project to improve raise reading and literacy levels to those found in many other countries. 100 teachers and school staff, 70 development projects, 8 primary schools, 4 networking meetings and 2 network events were involved. A picture was presented of a dormant profession where teachers and their work have not been celebrated. A teacher leadership methodology underpinned the projects, but unlike the TLDW programme the projects all had a focus on improving either literacy or numeracy. Some participants in the Macedonian programme were resistant at first; ideas from England did not seem as if they would be relevant in Macedonia. However introducing and reflecting on concepts such as self-efficacy, personal agency, professionalism and professionality were embraced with enthusiasm.

The idea of 'awakening the sleeping giant' struck a chord which resonated powerfully with those involved in the project. The debate about the difference between the quality of teaching and the quality of the teacher were also explored. The journey travelled by the schools and teachers involved led to a renewed sense of professionalism and professional identity. Network opportunities have allowed teachers to share work and to learn from each other; a different form of discourse and a mode of presenting to each other has evolved. The challenge now is to sustain teacher leadership development in Macedonia beyond and after the Readers as Leaders project.

Seminar 7: Distributed leadership with Amanda Roberts and Philip Woods

Philip Woods is Professor of Educational Leadership at the University of Hertfordshire. He is the author of *Transforming education policy: shaping a democratic future* (Policy Press, 2011) and *Democratic leadership in education* (Sage, 2005). Amanda Roberts is a Principal Lecturer and Associate Dean at the University of Hertfordshire. She has substantial experience in developing teacher and student leadership and in researching leadership as a distributed phenomenon. Before taking up her post at UH Amanda taught on the HertsCam MEd and facilitated TLDW groups. The seminar began with a presentation about the LEAD project (Leadership for Equity, Agency and Democracy) which builds on earlier research focusing on distributed leadership and social justice. The presentation provided a catalyst for a discussion about the different ways that distributed leadership is conceptualised and the practices that we currently experience in our schools.

The LEAD project originated from Philip and Amanda's work with the European Policy network and NCSL. The project was about adding in the concept of equity and learning to the established principle of distributed leadership. Amanda introduced the toolkit for distributed leadership. Philip then spoke about how you deepen distributed leadership in the educational context and the role of the senior leader in a distributed leadership model as being a facilitator rather than it being mandatory. For a genuine distributed leadership model to exist senior leaders need to



espouse a values-led approach of equity and holistic learning. Philip went on to explore the ideas of 'distributed leadership for equity and learning' (DLE). The implications were explored for developing leaders and organisational change. Amanda introduced a 'videscribe' that summarises DLE - what it is and why you would want to use it. At its heart is the principle of democratic citizenship for all stakeholders in a school. Philip introduced the audience to the DLE tree and the key levers for introducing DLE in a school.

The discussion activity then focused on a series of questions that focused on how LEAD resonates with their work in schools, and how the toolset might be useful in their settings. The discussion and plenary were very engaging and provided a shared understanding of some of the challenges of embedding distributed leadership in different contexts and when faced with external pressures. They also provided a useful critique of the toolkit.

Seminar 8: Developing Speaking and Listening with very young children with Katie Butler

Katie is a teacher at Samuel Ryder Academy and is currently leading a TLDW project. This seminar addressd the theme of developing speaking and listening in the Early Years Foundation Stage classroom at an all-through school in St Albans. The seminar began with a presentation about Katie's development project which aims to raise children's attainment and develop teachers' practice and classroom resources. Discussion focussed on the characteristics of teaching very young children and the role of play.

Katie began by presenting the nature of the concerns she had about Speaking and Listening and gave an account of what she had put in place to improve these areas since starting her project. One key aspect of the account was the need for teachers to be role models in their own use of spoken language. Katie poignantly remarked that she has realised through the course of the



project that she is the key 'vehicle for change in the classroom' and that through this process she has revolutionised her approach to the teaching of speaking and listening. Particularly encouraging was the account of the enormous amount of impact she has had, not only in the EYFS classrooms but across the school. Lucy contributed to this with her account of the use of the strategies in the secondary classrooms and the clear impact they had had there too. The collaborative aspect of this project was very clear to see and truly in the spirit of teacher leadership and sharing good practice. The discussion activity was in small groups around a set of key questions that Katie had put in place and participants were encouraged to write their responses on the sheets in order that Katie could use these responses to further develop her project. Discussions were lively and it was clear that many participants not only had much to contribute to the discussions, but also had taken a lot out of the session to put into practice themselves.

Seminar 9: The role of the headteacher in a challenging school with Clare Herbert

Clare Herbert is Headteacher of Peartree Primary School, Welwyn Garden City. She is a graduate of the HertsCam MEd, has participated in the TLDW programme, and has served as a member of the HertsCam Tutor Team and the Managing Group.

This seminar began with a presentation about Clare's first term as the headteacher of a primary school in a disadvantaged community. Clare spoke of her previous experience as a deputy headteacher in a Stevenage school and talked about the particular challenges faced in her current incumbency. Discussion focused on the tension between the urgency of strategies in the first months of a headship and the longer term goals of capacity building.



Clare gave a fascinating account of her first term as a headteacher. After giving a brief background about the school, Clare described seven key challenges including: the tension between addressing immediate issues whilst also trying to begin the longer-term strategic process of improvement; trying to build relationships with all stakeholders in challenging circumstances; and building trust and agency amongst her staff. In spite of the challenges posed in her first term of headship, Clare was highly positive about her experiences thus far, and cited the support of her colleagues in HertsCam as being a significant factor in helping her already make a significant difference at the school. The discussion activity was in small groups around a set of key questions related to headship and values. The questions prompted interesting discussions about our values as teachers, as well as both the challenging and positive aspects of school leadership. In the final plenary discussion the moral purpose at the heart of what we do as teachers was discussed.

Seminar 10: International networking with Caroline Creaby and Maria Santos Richmond

Caroline Creaby is an assistant headteacher at Sandringham School. She has been a member of the HertsCam Tutor team for around 5 years and is pursuing a doctoral study at the University of Cambridge. Maria Santos-Richmond is an assistant headteacher at Sir John Lawes School and has been a member of the HertsCam Tutor team since 2006. She completed the Hertscam MEd in 2012.



In 2014 Maria and Caroline helped to facilitate networking activities at the ITL event in Portugal (pictured on the previous page). This seminar addressed the theme of international networking by giving an account of the HertsCam trip to Braga in Portugal in 2014 in order to participate in a research conference and a teachers' network event. The account touched on the problems of low morale faced by teachers and how activities such as those facilitated by Caroline and Maria can enable teachers to build a sense of hope. This experience illuminated some of the benefits of international networking and some of the techniques and activities that can facilitate it.

Seminar 11: Empowerment and emancipation through teacher leadership with Amina Eltemamy and a number of colleagues from Cairo

This seminar featured a presentation about the first TLDW programme in Egypt. Amina shared an account of the way she has adapted the TLDW approach for use within a programme that supports teacher-led development work in four schools in Cairo. Members of Amina's team of facilitators and the teachers who participate in the programme also contributed to the presentation. The group of presenters talked about the benefits and impact of the teacher leadership programme and the implications for professional empowerment and social renewal. The presenters were an inspirational group of women who are experienced teachers in schools in Cairo, Egypt. There were a series of PPT slides to illustrate how the group, led by Amina Eltemamy, had organised the first TLDW programme in Egypt.



Amina explained how she had been working with the Cairo network as a whole. Then representatives from the participating schools spoke about their individual programmes and how this approach to teacher development was making a real difference to the teachers in their schools. The photographs of the network events in these Egyptian schools were amazing and the use of the HertsCam TLDW tools, with adaptations, gave these events a truly 'HertsCam' feel. The presenters opened a discussion about how best to build the network so that teachers from Egypt could communicate with teachers within the HertsCam and ITL communities.

There was an energetic, bold, heartfelt feel to the discussion. It became apparent that many of the problems encountered by the Egyptian team were mirrored by the experiences others in the room. Many possible solutions were suggested and discussed with all agreeing that trying out systems and practices is important to find the 'best fit'.

Through the discussion activity it was clear that all had a passion for education and a desire to help teachers develop their leadership skills. The dignity, humility and determination of the presenters were an inspiration to us all.

Seminar 12: Establishing collaboration to develop assessment practice with Robyn Gilbert

Robyn Gilbert is Head of Science and Computing at Burnt Mill Academy in Harlow, Essex. She completed her MEd in 2014. At the beginning of this seminar Robyn summarised her project in which she had established a collaborative working group in a school. The presentation focused on the barriers that were faced and the growth of a collaborative culture. The discussion centred on the strategies used to overcome barriers and the optimisation of levers. Successful peer and self-assessment strategies that arose from the enquiry process were presented.



Seminar 13: A whole school approach to development work with Ruth Fuller, Janine Kitson and Liza Timpson

All three presenters are Senior Teaching and Learning Advocates at John Henry Newman Catholic School. Janine Kitson participated in the TLDW programme at her school and graduated from the MEd in 2014. Ruth Fuller has participated in the TLDW programme. Liza Timpson teaches history and will complete her MEd this year having been a participant in the TLDW programme in the past.

The seminar began with a presentation of an account of the work of a team of 'Teaching and Learning Advocates' whose role is to design and promote whole school teaching and learning initiatives. These have focused on literacy, learning habits and attitudes, enrichment and creativity. This work has had a significant impact on staff and students and has generated invaluable insight into leading



change. Examples of advocates' projects and their impact from a senior management perspective was shared and discussed.

The three Senior Teaching and Learning Advocates from John Henry Newman Catholic School each presented, in their own style, an account of their collaborative work on promoting teaching and learning as a whole school initiative. To give an evaluative view, Anna Ramsey, Assistant Headteacher at John Henry Newman, then explained how she had been gathering evidence to show that the project was having a positive effect on pupils' learning. What was evident from the very start was that the three learning advocates all had a unique style. They all presented with passion but in entirely different ways. It gave the seminar a sense of diversity from the very beginning.

Janine Kitson opened the seminar by outlining the values that underpin the work that the advocates have been doing. Liza Timpson then talked about the history of the initiative and explained the Learning Habits strand of the programme. Janine then read the group an amusing story, yes, literally a story about how Literacy was given a special focus by the teaching and learning advocates, how cross-curricular links were forged and how this had led to the creation of a wonderful new tool for all to use, the interactive literacy toolbox. Ruth Fuller used her creativity to give a visual presentation of some of the ways pupils and staff put the ideas into practice. This gave the group the opportunity to see that there really had been lots of enthusiasm within John Henry Newman for the changes that the Teaching and Learning Advocates had initiated. Liza then brought everyone up to date with information about the HEROS programme, the latest development; homework, enquiry, reflection and organisation. Finally, Anna Ramsey explained the way in which she had gathered evidence in an effort to measure the success of the scheme. When the delegates were offered the opportunity of having open discussion everyone jumped straight to it. The response was immediate and it was obvious that participants were keen to ponder on how collaborative work could be developed within their own schools and which levers for change they would most desire.

Seminar 14: School to school evaluation with Helen Foy, Jo Hewitson and Tom Murphy

Helen Foy is a Lead Practitioner for PE at the Nobel School, Stevenage. She has been involved with HertsCam for many years. She has been a member of a TLDW group; she graduated from the MEd in 2013 and she currently supports a TLDW group in her school. Jo Hewitson is a teacher at the John Henry Newman Catholic School, Stevenage. He is a current MEd participant and has completed a number of TLDW projects. Tom Murphy was a participant in one of the very first TLDW groups at Sir John Lawes school in 2005. He graduated from the MEd in 2008 since when he has supported a number of TLDW groups and has served on the HertsCam Managing Group. He is currently teaching in Boston USA. The three of them had formed a research team which carried out an evaluation at the request of a school in the Newcastle area.

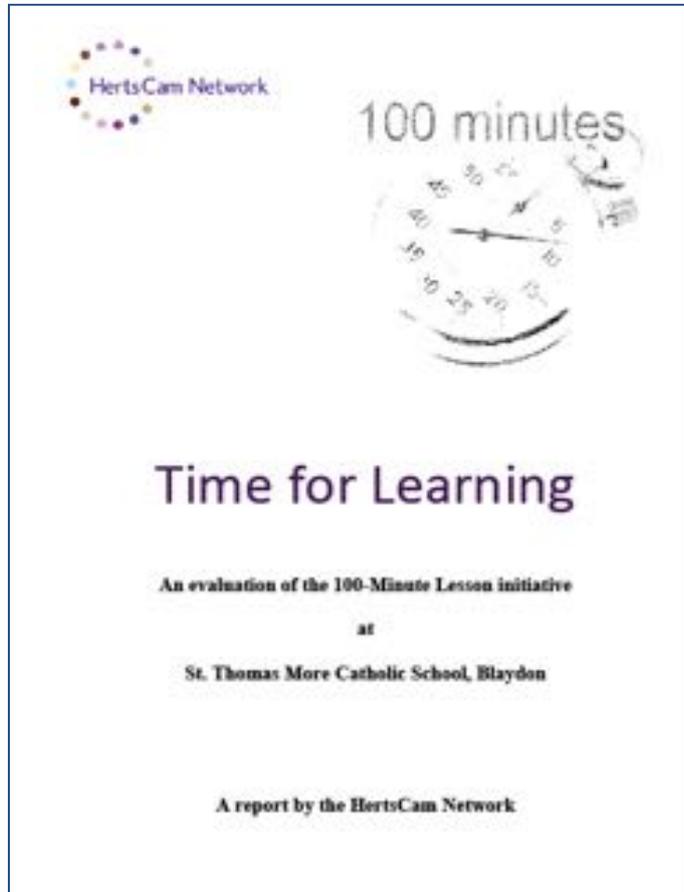
The school had introduced the 100 minute lesson structure some years previously and wanted to evaluate it. The team analysed documentation in advance and developed some research tools with the assistance of David Frost, Lucy Thompson (Assistant Head at Samuel Ryder

Academy) and Paul Rose (Assistant Head at John Henry Newman). They visited the school to observe lessons and interview teachers and students.

Helen Foy and Joe Hewitson led the session but there was also an input by video from Tom Murphy in the USA. They discussed how the team analysed documentation in advance and developed some research tools with the assistance of David Frost. They then gave an account of the observations of the lessons and interviews with teachers and students.

This is the first time that this has been done by HertsCam and shows incredible potential for this work in the future. Schools can ask teachers from HertsCam to act as critical friends and peer evaluators rather than rely on expensive external consultants and inspectors. Anyone from HertsCam may be asked to participate in this in the future. What an opportunity!

The visiting team were keen to get beneath the surface and analyse what was going on, leading to professional teacher-to-teacher dialogue. Several clear themes emerged during the visit which they fed back, alongside identified key questions. David Frost edited the report which included the following themes: level of support/buy-in; maintaining concentration; pace, intensity and timing; cooperative learning strategies; differentiation; planning, variety and structure in lessons; feelings surrounding structure of timings. Throughout the seminar there was much discussion from delegates about the team's findings, and it was agreed that these teacher-led questions are exactly what makes this initiative so powerful.



Seminar 15: Independent study and homework with Kelly Wilkinson

Kelly Wilkinson is the Head of Art at Samuel Ryder Academy in St Albans. She has been a teacher for 7 years and is currently undertaking a TLDW project. This seminar addressed the theme of independent study and quality of homework in KS3. The seminar touched on the problems of persistent low quality homework and students' lack of independence when



they are set tasks to complete outside of the classroom. A variety of strategies and techniques had already been trialled; the impact of these were discussed and further developed during this seminar through discussion and the sharing of good practice. This experience illuminated some of the benefits of student independence and some of the techniques and activities that can facilitate it and improve the quality even further.

Seminar 16: Supporting the most vulnerable pupils aged 4-16 with Sheila Ball

Sheila Ball is Vice Principal at the Aspire Academy in Harlow which had been specifically set up to educate and support the complex needs of these most at risk students in the area. She completed the HertsCam MEd in 2002 and has been a member of the HertsCam Tutor team for around 8 years contributing to both the TLDW and MEd programmes. She has facilitated and led a variety of networking activities for the ITL programme since 2009. She co-authored an account of an event which she helped to lead in Fruska Gora, Serbia. This was published in *Transforming Education Through Teacher Leadership* edited by David Frost. This seminar addressed the theme of supporting the most vulnerable children. Sheila presented an account of the first seven months that Aspire Academy has been in existence. This addressed the complexity of pupils' needs and how the school is developing the conditions to enable staff to help the pupils aspire. This experience illuminated the importance of enabling all colleagues to exercise leadership, the challenge of working with external agencies and the problematic nature of ensuring impact and progress for pupils. Sheila used an informative PPT presentation to address how to support the most vulnerable children in our schools.



The seminar focussed on how to recognise children who were struggling to access the curriculum due to difficult home circumstances and how much we as educators need to understand about the ways in which a student's home life can impact their education. As a consequence of these difficulties we have to accept that we may not always be adequately meeting their needs and must work even harder to understand what drives them. Finding their goal, their passion was key to their success. The presenter's enthusiasm, knowledge and expertise were backed up by sound educational theory from Maslow to Music. We were encouraged to consider the fact that our role as educators involves dealing with intelligent young people, some of whom may have been let down by circumstances beyond their control.

The subsequent discussion activity was centred on the points raised when delegates were encouraged to consider and reflect upon their own experiences of these types of challenging children and how to further support their development. The seminar concluded with underlining the importance of self-confidence and self-esteem leading to real success

Images of networking

There were many opportunities for participants to meet and talk over coffee on arrival, at mid-morning coffee and during lunch. There were displays around the hall to stimulate conversation and remind us of what HertsCam is all about. Here are a few reminders:



Davy Pinnuck recording the event



Claudette from Potters Bar and Majda from Skopje found they had a lot in common.



Round table discussion in the seminars



Judith Nash is always to be seen helping out



International networking



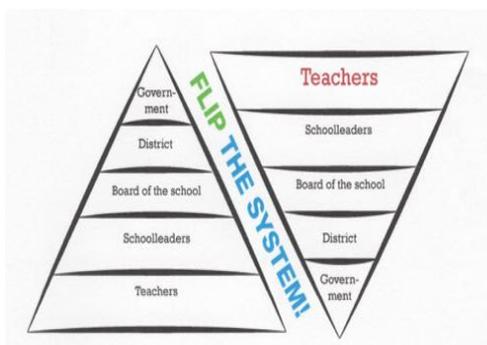
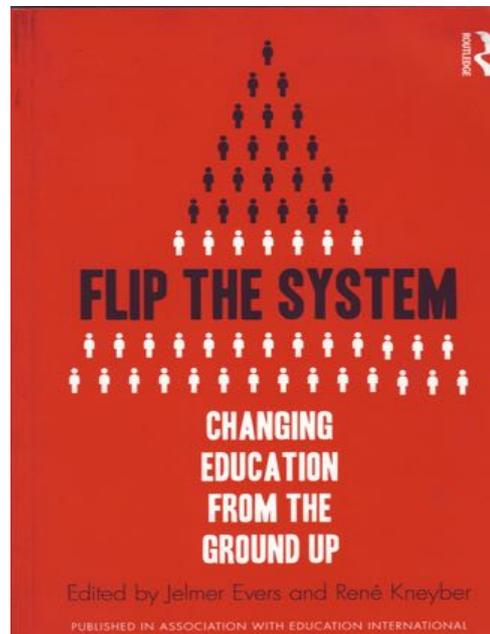
Displays and posters

Keynote address

The keynote speakers at the conference were René Kneyber and Jelmer Evers, two teachers from the Netherlands who have written a best-selling book 'Flip the system' about teachers leading the education system.

René Kneyber is a Mathematics teacher in secondary school. He has written popular books on classroom authority and discipline and has edited multiple high-profile books, including the Dutch book 'Het Alternatief' and the Dutch translation of 'Embedding Formative Assessment' by Dylan Wiliam. In 2015 he became member of the Dutch Education Council on royal commendation.

Jelmer Evers is a History Teacher in a secondary school and involved in classroom innovation. Jelmer gives advice, workshops and guest-lectures on new forms of pedagogy and is involved in designing a new innovative teacher training college. He writes columns and articles for educational magazines and has edited "Het Alternatief". He was nominated teacher of the year 2012, a finalist for the Global Teacher Prize in 2015 and in 2016, named one of the Netherlands 23 "New Radicals" by national magazine "Vrij Nederland" in 2013.



René and Jelmer's keynote address was about the 'flip the system' concept which is explored in the book pictured above and in previous books published in Dutch. Their presentation offered an alternative to the neoliberalism which they argued currently plagues the education system. Their flipped system would place teachers at the centre of the system. René and Jelmer spoke about how influential their work had been in the Netherlands to achieve just this.

“Flipping the system should more resemble a process of emancipation than a ‘system intervention’ a process where the voice of teachers is given a meaningful place. Whereas before it was considered to be just ‘noise’ (Rancierre 1999). However, the process cannot originate from a starting point of inequality, with teachers attempting to overcome this. Teachers should instead act on an assumption of being equal, refusing and interrupting the working of powers in the educational system and laying claim to positions and discretionary space that they have not previously been entitled to. To initiate this process, it is not simply a question of the government telling teachers to emancipate. It is rather a question of teachers initiating this process themselves.”

(Evers & Kneber, 2016: 7)

Networking activity

A final networking opportunity was arranged by Caroline Creaby from Sandringham School and Maria Santos Richmond from Sir John Lawes School – pictured on the right. This was an activity they had previously led at a network event in Portugal the year before.

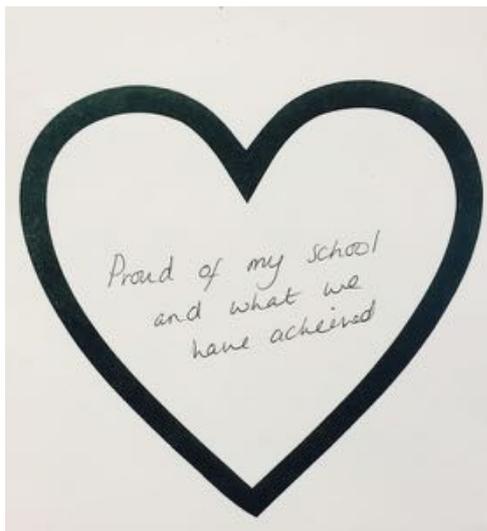


The activity was designed to enable us all to reflect on the day and capture our thoughts.

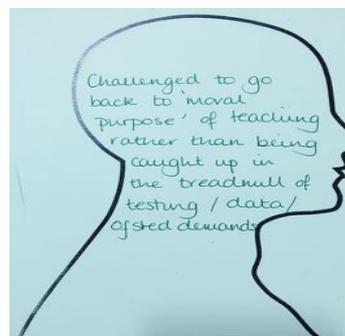
Maria and Caroline arranged for everyone to have three different pieces of card each with a template of a head, hand and heart on it.

Everyone was asked to fill in their thoughts on each template:

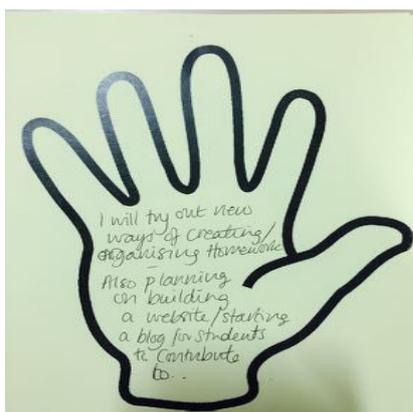
Heart: how the day made you feel



Head: what you thought about the day



Hand: what you are going to do next?



An amazing feature of this activity is the way that the movement and the buzz of so many people getting up to post their comments. As people posted up their hearts, heads and hands, they looked at each other's and talked to each other about them.

Examples of the responses are presented overleaf.

Heart, head and hand – some of the comments

I feel proud to be part of HertsCam Network and more determined to make a difference in education through leadership.

I feel inspired, stimulated, energised, delighted, motivated.

As a headteacher, without wanting to, I am replicating the traditional triangle. In need to find ways to flip it in my own school.

I thought differently about leadership-on every level.

I am completely inspired, especially when hearing stories in other countries!

I want to develop ways to improve sixth from culture and to improve certain dispositions that restrict full potential.

I want to make more use of in-depth learning and student leadership'

I will use the ripple circle to stand back and analyse the impact of what we have already achieved.

I feel optimistic and happy about my future in teaching, I feel I have made the right decision to do this and I look forward to achieving even more.

I feel re-engaged with the mortal purpose, inspired to keep developing my practice

I am optimistic about the future of teaching and the role of a teacher in deciding policy.

I feel extremely passionate about helping all students to achieve their ability. School and parents to work together and parents to feel they can lead their teaching.

Teachers are more powerful as a collective. Instead of being constantly accountable they can collaborate together and make powerful changes.

Feedback on the positives more often to ensure that parents do not disengage. Give credit where it is due.

I think that primary and secondary schools need to work together more to lead to a smoother transition in their education.

I was challenged to go back to the moral purpose of teaching rather than being caught in the treadmill of testing / data

I feel more confident in my TLDW project and its focus'

I feel like it's time to flip the system

Wow! How powerful teacher leadership is! We have so much capacity.

Teaching and learning is about human interaction no matter what are differences are.

I am thinking about how we can develop the ideology of 'flip the system'.

Today's seminars made me think about the importance of choice students have in their own learning.

I got some ideas to share with teachers in my country; the posters were very inspirational.

I will try to implement new strategies for teaching vulnerable children I will continue to network to gather and share ideas

John Bangs' reflection on the conference

First I would like thank David Frost and the team for all their work on teacher leadership. I have enjoyed working with David, particularly on the 'Teacher efficacy, Voice and Leadership' research commissioned by Education International (http://download.ei-ie.org/Docs/WebDepot/teacher_self-efficacy_voice_leadership.pdf).

Today, we had a lovely and moving performance by Birchwood School's AcaFellas. HertsCam could adopt 'Stand by Me' as its anthem.

Here are some of the themes I picked up from today through my participation in the excellent programme of seminars which included Majda's session on ITL in Macedonia and Maria's and Caroline's session about their experience of international networking.

- emotional intelligence, relationships and trust and schools being outward facing are vital; they are the essence of teacher leadership
- sharing information between education networks which breaks down the commodification of practice and knowledge
- networking, both nationally and internationally, not only shares knowledge but it successfully protects you against external challenges over which you feel you have no control
- teacher leadership cannot be imposed, it can only take place when the conditions are created

One of the international lessons is that you have to be careful what you wish for and when you achieve what you want, acknowledge your responsibility and follow it through. Our work on teacher leadership is influential in places you may not even have heard of. It was really significant that one third of this year's International Summit on the Teaching Profession focussed on teacher leadership (www.istp2015.org). At that event, the US, Canada and Switzerland all proposed teacher leadership initiatives, (in ways that may be debateable but at least it's in the narrative). The OECD's research has identified a direct relationship between collaboration, self-efficacy, public appreciation of teachers, professionally competitive pay, and high levels of student achievement. The OECD's Teaching and Learning International Survey of teachers' views (TALIS) has called for policy guidance at system level on teacher leadership.

I thought that Jelmer and Rene raised some important questions. Similarly to David Frost's point to Portugese teachers at their network event last year - collectively you need to stand up to government. How do you do that? What structures should be formed to assert the profession's independence? Unions? Professional councils? Either way, lines of communication have to be established with policy makers.

The new and unique HertsCam MEd programme created and taught by teachers and accredited by the University of Hertfordshire, is a first and a massive step forward for the profession. One thing that has to be done is to promote the policy implications of this degree programme with policy makers.

John Bangs, Visiting Fellow at the University of Cambridge and Special Consultant to Education International.

Evaluation

Almost 200 people attended the event including 11 international visitors. Included in the conference pack was a simple evaluation sheet which asked people to comment under the headings 'Something I learned' and 'A joy'. Below are listed some of the things people said:

Something I learned

- There are ways of incorporating new technologies to learning
- HertsCam masters programme now accredited by the University of Hertfordshire
- Insights into Headship!
- Flipping the system was interesting presentation in trying to alter the perception of education
- Overcoming barrier in completing a project through the use of technology
- The importance of parental engagement in promoting student progress and engagement at school
- That the future of education and teaching will change in many ways, from the use of new technologies, to hopefully the way schools are run
- To clarify the direction of my TLDW project by more consultation and collaboration with my colleagues – collaborative autonomy
- The importance of evaluating impact and generating enthusiasm
- Learning about the work of International Teacher Leadership
- Thoroughly enjoyed the keynote speakers - improved understanding of global educational policy.
- Parental involvement and ways to improve this

A joy

- As a beginning teacher, it was truly inspiring and the first keynote speech I've thought was truly amazing and relevant. A great career moment today!
- Speaking to many teachers from different backgrounds subjects and schools
- Keynote speaker interesting and thought provoking
- A great keynote speech
- Listening to the passion and enthusiasm of other teachers of what is happening in schools
- Acafellas were a wonderful tribute to the TLDW teacher that started the group
- Acafellas – lovely to have students involved
- Good to have time to connect with other teachers
- Keynote address was very powerful and delivered in an obvious passionate way
- A great choice of seminars – there was something relevant for everyone
- Recommendations of literature relating to education policy
- Excellent speakers in both seminars I attended.
- Meeting Art teachers from other schools.
- Meeting new people and sharing my project with others.
- Creating links to develop my project further.

Emma Kell's blog about the Conference

Below is an edited version of the blog that Emma wrote and posted it on the day of the conference.

Another Saturday, another dose of inspiration, brain fizz and questions...

'Things are changing in this world because of the people in this room'.

(Val Hill – HertsCam Annual Conference, 25 April 2015)

Today, I took a group of colleagues, Aniela, Katie, Evie, Shila and Carrin, to the HertsCam Annual Conference. They all belong to the TLDW group that I facilitate at Francis Combe Academy. Most people outside Hertfordshire and Cambridgeshire I have spoken to haven't heard of TLDW so, in brief, it stands for Teacher Led Development Work. It is built on the assumption that in every teacher there is a leader; that it is the teachers in the classroom, not the policy-makers at government level, who are the experts on what is best for our young people. The neo-liberal agenda is called directly into question in favour of a 'flipped' model, and the initiative is mushrooming, with links with an increasing number of countries, including Palestine, Macedonia and Serbia. The brief is straightforward – each teacher identifies an element of practice that they'd like to develop. It could be anything from questioning in A-Level Biology to word-walls to support literacy, to encouraging independent learning with Year 8 boys in Music lessons. They work on this for a year, which includes regular tutorials with an in-school tutor, the opportunity to attend any of the six regional network events and the Annual Conference. That was today, and that's what I'm here to write about. (Here's a link to their site here, for those who'd like to know more background: <http://www.hertscam.org.uk/>)

So, the usual mixture of excitement and questioning-of-sanity when the alarm went off at 6.45 at the Travelodge this morning. And the sense, as with most of these weekend events (N.B. I limit myself on these, and am not someone you'll find at every TeachMeet, although I have never regretted attending one).

The themes of the day: trust, teacher empowerment, learning cultures, learning power, collaboration. All absolutely inspirational. There were a number of seminars, and it was just a shame we could only attend two. I saw two hugely contrasting, but equally fascinating ones. David Bullock, a Deputy Head who worked to change learning culture in the 6th form by explicitly, with students and colleagues, identifying the dispositions students need to succeed at Key Stage 5 and explicitly modelling and nurturing these. Particularly serendipitous was the fact that Ofsted marked both the beginning and the end of the journey and acknowledged the huge impact David's project had on the learning culture of the students.

The second, a new Headteacher, who gave us the most honest, searing, funny and ultimately optimistic insight into the first term of headship.

Vall Hill, the Programmes Director designate, spoke with the same passion and energy she celebrates in us all, of moral purpose and the vital importance of agency, which is something we must claim, not wait to be handed. She reminded us to never underestimate the importance

of the role we play in making a difference – a pertinent reminder, as I fear we do all-too-often lose sight of the difference we are making, day in and day out. ‘Never underestimate what you do. It changes lives and it changes landscapes.’

René Kneyber and Jelmer Evers from the Netherlands, talked to us about ‘flipping the system’, and the hugely influential work they’ve done in the Netherlands to achieve just this.

The essential role of trust is very close to my heart:

‘Trust should be guarded to the end. Without trust we cannot stand.’

My decade-younger-self is a little sniffy and scornful. And there is something apparently slightly iffy about spending our Saturdays, away from our families and talking about ‘work’. But it’s more than work. It’s moral purpose and it’s collaboration and it’s a reminder in the form of a community of people with shared values of why we embarked on the teaching profession, and why we continue to be determined and hopeful. And it’s more than an ideal, because we were surrounded by a group of people actually DOING IT, day in and day out. And I’m very proud that our school is a part of it and proud of the colleagues who have put themselves forward and who are breaking new boundaries, talking in front of enormous groups and being in a position to inspire others. We noted what we took away from the day like this – how we felt, what we learned, what we’ll do.

I end with a question which has been playing at the edges of my mind since the beginning of my involvement with TLDW to which I still haven’t quite managed to find a satisfactory answer. Almost by definition, the people in this room today represent schools with a clear vision and a willingness to commit to a model that, for so many of us, chimes with our very reasons for entering the profession. These are schools which have clear potential for success, or indeed a clear history of stability, brimming with staff with leadership potential and energy. What about the schools we hear of, where our friends and our families work, where the demands of the ‘neo-liberal’ agenda that this model claims to reject are simply inescapable? Schools which, for whatever reason, don’t meet the targets set, aren’t yet giving the students the best possible deal, and who simply aren’t in a position to reject the targets and benchmarks to which we are ALL, ultimately, accountable? The schools which, arguably, would benefit most from something like TLDW?

Find Emma’s blog here: <https://thosethatcanteach.wordpress.com/>