



UNIVERSITY OF  
CAMBRIDGE

# Empowering teachers as agents of change: a non-positional approach to teacher leadership

Edited by **David Frost**

The LfL Teacher Leadership Series



# Empowering teachers as agents of change:

a non-positional approach  
to teacher leadership

Edited by **David Frost**

# Acknowledgements

I want to acknowledge with gratitude the contributions of the 40 contributors to this book, not just for their writing, but also for their professional work in the service of the young people who pass through our schools and their families. Without their professionalism, courage and dedication, there would be no stories to tell.

Behind these authors are many more colleagues in the schools and other organisations concerned who have collaborated, participated and in other ways shaped the stories told in this book. I hope that the accounts of development work honour their work. I also want to acknowledge the acumen and wisdom of those in senior leadership, government and academic positions who have played their parts in advancing the practice of non-positional teacher leadership.

I am grateful also for the formal permission to publish from all the institutions and organisations named in the book. There are many others that have featured in the unfolding story of non-positional teacher leadership including Open Society Foundations (OSF) and the University of Hertfordshire, especially its Centre for Educational Leadership. I want to highlight in particular, Education International (EI), the global federation of teacher organisations, from which we have derived encouragement and an author for the Foreword.

I want to also to acknowledge 'Leadership for Learning: The Cambridge Network', the academic group at the University of Cambridge Faculty of Education, of which I am proud to have been a member. I especially want to thank Ruth Sapsed, for helping us to establish this book series and Katherine Shaw for her excellent proofreading.

Finally, I want to express my gratitude to Amanda Roberts who has provided both moral support and practical help throughout the process of producing this book.

**David Frost**  
Editor

First Published 2017  
by Leadership for Learning: The Cambridge Network  
University of Cambridge Faculty of Education  
184 Hills Road, Cambridge CB2 8PQ  
[www.educ.cam.ac.uk/centres/lfl](http://www.educ.cam.ac.uk/centres/lfl)

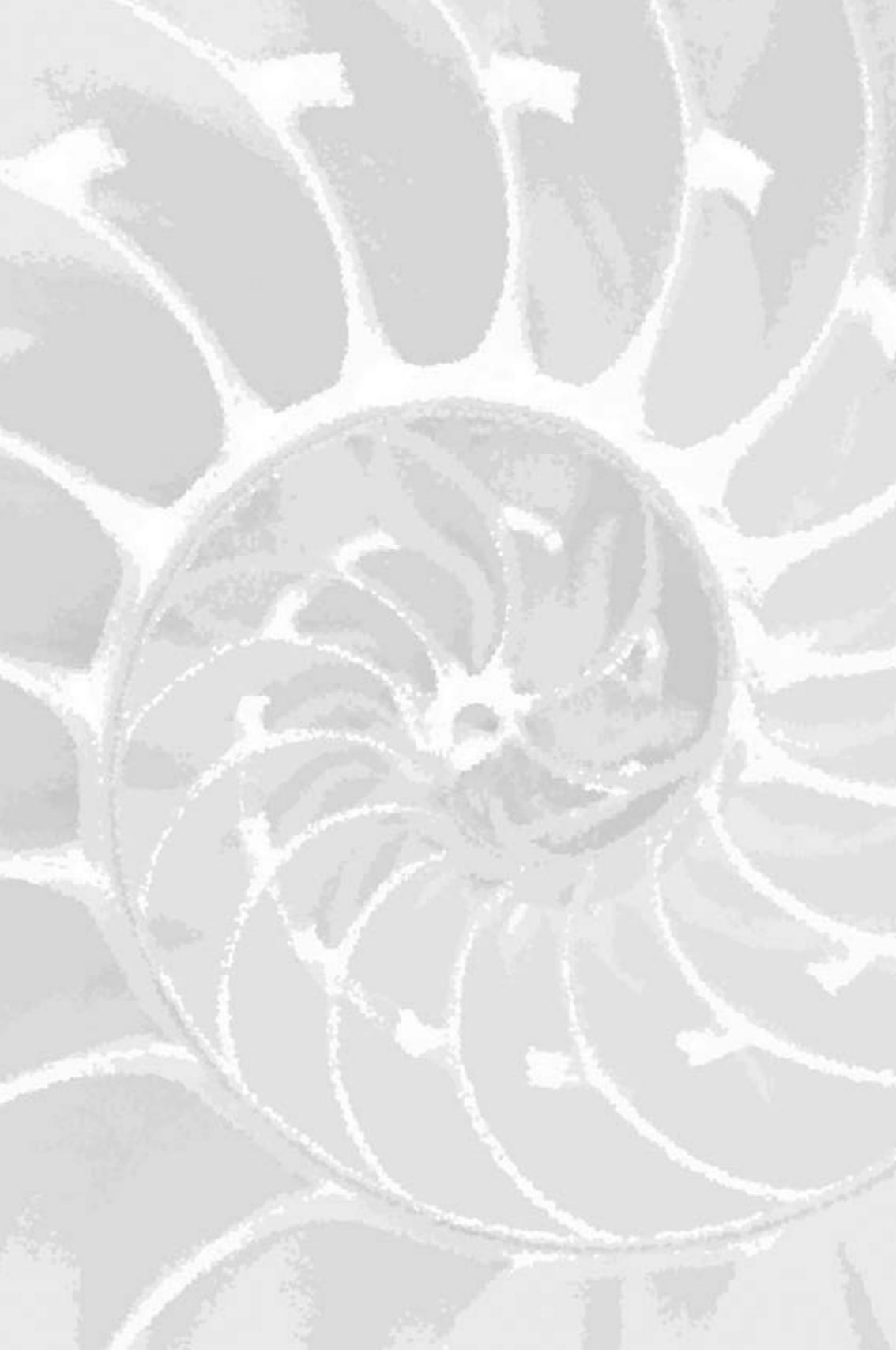
© 2017 David Frost

Designed and produced by H2 Associates, Cambridge  
Typeset in Myriad

All Rights Reserved. No part of this book may be reprinted or reproduced, stored in a retrieval system, or transmitted, in any form or in any means – by electronic, mechanical, photocopying, recording or otherwise – without prior written permission.

*British Library Cataloguing in Publication Data*  
A catalogue record for this book is available from the British Library

ISBN 978-1-5272-0841-4



## Foreword

I've been a teacher for fourteen years now and in that time my view of what a teacher is has changed fundamentally. In my initial teacher education - I don't like the word training - we were told that teaching is a profession, but what does that mean really? OECD suggests three domains: knowledge, autonomy and collaboration. Crucially for me a professional takes responsibility for his work beyond the immediate workplace and takes into account the long-term interests of society as a whole. As teachers, that means that we need to stand up for all children and for all of our colleagues. I arrived at this realisation slowly after surviving my initial years as a teacher. I loved teaching, but I often thought about quitting, mostly because of the lack of time, support and autonomy. It was only when I started working in a school where those crucial conditions were present that I was able to look beyond the confines of the classroom and the school and question why such conditions were not present in all schools. When I looked at what was going on in the education system in the Netherlands and beyond our borders, I found pockets of people doing the right thing which gave me the inspiration, knowledge and support to advocate for this for everyone. That quest brought me into contact with David Frost and the HertsCam Network.

Through the International Summit on the Teaching Profession (ISTP) in Amsterdam, I came into contact with *Education International* - the global federation of teachers' unions - and John Bangs. His report with David Frost, *Teacher self-efficacy, voice and leadership: Towards a policy framework for education international* (Bangs and Frost, 2012) was crucial for a teacher-authored book which I co-edited. We published our book *The Alternative* in 2013, arguing for a teacher-led Dutch education system (Kneyber and Evers, 2013). It made an immediate impact on Dutch policy and the way we think about teachers and where we should be going. There are two lessons that stood out for me: that teachers can and must lead educational change, and that we must network beyond our borders to find inspiration and build collaborative links.

Looking beyond those borders has brought me into contact with numerous teacher-led initiatives and the HertsCam Network is probably the most impressive I have come across. I had the honor to be invited to the HertsCam Annual Conference in 2015 where teachers, including some from other parts of Europe and the Middle East, were showcasing their teacher-led initiatives - real change from the bottom-up. What stood out for me was HertsCam's profession-led masters programme that would start with its first cohort in September 2015. On this subject I will quote from Chapter 11 of this book because I couldn't have said it better:

The HertsCam MEd is not taught by academics who may lack insider knowledge of the professional context; neither is it construed as ‘research’ training; traditional assumptions about how knowledge is created and validated do not necessarily lead to the development of practice in schools.

This statement reflects the essence of what we have termed *Flip the System* (Evers and Kneyber, 2015), to create systems that trust and support teachers, allow for non-positional teacher leadership and, instead of providing blueprints and top-down directives, work on the premise of generative policies and the value of practice. This requires profession-led education systems on all levels. This book and all the wonderful examples in it stand for a professional and humane future which captures what Gert Biesta called *The Beautiful Risk of Education* (Biesta, 2013), in which education is seen as a careful balance between knowledge, relationships and the development of individuals, something we can’t achieve without professional judgement.

Globally, three big trends are profoundly influencing society. Automation is changing the work of professionals and threatening jobs on an unprecedented scale. Globalisation has opened up borders and trade which has enabled the spread of ideas, both good and bad. Insecurity and fear is leading to the rise of populism and the closing of borders, but more importantly, the closing of minds. Some people argue that we should just embrace the ‘Uberfication’ of education: why not unbundle, automate and commercialise education just like any other business? This might make it more efficient, but education is not like any other business; it is in essence a public good. In an automated future we need to focus on our humanity and that is what this book stands for: teachers having agency, looking beyond the classroom and taking responsibility to make that humane future a possibility for their students and their colleagues, leading by example.

No one has led more by example than David Frost. This book and the HertsCam network would not have been possible without his leadership. I’ve read David’s work and seen him arguing tirelessly for what he believes in; he has inspired me to do the same and has done so again with this book. I hope it is widely read by many of my colleagues across the globe and that together we will follow the example set by these wonderful teachers and by David himself.

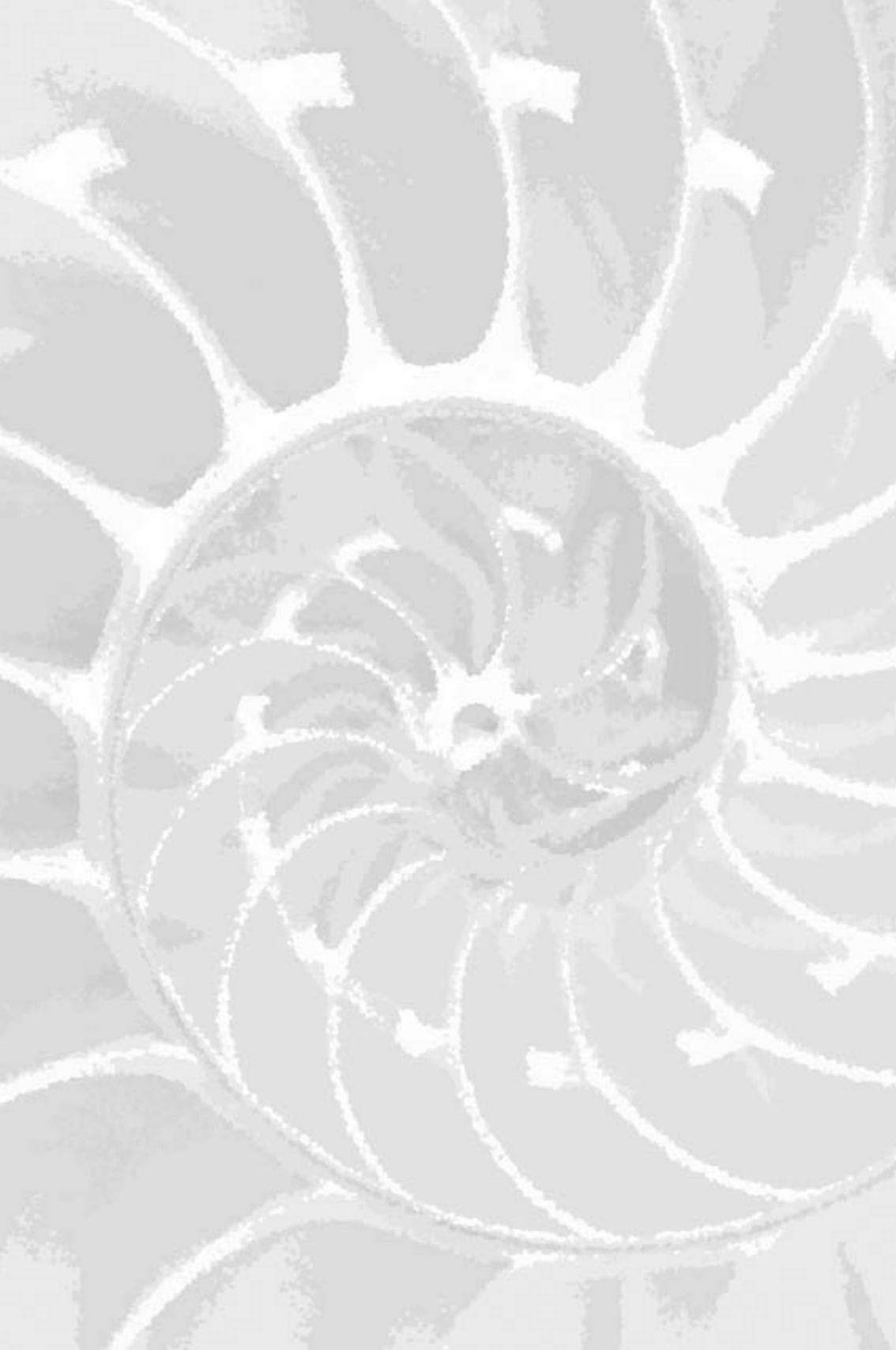
**Jelmer Evers**

# Contents

<b>Acknowledgements</b>	iii
<b>Foreword</b>	v
<b>Editor’s introduction</b>	1
<b>Section 1</b>	5
<b>Stories of teacher-led change</b>	
<b>Chapter 1</b>	6
A project to develop children’s character through the teaching and modelling of virtues	
<i>Melissa Oyediwura and Tracy Gaiteri</i>	
<b>Chapter 2</b>	12
Overhauling the practice of marking	
<i>Ben Creasey and David Frost</i>	
<b>Chapter 3</b>	18
Developing strategies to improve relationships between students in a school in Palestine	
<i>Rana Daoud and Hanan Ramahi</i>	
<b>Chapter 4</b>	25
Developing ways to stretch and challenge students in drama	
<i>Rachel Woolrych and Ben Garcia</i>	
<b>Chapter 5</b>	31
Developing the role of Atelierista	
<i>Venetia Norton-Taylor and Sarah Lightfoot</i>	
<b>Chapter 6</b>	37
Developing strategies to improve mindset in mathematics	
<i>Leonie Sakatis and Helen Wootton</i>	
<b>Chapter 7</b>	44
Integrating technology in learning at a school in Cairo	
<i>Amal Elfouly and Amina Eltemamy</i>	
<b>Chapter 8</b>	51
Developing strategies to cultivate a growth mindset throughout the school	
<i>Stebbie Hayes and Lucy Thompson</i>	

<b>Chapter 9</b>	57
Developing leadership opportunities for disadvantaged students <i>Liz Brown and Jo Mylles</i>	
<b>Chapter 10</b>	63
Teachers as external evaluators <i>Joe Hewitson, Paul Rose and Jonathan Parkinson</i>	
<b>Section 2</b>	71
<b>Frameworks of support for teacher leadership</b>	
<b>Chapter 11</b>	72
A teacher-led masters programme: a breakthrough in school and teacher development <i>Sheila Ball, Sarah Lightfoot and Val Hill</i>	
<b>Chapter 12</b>	79
The rise and rise of teacher leadership in Macedonia <i>Majda Josevska and Suzana Kirandjiska</i>	
<b>Chapter 13</b>	85
Building early years educators' professionalism through non-positional leadership <i>Sarah Lightfoot</i>	
<b>Chapter 14</b>	92
Maximising the impact of teacher leadership <i>Allison Pilbeam and Angela Martino</i>	
<b>Chapter 15</b>	98
Establishing a teacher leadership programme in Egypt <i>Amina Eltemamy</i>	
<b>Chapter 16</b>	105
Building a school culture through scholarship: a long-term strategy <i>Jo Mylles</i>	
<b>Chapter 17</b>	111
Enabling the leadership of change in the Middle East and North Africa: starting with teachers <i>Hanan Ramahi</i>	
<b>Chapter 18</b>	118
Organisational strategies to multiply the teacher leadership effect <i>Toby Sutherland</i>	

<b>Chapter 19</b>	125
Cultivating hope through teacher leadership in Portugal <i>Maria Flores and Maria Santos Richmond</i>	
<b>Chapter 20</b>	131
Learning Advocates as change agents <i>Liza Timpson, Ruth Fuller, Janine Kitson, Sara Gallagher, Paul Rose and Sheila Ball</i>	
<b>Chapter 21</b>	139
The growth of teacher leadership in the Western Balkans <i>Gisela Redondo-Sama, Gordana Miljevic, Mariana Georgieva, Majda Josevska and Claudette Anderson.</i>	
<b>Chapter 22</b>	146
Using the TLDW method in middle leadership training <i>Judith Nash</i>	
<b>Section 3</b>	153
<b>Perspectives from policy and research</b>	
<b>Chapter 23</b>	154
Principles for enhancing teachers' collaborative practice: lessons from the HertsCam Network <i>Amanda Roberts and Philip Woods</i>	
<b>Chapter 24</b>	161
'Teachers with a capital T': a missed opportunity? <i>Nurbek Teleshaliyev</i>	
<b>Chapter 25</b>	168
Teacher leadership and its place in the global policy discourse <i>John Bangs</i>	
<b>Editor's final reflections</b>	174
<b>References</b>	177



## Editor's introduction

*Empowering teachers as agents of change: a non-positional approach to teacher leadership* – is the second book in a series and most of what I said in the Introduction to the first book holds for this book too. In that editorial I explained that the book series had emerged from the Teacher Leadership journal published between 2006 and 2012. I said that, central to that book and the preceding journal, was a theory of non-positional teacher leadership and that its exposition was 'embedded in the stories' presented there. I went on to summarise the theory that all education practitioners can exercise leadership as a dimension of their professionalism rather than by virtue of a designated formal role in their schools provided that they have the right kind of support. Having said that the book reflects our strategy to articulate and amplify the teacher voice, I ended my Introduction with a brief discussion about the link between transformative action through which teachers and other activists 'build knowledge and cultivate hope'. In the last section of the Introduction to the first book I talked about teachers' stories as being both inspirational and informative.

When a teacher presents a story about their 'journey of hope', they are reminding us all that change is not only possible but also a moral obligation. In this way communities of teachers cultivate hope which Freire (1994) argued is an ontological necessity (Frost, 2014: 3).

Those who wish to read the Introduction to the first book but do not have a copy, can view it here: <http://www.teacherleadership.org.uk/resources.html>. Those who can read Serbian can access the entire book here: <http://www.cep.edu.rs/publications>.

### The aspiration to influence

The first book has been read all over the world. It has been translated into Serbian, in order to make it accessible to teachers and policy makers across the Western Balkan region. More recently it has also been translated into Russian and will soon be accessible across a vast region that includes the Russian Federation, the Baltic states, and countries in the Caucasus and Central Asian regions. Some chapters in the present book show that the cause of non-positional teacher leadership has been advanced in many parts of the world where programmes were initiated 7 years ago under the banner of the International Teacher Leadership (ITL) initiative. Other chapters show that programmes within the HertsCam Network, in and around Hertfordshire, UK, have also flourished. The aspiration to be influential through publication, and through more direct forms of networking, has continued to grow, so that in this book we are able to include accounts of well-established programmes in Bulgaria, Macedonia and Portugal as well as accounts

of new programmes in Egypt and Palestine. In our next book, we plan to include an account about a new programme based on the principles of non-positional teacher leadership in Taraz in the south of Kazakhstan.

This book also includes chapters that show how our message is beginning to penetrate policy circles through our collaboration and dialogue with organisations such as EI and OSF. We are increasingly getting our message across. What is that message? It is simply that education reform and school improvement require the enhancement of all education practitioners' professionalism. This involves support for teacher leadership which features initiative taking, consultation, collaboration, dialogue, inquiry and innovation. This leads to higher levels of self-efficacy and a heightened sense of moral purpose which has significant implications for teachers' resilience, their professional commitment and their desire to remain and develop as teachers instead of quitting the profession. This is best achieved by providing support in the form of a methodology based on teachers' leadership of development work and the expert facilitation of programmes which provide scaffolding for processes of reflection, dialogue and action planning. The capacity to provide such support lies within the teaching profession itself. Many experienced teachers have the skills and commitment required to become facilitators and the evidence we present here is that this capacity can be mobilised with the modest provision of appropriate tools and some organisational support.

### Levels of teacher leadership

We can see here several levels of teacher leadership:

- teachers lead development work in their schools
- experienced teachers act as facilitators to scaffold teacher leadership
- teachers collaborate to organise their own network, the infrastructure for knowledge building
- teachers engage in advocacy by liaising with large organisations to amplify their voice

This book presents the evidence to illustrate and exemplify all these levels. Policy makers need to see that not only is this approach more respectful of the teaching profession, it is also a very cost-effective approach to education reform.

### Authorship and identity

It is a privilege for me to edit this book. I have not taught children in schools since the mid-1980s, but in my 30 years as a university academic I have retained my focus on the challenge of change and improvement in the teaching profession and have done so through close collaboration with teachers. Together we have built practical strategies, techniques and tools; we have engaged in scholarship, evaluation and research, and we have theorised. This has enabled us to build a critical perspective and has underpinned our collaborative advocacy. I have a key role as an organiser and editor, but since the primary message in this book is that teachers must be in the lead, it is important that their authorship is to the fore.

Apart from myself as editor, there are 40 contributors to this book. Amongst this number, 26 are serving teachers who teach in normal state schools every day. Among the 26, eight have senior leadership positions. This must not be confused with the American concept of 'administrator'. It is not about making the transition to an administration role but rather about continuing to be a teacher and taking on additional responsibility as a member of a senior leadership team. There are also eight authors who work for non-governmental organisations and three doctoral students, all of whom have previously served as teachers. Four contributors are academics, one of whom is an ex-headteacher.

The contributors are authors in two senses. Not only have they written draft material for the book which is both scholarly and practical, authentically rooted in their everyday experience of teaching and leadership, but they are also the authors of their own professional lives. None of the contributors have been content to be defined by their circumstances. They have resisted the pressure to reduce the scope of their work to the dishonest pursuit of narrowly measured academic results and the demands of an increasingly marketised system. They have carved out professional identities for themselves which you might call advanced, enhanced or extended – identities which are characterised by the drive to live up to their educational principles.

### Individuality and collectivity

There may seem to be a paradox in the way we talk about teacher professionalism in this book. We emphasise the idea of individual authorship; we talk about ways to enhance teachers' agency and leadership capacity, but we also emphasise the power of collegiality, collaboration, networking, community building and other forms of collectivity. Actually this is not paradoxical at all. What we do as teachers only makes sense when we think about the nature of schools, professional teams and communities. As individuals we have to clarify our own values and concerns and take action to try to influence what is going on around us, but we

can only achieve this in concert with our colleagues and within our networks and professional learning communities. Similarly with this book, we chose to adopt a distributed editorship approach which does not imply sophisticated web-based strategies or anything like that. No, it was more a matter of sharing the responsibility for editing draft material.

Teachers are very busy people. They work very hard and barely have sufficient time to eat and sleep, so asking them to write chapters for a book is a significant challenge. Neither can we take for granted that teachers have the very particular skills of writing for publication. It is not what they do every day. If the teacher voice is to continue to be articulated and amplified, a network such as HertsCam / ITL has to draw on its resources as a community and organise distributed editing. This involves, for example, someone who has been the facilitator for a teacher leadership group editing the story written by a member of their group. Similarly, a participant in HertsCam's masters programme relies on their supervisor, a more experienced teacher, to edit their story. In this way, the network can build the capacity for advocacy and allow the teacher voice to be heard all over the world.

## Section 1

### Stories of teacher-led change

This section of the book includes 10 chapters which present teachers' stories of their leadership of development projects. I use the term 'teacher' to mean any adult working as a professional educator in schools. These projects have arisen from the teacher's participation in programmes designed to empower them. The concept of empowerment is not without contention and it could be argued that it has been cheapened by over use. Fielding's discussion is helpful.

However fatuous or pretentious its utterance, empowerment is neither trivial nor trite in its ambitions or consequences. To ignore or marginalise its use is to misunderstand the seriousness and power of language even if, or especially when, it is used carelessly or crudely (Fielding, 1997: 177).

In the HertsCam / ITL networks we use the term empowerment to signify the ways in which our activities, in which we use particular strategies, techniques and tools, enable teachers to become effective agents of change. The approach is essentially facilitative rather than instructional. The action that teachers take as a result of this facilitation is transformative. Their professional learning is often intense and profound, but we resist the categorisation of what we are doing here as 'professional development'. It is so much more than that. The development showcased in this section changes practice beyond the project leader's classroom and often impacts on the school as a whole. It is also transformative in the way that narratives about it are fed into the dialogic process through which professional knowledge is extended and enriched throughout the network and beyond.

Chapters in this section are co-authored. In most cases the first named author is a teacher, or other education practitioner, who led a development project. The second author is either one of the tutors who facilitated the school-based teacher leadership group or the supervisor on the masters programme. This enables a more experienced colleague to offer support and critical feedback in the writing of the story. More importantly perhaps is the additional perspective from someone who is less inhibited about highlighting the teacher's achievements. The co-author can ensure that a fuller picture of their colleague's influence and the impact of the project is portrayed.

# A project to develop children's character through the teaching and modelling of virtues

## Mellissa Oyediwura and Tracy Gaiteri

### Editor's introduction

Mellissa Oyediwura teaches 8 year old children at Wormley Primary School, where Tracy Gaiteri is the Headteacher. She was a member of the Teacher Led Development Work (TLDW) group which Wormley School has hosted for the last 3 years. As a co-tutor of the TLDW group, Tracy could see that Mellissa's interest in the virtues resonated with the school's commitment to the 'Social Learning Agenda' led by the Centre for Excellence in Social Learning (<http://sociallearners.org/>). What this highlights for me is that there can be a really productive interplay between what might seem at first glance to be an individual practitioner's idiosyncratic concern and the wider development priorities of the school. The value of the TLDW approach is that it invites each individual to reflect on their values and to identify what is of concern to them and then to consult colleagues to achieve a common view of what can be done to develop practice in the school. In mobilising action for improvement, Tracy is of course well aware of the need to tap into the moral purpose of the practitioners and enable them to pursue what they are passionate about. Mellissa was also aware of the need to articulate her concern, clarify the rationale and persuade colleagues to support the initiative.

### Mellissa's story

In 2014–15 I led a project designed to try to develop children's character through the implicit and explicit teaching of virtues. The concern arose out of my role as a class teacher responsible for the development of not only the academic success of my pupils but the development of their character. Children need opportunities to develop specific 'moral emotions' which help to inform motivation and guide conduct (Tangney, Stuewig and Mashek, 2007).

I had noticed a number of children for whom the regulation of emotions and behaviour was a key issue. Some children come into the school system without the capacity to grasp what is ethically important in situations and how to act for

the right reasons, which restricts their ability to become more autonomous and reflective. We cannot take for granted a child's capacity to choose the kind of person they wish to become, but we do know that children can learn to choose between alternatives and develop a good sense of practical wisdom (Arthur, Kristjánsson, Harrison, Sanderse and Wright, 2016). I wanted to contribute to raising the profile of moral emotions in my school and to support the building of character traits in the children through the implicit and explicit teaching and modelling of virtues.

### Introducing character education

I began by speaking to colleagues in a recently established free school which had introduced a framework of Character Education to build children's character by focusing on virtues, a concept that can be traced back to the work of Aristotle in Ancient Greece. *The Framework for Character Education in Schools* (2013) was devised by the Jubilee Centre for Character and Virtues (JCCV) which was established to examine how character and virtues impact on individuals and society. It was founded in 2012 by James Arthur, based at the University of Birmingham, working with colleagues from a range of disciplines including philosophy, psychology, education, theology and sociology. In undertaking research on the development of good character and virtues, and the benefits they bring to individuals and society, the Centre collaborates with academics from other universities around the world.

A key conviction underlying the existence of the Centre is that the virtues that make up good character can be learnt and taught. As such, the Centre undertakes development projects seeking to promote the practical application of its research evidence. The development of a handbook and framework was a collaborative effort, drawing upon expertise from academics, teachers and other educationalists. The framework outlines ways to implement character education in a whole school setting on the basis that 'good character is the foundation for improved attainment and human flourishing' (JCCV, 2013: 8).

It can be argued that human flourishing should be the ultimate aim of any character education provision, that is, to enable students to fulfil their potential and therefore flourish (Reiss and White, 2013). The framework calls for all schools to be explicit about how they develop the character of their students and the role teachers play in shaping the character of young people. It enabled me to access a wealth of case studies and literature from other organisations where there had been success in implementing character education. There was also a range of activities that could be used in the classroom to introduce the virtues. My reading suggested that character education is likely to be most successful when it becomes a whole school initiative. This was a challenge for me because I

had decided that I needed to begin with the children in my class rather than with the wider school. However, I thought that, if I was successful, the children in my class could somehow become leaders of these virtues and mentors throughout the school.

### HertsCam Network Event

I presented a poster at a HertsCam Network Event, introducing character education and making the case for building character through virtues. The poster also outlined my initial thoughts, ideas and possible dilemmas. The feedback I received helped to bring some focus, clarity and reassurance as others shared their own ideas about developing pupils' characters and offered suggestions for specific, highly valued virtues. Since there are many virtues, I decided to focus on virtues that would link to our school's values. A short while later, I had a meeting with a headteacher from another school who was supporting our social learning agenda. The meeting highlighted potential obstacles for me to reflect on. Would my work on developing virtues become a distraction and take away the focus from the school's social learning agenda or could it complement it? I needed to consider how both projects might work together.

This reflection took my work in a different direction than I had originally planned, but for the better. I decided that I would use a strategy already established and link de Bono's 'Thinking Hats' (2000) to the virtues. I had 52 virtues to choose from so I knew that this would be an easy task. This change of direction also meant that each virtue had a hat as a visual representation and the children across the school were already becoming experts at using the hats. It was important to ensure that my work allowed the children to exercise leadership so I gave them responsibility to choose the virtues that they thought would suit each hat. With some facilitation from me, they chose six virtues well suited to each type of thinking and each hat. It was fascinating to see the children discussing the virtues and the thinking hats, linking both the thinking skill with its virtue. One child said: 'To think in that way, I need to have that virtue in my heart!'

### Addition to the team

After sharing my project in school during a professional development session, a colleague asked me to say more about my work. She had noticed and was particularly inspired by just how much the children's attitudes and behaviours fostered an atmosphere of mutual caring, respect and behaviour in the class. She had also noted that the children seemed to value learning. This opened up a discussion and this colleague wanted to share these virtues with the children in her class. She offered some ideas and suggestions about how we could team up and work collaboratively. This provided me with some useful insights into how I

could further develop the project. This teacher taught a Year 4 class which meant that the character curriculum was being implemented throughout Key Stage 2 (ages 7–11 yrs). Both classes began their journey together and Year 5 took on the role of mentors and explicitly taught Year 4 the six virtues which linked with our school's social learning agenda, and utilised the thinking hats technique (de Bono, 2000).

### Impact towards the end of the year

The conduct and interactions between the children in my class changed. This was because the learning in our class was not just focused on subject knowledge, but also on the need to develop personal behaviour, which, according to Harrison, Morris and Ryan (2016), plays a critical role in determining personal effectiveness in our future lives. Children became more emotionally and morally intelligent regardless of their academic attainment or social background and the development of good character was evident. This includes knowing, caring about and acting upon core ethical virtues such as respect, responsibility, honesty, fairness and compassion. This was because the explicit and implicit teaching of character through virtues was not just an 'add-on' but part of our class culture. It is a comprehensive approach that promotes core virtues in all phases of school life and can permeate the entire school culture (Harrison *et al.*, 2016). So these virtues became the foundation and core of how we all behaved, determining attitudes, social interactions and leadership.

Children in both classes became ambassadors of a virtue, leading class assemblies through stories, role play, poems and discussions. We also had children who became monitors for a particular virtue. Their role was to disseminate ideas and information about their chosen virtue to the wider school and, when they saw others exemplifying the virtue, to celebrate and praise children with rewards such as stickers or praise pads. It was very rewarding to see children thinking about the virtues, such as perseverance, when obstacles arose. During tasks, they supported and reminded each other of these virtues which became the foundation for effective leadership and collaboration between them.

### Proposals and recommendations

I applied to be part of a Personal, Social and Health Education (PSHE) Association project to develop and pilot a character curriculum in my school. The project, according to the PSHE Association (2014), was to be independently evaluated to measure its impact on the development of positive character attributes through the curriculum and develop positive character traits in pupils. This would have been an excellent opportunity to develop my work further in the wider school and provide opportunities to develop my own knowledge, skills and awareness

of character building, along with the opportunity to work collaboratively with other educators who share the same passion. Unfortunately, our school was not chosen to participate. However, my work is only just beginning. My Year 4 colleague and three other teachers are keen to continue the work with their new classes so character education is beginning to establish itself in the culture of Key Stage 2. This will be an exciting and rewarding experience which will enable me to develop my leadership skills further, work alongside more colleagues and start the journey of character building with my new class.

If colleagues in other schools want to pursue similar goals to the ones I pursued in this project, I urge them to consider how they might evaluate their own practice and provision with regard to character education. I would encourage them to read further to see how character building might help develop confident and compassionate students who are effective contributors to society, successful learners and responsible citizens. Having said that, I would caution that this work cannot be seen as a quick fix; rather it is about developing a school culture where character virtues are reinforced everywhere: on the playing fields, in classrooms and corridors, through interactions between teachers and students, in assemblies, on posters, in the headteacher's messages and communications, during staff development, and in relations with parents.

### Tracy's perspective

Mellissa's project had a profound effect on her class. The relationships in the class were cultivated and enhanced through the implicit and explicit teaching of virtues. Through both informal and formal observations, I was able to note improved behaviours and motivation. On more than one occasion I visited the classroom to find children wearing one of the hats or looking at the board with the hats and when I asked the children about this they would tell me that they were trying to apply a particular virtue. Almost a year after Mellissa's TLDW project, she was asked to speak at the HertsCam Annual Conference and she decided to interview her previous students on video. She was astounded at how the children spoke about the virtues and continued to use them in their lives. One child admitted he had only really talked about the virtues to please her, but now he understood how they had helped him change his aggressive behaviour. Another child, who has moved on to secondary school, comes back to help in school each week. He talked about how the virtues were helping him manage life in secondary school, giving examples.

The explicit teaching of virtues is permeating Key Stage 2 and is now part of a whole school approach to developing children in the broadest sense, as an aspect of our social learning agenda. If we are to prepare our children for an ever evolving, challenging world, we need to develop adaptive, skilful citizens

and need to consider building our children's characters. This view is shared by the Department for Education (DfE) in their white paper, *Educational Excellence Everywhere* (DfE, 2016a). The Education Strategy Overview (DfE, 2016b) highlights the importance of preparing students for adult life, whilst making building character and resilience one of the DfE delivery priorities. In support of this goal, the DfE has pledged to support schools to develop pupils into 'well-rounded, confident, happy and resilient individuals to boost their academic attainment, employability and ability to engage in society as active citizens' (DfE, 2016b).

It is not easy to measure the impact of character education but that should not deter anyone from addressing it and I am confident that my colleagues have the necessary experience and expertise to make a judgement about its value.

## Overhauling the practice of marking

### Ben Creasey and David Frost

#### Editor's introduction

Ben Creasey is an experienced teacher currently responsible for the Modern Languages department at Sir John Lawes School, Harpenden. At the time of writing he is temporarily seconded to the school's senior leadership team. When Ben joined the HertsCam MEd programme in 2013 he had already benefitted from support as a participant in the school's Teacher Led Development Work (TLDW) group which was originally established in 2004 and had been renewed every year since then. This is an indication of the school's determination to build a professional culture in which teachers could develop their leadership capacity and operate as agents of change. The rationale for all HertsCam programmes is the idea of non-positional teacher leadership in which any practitioner, regardless of any special role or responsibility, can devise plans for their own strategic action aimed at the development of a particular aspect of practice. It may seem odd therefore that the story in this chapter focuses on the work of a teacher who does not have a formal leadership position, but there is no anomaly here. As a head of department in a school in England you have a responsibility for managing the provision of teaching within your subject area and for improving the quality of that teaching; indeed, you are held to account for it. However, you still face the challenge of leadership which is complex and multi-faceted. At Sir John Lawes, they don't take for granted that those appointed to positions of responsibility have all the leadership skills and know-how they will ever need. On the contrary, as we see in Jo Mylles' chapter (16), it is assumed that all members of the professional learning community can benefit from the opportunity to build their leadership capacity.

#### Ben's story

Written assessment, or marking as it is more commonly known, is an accepted part of being a teacher. Alongside the requirement to record information about students' progress there is the expectation that we will check to see if we have been successful in our efforts and we will offer further advice to our students based on what we see. Giving feedback is known to be beneficial to helping students to make better progress (Butler, 1998), so schools are increasingly

focused on ensuring that marking is done. However, when looking at marking as an activity, it was becoming increasingly time consuming and the outcomes from the time invested in it were not always evident. In this short overview, I reveal some of the common problems with marking and explain how these problems have arisen. I then summarise some of the principles of good practice in current research. Thirdly, I describe a project I designed to improve how teachers mark students' work and the leadership strategies I employed to lead this project. Finally, I review the outcomes and look at the next steps planned to move forward our understanding of good marking.

#### Problems with marking

I planned the project to be collaborative from the outset, as I agreed with Fullan's (1991) view that there is a ceiling effect when we work alone. Whilst I did have responsibility as head of the Modern Languages Department, nevertheless I embraced the non-positional teacher leadership approach; by pitching my interest to others in a non-authoritarian way, I was able to create a grouping of like-minded colleagues who all wanted to improve marking. As I knew already, through informal discussions with colleagues, that marking was becoming increasingly difficult for many teachers at my school, the offer of a way to improve this through discussion and collaboration was readily accepted with minimal publicity by 15 teachers. Our first task was to list everything that we found difficult. The following list summarises what the teachers mentioned:

- not enough time to mark
- pupils did not seem to do anything with the feedback
- teachers were not benefitting from the marking
- institutional expectations were seen as demanding

Time was by far the biggest complaint from teachers when marking, so in subsequent meetings we explored this in more detail. Time spent marking had increased over recent years because the school, like many others, had increased the level of scrutiny applied to written feedback (Rogers, 2016). It was interesting to see, therefore, that the motivation for marking had switched from being pedagogical to being more about self-preservation; the avoidance of breaking school policy. We realised that marking to please a rule rather than to benefit the students' learning was, at least in part, why some teachers found it difficult to feel positive about marking. We accepted that whilst marking has a function to provide data for the benefit of institutional requirements, we should also remember that it is a genuinely beneficial activity for students too.

When looking at exactly what was being done by teachers during their marking sessions, it became clear that teachers were sometimes working inefficiently. For example, teachers were spending time searching for students' work, tidying and organising pieces, or writing the same comment repeatedly. Some colleagues were regularly setting tasks for students that, whilst being easy to set, were time-consuming to mark; long essays are a good example of such a task. Other colleagues had created very informative feedback sheets, level descriptors and mark schemes which, whilst they looked impressive, took more time to find, stick in and complete than desired. Finally, there was some evidence that some teachers had unrealistic expectations of what constituted a reasonable amount of time for marking, even when this worked out to be less than 1 minute per student per fortnight.

I noticed in the meeting that there was confusion about what was seen to be the right way to mark. Some teachers were insistent, for example, that all marking should be graded. The pen colour was important to others. Some claimed that peer marking was just as effective as teacher assessment, whilst others said that effective marking depended on the subject being taught. When I asked them why there seemed to be a lack of clear professional understanding about marking, they suggested that there may not have been sufficient attention paid to the issue of assessment during initial teacher training or subsequent professional development. I, too, felt that this aspect of my work had had the least attention during my career, so I decided to enhance my knowledge as much as possible. I now describe the principles of good marking I discovered during my reading.

### Understanding how marking works best

In the spirit of non-positional leadership (Frost, 2014), I was reluctant to take the step of becoming the in-house expert on marking as I did not want my project to become hierarchical and led by me. Instead of this, by increasing my knowledge, I was able to turn myself into a resource which my collaborators were able to use in future meetings when planning improvement strategies. I did this by reading extensively around the issue of assessment, with a view of sharing what I learned with my collaborators and using these findings to create strategies to improve the way we mark. I was careful not to fall for the temptation of creating, by myself, solutions to the problems we had identified at the earlier meetings. The project relied on mutual ownership of any proposed solutions for it to have any chance of permeating the wider school teaching community.

It is widely accepted (Swaffield, 2008; Whetton, 2009) that the most beneficial part of marking for students' learning is the use of feedback. To be clear, this is not

the use of any type of grading or measuring system which ultimately dilutes the impact of feedback on students (Black and Wiliam, 1998), but simply giving advice on what was good and what the next steps were for the pupil to take to move their learning forward. This premise had been somewhat forgotten (Swaffield, 2009) by our educational system, mainly due to governmental influence (Stewart, 2012; Assessment Reform Group, 1999) which mixed these ideals with the need to monitor and track students. It became clear that any project to improve marking needed to focus on reinforcing the prime importance of good-quality feedback for the purpose of improving a student's learning.

I realised that the functions of marking could be divided into three different areas: supporting learning, monitoring and summative judgement. The methods needed for each purpose were not mutually beneficial. Learning is supported by feedback, monitoring needs comparable scores and grading needs transparent, planned systems. Teachers need to be able to do all three, and for time saving purposes were often doing all three concurrently, even though one purpose can be hindered by meeting the needs of another. I decided that my second aim for the project was to inform others about the need to provide the most useful type of marking feedback, depending on the beneficiary. I also wanted to highlight that marking, if not done in the right way, could harm a student's progress (Hattie and Timperley, 2007).

When looking at marking method, whether green or red pen, peer or teacher assessment, typed or handwritten comments, I was unable to find any tangible evidence that a specific approach was more beneficial or harmful than any other. It was useful to find this out as it enabled me to offer this conclusion to others in the next meeting and avoid getting lost in a less effective path of action. For example, I was able to say that it is fine to mark a student's book in green or red, as long as the words you give are constructive feedback and advice for improvement.

Finally, I looked specifically at methods which support the teacher's monitoring of pupils. Written comments are the most precise type of feedback, but are the least analysable and comparable. Teachers are required to be able to say who is making good or slow progress; whether certain pupil groups are learning better than others, special needs groupings, for example; or if a student is working in line with a predetermined target grade. To make this easier, it helps to have one single data type or consistently use grades to aid comparison, so that all marks are out of 20 or are graded A–E, whatever the system might be. In order to aid interpretation at a later date, it helps to link these grades with specific competencies, rather than mixing various competencies together on one mark sheet. It also helps to make the teacher's database, spreadsheet or mark book more visual, using colours or symbols, to help the teacher see trends and patterns.

## Developing strategies to improve marking

By now I had a clear understanding of what was seen to be effective marking, but I also needed to bear in mind my colleagues' list of problems which they felt made marking more difficult, particularly the issue of time. The ideal outcome of the project was to improve the impact of marking on us as teachers and on the students' learning, making it more meaningful to all, whilst trying to ensure that the strategies we proposed reduced or limited the amount of time we spent marking to a manageable expectation.

I entitled the project 'Making Marking More Meaningful and Manageable', also known as the 5M Project, to steer everyone's discussion towards these clear outcomes. Colleagues were asked to share their ideas and I was able to advise if the strategy improved marking and who would benefit from it the most. I also showed whether the strategy was more focused on saving time or improving impact. Occasionally a strategy was proposed which saved time and increased potential impact. In short, my reading around the issue did not in itself provide the knowledge for the strategies, but it did help to structure what we created and served as a form of quality control on the ideas, which was something arguably missing from other projects focused on improving marking.

The following are some of the strategies that were put forward which met the criteria of being meaningful and manageable, as well as being focused on improving learning outcomes.

- use of labels for commonly written comments
- highlighter pens to show errors of different types
- peer assessment before teacher assessment
- comment menus on the classroom wall
- allocated improvement weeks on schemes of work to respond to feedback
- planning better homework tasks which could be marked quicker
- checking pupil effort is evident before feedback is given
- using parents as 'first markers'
- reducing the amount pupils write
- use of post-it notes
- methods of collecting in work
- using electronic methods to auto-mark

## Outcomes and next steps

The outcomes of the project were shared with every teacher in the school in a variety of ways. A short book was written which reintroduced what effective marking is, as well as sharing the strategies of those who participated. The booklet has since been shared with colleagues from a number of other schools represented at seminars and conferences at which the 5M project was presented. The school has also looked more closely at the level of assessment training that is included in our initial teacher training programmes and there are plans to further develop this in the coming years. I created a website ([www.marking.org.uk](http://www.marking.org.uk)) so that the findings of the 5M Project could be shared on a wider scale and in a more accessible way without the need for addressing cost implications.

The project was, in its short time, successful in addressing the marking behaviours of teachers and provided practical solutions to support them. There are now plans to look at how marking leads to effective strategies to address pupil underachievement, so that teachers are more precisely informed about what weaknesses need to be addressed. I am also looking at ways in which data itself can be more easily manipulated, so teachers can see the meaning behind the data more easily and react more quickly when required.

## David's perspective

My comments here are from the perspective not of the editor of this book but as Ben's academic supervisor when he undertook the HertsCam MEd. He was a member of the final cohort of the programme when the University of Cambridge was the providing institution (see Chapter 11). It was my privilege to have regular meetings with Ben, typically on a Saturday morning in a coffee shop above a supermarket just a short drive from where each of us lived. These meetings, often only 30–40 minutes, were a complete joy for a number of reasons. Firstly, because Ben took an extraordinarily scholarly approach to solving a very practical, everyday professional problem. He was tenacious in his reading and questioning of his own and other people's assumptions. Ben clearly enjoyed the benefit of working in a successful school where the professional culture was supportive and not risk-averse (see Chapter 16). It was also clear that, as an individual, Ben made a significant contribution to nurturing that culture, being dedicated to the aims of the school and to collaborating with colleagues. For me these supervisions were also an opportunity to keep myself grounded in the practice of school-teaching and to engage in a dialogue in which scholarship serves our shared moral purpose.

## Developing strategies to improve relationships between students in a school in Palestine

**Rana Daoud and Hanan Ramahi**

### Editor's introduction

Rana Daoud is primary level teacher at a school founded by Hanan Ramahi in Ramallah (see Chapter 17). Her story is a very important contribution to this book because it demonstrates that non-positional teacher leadership can flourish in environments that contrast sharply with what are perceived to be the leafy suburbs of Hertfordshire, UK. It is a hopeful story, which highlights how teachers have the capacity to create change. Compared with the grand policy announcements we hear from governments so often, it may at first glance seem too small in scale to be important, but actually it is profound in its implications. Rana has made tangible improvements to the quality of education in her school, but she, along with other members of the 'Teachers Leading the Way' group in her school, has contributed to building a positive professional culture in the school. Those who have shown that it is possible for teachers to exercise leadership and make a difference to children's education are pioneers, leading the way for their colleagues, not just in this school but in Palestine and beyond. It is also interesting to note the resonance with the first story in this book (Chapter 1) in which a primary school in the HertsCam Network has been working on the 'social learning agenda' and 'virtues'. This is a reminder that teachers across the world are interested in very similar professional issues and there is so much to be gained from helping them to engage in networking.

### Rana's story

In 2014 my teaching practice changed when I was assigned homeroom (tutor group) duties for the 4<sup>th</sup> grade (9–10 years old). These pastoral responsibilities created new challenges for my teaching practice. Before that, my work centred on teaching computer skills to primary level students. In my school, students take seven periods daily in which subjects are taught by different teachers. Homeroom teachers spend the first 20 minutes of each day with their students overseeing their needs and teaching a school-based cultural programme. My new role introduced me to unknown realities of student relations.

I noticed right away that students were unhappy. They complained, fought and did not listen to each other during the morning programme. Aggression, rudeness and grievances affected not only their social harmony but also disrupted their learning throughout the day. I could see the symptoms but I could neither make a diagnosis nor find a cure. My expectations were far from the complex reality and this urged me to find a solution. So when Hanan Ramahi, Director of my school, introduced a professional learning programme that promised to help teachers solve a work-related problem, I was very eager to join. The 'Teachers Leading the Way' (TLW) programme enables teachers to innovate and build useful knowledge, which they then lead other teachers into adopting. While I enthusiastically volunteered to participate, I did not anticipate the great impact that the programme would have on my professional practice, and on my personal values and attitudes.

### Exploring

First, I needed to understand the problem better. This exploratory phase lasted from the end of October 2014 all the way through to December 2014. My first step was to consult people who could help me understand the problem better. I started by consulting the homeroom teacher of another 4<sup>th</sup> grade class about her experiences with managing student behaviour. Then I sought the advice of the school counsellor on how to enhance peer relations. After that I decided to consult a 4<sup>th</sup> grade student from a different country to probe how teachers there help students to improve their social skills, and the way they deal with physical and verbal aggression. The last consultation was particularly important for this phase because I wanted to understand the impact of the national setting on students' behaviour and how the political and security situation in Palestine with military occupation or conflict is having an impact on students' behaviour and relationships. At the same time, I wanted to learn how teachers from other contexts manage this in their schools.

Then, I turned to my students to understand their views and attitudes about classroom relationships. I created a tool that asked questions like:

1. Are classroom relationships good or bad?
2. What aspects of relationships are bad in the classroom?
3. How can you make relationships in the classroom better?

Students named physical aggression as the problem. They also cited prying, followed by verbal aggression, such as interruptions and screaming. However, they did not offer practical suggestions to improve the situation. This step

enabled me to hear students' voices and put myself in their place. It also led me to create an observation table to record problems between students for an entire month. I recorded the date and type of problem, and students involved to help understand the nature and size of the problem which served as my reference point for evaluating the development and outcome of my project. It also helped me to identify students with severe aggressive behaviours, on whom I could focus when managing my classroom.

I also created a reflection form which students completed following a conflict that they were involved in. My aim was to know their thoughts when they acted aggressively. These steps helped me to understand the problem more deeply and to set a strategy for solving it. The information I gathered helped me to see that the main reason behind students' aggressive behaviours appeared to be the absence of social skills that help in solving such problems. So, I decided that one of my main goals would be to help students develop social skills for solving interpersonal problems. However, this would not be easy.

Foremost, learning needs time (Bransford, Brown and Cocking, 2000). The 20 minutes I had daily with my students were not enough for teaching them the necessary social skills. Another challenge is the societal culture in Palestine. There seems to be a tolerance for violence where aggressive behaviours are encouraged, justified or simply ignored in some families. Of course, there are historical reasons for this that are linked to the effects of decades of Israeli military occupation and its devastating aftermath on individuals and society. Still, this was the reality I had to deal with.

I needed to develop tools that I could use to make a difference to this problem. Through trial and error I learned which ones worked and which did not. One that did not work was a blog that I created for students to help save time when communicating with me. I stopped using it when I discovered that students could not log on. Another unsuccessful trial was trying to find out parents' views by sending them a set of questions. Ironically, the targeted parents that were tolerant of violence did not respond. So, I changed my communication method by holding individual meetings or phoning them directly. When something did not work well, I found another way.

Fortunately, the programme's activities and support structures helped me to manage some of these challenges. The regular group sessions with my colleagues in the TLW programme showed me how much teachers have in common in their practice. In learning from each other, we increased our knowledge and developed a support network. We also shared ambitions, concerns and our feelings. The 'Ethical Criteria' that we developed for our group showed me how we can decide what is right for us and our school based on our beliefs and circumstances.

Similarly, the individual consultations with the programme tutor, Hanan, helped me to stay on track and to understand leadership more deeply. It also enabled me to view my project as an ongoing process and as a chance for continued learning, instead of a one-time preparation for a test or exam. Overall, this exploratory phase increased my knowledge, enhanced my confidence and prepared me for the next phase – planning.

## Planning

I used my winter vacation in the month of January to plan for my project. The time off from work gave me an opportunity to reflect on my development work so far and how best to proceed. I used my free time to read literature that advanced my thinking. Through consultations, observations, reading and reflections, my plan of action matured noticeably. It took three trials before the plan was good enough to guide my project.

I planned my leadership of the activity and developed a set of tools and strategies that would assist in my leadership practice. Everything I created was aimed at enhancing students' social skills for dealing with the main causes of classroom conflicts. Now, I needed to trial them. I was ready to start the third phase, 'take off'.

## 'Take off'

Although development work is a process, I could not help but think that this phase represented the start of my actual journey – the take off. I was feeling more self-confident as my goals were clear and my plan was prepared. This phase ushered in a new understanding about leadership and the impact I could have on my students' wellbeing and colleagues' practice. I was also seeing positive changes in my character, like being in control of my work and taking the lead to improve practice in my school.

Upon my return from winter recess I obtained the Principal's approval for my development project. Her support was vital for me, which she gave willingly. Thereafter I started leading others into adopting my new approach. I held several one-to-one meetings with teachers who teach my class to discuss my strategies. However, once they started employing these strategies, problems began to appear. But I was not discouraged. I followed up with additional meetings to resolve the issues. We agreed on three matters: to explain more explicitly to students the effects and consequences of aggressive behaviour; to unify the way teachers applied my methods; and to ensure consistency of application by individual teachers. Ultimately, I led the preparation of a teacher's guide aimed at assisting teachers in handling aggressive student behaviour. This would serve as a practical tool for spreading my innovations. We agreed to meet periodically to

modify the guide as needed. Thus, I set in motion a collaborative practice among primary level teachers. This was new to my school, and probably to Palestine.

Perhaps the most effective tools that I created were generated from work I did with students. Foremost is a bank of video clips created by my students. These videos demonstrated a set of aggressive behaviours and the different ways in which students could choose to respond e.g. aggressively, moderately aggressively and politely. Video clips were used to create awareness among students of the better ways to react. After watching a clip, students would discuss what they had seen, which they did enthusiastically.

The observation table was also effective. Another member of the TLW group suggested that showing the students their progress might motivate them considerably. This inspired me to create an observation table as a motivational tool. The table, which I divided by weeks, gave students a white sticker for solving a problem on their own and a red one when they failed or resorted to aggression. At the end of the term the class with the least red weeks would go on a picnic. Students were keen to solve their problems and violent behaviours reduced dramatically. At the end of the semester my class won the challenge and went on a lovely picnic.

An innovative instrument to help students think about their behaviour was the 'student reflection' form. The exercise was intended to encourage students who had behaved aggressively to reflect on what happened, why it happened and what they could have done differently. This tool worked better with some students than others. In the end, it got many to think about their behaviour and gave me more insight into their thinking. I had helped to foster reflection among 4th grade students, which is no small thing.

Another tool that I created was the students' 'voice level' chart. I read about these on the internet and developed one particularly suitable for my class. It charts four voice levels: silent, whisper, normal and outdoors. Teachers used it to remind students of the acceptable sound level in the classroom, to teach students listening skills and to decrease interruptions. It seemed to work.

I shared my strategies and tools with TLW group members during an in-school network event in April 2015, led by Hanan. We presented our work using slideshows and shared our experiences, progress and the obstacles we faced. This event provided a lot of support and peer scaffolding (Woolfolk, 2007), which teachers need as much as students. The activity provided a rehearsal for presenting our final projects to all school teachers, support staff and senior leaders at the end of the year, an event which would increase our self-confidence and impact.

## Impact

My project had impact on many levels. Aggressive behaviour amongst students was reduced. Out of eight students who were behaving aggressively in my class, six improved significantly. The majority of students developed social skills for solving problems and became more aware of the consequences of aggression on their relationships. Instead of talking about problems all the time, students now talk about solutions and tolerance. Also, the type and tone of their language has changed.

My colleagues applied my techniques in their classrooms when they heard of its positive outcome. The level of their complaints about interruptions, loud voices and aggression went down. They also collaborated with me on my project by giving feedback, ideas, advice and encouragement. We began to work more with each other to support improving our teaching practice.

The school administration adopted my strategies and made them the basis of a school policy the following academic year for the primary level. In addition to my teaching duties, I was entrusted with the task of developing a school behavioural management programme for the primary section in collaboration with the school counsellor. For this I was given the title of Primary Student Behaviour Support Coordinator at my school.

For my practice, the TWL programme was a great learning opportunity. Not only did I build new useful knowledge, but I led teachers and the school to apply it for the benefit of students' wellbeing. Personally, I became more self-confident, proactive and influential. So, leadership is no longer a strange concept for me. It means action that has goals, is well-planned and involves others.

## Hanan's perspective

Teachers tend to be held back by their modesty in highlighting the influence of their leadership activity on school improvement. The strategies developed by Rana to enhance student relationships and improve behaviour management for her 4<sup>th</sup> grade students have had far more impact at our school than she indicates. For one, she established a systematic way to solve primary students' behavioural problems by involving students, teachers, support staff and parents. In her supervisory capacity, close monitoring of teachers' application of her approach increased their confidence in and commitment to her methods, and led to a noticeable decrease in student aggression. This reduced teachers' workload, and cut down managerial and administrative follow-up time. She did this by collaborating with the school counsellor to unify primary teachers' behavioural management methods. This helped to resolve the persistent problem of confusion for students of having subject teachers employing diverse

behavioural management techniques and subsequently led to a decrease in parents' accusations that teachers were personalising dealings with their children. As a result, her successful strategies have been officially adopted as school policy and are currently utilised by all primary level teachers. Rana's account is just one example of the enormous potential dormant within teachers for educational leadership when provided with the opportunity.

## Developing ways to stretch and challenge students in drama

### Rachel Woolrych and Ben Garcia

#### Editor's introduction

Rachel Woolrych is a drama teacher at Sir John Lawes School in Harpenden. She is currently a participant in the HertsCam MEd in Leading and Learning, as is her colleague, Ben Garcia. Ben is an assistant headteacher at the same school and has responsibility for the development of teaching and learning throughout the school. Rachel and Ben are colleagues in that they teach in the same school, but they have quite different levels of experience and status. As participants in the MEd programme, they are simply peers who can engage in robust dialogue on an equal footing. Ben was also the tutor of the Teacher Led Development Work (TLDW) group at Sir John Lawes when Rachel became a member and launched the project that is the focus of this chapter. As a tutor, his job was to facilitate and enable Rachel and her fellow group members to initiate and lead change. Ben was the latest in a long line of individuals who had occupied this role since the group was first formed in 2004 (see Chapter 16).

Rachel's story, rather like that of Cristina Paige in our previous book (Paige, 2014), emphasises the connectedness of the curriculum. Rachel's work demonstrates that the skills and intellectual capacities that students develop through drama correspond to the criteria applied when universities such as Cambridge are recruiting students. This connectedness is also evident in the way Rachel has consulted colleagues in a range of subject areas, both in and beyond the school. Here we see a key aspect of 'extended professionalism' (see Chapter 13) where teachers see themselves as members of professional communities with a shared moral purpose.

#### Rachel's story

I joined Sir John Lawes School as a teacher of drama in September 2015. I wanted to make a difference to my students so I joined the school's TLDW group, facilitated by Ben Garcia.

I initiated a development project because I was concerned with the provision for the more able drama student. However, the category of 'more able' is not so clear cut. Students identified as cognitively able do not necessarily exhibit as able performers. Students identified as 'talented' in drama rather than 'gifted' academically might be more likely to demonstrate ability in drama. I wanted my project to develop ways to challenge both students who are cognitively able and those who are talented so I could cater to their different needs.

### The development of my project

Throughout the year, my project developed a more refined focus. I began by developing stretch and challenge strategies for gifted and talented students of all ages. I discovered that the drama department has historically struggled to retain the more able students beyond Year 9, when drama becomes optional. Therefore, it made sense for me to focus on younger students. Developing opportunities for students in transition from compulsory to optional drama seemed to be the phase of schooling which would allow me to have the greatest impact. I consulted widely, meeting with the school's senior leadership team, who encouraged me to reflect on why more able students do not continue with drama in older years. This led me to explore ways to retain drama students by creating a positive view of the subject with parents and offering more visual and aspirational motivators.

Initially, I was greatly influenced by a research summary on educating the more able student (Rogers, 2007). After reflecting upon the key pedagogical areas highlighted in this study, I explored ways of incorporating them into current schemes of learning for drama. One key strategy is that students are regularly given the opportunity to work independently. Historically, our students were encouraged to organise rehearsals outside of lessons, but in practice this did not always happen. I wanted to take a more reliable approach; thus, after liaising with our languages department, I designed extension booklets which linked to current drama topics. I gave this to all more able students; but once word got round, other students requested it too. It pleased me that this strategy demonstrated the power of intrinsic motivation: student engagement was not galvanised by hope for reward, but because students wanted to prove they were capable of the challenge. Furthermore, the motivation was infectious and bred healthy competition where challenge for some translated into challenge for others. This reminded me of Pink's (2009) motivational theory, which suggests that giving people a sense of their own autonomy leads to greater mastery. However, problems did arise. Of the nine booklets that were distributed, four were returned. Students cited lack of time as the major barrier to their completion of these challenges, but those who did complete the booklet could articulate how they had managed their time effectively. One

student even requested another booklet for the next topic and suggested that it would be useful as prior learning for the next unit of work. The strategy also had the potential to offer regular challenge, because well-organised students were selecting extension tasks to complete daily.

I also felt that 'grade-skipping' would be a worthwhile strategy to explore. This is where students are offered work intended for at least one year ahead of their educational stage. I needed to deploy this sensitively and evaluate it carefully. Interestingly, feedback revealed this to be one of the students' favourite strategies, giving them a heightened sense of their ability and therefore eliciting engagement; perhaps they enjoyed feeling superior to their peers. This seemed to chime with my reading of Hattie (2011), whose meta-study ranked student perception of self as having the greatest impact on outcomes. In a similar vein, I invited more able students to take part in a Greek theatre project, where students worked with those of similar ability levels and with similar interests, to create an exemplar drama piece. When asked to evaluate this strategy, most students felt as if they had made greater progress in these after-school sessions than in class. Seemingly, this was because the students did not feel inhibited by the pace of the lesson or lower ability peers. On reflection, perhaps these students were motivated by such extra-curricular sessions because of the Sawyer Effect (Pink, 2009): in the eyes of these students, the Greek theatre project transformed work into play and they appreciated both the autonomy and belonging to a select group.

### Consulting colleagues

When I first read about increased pace as a strategy for more able students, I was unconvinced. I felt that I would rather my students understood a topic deeply than move onto something new. However, after liaising with the mathematics department, I discovered a way to resolve my concerns. I created a challenge box, where students could select challenges linking to the main lesson activity. This allowed students to control their level and pace of challenge. Students in my lessons enjoyed the novelty of the box, and I was careful to praise for effort (Dweck, 2006), so that simply choosing to accept greater challenges was recognised as progress. However, more time is needed to trial this before I can be sure that this kind of self-differentiation will continue to motivate. For example, my colleague also trialled the challenge box, but her students found that it was too exposing; they preferred being offered challenge in private, not wanting to be seen as the 'nerd'. Perhaps strategies such as the challenge box are more likely to be effective if we can create 'safe to fail' environments, where students are not dissuaded by internal fears which prevent them from publicly attempting more challenging tasks (Syed, 2015).

In further consultation with our languages department, I found one effective strategy was to develop competition as an extrinsic motivator to engage more able drama students in extension opportunities. We began with a script-writing competition. Script-writing demands strong English skills, and since English is a subject with a positive correlation between cognitive ability tests and exam outcomes, I felt that I might engage the 'gifted' as well as 'talented' students. Entry was voluntary and there was a good turnout of students, with approximately 30 per cent of each group attending; but this was not as many as I had hoped for. After further discussion with languages teachers, who run monthly competitions, it became clear that these activities needed to offer variety in terms of learning styles and preferences in order to maximise student engagement. Therefore, the more competitions I offered, the more likely I was to reach every student. Consequently, our drama department has now begun the process of building a range of varied tasks into a competition timetable, which links with each scheme of learning.

Although varied, the strategies I had explored thus far were aimed at motivating students. But it soon became clear that for my developments to have greater impact, I would need to engage with parents. Having consulted our deputy headteacher, I was struck by her suggestion that perhaps the low uptake of more able students in drama exam options is due to parental perception. The institutional context is important here, because my school is situated in an affluent dormitory town in Hertfordshire, so parents may place greater emphasis on the importance of academic subjects, and in the perception of many parents, drama was not such a subject. Of course, I felt differently: I knew the academic value which drama afforded, and I felt passionately that this obstacle could be resolved if I communicated my perception of the subject. Therefore, I wanted to find a way to engage parents in their child's education whilst also educating them on the value of drama within the culture of academia. I began by researching the attributes that the University of Cambridge look for in their undergraduates and then consulted with my TLDW group about how these link to drama in our school. It was important that I did not create something contrived here: instead of shoe-horning my subject into higher education criteria, I set out to show that it already promoted academic skills.

My consultations across the wider HertsCam Network helped me greatly here. At a network event, I attended a workshop on approaches to engaging parents in their child's education and discovered a new avenue to explore: apps. Apps are quick and easy for parents to access and there are many on the market. Following further research, I found that the *ClassMessenger* app provided me with the means to send parents quick messages they could reply to. Over the course of my students' project, I used *ClassMessenger* to keep both students and parents up-to-date with what we had achieved in the lessons and how this linked to

the attributes desired by top universities. This app also enabled me to suggest independent challenge activities for more able students, activities that also linked to these attributes. Parental feedback suggested that they enjoyed being able to speak with their children about what they were doing in school. Parents felt that this was no mean feat, because meaningful, parent-child conversations about the content of school work could be difficult to achieve. Impact on outcomes was also significant: 63 per cent of students who took part in the project achieved their target grade, with 38 per cent exceeding it.

### Project impact and proposals for the future

I have greatly enjoyed developing strategies this year and have found the process of consultation, with both teachers and students, inspiring. One area of frustration is that what has worked for one group of students has not necessarily worked for another. There is no 'one-size-fits-all' method of differentiation, which allows for instantly effective stretch and challenge for more able drama students. On reflection, this comes as no surprise. As I indicated at the outset, the notion of a student being 'more able' is complex and sensitive. Students are gifted and talented in different ways and my mission for change has been motivated by the need to cater for this difference. I also hope that I have helped to resolve the conflict between the need to stretch students who are deemed more able and key principles of growth mindset, which tell us that all students have the potential to achieve, if perceived limits to their ability are removed (Dweck, 2012). Throughout the year, I was continuously dipping into academic research, observing colleagues, finding new ideas and experimenting with strategies. The department now has a bank of strategies ready to be embedded in schemes of learning and my development work may well have impact beyond the school. I hope now to develop this way of working for older students.

Engaging parents has revealed significant improvement strategies which could have considerable impact in future years. Students were already in the process of choosing their options when I began engaging parents this year; but I feel that if I had started engaging with parents earlier, I would have witnessed a positive impact on students choosing Drama GCSE. However, 78 per cent of our more able students have chosen to study drama as an enrichment subject in Year 9. Another concern was the time-consuming nature of some strategies I employed. Therefore, more needs to be done to evaluate feasibility if these parental engagement strategies are to be sustainable. Perhaps we will need to dedicate time in the first instance, but if we are successful in changing parental attitudes to drama then this will be a worthwhile investment.

Moving forward, I am also keen to resolve ways my development project might test my moral purpose (Fullan, 1993). I do feel that more able students should

## Developing the role of atelierista

### Venetia Norton-Taylor and Sarah Lightfoot

#### Editor's introduction

In HertsCam we tend to use the word 'teacher', as in 'teacher leadership' or 'teacher-led development work', as a catch-all that really includes any practitioner who has a role in supporting children's education. Venetia Norton-Taylor is one such person and her story is one worth telling. I knew this even before I read it because I had the privilege of being among the participants in a workshop she led at a HertsCam Network Event. It was an unforgettable experience. Sarah Lightfoot, an Early Years specialist herself, was also present at that workshop, and obviously delighted to see Venetia in action, persuading more and more colleagues of the value and relevance of taking up the role of 'atelierista'.

Venetia was one of many practitioners who had benefitted from Sarah's work as the facilitator of the Early Years Teacher Led Development Work (TLDW) group (see Chapter 13). Sarah launched this group, and other primary school-focused groups, because HertsCam wanted the network to be more inclusive and have the full range of settings – secondary, primary, nursery and special – represented. Inclusivity is a core value in HertsCam, but it is also about maximising the learning through collaboration and dialogue between people who have different experience and perspectives. In Venetia's workshop at the Annual Conference I learned things about pedagogy that colleagues working in the higher education sector ought to consider.

#### Sarah's introduction

Venetia was a participant in the first Teacher Led Development Work (TLDW) group that focused on the Early Years Foundation Stage (EYFS) which I facilitated in September 2016 (Lightfoot and Frost, 2015). The focus for her TLDW project was based around a new development at her primary school. The headteacher had been inspired by the work of the pioneering pre-schools of Reggio Emilia in Italy. These municipally funded schools employ a distinct pedagogy that builds on young children's capacity to question, reflect, theorise, problem-solve, experiment and express their understanding and experiences through at least 'a

be encouraged to challenge themselves in drama. However, I sympathise with the view that funnelling challenge tasks to more able students is elitist. I prefer the idea that challenge is open to everyone and from my consultations with colleagues I know that this view is commonly shared. Therefore, I collaborated with the school's art co-ordinator to create a drama display. Although this showed how drama skills relate to the attributes desired by the University of Cambridge, there are opportunities for this to be used inclusively to encourage growth mindset. Furthermore, despite my enthusiasm for intrinsic motivation (Brophy, 1983), I felt that celebration was important to mark the legacy of my development work. Therefore, in response to feedback from senior leaders, the department has added alumni to our notice board to celebrate Sir John Lawes students who have continued to drama-based university courses.

#### Ben's perspective

Rachel's project is a model of how non-positional teacher leadership (Frost, 2014) can have a significant impact on whole school improvements. In this case, something which was initially intended to change one teacher's provision for one student group, has transformed the approach of the drama department. Rachel had the determination to be resilient if strategies did not go to plan. She was trusted to solve problems and experiment with ideas, and she reflected on her experiences. Therefore, this self-efficacy (Bangs and Frost, 2012) allowed Rachel to innovate: to do things differently in order to do things better (Fullan and Hargreaves, 2012).

A year on, Rachel has been promoted and co-ordinates the school's LGBTQ (Lesbian, Gay, Bisexual, Trans and Queer) and anti-bullying initiatives, a role she is developing as a professional concern in her current project supported by the HertsCam MEd. Beyond the drama department, Rachel's development work has raised the profile of how teachers challenge our students through engagement and motivation; as such, it has become integral to our school development priorities.

hundred languages' (Malaguzzi, 1996), a metaphor meaning that children have their own way of thinking and talking. This pedagogy has been very influential all over the world (e.g. Cadwell, 2002).

The pedagogical approach taken contrasts with established ways of working in the EYFS in England and has been written about in great detail (e.g. Dahlberg, Moss and Pence, 2007). The work of the Reggio pre-schools is not based on the normalising developmental stages or pre-determined outcomes for young children with which we are familiar in this country; instead the focus is a pedagogy of listening, subjectivity, collaboration, dialogue and autonomy. Learning is viewed as a non-linear process, intensely creative, promoting connections, associations and commonalities between differing categories, languages and subjects.

The role of the environment, both social and physical, is particularly highlighted. Each of these pre-schools, for children up to the age of 6, has an atelier, which means an arts-based workshop, and an atelierista, who is an educator with a visual arts background. The atelierista works from, but not always in, the atelier with children and other adults in the pre-school. She contributes an aesthetic dimension to the learning process, developing and supporting children's poetic or visual languages as part of the complex learning process. Rinaldi (2006) explains that poetic languages are forms of expression such as art, music, song, dance, or photography and are represented, communicated and expressed in different media and symbolic means. The ateliers are equipped with a variety of tools: tables, easels, computers, printers, cameras, microscopes. Children will also have access to the usual materials associated with the visual arts such as paper of differing sizes, colours and textures, paint and markers of differing colours, shades and consistencies, wire, wool, off-cuts of materials, cutters, recycled materials and so forth, making it possible for children to represent their thinking and ideas in different forms. The process and outcomes of children's work are made visible through the pedagogical documentation of teachers, who are considered researchers within their own classrooms.

Venetia's story relates how she interpreted the work of the atelierista and made it her own; successfully negotiating with her colleagues how she might put this role into practice in an English Reception class. A number of conditions support this way of working with young children, and two were of particular importance to Venetia: project work and pedagogical documentation. What I find remarkable is the way in which Venetia managed to introduce and foster this climate for learning in a collaborative manner, engaging her colleagues and expanding and making use of a growing network of similarly minded individuals. As a teaching assistant, her leadership of her TLDW project emanated from these relationships rather than any use of positional power or authority.

### Venetia's story

I am a teaching assistant (TA) in the Reception class at St Andrew's Church of England School, a one form entry primary school in Hitchin, Hertfordshire. I have been working in this classroom-based role there for 4 years. In my setting, the pupils are generally inquisitive and well behaved and the parents are very supportive of the school.

At the time of this project, I was a key worker for 10 children and my duties included observing, assessing, monitoring and recording their learning. I was involved in planning learning opportunities for the children, which included teaching phonics sessions, leading guided reading sessions with small groups and planning small group adult-led activities. My role is wide ranging. My responsibilities include preparing and setting up the learning environment, cleaning and tidying resources and the classroom, but also having responsibility for a particular area of learning and the resources to support this. I work alongside the class teacher and another TA. Below I highlight some of the key features of my TLDW project which involved my developing for myself the role of the atelierista in the Reception class.

### My professional values and professional concern

I am committed to listening to children and recognising their interests. I then try to provide a stimulating environment and opportunities for them to explore and express their thoughts and ideas in a range of materials and formats. I think it is important to build on what children already know. I think it is part of my role to model for children how to respect one another, our environment and our resources, and how to keep everybody safe.

My headteacher was keen to develop the Reggio Emilia approach in the Early Years Foundation Stage. As part of this initiative I was asked to develop my role as an 'atelierista' which made an appropriate focus for my development project. I understood that the role would enable me to lead and develop the children's skills and knowledge through mark making, using tools, exploring colour and shade and being resourceful. I also wanted to develop children's artistic abilities by telling their story through sculpture and mark making. I would be able to scaffold their learning, explore things that interest them and help them find out more about the world in which they live. I also wanted to allow moments for reflection and discussion with the children and use my observations to provoke further ideas and learning opportunities. This fitted very well with my own views about early learning, tied in with my Art degree and my own practice as an artist.

The first challenge I faced was understanding the Reggio approach. I needed to know more about the atelier and how I could resource it. I needed to appreciate the style of documentation used in the approach and how I could adapt it for

my setting. I knew that finding the time to do everything required of me might also be problematic. For example, I wanted to understand better how to plan and teach the skills and ideas focusing on the children's interests, but I also needed to understand how I could incorporate this work into an already very busy Reception class timetable. I knew I would need to negotiate with my colleagues and develop the approach collaboratively if it was going to be successful.

Although I was a little taken aback by what I felt I had to achieve in a short timescale, I knew I had certain strengths. I was committed to making a difference in my school and was very able, enthusiastic and passionate about my work with young children. I have good communication skills and felt that, with a little confidence boost, I would be able to introduce and manage change.

### Initial consultations with colleagues

Very early on I met with two colleagues who particularly helped shaped my thinking and boosted my confidence. One was Chantel, another participant on the TLDW programme. Although Chantel's nursery did not have a specific atelier or a person with an atelierista role, she and her colleagues had developed a way of working that is in line with the Reggio philosophy. I visited and discovered some useful resources and strategies I could use in my work.

I also spoke with a colleague, Esther, who runs the Forest School in my setting. Esther provided me with a wealth of ideas about cheap or free materials, especially in the natural environment, that could be used in the atelier. She shared her formats for planning learning opportunities and I realised I could use these initially to help with my own planning. She also invited me to shadow her during a Forest School session. Although I was left questioning whether I would also need a permanent atelier in the outside classroom and had concerns about the adult to child ratios required, I found the discussion really helpful and insightful. Our discussion made me feel excited about the enormous possibilities and slightly more confident to have found a colleague who was in tune with my thinking. Esther showed me a children's picture book called *The Stick Book* by Jo Schofield and Fiona Danks (2012). This little book was to provide the inspiration for my projects with the children.

### Designing an action plan

A further step was to make a visual action plan for my development work. The end point was clear: I needed to provide children with a dedicated space for the atelier. I need to make the atelier a place where children's ideas and thinking could be made clear, their thoughts noted down and the investigation

of their interest visually or audibly documented. I needed to resource the area appropriately. I also needed to work out how and when the children would have access to the area and how I would support them. Whilst designing my action plan I thought about the challenges and keys to success. I knew there would be some financial implications. I wanted to visit any other settings that had taken an interest in developing the Reggio approach. I knew I needed to meet regularly with my class teacher to agree a way of working and share the project with the wider school team.

### Leading the project

In the early stages of my project, I reflected on my growing understanding of the concept of leadership. I noted that leadership is about 'having a go', exploring ideas and listening to others. I recognised that if I became confident in my practice I would be able to organise and have greater control over the way I work with children. I began to read more about the work of Malaguzzi, the originator of the Reggio approach. I was inspired by his work and his depiction of children as powerful learners. A child's drawing of several different lines provided the first stimulus for the initial project. I shared my plans for the 'stick project' with the class teacher. She liked my thinking. I successfully negotiated some time and an area of the classroom to engage the children in the project.

Although I was pleased with my first attempts and children's responses there were some problems. Shortly after the project came to a natural end I arranged a meeting with my EYFS manager to review my progress. I spoke about the need for more time and space for the work with children. This prompted a change in the weekly timetable meaning that each Friday I would be able to meet with a group of 10 children for 45 minutes, giving plenty of time for discussion and reflection as well as activity. I understood now that asking for advice and to be listened to is part of leadership. My confidence was boosted further by a meeting with a local artist who ran a professional development day for teachers at my school. Not only did I receive many more ideas of activities and resources to use with children but she appeared to like my plans and ideas for the atelier.

The second project was called 'line, pattern and space'. The first session involved introducing children to the atelier space. A provocation for learning and exploration was *The Line*, a picture book. Each successive week built on the last. The children engaged in a number of challenges and responded to mine and their peers' questions as they used new mark making tools to make different types of lines; added collage materials to these lines and responded to images of Kandinsky's work. Later sessions introduced children to sculpture using a variety of resources and tools.

## Developing strategies to improve mindset in mathematics

**Leonie Sakatis and Helen Wootton**

### Editor's introduction

Leonie Sakatis is a teacher of mathematics at Dame Alice Owen's School in Potters Bar. She was a member of the school's Teacher Led Development Work (TLDW) group when she led a project focused on mindset. Helen Wootton had herself been a member of the TLDW group when it was first formed in 2010 and later she stepped up to become a co-facilitator along with her colleague Claudette Anderson, who featured in our previous book (Anderson, 2014). This illustrates very well that the capacity to support teacher leadership can be self-generating. In HertsCam, the people who facilitate teacher leadership groups are practitioners who have themselves experienced the satisfaction of devising and leading development projects. Policy makers should take note that the potential to enable teachers to become agents of change, able to accomplish feats such as the one outlined in Leonie's story, is right there in the teaching profession and in the schools.

Leonie's story exemplifies the non-positional approach to teacher leadership, especially in the way it begins with a focus on her direct and immediate concern – for the students in her maths class – but, because of the way the TLDW programme has enabled her to develop her leadership capacity, she raised her sights and eventually had a powerful effect on practice throughout the school.

### Leonie's story

On joining Dame Alice Owen's School as a mathematics teacher, I was concerned about one particular class. Most of the students in my Year 9 class had decided they were 'not good at maths'. They seemed uninterested, demotivated and often engaged in disruptive behaviour. They displayed what seemed to be a 'fixed mindset' (Dweck, 2012) which was significantly harming their progress and confidence. It was common for students to see mistakes as shameful, to avoid taking risks, and to place a huge importance on test results. I saw these traits in

I began to document children's work. A wall display clearly showed the journey to this point, but it is not just a record of learning. It showed transcriptions of children's remarks and discussions and photographs of their activity. Actual representations of their thinking and learning using many media were also displayed. This was useful as it helped me to engage children in dialogue about their own ideas and provided opportunities for children to reflect on their own work (Edwards, Gandini and Foreman, 1998). I also found that the display acted as another provocation for continued learning, not just for the children, but for my colleagues too. It demonstrated how I had uncovered children's thinking and what I did as a result. I related my observations to the 'Early Years outcomes' (DfE, 2013) a government document which outlines typical behaviours for children in the EYFS. This helped me notice children's progress but also meant that my work fed into the obligatory tracking process.

### Contributing to knowledge building

I was keen to take my TLDW project forward and felt ready to present my work to colleagues at one of our Network Events. I enjoyed the opportunity to share my work and felt my confidence grow. Colleagues suggested that I lead some sort of school professional development session to share my project and to encourage my colleagues in my school to explore the Reggio approach for themselves.

I met with my headteacher to discuss this. I requested some time during a professional development day to share my project with my colleagues. I invited the EYFS team. I wanted them to experience what it felt like to do something you had not done before. At first some were a little shy or reluctant about involving themselves in an art activity. I suggested that a provocation such as a book or artefact was less daunting and allows for an approach to learning that enables children to discover and explore at their own rhythm and time. The day had a positive impact on my colleagues. They were inspired to plan projects in a similar way and this has created continuity between the classes and for children's future experiences. Our understanding and practice is changing little by little as a result of my TLDW project. In time we will have developed a style of teaching that is unique but influenced by the work of the Reggio nurseries.

many classes and so I set myself the challenge of helping students to develop a more positive mindset. I focused initially on my Year 9 class but was looking for ways to widen the impact of my development work across the school.

### The theory of mindset

My understanding of 'mindset' derives from my reading of Caroline Dweck's work in which she argues that the learner's view of themselves shapes how they lead their lives (Dweck, 2012). She describes two very different mindsets: the fixed mindset and the growth mindset. Individuals who have a fixed mindset believe that their abilities are static. Intelligence, character and creativity are seen as unchangeable characteristics. As a result these individuals become defensive, give up easily, avoid challenges, feel threatened by others and constantly limit their own development. They only expect success when the task demands what they perceive to be within their predetermined attributes. Those with a growth mindset however, see themselves as a work in progress. They believe intelligence is malleable and can be developed through time and effort. These individuals learn from criticism, persist with difficulties and embrace challenges. They are empowered by their own self-belief.

A key problem is concerned with how students deal with failure or mistakes in their learning. Mary Cay Ricci explains how these mindsets can affect students' responses to mistakes in the classroom:

When students fail or have many errors, they may look at this as a sign of weakness and incompetence in themselves, which can actually lead to more failure. They begin to avoid anything that looks remotely challenging so they do not have to face failure (Ricci, 2013: 72).

The implication of this is that we need to teach students to see mistakes as helpful opportunities for learning, data to be analysed in order to improve their attainment. Michael Jordan famously said in a Nike advert:

I've missed more than nine thousand shots. I've lost almost hundred games. Twenty-six times I've been trusted to take the game-winning shot and missed. I've failed over and over and over in my life. And that is why I succeed.

He hasn't been discouraged by any failings but has embraced them as opportunities to learn, develop and adapt. Mistakes are inevitable when you are pushing the limits of your comfort zone. But that is exactly how you *expand* your comfort zone and make your journey towards excellence.

Students and their families are often influenced by assumptions about natural talent. For example we hear stories in the media about child prodigies. Syed (2011) dispels the talent myth and demonstrates that success can be attributed

to a combination of effective practice, passion, mindset and opportunity. He talks of Tiger Woods, who by his mid-teens had already clocked up 10,000 hours of effective practice, the Williams sisters, whose father started training them at 3 and 4 years old, David Beckham who as a young child would kick a football from the same spot for hour upon hour, and Pelé who credited his success to training in futsal, a version of five-a-side soccer, in his early years. This is also dealt with by Malcolm Gladwell in *Outliers* in which he describes how people like Bill Gates developed his ability to produce software and Lennon and McCartney honed their song writing and performing skills through thousands of hours of practice, trial and error and persistence (Gladwell, 2009). What all this goes to show is that excellence is worked for, not just given and this is what we need to help our students to understand.

### Making progress visible to students

Before getting students to believe that intelligence can grow, I had to find a way to *show* them it does. To do this I decided to make 'summary sheets' for each topic, divided into six sections:

**Questions I can answer** – This includes a selection of questions from the current topic. When students record what they can answer at the end of each lesson they can *see* their own progress.

**Targets** – These learning objectives provide a topic overview.

**Topic tips** – This space allows students to take ownership of their learning by creating their own topic tips

**Mindset focus** – This section focuses on a particular attribute of growth mindset such as: 'mistakes I learnt from,' 'when I showed resilience' and 'team work examples'.

**Inspirational quote** – This is specific to each topic and linked to the particular attribute of a growth mindset.

**To make my brain grow even bigger** – This provides students with an extension or a challenge within the topic.

These summary sheets have now been integrated into the Mathematics Department's scheme of work for Year 9 and are issued to all Year 9 classes. Students have commented on how useful they are for revision – they have everything they need on one sheet. One particular student commented:

*I like that it gives me questions that look impossible at the beginning, and then when I go back to it I am so proud that I can do it.*

I was delighted with this comment. The student could clearly see her own learning had progressed – my precise aim. After the first couple of topics, students start to get the sheets out without being prompted. They love seeing their own progress and I experience that ‘proud teacher moment’.

### Teaching about growth mindsets

The decision to teach my class about growth mindsets was surprisingly difficult. The problem was my own fixed mindset. I was thinking: What if I fail? What if they think it’s stupid? What if I can’t convince them? Once I realised just how harmful these thoughts were to my own self-esteem, I could see even more clearly how the students’ negative mindsets were limiting their progress. So, I practised what I preached and embraced the challenge. The lesson turned out to be a great success and a major turning point for the class. Behaviour, motivation and effort all improved significantly from that day.

I wanted to spread the impact of my development work. At our school we organise ourselves into ‘Learning Communities’ and I was able to establish a ‘Growth Mindset Learning Community’ to work with colleagues on this problem. I worked with the Key Stage 3 Pastoral Leader and Head of PSHE (Personal, Social & Health Education) to create a Mindset and Mindfulness teaching unit to integrate into our PSHE lessons. For Year 7s, the unit involves six lessons covering the concept of growth mindset, positive language and mindfulness (Williams and Penman, 2011), giving students the opportunity to try a mindfulness meditation. To raise awareness of growth mindset even further, I worked with my colleagues and the facilitator of my Teacher Led Development Work group, Helen, to set up a ‘Mindset and Resilience Logo Competition’. We had some fabulous entries which really showed students’ understanding and belief in what we had taught them. The winning logo is now being used on our new resilience praise postcards and our motivational posters. Other entries are even being used as posters themselves.

### Using ‘inspirational quotes’

The quotes on the summary sheets were very well received by my Year 9 class and were often a topic of conversation for the students. To encourage colleagues to have quotes in their classroom, I created and stored a selection of laminated posters in the office for them to use along with ‘Quote of the Week’ signs. I promoted the use of inspirational quotes during ‘staff briefing’ and created a

folder on our intranet where colleagues can easily access printable versions. Two members of the Music Department in the Growth Mindset Learning Community created some fabulous music-specific quotes to inspire their pupils. Success in their subject is so often put down to a ‘natural musical talent’ and they found some fantastic quotes from musicians that emphasise the hard work, mistakes, and self-belief that went into their success.

As teachers, every piece of feedback and praise we are giving to students is sending them a message. During conversations with other members of staff, language in the classroom was regularly brought up, but I had tended to dismiss the idea because phrases commonly used seemed to me to be quite patronising. However, when I reflected on my own language in the classroom I found that it had in fact been changing without deliberate intention. I realised my engagement in this project had affected my core beliefs and values. As a result, my language and use of praise had developed.

Below, I summarise what I now find to be the most effective use of language in the classroom:

- Focus praise and feedback on the *process* of learning e.g. effort, risk taking, resilience, team work, imagination and strategies. Do not praise speed, ease or talent as these encourage a fixed mindset – ‘If we believe that attaining excellence hinges on talent, we are likely to give up if we show insufficient early promise’ (Syed, 2011: 16).
- When students say ‘I can’t do this’ or any similar negative phrases, end them with the word ‘yet’ or counter them with a positive phrase such as ‘yes you can’ or ‘yes you do’.
- Use phrases in lessons that instil self-belief such as ‘you can do this!’ and ‘I believe in you!’ Although corny, I have found students love the phrases even more when said theatrically.
- Remind students that mistakes are normal and something we can use to learn from. As students learn from example it is very important not to hide our own mistakes in the classroom.
- Use phrases to make students aware of their *progress*. Remind them of where they started, and, through hard work and effort, how far they have come.

I spoke of these findings in staff meetings and created hand-outs on positive language to distribute to colleagues. I also worked with my learning community to create a ‘Guide to Report Writing’ for colleagues which includes examples of phrases we should and shouldn’t use in reports.

## The impact

I have seen a drastic change in my Year 9 group. More focus, determination, participation confidence and effort. When asked for feedback, many students said that they felt more determined and resilient, less scared of making mistakes, and more motivated in lessons. One student even commented: 'I thought Set 3 was for if you were bad at maths, but now I realise it's just a slower pace'.

The impact this project has had on students' achievement has astonished me. I looked at the exam results of all Year 9 classes which showed that my class had performed much better than others. Nevertheless, the most important outcome is the real improvement in students' confidence and self-belief. These observable learning gains were exciting, but I saw this as just the beginning. Fortunately, the benefits of this project have been well recognised by the school and I have been very thankful for the support and encouragement throughout. The project has created a 'buzz' around the school and resilience and mindset have now been added to the School Improvement Plan (SIP). I have worked closely with my mentor who has made a huge impact on raising the importance of resilience within the school and has improved the merit system by including effort merits. Students are now being praised by teachers for their hard work as well as their achievements. As a school we are saying to students that we admire effort, mistakes are a part of learning and resilience is the key to success.

## Helen's perspective

When Leonie started her project on Growth Mindset some colleagues couldn't really see how to apply Carol Dweck's research. What Leonie's project showed us was how to use practical techniques to really make a difference in the classroom. Her use of growth mindset language has had a big impact throughout the school and many teachers use phrases such as 'You don't get this ...YET...!' Leonie's project started with her own classes and spread to our Mathematics Department where we both worked. This gave her the confidence to run a whole school Learning Community last year which included teachers from five different departments and created a ripple effect in the school. Her progress as a leader has been rapid and her work is highly valued by the senior leadership team.

I was keen to build on Leonie's work and get 'Resilience' on the School Improvement Plan. This coincided with my secondment onto the senior leadership team. It has been a pleasure to work with Leonie who has been the catalyst for my own work with colleagues to overhaul our merit system to give students the framework to support their resilience. Now they are awarded merits for resilience, participation and volunteering and teachers are encouraged to use these as well as the standard merits for excellent work. The 'learning to learn' programme for Year 7 now has more resilience incorporated into it with lessons

on different aspects of resilience. We have started having whole school 'Resilience Days' when all teachers are asked to highlight the activities in their lessons where students can demonstrate resilience. The first of these featured assemblies on resilience and a team building activity in form time. The winners of the resilience logo competition were announced in assembly and now we have resilience postcards with the logo which teachers send home to parents when students show resilience in their learning. Leonie's project has started a whole school journey which isn't over – YET!

## Integrating technology in learning at a school in Cairo

### Amal Elfouly and Amina Eltemamy

#### Editor's introduction

Amal Elfouly is a science teacher in a school in Cairo, Egypt. Amina Eltemamy was the tutor who adopted and adapted the HertsCam teacher-led development work approach in the design of a programme to support non-positional teacher leadership in a network of schools in Cairo. She called it CairoCam (see Chapter 15).

Amal's story represents a breakthrough in different ways. First it is about innovation in classroom practice in which a teacher takes up the challenge of finding new ways to engage her students in learning. Starting with Amal's own classroom, this has rippled through the school to transform the process of learning in many classrooms. Second, it is an excellent exemplification of teacher leadership. It demonstrates that, with the right kind of support, teachers across the world, whatever the cultural setting, can exercise leadership. Amal's actions reflect the views of most authoritative explanations of school leadership; this one is taken from a report to the American Educational Research Association:

At the core of most definitions of leadership are two functions: providing direction and exercising influence (Leithwood and Riehl, 2003: 2).

In a country such as Egypt, Amal's story is hugely significant in showing not only that teachers can exercise leadership but also that such leadership has enormous benefits for students.

#### Amina's introduction

In 2014, we started our first Teacher Led Development Work (TLDW) group in Egypt (Ramahi and Eltemamy, 2014). We worked with four schools, including AlHoda International School. Being among passionate teachers from this school as a TLDW tutor was an absolute delight for me and, for them, I believe that the programme was an opportunity to unleash their potential.

I am delighted to be introducing the story of one of those passionate teachers, Amal Elfouly. Even though in the first sessions of the TLDW programme she seemed rather quiet; observing more than actively engaging, later on she set a vibrant example for her colleagues of the leadership of development and school improvement. Among the distinguishing features of her development work was her ability to educate herself thoroughly about her topic of interest and to have a wide sustainable impact that extended beyond her school.

#### Amal's story

A major concern for many teachers in our school was students' 'learning orientation' (Watkins, 2003) and lack of motivation. 'Students come to school because they have to'; this is what some of us echoed as a concern in our first TLDW sessions. I am a science teacher and through the 8 years of my teaching career I have felt there was a gap between my teaching style and the way my students learn. I tried to search for ways of engaging my students like using student-centred approaches (Jones, 2007), but still I noticed a minimal impact that did not satisfy me.

When I joined TLDW it was easy for me to identify my concern, although challenging to create a strategy to work on it. Old traditional teaching methods are no longer effective in schools, resulting in disruptive behaviour and poor attention. Through observing my students, I noticed how attached they are to their smart phones, tablets and social networking and began to plan to take advantage of their addiction to technology to motivate them to learn. My action plan was based on the assumption that, if I could develop strategies to use technology in my lessons to engage students in learning, I would create an interactive and collaborative learning atmosphere. I wanted my students to lead their learning and acquire the skills needed to cope with the fast pace of life where technology is crucial (Ross, 2009). Many of the colleagues and parents I consulted believed that use of technology through smart phones and tablets could distract students from learning. However, I was convinced that such tools could be used to enhance students' learning and develop a more positive attitude towards school.

#### Useful resources

I knew I needed to develop my practice further from simply incorporating animated presentations that bring scientific concepts and experiments to life which was not engaging enough for my students. Since I had no idea about the nature of the tools or the applications to be used, I went through an extensive search to seek educators who shared my concerns. I discovered a whole new world and found a helpful range of resources.

### 'Free Technology for Teachers' blog

Richard Byrne, the developer of the 'Free Technology for Teachers' blog, turned my project plan upside down. Following his blogs, I gained useful insights into technology integration and free web based tools and applications. His blogs taught me that the use of technology should be determined by curriculum goals and by its ability to help my students discover and discuss.

### Simple K12

*Simple K12* is a professional development website that promotes teachers' learning. Through this website teachers are rewarded for their participation which motivates them to maintain their presence on the forums. Resources include webinars, lesson plans, toolkits, games and discussions. *Simple K12* had a great impact on my project, especially the webinars which offer hands-on activities for many applications and tools. I had a list of webinars on which I could register and other recorded webinars which I could access. During these webinars, instructors answered my questions and I shared ideas with other teachers in real time. They gave me an opportunity to trial educational applications with my students. Moreover, I received a transcript of the courses I attended and certificates of participation that documented my professional development.

It took me a while to educate myself and experiment with practice before I was able to spread this idea among my colleagues. I experimented with tools and evaluated my practice through reflection, my students' feedback and discussions with colleagues through web interfaces. I experimented with a variety of tools that helped transform the learning experience of my students. I discuss them in brief below.

- I used *Schoology* that extended the classroom community. *Schoology* is a free learning management system and mobile phone application on which I could create discussions, polls and events, share assignments and quizzes and have a calendar all in one place for my class. It has a friendly Facebook interface that encourages students to collaborate, share in discussion forums and upload their assignments. What I liked about *Schoology* is the collaboration with other educators in different discussion groups that allows worldwide networking.
- Interactive quizzes replaced paper tests. This brought fun and engagement to the tests especially with applications like *Kahoot*, *Plickers*, *Quizizz* and *Socrative*. What is great about these tools is that they give the students immediate feedback about their performance.
- The application *Nearpod* was helpful in creating interactive multimedia presentations such as quizzes, videos and drawing tools in which

students participate with their answers using their mobile phones or tablets. As a teacher, I was able to see students' answers and receive an immediate report.

- Interactive videos engaged students. Applications like *Edpuzzle* and *Zaption* allowed me to pose questions while the videos were running and students would use their mobile phones or tablets to give me the answers at the same time. This turns the videos into interactive learning experiences and helped my students be more attentive and deepen their understanding.
- *QR codes* is an amazing tool that helped students to construct their knowledge in an interactive and creative way. It generates 'QR codes' with which I could 'flip' my lessons by directing students to certain websites or videos to find answers to the lesson's objectives. The students were able to learn independently instead of just receiving information from me.
- *Powtoon* replaced the old traditional *Powerpoint* presentations. It allows students to use animations that enhance their creativity because they have to learn the technique of preparing short movies and control the entrance and exit of the characters, texts, voices and music. Being the creators of the videos made them feel proud and helped them to reflect on the lessons in their own words and images.

At the beginning of the project, I worried that students would be distracted and I was afraid of not being able to manage my time in the classroom and prepare them for the final exams. However, given how exciting the tools and applications were, I decided to take the risk. I was delighted to find that this project raised the achievement of my students, especially low achievers. These students had potential that was not being utilised in traditional classroom settings. Technology and online learning offered an opportunity to use their full potential to excel.

Students developed a more positive attitude towards science classes. Learning became exciting for them resulting in improved behaviour, especially that of disaffected students. They also developed confidence in the use of technology for their learning.

### Facing the challenges

Looking back at my story, it looks like a happy ending, yet along the road there were many obstacles to overcome. For example, when I began, there was only one computer lab in the school. The alternative was to ask students to bring their smart phones or tablets with internet access. Not all parents agreed to that; some

students forgot to bring or charge them. Secondly, the project required a huge amount of effort and time to investigate and create resources and teach students how to use these. Thirdly, I had to enable the students to understand that their phones were for academic purposes only and to develop rules for the usage of smart phones in class.

Sometimes, I felt stuck, depressed and unable to continue but the TLDW sessions kept me moving forward. They provided guidance and enabled me to organise my next steps and reflect on my practice along with other colleagues. I think that, without this support, I would have given up. Another important factor was feedback from students which told me that their science classes were amongst the most exciting experiences in school. This inspired me to learn more and start attempting to collaborate with others to extend my project to the whole school.

### Extending my project beyond my classroom

Discussions with my headteacher, who was also a TLDW tutor, encouraged me to spread my ideas among colleagues. I set up meetings to introduce some of the tools and opened my classroom for teachers who wanted to observe my classes. I arranged workshops for my colleagues to introduce the applications that they could use, one of which took place at the CairoCam Network Event.

When I introduced my work to the directors of the school, they supported me greatly in turning it into a whole school project. They realised how important it was to integrate technology in students' learning. Therefore, at the end of the academic year we devised a plan to ensure the sustainability and extension of the project throughout the school. This led to:

- workshops on applications and how teachers could use them. Teachers were asked to plan ahead and identify the applications they would use.
- the development of two additional computer labs, one with a computer for each student and the other with a tablet for each.
- the appointment of an IT educational consultant to help me to support teachers' use of technology across subjects and grade levels.
- *Schoology* becoming the main platform for communication with parents.

### My reflections on the TLDW experience

Going through this journey was a great blessing. I was able to explore my worries and concerns and be proactive about them. I regard TLDW as the most influential

professional development I have experienced. It changed my views about learning, allowed me to develop my own skills independently, paved the way for collaborative learning and sharing of expertise, and created a strong team spirit in school where teachers felt agential towards school improvement.

My views about learning changed dramatically, from a teacher who was concerned about the information that the students had acquire, to a teacher who values the process of learning. Now, I see education as a process of developing skills rather than acquiring information from books. Integrating technology in my classroom enhanced the students' motivation, creativity and problem solving skills. Students were able to master their own learning and work at their own pace realising that they could be more self-directed in their learning. This applied to me as well, as I was able to develop my own skills and take ownership of my own learning.

TLDW paved the way for collaboration; it was an optimal setting to meet, share ideas and reflect on our projects along with our colleagues. Collaboration forums as such as *Simple K12* allowed me to extend my collaboration beyond the nation's border. Regardless of nationality, sharing experiences is a way to connect and extend what we learn, and impacts greatly on our practices. Counter to my previous expectations, many teachers are willing to collaborate and give advice.

As a teacher, I really enjoy sharing my success story and this has been a rare experience for me. The CairoCam Network Event was the first experience ever for me to share my success story with teachers from other schools. Such network events allow experiences to spread to other teachers and eventually have an impact on more students. It was an inspiring experience to see how other teachers valued the work I did and are willing to apply it in their classrooms.

Finally this project made school development a responsibility that is shared among teachers. I saw a huge difference in how we work as a whole school. TLDW helped us unify our goals toward school development and work coherently towards achieving our aims.

### Amina's perspective

With the support that the management offered teachers from this school, the TLDW model was transformative, changing the role that teachers played in school. Amal's project had a significant impact in AlHoda International School, even after she moved to another school in 2016. Parents talked about changes in their children's attitudes towards learning after being in Amal's class. I have seen a substantive impact on students' grades as students became more interested in science. Amal exerted a lot of effort in educating other teachers about the use

of technology through the workshops she led or through one-to-one support. She became part of the knowledge creation process when teachers from other schools were usefully applying her work in their classrooms. She was able to reach her goal despite limited technological resources and was able to persuade the school to develop two extra computer labs. This story shows very clear evidence of how change initiated and led by teachers has greater impact than change imposed on them, both on the way they see and enact their professional role and on school development.

## Developing strategies to cultivate a growth mindset throughout the school

### Stebbie Hayes and Lucy Thompson

#### Editor's introduction

Stebbie Hayes was a Year 1 (children aged 4–5 years) teacher at Samuel Ryder Academy, an all-through (ages 4–19yrs) comprehensive school in St Albans, when she led the development project presented in this chapter. Lucy Thompson is Deputy Headteacher, and was one of the facilitators of the Teacher Led Development Work (TLDW) group that Stebbie belonged to.

Stebbie's story is another splendid example of how one teacher with a professional concern and enthusiasm can have influence way beyond her own classroom. With Lucy's support she was able to contribute to change across the school. An important factor here was consultation and negotiation which is one of the key steps in the TLDW process (Hill, 2014). Once participants have clarified and articulated their professional concerns, they are urged to discuss it with a range of interested parties in the school. This is an opportunity for the individual's concern to become the institution's concern.

Networking takes many forms. For example, Samuel Ryder Academy is part of the Sir John Lawes Academies Trust and Sir John Lawes School is where the TLDW programme first began in 2004. The influence and support from Sir John Lawes included sharing their successful experience of TLDW. When Lucy Thompson was appointed to the newly formed academy in 2012, she was able to share her experience of having been a participant in the TLDW group at her previous school. The Tutor of that group was Sheila Ball who is now the TLDW programme leader for HertsCam. Not surprisingly, Lucy became the first TLDW Tutor at Samuel Ryder Academy and at the time of writing she is providing support to the new TLDW Tutor at Robert Barclay Academy which has recently joined the Sir John Lawes Academies Trust.

### Stebbie's story

The focus for my project was 'growth mindset' (Dweck, 2006) especially in relation to my Year 1 children. My concern was that, as the primary phase of Samuel Ryder Academy was only in its second year of existence, certain systems and policies were not yet in place that would naturally be embedded in an established primary school. In addition, I knew that a positive mindset is a key factor in becoming an effective learner and that developing this at a young age is crucial to the future development of the child. I was also aware that the development of a growth mindset was a key focus for Lucy, as the senior leader with responsibility for the development of teaching and learning throughout the school, so there was potential for my project to contribute to the development of a whole school learning culture.

In my previous school we introduced the basic concept of growth mindset when the children entered Nursery and successfully used strategies to promote this as part of our daily routine until the children left in Year 6. During my interview for my Year 1 job, I found that I naturally referred to the benefits of having a growth mindset and I quickly realised that if I wanted Samuel Ryder Academy to use strategies to promote this, I would need to take on the challenge of implementing it. A teacher-led development work (TLDW) project was a perfect vehicle through which to do this. I also realised that I would need to ensure that each subsequent year group continued this philosophy so maximum impact could be seen in future years. Little did I realise how quickly and successfully the project would move, not only through the primary phase, but throughout the whole school. As I had previously had lots of first-hand experience of using strategies for a growth mindset with Reception (kindergarten) and Year 3 children, I realised the importance of modelling a growth mindset:

We need to model our own growth mindset and love of learning by emphasising processes of learning, the importance of excitement of meeting challenges, putting in effort and using strategies which help us learn (Clarke, 2008:21).

Modelling, firstly in my classroom, was the perfect place to start my journey.

On meeting my class for the first time, I briefly introduced them to the cuddly toy characters that I would be using to help them learn about fixed and growth mindsets and that evening I had the opportunity to share this information with their parents at a 'New to Year 1 Curriculum' evening. I decided to use the same characters that I had used in my previous school because they had been trialled and found to be appealing to children of that age. They featured in the children's book *The Gruffalo* (Donaldson and Scheffler, 1999). I used a cuddly toy, Gruffalo,

to represent a fixed mindset character and a cuddly toy, Mouse, to represent a growth mindset character

Collaboration has been a key feature of this development work and, following those beginnings, sharing with the students and parents in that first week, it seemed important to involve the other Year 1 teacher. So in September 2014 when the children started in Year 1, both classes had their own Gruffalo and Mouse cuddly toys so we could refer to them during the school day. I was responsible for sharing my knowledge with the other Year 1 staff, both teachers and teaching assistants, to ensure that we all used the characters in a consistent way so the children would not become confused when the teachers swapped classes in the afternoons.

One key aspect of this collaboration was the shared development of a dialogue about learning that we introduced the children to, through the characters of Gruffalo and Mouse. We had these on a display on our classroom door so that we could refer to them regularly and so that anyone working with the children would be able to refer to them too. Consistency is always important with young children and, being an all-through school, our children do have other teachers for subjects such as music, so making this dialogue visible and sharing it through meetings was important. The result was that all the teachers and assistants in contact with Year 1 were quickly using similar language in their dialogue for learning. An example of our guidance on this can be seen below:

**Gruffalo**, the fixed mindset character would say:

- Asking for help makes me look silly.
- If something is hard, I give up.
- If something is tricky, I can't be bothered.
- Intelligence doesn't grow.
- Making mistakes is bad.

**Mouse**, the growth mindset character would say:

- Asking for help shows that I want to learn more.
- I always try my best even when it's tricky.
- I never give up.
- Intelligence grows all the time when we are learning.

- It's great when I make a mistake because I learn from it.
- When I find something hard, I see it as a challenge and I always learn something new.

I wanted to encourage the children to believe that most things can be achieved if they try their hardest, keep practising, accept support from others and realise that it is acceptable to make mistakes. I also reminded the children that people can also have different mindsets in different areas (Dweck, 2006).

My focus on displays and the learning environment developed further when I became aware that our displays explaining the mindset characters were behind our classroom door; this meant that we could view them from the carpet area, but visitors were often unaware of the importance of our mindset characters. I decided to add another display in our main corridor outside our classroom so everyone had something to refer to easily.

Dialogue and language continued to be a focus. During the year we learnt the importance of following Dweck's advice to use the word 'yet' to challenge the fixed mindset (Dweck, 2010). If the children found themselves in a fixed mindset, saying that they could not do this or that, we just added 'yet' to the end of the statement: 'I can't do it...yet!' nudges the children towards a more positive mindset. Children in Year 1 were now naturally referring to how Gruffalo, our fixed mindset character, and Mouse, our growth mindset character, felt and in turn understood when they were feeling like the Gruffalo or Mouse. The children often liked to have the Mouse cuddly toy next to them when they were feeling like Gruffalo and they often asked to have Gruffalo next to them when they were feeling like Mouse as they wanted to help Gruffalo.

The impact was also evident regarding parental support. I received some supportive emails from parents when I asked for their opinion on using growth mindset strategies with their children. Many referred to the fact that the children were applying their knowledge in situations at home and teaching their siblings and parents about growth mindset. In fact one parent commented that when they themselves gave up on making pancakes, after an unsuccessful attempt, they were reminded by their Year 1 child to 'be more like Mouse and have a go!'

In the summer term I was able to introduce both Reception classes, who would be in Year 1 the next year, to the Gruffalo and Mouse characters when I covered (substituted) their classes. This gave them an advantage as they will have more sessions learning in a relaxed way about how these characters feel about situations and how they link to themselves. At the 'New to Year 1 Curriculum'

meeting in July, the parents begin the process of finding out about our mindset characters. Parents in the original cohort even came forward to support the new intake coming through, a dimension of collaboration I had not anticipated. On the back of the introduction of Gruffalo and Mouse to the upcoming Year 1s, the Early Years Foundation Stage teachers decided to introduce growth mindset champions of their own – their Learning Heroes. This means that on entry to the school at age 4, children are exposed to the growth mindset culture that now permeates our school.

At this stage in the project, I had experienced some challenges. During the year, six children had joined my class at various times of the year and none of them had experience of talking about growth mindset at their previous schools. The other children were very helpful in explaining to the children what to do, but I realised that I had not explained this to the parents, so in addition to speaking to parents individually, I offered a curriculum evening session for all new parents and others who felt unsure, so that they could feel more confident about talking to their children about it at home.

The project was also gaining more interest from colleagues across the school. I liaised with Lucy and in the summer term I organised a 'pedagogy picnic' to share good practice and express the importance of having a growth mindset. It was attended by a mix of members of staff including those from all phases, both teachers and teaching assistants, and I felt it was a huge success. This was in fact a turning point for my project as, as a group, we agreed that the concept could easily be taken on by the secondary phase at Samuel Ryder Academy and that this culture would benefit a variety of children of differing abilities. I had my champions to take this further throughout the school.

### Lucy's perspective

As a TLDW facilitator (Hill, 2014), I always discuss the longevity of projects beyond the year in which the project is undertaken. It has always been the case that we see the project as chapter one of an ongoing narrative and certainly this project has taken hold throughout the whole school.

Beyond her project, Stebbie wanted to ensure that the children, parents and teachers continued to use and refer to the idea of growth mindset in subsequent years and so has continued to offer continuing professional development activities and support to all new teachers, as part of our induction programme for new staff. As we have more year groups in the primary phase of Samuel Ryder Academy every year, Stebbie has worked with the team to explore how to build on what has been achieved already. In the primary phase, all Early Years and

Foundation staff continue to develop their use of Learning Heroes; at Key Stage 1 (age 5–7 years) we use Gruffalo and Mouse throughout and now in Key Stage 2 (age 7–11 years) we have a new growth mindset champion.

The impact of Stebbie's project did not end with the primary phase. A growth mindset culture permeates the secondary phase too. 'Yoda' (from the Star Wars films) is a character we use at the secondary level and 'yet' is a well-used word throughout the school. The dialogue for developing a growth mindset is consistently used and we have a whole school reward structure for rewarding behaviours consistent with the growth mindset; for example, secondary pupils have the FORCE award which recognises being Focussed, Optimistic, Resilient, Creative and Energetic. Students revel in obtaining the prestigious lapel badge and house points. Each lesson across the school has growth mindset learning questions and it continues to be a key priority in our continuing professional development programme.

One aspect of the development of the growth of the mindset culture has been the embedding of the idea within the teaching team. As Clarke says, 'our aim, of course, must be to develop a growth mindset – for ourselves, for all adults involved in working with children, for parents and all our pupils' (2008:19). It is this commitment from all involved, adults and children, that has truly embedded growth mindset to the point that it permeates all aspects of what we do.

Stebbie is rightfully very proud of her TLDW project which has caused and continues to cause larger ripples, or even 'waves', in the academy. She firmly believes that 'teachers need to be encouraged to see leadership of development work as part of their professional role...'. (Frost and Durant, 2003:184). From a small class-based project to a whole school initiative and a shift in the pedagogic culture, Stebbie's project, and the growth in her capacity to lead change, truly embodies the spirit of teacher-led development work.

## Developing leadership opportunities for disadvantaged students

### Liz Brown and Jo Mylles

#### Editor's introduction

Liz Brown is a teacher of languages at Sir John Lawes School, Harpenden. She participated in HertsCam's longest running Teacher Led Development Work group many years ago and subsequently participated in the HertsCam MEd. Last year she joined the MEd Tutor Team (see Chapter 11). Jo Mylles is Deputy Headteacher at the same school and her account elsewhere in this volume of the approach to leadership and school improvement at the school provides the context for Liz's narrative.

In Jo Mylles' chapter (Chapter 16) we have an account of the way Sir John Lawes School has been able to develop as a professional learning community. Jo cited Mitchell and Sackney's great book: *Profound School Improvement*, this extract from which reflects the development work at the heart of Liz Brown's story:

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).

This statement strikes a rather romantic and idealistic note but Liz's story shows us that such a culture can be developed in state schools provided that teachers and senior leaders are prepared to put in the work and bring their ingenuity to bear on the problem. When a school is genuinely committed to distributed leadership, teacher leadership and student leadership go hand in hand.

#### Liz's story

My project stemmed from my concern that, despite student leadership being very well developed at my school (see, for example, Murphy, 2007), participation in leadership activities was limited to students who volunteered to take part

in projects. Disadvantaged students did not readily volunteer to take part in leadership projects and student voice opportunities.

I wanted to create a project that would provide the scaffolding to enable disadvantaged students to lead a whole school event called 'Have you met?' which we stage four times a year. These events grew out of my TLDW project which aimed to support students to reflect on their learning and what might support or hinder it. Teachers would lead sessions to help students prepare for the 'Have you met?' event, where the students set out a stall with work and artefacts from school and home which say something about themselves. Parents, teachers, governors and other students are invited to the event where they engage in dialogue with the stall holders. This worked well but I was keen to move towards a more student led approach so that student leadership would be strengthened and become more inclusive.

The driver for me to embark on a student-led 'Have you met?' event was the desire to increase the confidence and self-esteem of all students in the school and increase the opportunities for more students, including those who are disadvantaged. Rudduck and McIntyre (2007) advance five main reasons why a school should participate in such ventures: democracy and the rights of young people; inclusivity, personal and social development; and finally the possibility of enhanced commitment to learning. I consulted with colleagues to identify 16 disadvantaged students who might benefit from being involved in such a project. I was persuaded by Haigh's argument that some students need not just the opportunity to take part but also the support (Haigh, 2011). Being involved in this project meant that the selected group of students had to lead the sessions that would prepare other students for the 'Have you met?' whole school event. To be able to lead the 'Have you met?' process successfully the students needed to develop their presentation skills, understand the elements of a successful event, consider what leadership entails and prepare materials that would help other students to think about learning.

### Preparing students for leadership

With a colleague I planned a series of activities to enable the students to develop their understanding of leadership. To facilitate this we used a variety of tools such as ice breakers, a diamond nine activity and images to stimulate discussion. Two other colleagues led sessions about body language, presentation skills and the organisation of a large-scale event. These sessions helped to create a sense of community amongst the students, enabled them to start to explore what leadership is and were intended to help them plan for the sessions with students.

Following on from the leadership session the students began to plan and lead sessions for their peers. The support given to the students was gradually reduced. The importance of scaffolding (Wood, Bruner and Ross, 1976) was paramount to the success of this project.

My first attempt to support a more student-led approach was not successful. There was a disconnect between the students' perceptions and my perceptions of how prepared they were for the sessions with the students. The intention had been to support the students intensively at this point. However when we met as a team, the students asserted that they were clear about what they had to do and how to go about organising and leading the sessions with their peers. I was aware that some of the students did not know what they were going to say or do, but I took a conscious decision to let them lead a session with students and then discuss the issues that arose from it afterwards. I could have intervened but I wanted them to feel a sense of ownership and responsibility. My reading of Dweck (2012) suggests that as a society we tend to protect children from failure which in the long run may be harmful. Teaching students that failure is an option means that they can learn from it, which enables them to succeed in the future provided they receive constructive feedback. After this false start we met informally to review their roles. The students were open and responsive in the meeting and acknowledged the need for more careful and thoughtful preparation. They also asked for more support with presentation skills as they found themselves either reading from a sheet or speaking too quickly when leading the sessions.

### Scaffolding the process

Prior to the second 'Have you met?' event, we had a planning meeting to ensure that everyone knew what they were responsible for. This meeting was a positive experience and the students contributed actively, reflecting on how their leadership skills were developing. After this, the students led the preparation sessions with more confidence and were much more prepared. This was obvious in their body language and the fact that they were requiring less support from teachers.

The following feedback meeting was positive and the students felt that they had done a good job. I also had video footage of the students where we discussed how their presentation and organisational skills had developed. We were able to analyse non-verbal as well as verbal communication and I hoped that watching it would stimulate the recall of the event which in turn would cause reflection and lead to learning (Rosenstein, 2002). I think this process was successful as the students noted that they should stand rather than sit and should have eye

contact rather than reading from a sheet. The students were now in a position to take on more responsibility and were beginning to engage with the project.

Prior to the third 'Have you met?' event I approached two of the students and asked them to lead the first planning meeting for the next event. The students were not confident so we agreed that I would lead the meeting and they would reflect during the meeting on how they could lead the next one. To guide the students' reflections on leadership I used images of the students themselves leading and asked them to annotate them to indicate what they were doing at the time, and what leadership skills they were using. Following this scaffolding, the need for the teachers to step in was minimal. The students produced materials to use with other students and produced a time line to help them keep on track on progress towards the event. Using photos was a powerful way of enabling the students to articulate what they were learning about leadership (Schratz-Hadwich, Walker and Egg, 2004). Following the session, two students agreed to chair the next meeting and, with my help, prepared an agenda.

To prepare for the final 'Have you met' event of the year, I told the students that I was not able to attend the planning meeting but it was imperative that the meeting went ahead. They already had an agenda, the necessary documents such as the materials they had prepared previously, the names of students who were to be involved and a time line. The students took the meeting seriously and worked through the agenda. I asked the Deputy Headteacher, involved in the project, to go into the room to give them feedback on how they were managing. Her observations demonstrated that the students were behaving professionally and managing the task in hand. The success of this strategy has shown me that leadership can be developed and nurtured and that confidence and self-belief play the biggest part in the success of leadership.

### Evaluating the success of the project

One of the purposes of participation is to increase the sense of agency (Kirby, Lanyon, Cronin and Sinclair, 2003) and the students now feel that their voice can be heard and is valid amongst other voices. The students have understood that they can exercise their agency within our school as long as they participate. One student said '...before, I was very solitary and kept to myself instead of becoming involved'.

One student reflected that 'I have learnt that leadership is not about one person leading but a group of people sharing leadership'. This is a powerful comment and suggests that the students are also more aware of leadership being a collaborative activity where leaders work with others to achieve shared goals (Leithwood and Riehl, 2003). The impact of this project is also being felt more

widely as the 15 students begin to participate more widely within the school community. One student remarked after taking part, 'I am now taking part in activities that I would not have considered in September'.

I asked the students whether they would have volunteered to take part in this project; of the seven students asked only two said that they would have volunteered. We discussed making participation voluntary but they felt that if this were the case then many would not do it. Only having taken part did the students really appreciate the benefits. One student commented, 'No, it shouldn't be voluntary. I never wanted to do HYM but now I am leading it'. This convinced me that participation should not necessarily be voluntary in spite of the guidance from Rudduck and McIntyre (2007) that involvement should always be voluntary. Some students have to be put in the position where they have a challenge and can be guided and supported. This is a difficult balance to achieve. I do not want to force students into something they do not want to do but I do want students to have an open mind and make an informed choice about their participation.

The students also felt that by being involved in this project that they had become more a part of the school community. The building of community spirit is important for building the 'leadership density' of the school (Sergiovanni, 1984). I think that this is one of the most important outcomes of this project for our school. If we want students to feel valued members of our school community then we must give them opportunities to take part in it. This glues them into the school and the feedback from the students shows that taking part in this project really does make them feel more a part of the school community. Being part of a learning community can have a positive impact on how students view their work and can also have an impact on the student's personal and social development (Watkins, 2005). One student commented, 'Before I was just a student – now I am a student in a community'.

In the area of personal and social development all of the students felt more confident and felt that they were better equipped to take on leadership roles. These findings reflect those found in many of the student leadership projects (Flutter and Rudduck, 2004; Freeborn, 2000; HM Inspectorate of Education, 2006). It seems that the observations made by Freeborn (2000) that these types of projects have a positive impact on self-esteem and confidence has been reflected in the feedback that I have had from the students. For example, 'I now take more of a role in group work and it has improved my speaking skills'.

Taking part in the leadership project has had an effect on students' attitude towards their work. I am not claiming that their grades have necessarily improved but their commitment and participation in learning seems to have increased.

## Teachers as external evaluators

### Joe Hewitson, Paul Rose and Jonathan Parkinson

#### Editor's introduction

Joe Hewitson is a teacher of religious education and a senior pastoral leader at The John Henry Newman Catholic School in Stevenage, Hertfordshire. At the time of participating in the project accounted for in this chapter, Joe had completed three certificate-level teacher-led development work (TLDW) projects and was midway through the successful completion of the University of Cambridge's MEd in Leading Teaching and Learning, the forerunner of the HertsCam MEd. Paul Rose is Assistant Headteacher at the same school. Both Joe and Paul are members of the Tutor Teams for both the HertsCam Teacher Led Development Work programme and the HertsCam MEd. Jonathan Parkinson is Headteacher of St Thomas More Catholic School, Blaydon, Gateshead.

This chapter is important because it showcases a teacher-led, self-evaluation project which is another manifestation of teacher leadership and rather unusual. Schools in England generally rely on government inspectors for external evaluation and this experience is not always positive. Colleagues in the HertsCam Network had some experience of inter-school collaborative inquiry (Roberts and Roberts, 2011) within the network, but this was the first time the network had been invited to help a school in another part of the country to evaluate their practice.

#### Paul's perspective

I was involved in the planning stage of this project. When Joe told me that he had been invited to participate in this project, I was immediately supportive. Joe had made good progress with the development of his role within the school and had become one of the many activists in HertsCam, so I saw this project as a good opportunity for him to extend his repertoire and expertise. It was also clear to me that it was a good opportunity for us as a school to learn from another successful school with the added advantage of St Thomas More also being a Catholic school like John Henry Newman. I hoped that this would not only lead to some productive inter-school networking but might also lead to further collaborative work.

I have become increasingly convinced that students need to make their own mistakes and be given a chance to put them right if they are to develop and build the idea of a growth mindset. Bandura (1977) also talks about social learning where we should consider the relationship between behaviour and consequences. The students who took part in this project began to display signs of a growth mindset. One student commented, 'I take more part in class discussions and I am not so afraid of leading'.

Leadership is a window to democracy within schools. By opening the window of leadership wider, schools will begin to become more democratic and more members of the school community will have the opportunity to exercise agency. Leadership through effective scaffolding can be learnt and with encouragement and confidence students and adults alike can blossom. If we want students to participate in and contribute to the wider world then we need to commit to democratic change in school. Contemplating the democratic change in school teachers must be reactive to society and must be actively committed to changing it (West-Burnham, 2009). If we want to broaden the scope of student leadership and encourage students to participate then we need to put the time and energy into waking the sleeping giant in students as well as teachers.

#### Jo's perspective

I was Deputy Headteacher and Liz's MEd supervisor at the time she led this project. I was therefore concerned not only with the rigour of the project but also the potential impact on practice in the school. One significant impact has been the way Liz has been able to develop the agency and leadership of students alongside developing her own leadership. Through the masters course she has reflected on how to exercise leadership herself. She has presented to the leadership team to ensure that she accessed the resources she needed and to gain their support and advice, and she has used opportunities such as staff briefings to talk to colleagues about her project and to encourage them to attend the 'Have you met?' events. She has proactively sought out colleagues to be involved in different capacities to support students. In developing her own leadership capacity Liz has created support activities for students to enable them to develop as leaders. In this way she has shown more concretely how we can support students to be at the heart of projects rather than on the margins and to lead and initiate action. She has shown us that it is not enough to simply invite students to participate: these opportunities need to be mediated carefully and supported before students can flourish independently. She has taught us that we need to be patient, and that meaningful student leadership takes time to grow and needs nurturing.

### Joe's story

This teacher-led school self-evaluation project arose when, in 2014, a member of the senior leadership team, Julie Roberts, at St Thomas More Catholic School in Blaydon, Gateshead, contacted HertsCam with a request that we undertake an evaluation of the 100 minute lesson initiative which had been introduced there some years earlier.

The opportunity to be involved in this project was appealing to me for various reasons. At the core of HertsCam activities is dialogue between practitioners about learning and leadership. I was confident that the structures, tools and techniques with which I had become increasingly familiar could be applied in this new way in a school located at some distance from the HertsCam Network. I welcomed it as an opportunity to extend my own professional repertoire. It was also appealing because it would help us to deepen our understanding of both pedagogy and the management of change. The pedagogical questions raised were fundamental as they related to the nature of learning and how this can best be enabled both at a whole school and classroom level. The questions raised about change were also fundamental as it seems increasingly important to me that the teaching profession comes to truly understand the nature of change and the ways in which schools and teachers are able to support each other to secure continuous self-improvement. In HertsCam it is understood that teachers are important agents of change (Fullan, 1993) and that critical friendship is a key tool in school improvement (Swaffield, 2003). The opportunity to network with colleagues from another Catholic school was also appealing. In St Thomas More's last inspection they were again deemed to be 'Outstanding' and the fact that the leadership team had invited external evaluators in was another indication of a school that had the confidence to open itself up to scrutiny. The school had a strong and established senior leadership team with a clear vision focused on inspiring young people to see themselves as independent learners. There was a culture of innovation in the school which made it possible to take such bold steps for the sake of pedagogical improvement. These values resonated powerfully with us in the HertsCam Network, so the opportunity to participate in this self-evaluation project was fully embraced.

Below I present an account of the project including the evaluation methodology, aspects of the analysis that emerged during the evaluation visit, the recommendations that were made to St Thomas More and the implications for practice arising. I begin with an overview of the genesis and development of the 100 minute lesson initiative.

### Genesis and development of the initiative

Two members of the leadership team had participated in a conference where they heard a presentation about the 100 minute lesson approach and were immediately convinced of the value of it for St Thomas More. The evidence from other schools was compelling and, following discussion within the senior leadership team the decision was taken to launch the project. Key parts of the rationale for the initiative related to improving the learning experience of pupils in the school. It was anticipated that a longer lesson time would allow for 'deeper' learning to take place by limiting the fragmentation and disruption caused by frequent lesson changes. It was also expected that longer lessons would allow more time for differentiation, creative learning activities and consolidation.

The development of the initiative rested on wide consultation. This was initially completed within the school, but the restructuring needed to implement the 100 minute lesson as standard meant other interested parties needed to be consulted, including parents, students, feeder primary schools and bus companies. Following a review of the curriculum structure, discussion of the initiative at a series of Heads of Department meetings, trials and reflection upon feedback, the initial rationale for the initiative was endorsed. The consultation raised issues related primarily to the necessity to think differently about lesson planning and it was well understood that a 100 minute lesson could not simply be the product of adding together two shorter lessons.

### Evaluation methodology

Having embraced this opportunity, a team was assembled from within the HertsCam Network. David Frost, Director of Programmes for HertsCam at that time was the project co-ordinator. Paul Rose, Assistant Headteacher at the John Henry Newman Catholic School in Stevenage and Lucy Thompson, Assistant Headteacher at the Samuel Ryder Academy in St Albans acted as project consultants. The data collection team included myself, Helen Foy, Lead Practitioner for Physical Education and Sport at the Nobel School in Stevenage and Tom Murphy, Advanced Skills Teacher in Science at Sir John Lawes School, Harpenden.

The evaluation began with the collection of documentary evidence by a member of the senior leadership team. These related to various parts of the consultative phase of the development of the 100 minute lesson initiative including proposals, minutes from meetings and curriculum review documentation. The evaluation team then examined this documentation and identified a range of issues to be explored which, in turn, underpinned the design of data collection tools including questions for a focus group activity, questions for interviews with members of the senior leadership team and a lesson observation proforma for use when conducting 'learning walks'.

These tools were used in two ways: firstly, the school arranged focus group activities during which 6<sup>th</sup> form students convened meetings with other students across age and ability ranges throughout the school. Following this, the evaluation team spent a day in the school observing and interviewing. During the day a number of themes were identified, some of which had been pre-empted as issues to be explored and some of which emerged on the day itself. Below, I outline some of the specific conclusions that were drawn on the day of the visit.

### Conclusions drawn on the day

The evidence gathered through a reading of the school documentation and through our visit to St Thomas More suggests that the 100 minute lesson initiative had been successful. A great deal of professional knowledge had been developed and much had been learned by teachers about how to use the longer lesson format to improve the quality of the learning experience of students.

We saw examples of creative lesson planning and the facilitation of a wide variety of learning activities, carefully linked together to serve clear learning objectives which achieved pace and flow. However, what we saw suggested that this was not, at the time of visiting, a consistent picture. We had reason to speculate that this inconsistency may have been because some colleagues disagreed with the premise that 100 minutes allowed for improved teaching and learning and therefore had not yet committed themselves to the development of new pedagogical approaches. Furthermore, feedback from teachers and pupils gathered in our semi-structured interviews identified the understandable concern that some pupils from the school's lower ability banding would struggle to take full advantage of the affordance for deep learning provided by the extended lesson time without the support of strategies to help them 'learn how to learn'. We also suggested that, whilst providing time for deep learning to occur, and for a more student-oriented approach to teaching and learning to develop, the necessary next step is to adopt teaching strategies that focus on enabling students to learn about learning. We concluded that further work was required to enable all to be more able to take more responsibility for their own learning.

### Recommendations to St Thomas More

We concluded that the 100 minute lesson initiative had had a significant impact on the quality of the learning experience for many students at St Thomas More. However, there remained scope for further clarification, embedding and consistency of application of the professional knowledge that has been generated so far. The evaluation team made the recommendations outlined below as to what might be done to build upon what had already been achieved.

A significant part of the rationale for the development and introduction of the 100 minute lesson initiative was the anticipation that an extended lesson would allow deep learning to take place, allowing authentic understanding of the concepts and issues that constitute the structure of a subject (Entwhistle, 2000). We recommended that more deliberate reflection upon this concept and more deliberate strategic actions be taken to implement it. We recommended that this might be achieved by consideration of the concept of participative learning (MacBeath *et al.*, 2008; DEMOS, 2004). It was evident that challenges raised by the implementation of the 100 minute lesson initiative called for a new approach to lesson planning which necessitated a move away from a teacher-centred transmission model and toward a more pupil-centred learning experience (Watkins, 2005). Evidence from the large-scale Teaching and Learning Research Programme (TLRP) clearly supports the idea that participation and active engagement with the process of learning leads to 'developing positive learning dispositions, and having the will and confidence to become agents in their own learning' (James and Pollard, 2011).

Such pedagogical developments were clearly underway in St Thomas More and the evaluation team agreed that there was plenty of good practice already in place which could be drawn upon as an invaluable resource to enable all staff to develop practice. We recommended that the leadership team reflect upon their knowledge management strategy (Gamble and Blackwell, 2001) so that the professional knowledge distributed throughout the school is used to support teachers' professional development, something that David Hargreaves argued for in the 1990s (Hargreaves, 1999).

We suggested that teachers at St Thomas More would benefit from being supported in engaging in inquiry-based activity at a classroom level. We were aware, given our experience of teacher-led development work within the HertsCam Network, that recommending practices that seem to work for some teachers does not necessarily lead to meaningful change. What is needed to maximise the quality of teaching and learning are supportive, collaborative structures that allow teachers to pursue this goal themselves so that they become authors of their own journey of questioning, evidence gathering, deliberation, consultation and reflection upon the effectiveness of classroom strategies.

### Implications for practice

The 100 minute lesson initiative at St Thomas More is a good example of disciplined, whole school innovation, but what was evident from this evaluation was that the process was not yet complete or finished. The team were mindful of the principle that innovation is a process of clarification (Stenhouse 1975; Fullan

1993) and that, if teachers want to achieve the fullest possible benefit of any initiative, they have to keep working on it and it might take a long time.

This project reinforces the proposition that teachers can learn from each other and they can undertake the kind of work that enables such learning to occur. It is a timely reminder that the teaching profession contains, within its own boundaries, the capacity for continuous development in pursuit of enhanced and extended professionalism. It is certainly the case that professional networking and inter-school collaboration of this kind not only enables the sharing of practice which enriches and extends our professional knowledge, but it also enables teachers to practice and develop the skills of observation, inquiry, analysis and reflection.

### Jonathan's perspective

By around 2008, the curriculum structure at St Thomas More had evolved into a pattern of four 70 minute lessons each day. Then we heard about the 15 period week made up of three 100 minute periods a day and decided to investigate it. We visited places that used the model and saw that it didn't lead to anarchy. Our own issues, which we felt would be addressed by the model, were that pupils would have time for extended writing in lessons and would have time to go deeper into things. It would also allow us to bring in more teaching time without extending the working day. Indeed the three period day took 20 minutes off the working day, which was a big selling point. The first 100 minute lesson year was 2009.

After a few years we wanted to evaluate this. Within school there was a view that it worked really well for certain subjects, with older pupils and with those who were attaining more highly academically. Having external evaluation proved to be an interesting experience. Here was a group who did not have any particular axe to grind and who simply asked questions, looked at things, and generally gathered data. The conclusions and recommendations of the team were thought provoking. Our view was that, broadly, it had been a successful development which improved the quality of teaching and learning significantly, but we would think that, since we had implemented it. The questions the evaluation team raised caused us to consider whether or not we had implemented the initiative sufficiently well. We used other teams of lesson observers to look at the differences in the learning experiences of pupils in the different phases of lessons and came to the conclusion that there was a lot of work to be done if we were to make the best use of the final 25 minutes of the 100 minute lessons. We were also concerned that, with changes being made to the examination system by the government, we needed to look at the time allocation for subjects. Our final conclusion was to move to a four period day of 75 minute lessons, without,

however, asking teachers to simply deliver the 100 minute lesson in 75 minutes. Overall the experience of moving to 100 minute lessons did have a positive impact on the experience of many pupils at the school but not enough. It did, however, broaden the pedagogical skill base of the teachers, developing a set of skills that is very much in use in the 75 minute lesson. Using external evaluators to assess the impact of the change was critical in making us look at things honestly and the report was immensely valuable in supporting the development of the rationale behind a curriculum model based on 75 minute lessons.

## Section 2

# Frameworks of support for teacher leadership

This section of the book includes 12 chapters which present stories that exemplify and illustrate the second and third levels of teacher leadership proposed in my introduction to the book. These are where ‘experienced teachers act as facilitators to scaffold teacher leadership’ and ‘teachers collaborate to organise their own network, the infrastructure for knowledge building’. Teacher empowerment is not merely a matter of those in senior positions allowing teachers, or giving them permission, to exercise leadership. Actually, it requires positive intervention to encourage, enable and expect them to do so. The word ‘framework’ is used here to suggest that support needs to be in the form of a coherent set of strategies.

The framework of support involves a programme in which there is a series of meetings planned in advance, taking place on specific dates and each having a specific duration. The programme has a time span, normally matching the school year, and successful completion leads to an award such as a certificate or, in the case of the masters, a degree. The framework also includes the organisational infrastructure that provides opportunities for networking through events, websites and other processes that aid connectivity and interaction. Central to this framework is the management of the personnel in the form of a team of experienced teachers, perhaps working with the aid of others external to schools – for example academics or the staff of non-governmental organisations – who are able to act as tutors of programmes and hosts of network events. Teams such as these would work together to clarify their principles for practice and develop the art of facilitation. This is not just a personal style in which hierarchies are seemingly flattened through personal pleasantries and sympathetic dialogue. Facilitation requires the deliberate and planned use of well-designed tools and techniques to provide focus, stimulation and structure for dialogue through which participating teachers can clarify their values and priorities, produce action plans and offer each other critical friendship. Workshop activities based on such tools enable participants to develop their leadership capacity, which includes both the skills and the confidence to use them. The final part of the framework is the creation, within schools, of the conditions that favour teacher leadership. These conditions include the professional culture, the organisational structures and ways in which members of senior leadership teams, including school principals, enact their leadership practice.

The following chapters present stories of those who have been directly involved in providing the kind of frameworks outlined above.

## A teacher-led masters programme: a breakthrough in school and teacher development

**Sheila Ball, Sarah Lightfoot and Val Hill**

### Editor's introduction

Sheila Ball was a secondary school teacher of 20 years' experience and more recently was Vice Principal at Aspire Academy in Harlow. She is currently Deputy Programme Leader for the HertsCam MEd in Leading Teaching and Learning. Sarah Lightfoot has taught in primary schools, worked as a local authority advisor and is part way through her doctoral study. She is currently the Programme Leader for the HertsCam MEd. Val Hill is Assistant Headteacher at Birchwood High School, in Bishops Stortford and was the Programme Leader for the MEd when it was launched in 2015.

They write here on behalf of the full MEd teaching team which currently includes: Liz Brown, a teacher at Sir John Lawes School, Harpenden, Tracy Gaiteri, Headteacher at Wormley Primary School, Broxbourne, Clare Herbert, Headteacher at Peartree Primary School, Welwyn Garden City, Joe Hewitson, a teacher at The John Henry Newman Catholic School, Stevenage, Jeni McClean, a teacher at Dame Alice Owen's School, Potters Bar, Jo Mylles, Deputy Headteacher at Sir John Lawes School, Harpenden, Alis Rocca, Headteacher at Morgans Primary School and Nursery, Hertford, Paul Rose, Assistant Headteacher at The John Henry Newman Catholic School, Stevenage, Maria Santos-Richmond, Assistant Headteacher at Sir John Lawes School, Harpenden and Adrienne Viall, SENCo (Special Educational Needs Co-ordinator), at Wormley Primary School, Broxbourne. As a Trustee of the HertsCam Network, David Frost acts as a voluntary consultant.

This roll call of team members speaks for itself. This masters degree programme is a radical breakthrough in that it is taught by teachers and is designed to support the development of professional practice in a direct way.

### A teacher-led masters

In this chapter, we introduce a new masters programme for teachers, the HertsCam MEd, and explore what makes it distinctive. This programme began with its first cohort of 16 participants from primary and secondary schools in September 2015. A second cohort of a similar size was recruited for September 2016. At the time of writing, a third cohort is being recruited. The most important features of this two-year masters degree programme for serving teachers and other practitioners in education, are that a) it is truly profession-led, and b) the teaching of it is shaped by a 'pedagogy for empowerment' (Frost *et al.*, 2016). These two aspects are explored in this chapter, drawing on evidence collected through routine monitoring and evaluation during the first two years of the programme's operation.

The HertsCam MEd is not taught by academics who may lack insider knowledge of the professional context; neither is it construed as 'research' training; traditional assumptions about how knowledge is created and validated do not necessarily lead to the development of practice in schools. It is teacher-led in the sense that the institutional provider, the HertsCam Network, is an independent, teacher-led charity owned and run by teachers. HertsCam does not have degree awarding powers, but the award of a masters degree is made possible through a validation by the University of Hertfordshire. The programme's scheduling is compatible with the school day, taught in school classrooms at the end of the school day in what we call 'Twilight Sessions' (4.30–7.30pm). Additionally, there is a two-day, weekend residential conference held in a hotel each term.

The teaching team is comprised of 'scholar practitioners' (Schultz, 2010) who are currently serving as teachers in secondary and primary schools. Although teaching and school leadership are their dominant concerns, team members also have experience of writing for publication and engagement in public discourse about education. Team members are also graduates of the programme with some engaged in part-time doctoral study. They have also been involved in research and development both locally and internationally and have published (e.g. Mylles, 2006; Hill, 2014), and are thus able to draw on both their everyday professional experience and their academic knowledge in their teaching of the programme and in one-to-one supervisions. Evidence from participants, the University of Hertfordshire and the programme's External Examiner demonstrates how highly this unique feature of the programme is valued.

The External Examiner highlighted the teaching team's strength in 'making the course content relevant' and the university's Link Tutor noted, during her visit to a twilight session, the 'shared commitment of the teaching team to support its students' and 'the use of structured activities to support discussion and the development of thinking'.

Participants find twilight sessions ‘fantastic’ and ‘inspiring’. One participant said this:

*They (session leaders) understand the challenges and the problems that we have and it is not just someone spouting idealism to us. They understand the issues that we face around this.*

Participants also value the supervisory role that the teaching team play. As ‘scholar practitioners’, members of the teaching team can draw on their everyday practice and academic knowledge to guide and illuminate participants’ thinking. The relationship between participant and supervisor is predominantly based on a coaching model. Participants have potential within them and the role of the supervisions is to unlock that potential and enable participants to solve the problems they have posed for themselves (Tolhurst, 2010). One participant commented that supervisions are ‘crucial’ and another that they are ‘very useful in focusing thinking and reflection’. When supporting the participant’s writing, the supervisor offers specific guidance to the participant. As novices to academic writing, participants express appreciation for such guidance: ‘really positive, constructive critique of assignment. Regular enough to amend and improve the assignment in between.’

### A pedagogy for empowerment

The HertsCam MEd teaching approach draws on the values and skills of the teachers who design, plan and teach the sessions and related activities. It is grounded in seven pedagogical principles:

#### Principle 1: The cultivation of moral purpose as a dimension of extended professionalism

There is a shared understanding that our central purpose is improving the life chances of the young people in our schools. Enhanced moral purpose is a key dimension of the type of professionalism the course promotes (Frost and Roberts, 2013) and is made explicit to candidates during the selection interview. The following comments from participants demonstrate how the programme to date has helped to mobilise their moral purpose.

*the chance to talk about and read about things that are important to me in my work is empowering. Hearing others speak too is exciting.*

*now I understand that there’s a language around it and understand there are others who believe same. Not being alone – all want to improve teaching and learning. Buzzing after a session with like-minded people – empowering and exciting.*

*... a strong sense of moral purpose. The biggest revelation throughout the MEd so far.*

Participants’ agency is nurtured (Giddens, 1984) and their capacity to direct their own learning is enhanced through a heightened awareness, reflection and evaluation of their actions (Bruner, 1996). The growing realisation that they are developers of pedagogical practice and activists (Sachs, 2003) is cultivated in a collaborative way, as well as through the individual process of engaging with the literature and writing.

Evidence from participants’ portfolios which document their design and planning of a development project demonstrates the centrality of moral purpose in realising a project that will impact on practice in their schools. This is an extract from one:

*... perhaps its [project plan] most powerful component is the strong sense of personal and collective moral purpose that has initiated its construction and will guarantee its successful completion.*

#### Principle 2: Enabling the development of professional practice through the design and leadership of development projects

The programme is informed by, and grounded in, the concepts of non-positional teacher leadership (Frost, 2014) and teacher-led development work (Frost and Durrant, 2003). The concept of non-positional leadership is underpinned by the belief that teachers, regardless of whether or not they occupy positions of responsibility or formal leadership roles, can lead change and improvement when provided with the appropriate support. The concept of development work is introduced and revisited throughout the programme. Development work is defined as: strategic, focused and deliberate action intended to bring about improvements in professional practice. It takes the form of collaborative processes featuring activities such as consultation, negotiation, reflection, self-evaluation and deliberation which take place in planned sequence.

Participants tell us that the expectation to lead a development project results in them feeling ‘empowered, valued and trusted’. There is a recognition that the process of leading development work, develops participants’ ‘language to lead’ which they find equally empowering. Feedback from participants suggests that their understanding of leadership has been impacted through the process of leading development work.

*Leadership is not necessarily leading from the front; it can be about influence through sharing ideas with others.*

The transformational capacity of enabling participants to lead development work is reflected in the comments below:

*Being expected to lead a project is forcing us, in a positive way, to get out there and develop live leadership.*

*I feel empowered to do things as a teacher. Before this I felt all change would be led by the senior leadership team.*

### **Principle 3: Scaffolding the development of a learning community in which enhanced social capital allows critical friendship to flourish**

The development of the MEd group as a learning community involves building sufficient trust and interpersonal ease to allow for robust discussion in which each member of the group is able to offer challenge and critique. This facility depends on the rapid growth of familiarity and mutual acceptance, therefore the programme includes termly residential conferences as well as a break with refreshments during the twilight sessions. Feedback from participants demonstrates that they appreciate the variety of opportunities such as the twilight sessions, residential conferences, supervisions and network events to develop critical friendship. Comments such as ‘enriching and helpful’, ‘deepens understanding’, ‘productive’ and ‘helps focus my direction’ characterise how such critical friendship is valued.

Feedback from participants also indicates how they appreciate opportunities for critical friendship that they themselves have created such as ‘library buddy’, whilst also acknowledging the role played by the teaching team in creating the conditions for critical friendship to flourish.

### **Principle 4: Enabling reflection on experience and thinking through participation in dialogic activities.**

The HertsCam MEd is concerned with the development of professional knowledge in which participants are knowledge creators. Their experience of practice is interrogated through reflection, comparison and analysis, scaffolded by tools used in the programme sessions and online. Conceptual frameworks and accounts of research derived from the literature are brought into discussion in order to enhance participants’ understanding. Creating the opportunities for this is clearly valued by the participants as demonstrated in the following comments from participants.

*When we get the opportunity to talk to each other it is really useful – the most useful thing.*

*After sharing my concerns and then my proposed plan with various audiences, I have been able to refine my thinking and intentions to suit the participants.*

*By listening to the feedback with an open mind and seeking to understand every comment as a constructive one, I have been able to apply the advice from others to refine my plans.*

*I have been amazed how, from the start of the module, my ideas have been refined and this is down to the fact that we have been encouraged to share our thinking. Questioning by others has made me think, rethink, rework, at times scrap it and start again.*

Structured opportunities for dialogic activity across both cohorts as well as within each cohort is something new this year and is much appreciated, particularly by Year 1 participants.

### **Principle 5: Building the capacity for critical reflection and narrative writing in which scholarship illuminates problem solving in professional contexts**

The HertsCam MEd constructs academic knowledge as a resource rather than content to be transmitted. Key knowledge domains and related fields of literature, together with current shared experiences and tools, are drawn upon to enable participants to engage in discussion and reflection, resulting in analysis of their institutional contexts, identification of their professional concerns, and consultation with colleagues and stakeholders to create an agenda for change and for the design, leadership and evaluation of development projects. Assignments are designed to support participants’ leadership of development work rather than test their mastery of knowledge.

Feedback from participants demonstrates that they appreciate being encouraged to develop a critical voice and engage with the literature critically ‘not just agree with it’. For one participant, developing the art of critical narrative has had a significant impact.

*This aspect has been my most exciting, enlightening aspect of the course. My personal library has expanded.*

### **Principle 6: Facilitation and support through the use of discursive and conceptual tools that deepen understanding of themes relevant to the development of educational practice**

HertsCam MEd taught sessions typically feature reflection and discussion activities, focused through the use of tools devised for the specific subject matter. Such tools may be in the form of a list of categories or perhaps a set of procedural steps. Feedback from participants demonstrates that tools help them reflect,

## The rise and rise of teacher leadership in Macedonia

### Majda Joshevaska and Suzana Kirandziska

#### Editor's introduction

Majda Joshevaska is the Professional Learning Communities Coordinator at the 'Step by Step Foundation for Educational and Cultural Initiatives of Macedonia' and Suzana Kirandziska is its Director. Suzana was one of the participants in a two-day seminar in Belgrade in 2009 when a team from HertsCam introduced the teacher-led development work approach to education transformation. Following that meeting, the International Teacher Leadership initiative benefitted from some pump-priming funding from Open Society Foundations which enabled organisations from several countries in the Western Balkans to launch small scale teacher leadership support programmes. Such programmes were launched in 15 countries in 2010 but not all of them survived beyond the first year or two. In the case of Macedonia, not only did teacher leadership survive but it flourished and has become a key dimension of a nation-wide programme of support for teacher and school development. I think that this can be attributed to the strategic *nous* demonstrated by Step by Step's director. Suzana had the vision to see how teacher leadership could be the key to enacting the goals of other programmes that were already being funded. Thus, Majda Joshevaska, who went to Cambridge to study for her masters with myself, became the coordinator of the professional learning communities component of the 'Readers as Leaders' project funded by USAID.

It may seem paradoxical, but I want to highlight the link illustrated in this chapter between, on the one hand, the seemingly individualistic and emancipatory view of teacher professionalism where the teacher's view of what is important is foregrounded, and, on the other hand, central orchestration on the part of an NGO (non-governmental organisation) through a national, externally funded programme. This is not the top-down approach to reform that some might suspect. For me the point is that a resourceful organisation such as Step by Step can provide the systematic facilitation that leads to teacher empowerment. There is a lesson here for policy makers who may be looking for ways to bring about systemic change.

brainstorm and think 'logically'. They have found the tools to be 'relevant' and 'thought provoking' and are also using them to develop practice in their schools.

*Tools on the course have been useful and relevant. We have designed our own tools and had opportunities to try them out.*

#### Principle 7: Building professional knowledge and fostering mutual inspiration through the organisation of networking and opportunities for international engagement

Building professional knowledge through networking involves participants having opportunities to share narrative accounts of their development projects. Knowledge is built when narratives are subject to discussion which leads to an enhanced understanding of particular aspects of practice and the process of change, a result surprising to some participants:

*Before this course I wouldn't have thought you could build knowledge from experience without having an expert on board. I thought you had to go to the internet or to a book but I now realise that I can create knowledge with others.*

Alongside the development of technical know-how and insight is the building of collective self-efficacy and enhanced moral purpose. During the academic year, participants contribute to at least two out of six network events and the Annual Conference. At these events, participants value 'opportunities to chat with others with similar problems or projects'. The opportunity to discuss professional concerns 'really helps to develop them in your own mind'.

#### Challenges and aspirations

Despite the overwhelming success as evidenced above, the programme is not without its challenges. Critically, what has been learned this year is that strategic development is essential in ensuring the consistency of quality and sustainability of the programme. The expansion of the teaching team and creation of the roles of MEd Programme Leader and MEd Deputy Programme Leader have enabled us to develop support strategies for the teaching team such as marking workshops, planning meetings and ensured regular contact with the university Link Tutor to ensure that academic quality is assured and enhanced.

Finally, as we embark on recruitment for our third cohort, we aspire to develop the HertsCam MEd Leading Teaching and Learning as an international programme and have already begun to develop partnerships with suitable organisations in many parts of the world. We wish to develop a programme that can unlock the potential of members of the teaching profession to contribute to educational reform and thus improve the life chances of young people, wherever they are.

### Majda's and Suzana's story

Countries are in a constant race to perform highly on international standardised tests (e.g. PISA, TIMSS) as they are held to provide a way of comparing the success of national education systems. A raised position in such rankings tends to be attributed to successful policy implementation rather than high quality teaching, yet teachers are often blamed when such a rise does not occur. Teachers generally love the aspects of their profession which allow them to focus on educating and connecting with children, helping them to become responsible citizens. However, Macedonian teachers often feel underappreciated, with their autonomy increasingly narrowed due to government acts that penalise experimentation and compartmentalise and formalise every nuance of the delicate teaching process. Poorly prepared to face the challenges of a modern, multi-cultural classroom, their self-belief diminishes.

We would argue that teacher quality should be both developed and judged in a more holistic way, following Hoyle's (2008) concept of the extended professional. We were interested to learn that non-positional teacher leadership, as practiced within the HertsCam network, supports the development of such extended professionalism through its commitment to support for teacher efficacy, voice and leadership (Bangs and Frost, 2015). The need for such an approach to developing teachers and innovation in professional practice was demonstrated through the results of a USAID teacher survey.

An instrument created by a team within the Leadership for Learning group at the University of Cambridge for an international survey commissioned by Education International (Bangs and Frost, 2012) was adapted and used to examine how Macedonian teachers define aspects of their professional identity. The results demonstrated the need to support teachers in developing a professional community which will allow them to work together to improve education through authentic professional activity.

### The story of teacher leadership in Macedonia: beginnings and growth

In the period 2010–2012, non-positional teacher leadership was introduced in Macedonia as part of the International Teacher Leadership (ITL) initiative, incorporated in the USAID Primary Education Project (Frost, 2011). The eight schools involved, and the 90 teachers within them, were mentored by teams of education specialists from both the government and the non-government sectors who visited the schools on a monthly basis to provide support. Early support sessions focused on creating a common understanding among teachers about the non-positional teacher leadership philosophy; later sessions became

more school specific, analysing teachers' needs and the perceived benefits of this approach, using tools and instruments from the ITL Tutor Guide. A special emphasis was put on the importance of building comprehensive development portfolios, evidencing teachers' activity and their learning from it. By forming the habit of gathering evidence, the teachers have had more than just verbal validation of their hard work and successes. Based on stories from teachers and mentors' reports, the most important achievements of ITL in Macedonia can be summarised in the following way:

- the establishing of school-based learning communities
- enhanced professionalism and the strengthening of school learning cultures
- a sense of ownership and increased self-efficacy beliefs

These activities and results have been very encouraging in terms of supporting the expansion of the project. It became apparent that, for every future initiative or reform in the education system, especially pertaining to teaching, there is a need for a functioning learning community of teachers within the school. This allows the legacy of training, seminars, workshops and other forms of professional development and innovation to be absorbed, practiced, modified and embedded in the specific context of the school.

The USAID Readers as Leaders (RAL) Project, which focuses on improving early-grade students' literacy and numeracy skills, uses the non-positional teacher-leadership approach to achieve its aims. Across Macedonia there are 65 schools involved in this project. The learning communities in the 65 schools are assigned mentors, professionals from different domains of the education system: experienced primary school teachers, school pedagogues, principals, university professors, education inspectors and other education professionals. During the monthly meetings the learning communities, with the guidance of their mentors, complete a variety of tasks which include mapping out the professional and organisational structures, planning development activities and planning and conducting classroom/school interventions. Teachers subsequently provide feedback on the efficacy of these interventions.

The learning community provides a safe space for professional dialogue which tackles the most important issues schools are facing. The goal is to build communities of professionals who rely on each other's common values about teaching and commitment to life-long learning as the prime vehicle of positive change. From previous experience we know that small-scale, focused interventions can be much more effective in improving practice, even in a

politically convoluted society such as Macedonia, as they have a much better chance of being embedded in the learning culture of the school. This structure provides connective tissue between training, school practice, and reform and is a good basis for localised professional development in schools, which makes it more sustainable. The programme's goals and tasks are designed to support teachers in focusing on individual development projects/activities, establish an evidence-gathering habit through portfolio development, strengthen reflection and metacognition and prompt involvement in networking for the purposes of improving practice and expanding influence.

Individual development activities focus on challenges with regards to literacy and numeracy in accordance with the USAID project's goals. The development activities are designed to be conducted within a year, with evidence of activities compiled in a portfolio. This includes completed tools and instruments, commentaries by teachers and their colleagues, notes from consultations, students' work, completed assignments required by mentors and other artefacts.

Teachers describe how the development portfolio shortens the time for planning the next time around, helping them to organise their intervention and providing a means of comparison and communication with other teachers. Moreover, documenting an intervention that a teacher has undertaken in a classroom informs the teacher about their reasoning and learning process, a key to any kind of innovation and professional development. Despite initial scepticism about the amount of paperwork and the non-directional nature of the tools and instruments involved in the non-positional teacher leadership approach, teachers have been very successful in documenting meaningful evidence about their development work and in using the portfolio as a guide and a record to support them in improving their practice and that of their colleagues.

Reflection and metacognition are areas of learning that the teacher leadership based learning community aims to strengthen. This is defined as being a critical observer of one's own process of acquiring knowledge. Even though it is a universal capacity, is still a skill that can be taught and mastered (Livingston, 1997). We have learned through examining teachers' understanding about how they learn, abstracting the most important aspect of something and designing attainable measurable interventions suitable for their context (North Central Regional Educational Laboratory, 1995), that such reflective learning can be deepened. Reflection is often superficial and only used incidentally. Through the programme we strive to develop this life-long learning skill.

The networking events are intended to allow teachers the opportunity to continue the dialogue about good pedagogical practices, to tackle challenges

in teacher professionalism and status. The networking events we have organised so far bring together learning communities from two to four schools where one of them is the host and the other(s) are guests. On these very cordial occasions a good balance is created between socialising and exchanging knowledge in a less formal setting, with teachers sharing their activities through presentations and posters. The idea is that these collaborations will become part of the school tradition, offering more versatile ways to commemorate important dates in the school and broadening opportunities for professional development. The networking events also bind teachers together as professionals, allowing their voice to be heard and giving future teacher-led activity enhanced status and meaning.

### Final remarks

Effective education that enables us all to become productive and socially responsible citizens requires change in the education system and the way teachers are developed. We argued above that the trend of relying dogmatically on students' attainment to evaluate teachers is both reductionist and methodologically flawed (Wrigley, 2004), focusing as it does on teaching competence. Competence is of course essential to success in any profession, but this approach provides very little useful information about how to select, train and continually develop good teachers. Numerous studies have produced extensive lists of key competencies and personal characteristics of quality teaching, which have been generally accepted with little critique or contest. However, the development of the teaching profession relies on moral purpose and responsibility (Korthagen, 2004), which cannot be measured. Instead, there is a need for a more holistic understanding of what it is to be a good teacher. Such a teacher brings together subject mastery and pedagogical competency. Such teachers are motivated to act and are guided in such action by a moral purpose. They have a passion for life-long learning and for promoting positive change beyond the formal borders of their role.

The survey referred to above indicated substantial gaps between teachers' needs and government actions and highlighted the level of distrust on both sides. The way to nurture a form of professionalism which closely resembles Hoyle's 'extended professional' (2008) needs to reflect the complexities of the characteristics which good teachers demonstrate. The philosophy that every teacher has the capacity to lead positive change (Frost, 2014) reflects these values and has therefore been incorporated as an underlying principle in the USAID RAL project. The teacher-led development work methodology provides a structure for systematic action to address issues which teachers themselves believe are important for improving their practice, positioning them as experts in their own experience and craft. It

gives them the freedom to choose, conduct, engage and use what resources they think are necessary not only to create a positive change in their classroom but to exert influence on a larger scale.

Creating teachers' networks which actively seek ways to improve the status of the teaching profession and engage consistently in professional development activities can arguably ignite a more global debate about the redefinition of the teaching profession, one which is led by teachers. Practitioners' opinions about what needs to be done within a profession are rarely sought by policy makers and thus many education reforms fail or are implemented artificially. There is no better way to find out if an intervention is effective than by asking those that are affected by it and consulting them in the design process. This could be the beginning of a movement to reinstate teachers into the heart of decision making processes. By so doing, practice would rightly inform policy rather than vice versa.

## Building early years educators' professionalism through non-positional leadership

### Sarah Lightfoot

#### Editor's introduction

Sarah Lightfoot is a veteran of the HertsCam Network, having graduated from the masters programme in 2003 at a time when the teacher-led development work (TLDW) approach was yet to be embedded in HertsCam's programmes. She subsequently joined the MEd Teaching Team and was therefore part of the process of refinement and clarification of the TLDW approach. Sarah was part of the team which steered the revalidation of the masters programme in 2014–15 and is now its Programme Leader. A few years ago, she led a discussion about our certificate level, school-based Teacher Led Development Work (TLDW) programme which seemed predominantly to be based in secondary schools with only a small number of participants from primary schools being involved. Sarah decided to address this imbalance and look at what might need to be done to enable the methodology to work as well with teachers of younger children. Her story in this chapter vindicates her vision.

Sarah's story is instructive in that it shows very clearly how teacher leadership can be the key to advancing practitioners' professionalism regardless of their occupational status or role in the education system. This has implications for the provision of education globally as governments struggle to address the challenge of recruiting and training sufficient numbers of teachers, and families struggle to find ways to support the development and learning of their young children whilst also having to work to make a living.

#### Sarah's story

The focus for my doctoral research was prompted by conversations with early years practitioners, teaching assistants, nursery nurses, early years teachers and primary school teachers, who I encountered through my work as an early years educational consultant. Although some seemed enthusiastic about recent policy innovations, keen to enrol on programmes that confer professional status or inspired by recent in-service training to make changes to classroom

environments, many others appeared confused about the rate of change within the sector and what appear to be increasingly intensified working conditions. They described a range of feelings including disillusionment with their role, a sense of a loss of control over their daily practice and anxiety at a perceived downward pressure to prepare children for Key Stage 1. Despite their many years of teaching experience, some felt obliged to be merely technicians, neutral transmitters of knowledge rather than pedagogues or co-constructors of knowledge with children (Dahlberg, Moss and Pence, 2007).

A subsequent exploratory study with a group of early years practitioners particularly highlighted the degree of agency individuals experienced in their work with children and their families (Lightfoot and Frost, 2015). Making a difference for them involves decision making about how they carry out their role, about the environment to support learning, about their interactions with children, their view of what counts as an appropriate curriculum for young children, the ways that relationships with parent and carers are established and nurtured, and the nature and role of assessment and what teaching and learning look like in early years settings. It wasn't just these matters that were important. Many of the practitioners reported their desire to be influential, not just as educators in their own classrooms but to have a voice that might be heard in a wider sphere. An aspiration for advocacy for young children and their families was apparent.

This approach to early childhood education appeared to be related to the concept of 'extended professionalism', a term used by Hoyle.

... those for whom teaching was a rational activity, who sought to improve practice through reading and through engaging in continuous professional development, who was happily collegial, and who located classroom practice within a larger social framework (Hoyle, 2008:29).

Frost's (2013) interpretation of professionalism as a spectrum of clusters of alternative characteristics, as represented in Figure 1 opposite, was a useful framework for me to consider as I planned an intervention to provide professional development opportunities for my network of early years practitioners.

I drew on my experience as a member of the managing group of the HertsCam Network during this planning process. The principles of non-positional leadership and support systems designed to enable teachers to engage in strategic and highly collaborative teacher-led development work (TLDW) fitted well with my own aims to develop and provide opportunities that would help build practitioners' professionalism. Stories and accounts demonstrating these acts of

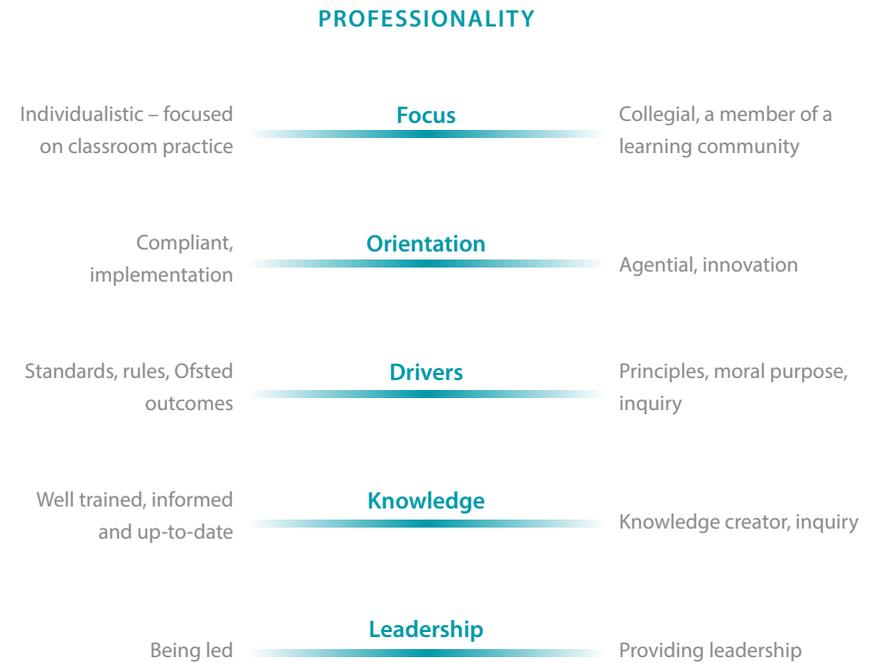


Figure 1 Frost (2013)

non-positional leadership and its transformational effects are well-documented and plentiful (Frost, 2014), which offered me real optimism and encouragement.

The concept of leadership is critical in this way of working. A view of leadership as relational, collaborative and interdependent is emerging from within the early years sector (Siraj and Hallet, 2014; Rodd, 2013). This contrasts with an approach in which teacher-leaders are appointed within a school, as tends to be the case in the USA (see Katzenmeyer and Moller, 2001; Crowther, Kaagan, Ferguson and Hann, 2002), and in the UK where there is a complex pattern of formal roles of responsibility (Supovitz, 2015). Instead, leadership is seen as an inclusive activity, the responsibility of all those working in children's centres, private, voluntary and independent settings and the early years foundation stage (Nutbrown, 2012). MacDowell-Clark and Murray (2012) offer a paradigm of 'leadership within' which resonates with Hill's (2014) characterisation of 'non-positional leadership' in HertsCam. For them, early years leadership is similarly 'non-hierarchical, flexible and responsive' and may 'emerge at any level of the organisation wherever the appropriate knowledge and expertise or initiative occurs and with the ability to act on challenges and opportunities' (MacDowell-Clark and Murray, 2012:33). These conceptualisations of leadership have the development of practice at their core, furthering the learning, development and wellbeing of children and

young people. Both move the focus from formal leadership, with its emphasis personhood and position, to the promotion of leadership as a 'dimension of being human' (Hill, 2014: 74).

I wanted to create structures and strategies that would enable them to enact extended professionalism, by leading innovation, building professional knowledge, developing leadership capacity, influencing colleagues and developing practice in their settings. I recruited 14 participants from various schools and settings to participate in the first early years TLDW group. They included: four early years practitioners, two early years teachers, two primary school teachers, four nursery school teachers, one pre-school leader and one teaching assistant. They came from nursery schools, primary schools, day care centres, community pre-school centres and children's centres. One of the nursery schools hosted the sessions.

The ways in which participants enacted their professionalism, particularly how they understood elements of leadership practices and behaviour and their view of themselves as professionals, interested me. I focus now on three illustrative examples.

### **Kelie-Marie's project: action arising from reflection**

Within the HertsCam Network, teacher leadership is enacted through teacher-led development work. What is notable from the evidence is the central importance of passionate care as a driver for improving professional practice and the exercise of leadership. Here, Kelie-Marie, a practitioner at a nursery, relates how her observations of children at play bothered her. Using her knowledge of child development and drawing upon the knowledge she had gained previously from her art therapy degree, she was able to hone her concerns to a manageable focus for development. The following was taken from her portfolio.

Kelie-Marie's project

*Hidden language: developing the language of emotion through sensory exploration*

*I was concerned about a group of children. I suspected they had not had sufficient sensory experience as babies and toddlers. I asked myself – if the children did not have these early exploratory experiences, what could I do that 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 in simple ways at home.*

*I questioned colleagues about their own experiences of sensory play and also the provision we made for this at the nursery. I led a process of change within our team. We developed new ways to support and engage children in sensory experiences during opportunities for 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.*

Not only did Kelie-Marie focus on an issue which mattered to her, she collaborated with colleagues to plan and lead change processes, gather and interpret evidence of the impact of what they have done, and share their enhanced understanding with families. In so doing, she inspired colleagues to work to change things for the better for the whole setting community. This is a fine example of what McDowall-Clark and Murray (2012:82) would describe as 'diffused catalytic agency'. Her focus for development does not spring from nowhere. Its source is within Kelie-Marie herself and, as noted by Moyles (2001) and Taggart (2011), this lies in a commitment to the welfare of young children and their families. The process of leadership grew and evolved from her emotional connection and observations of young children.

The following example demonstrates a tool used early on in the programme sessions to enable participants to plan strategically for leading change that is rooted in professional concerns.

### **Sarah's project: making it happen**

In the HertsCam model, teacher leadership is conceptualised as the process whereby teachers engage in the activity described by Val Hill below:

...clarify their values, develop their vision of improved practice and act strategically to set in motion processes in which colleagues are drawn into activities such as self-evaluation and innovation (Hill, 2014).

Enabling participants to appreciate that leadership is a strategic process is key. The second session of the programme particularly focussed on enabling participants to design a plan that would address their professional concern. Each project plan is therefore personalised and relevant to a participant's context although all participants were encouraged to foreground leadership, collaboration and innovation in their project plans. Their plans were very visual and diagrammatic, using large sheets of 'flipchart' paper with lines and statements written in marker pens, with colourful post-it notes attached.

Sarah began her action plan by briefly outlining her initial concern about continuous provision in her setting on a large purple post-it note. On a large

orange post-it she represented her ideal future state once she had addressed the concern and acted to improve practice in her setting. In order to move forward, the journey between these two points was then problematised. Various coloured notes demonstrated her ideas about the components of the plan over time, including key activities and tasks, materials, resources and financial implications. Crucially, Sarah was encouraged to think about, and incorporate into her plan, opportunities to consult with her colleagues and discuss the viability, progress and gradual impact of the project on all those involved. These key points were allocated to specific points on her timeline. The plan was then used as a reflective tool. Sarah amended and annotated her journey over the course of the academic year demonstrating how the plan shifted and was improved as she sought to make a difference in her setting.

This approach is similar to Engestrom's (2000) model of 'knot working' in which a group of colleagues collectively root out common causes of a shared concern in everyday practice. What is different here though is that Sarah is planning how to lead a process of development rather than merely creating and managing the completion of a number of tasks. Consequently, participants were encouraged in the session to reflect on the context for change, questioning existing practice, considering obstacles and affordances that may arise, and sharing these observations with each other.

Sarah offered the following evaluation of this particular tool during a one-to-one tutorial.

*This enabled me to visualise the journey and helped me think about being strategic about what I wanted to accomplish. I have learned how to break down a project into manageable sections – I thought about the possible challenge, the resources I might need, actions needed and ongoing impact. It helped me realise there were different parts to my project that needed attention. It helped us all to put into perspective the amount of work that would need to go into our project.*

Sarah's developing understanding of leadership as a process is evident. Opportunities for participants to further critique their own leadership and that which they encounter within their own settings were built into the programme over the academic year as described below.

### **Venetia's project: widening conceptions of leadership**

This section relates an activity used in the programme intended to encourage participants to explore the notion of non-positional leadership. This involved participants using a variety of materials in the creation of ephemeral collages to

represent leadership in their settings and consider how the leadership of their own projects fitted within this representation.

Venetia's comments illustrate her perceived role in the leadership of her development work as she described what she had depicted in her collage. As a teaching assistant in a primary school Foundation Stage unit, she particularly seemed to relish the opportunity to lead development that involved collaboration with her colleagues.

*These are my teachers who I work with in my setting, the teachers and the TAs [teaching assistants], and they've all got their own ideas. They throw their ideas into the magical wind which moves up through this adventurous path and it gets here to me who mixes it all up and then has an explosion of an idea here and then it comes back down through my body here and it is whipped up into a circle, a bit like a wedding band, it never stops, and everything we have all thought comes together. Then I as the leader kind of do something with it.*

Venetia later remarked on the usefulness of this activity as follows:

*...gave me an insight into myself, how I saw leadership, and now I've actually been questioning it in my setting. ...questioning what the meaning of leadership is. It also gave me an insight into how all the others in the group were handling leadership...*

From being 'just a TA in a school' who was 'sent' on the programme, Venetia successfully envisaged and negotiated a new role for herself based on her interpretation of the 'atelierista' employed in Reggio nurseries (see Chapter 5). For Venetia, the programme and opportunities to engage in reflection and dialogue such as this have indeed been crucial in liberating her understanding of leadership away from dominant interpretations and enabled transformation to occur (Western, 2008).

Within the HertsCam Network we have accumulated the evidence that demonstrates that it is possible to enable all educators to develop their leadership capacity in ways which suit their circumstances and professional concerns, irrespective of any job title or designated role they may have been assigned. I have found that this non-positional and inclusive approach has been particularly powerful in supporting early years educators to enact extended professionalism.

## Maximising the impact of teacher leadership

### Allison Pilbeam and Angela Martino

#### Editor's introduction

Allison Pilbeam is the head of the Science Department at The Broxbourne School and has been a teacher for 18 years. She is the facilitator of the Teacher Led Development Work (TLDW) group at her school. Angela Martino is acting Assistant Headteacher at the same school and has responsibility for the development of teaching and learning throughout school.

In this chapter they document how they collaborated to ensure that the TLDW programme has maximum impact on professional practice throughout the school. This story addresses one of the key challenges for the HertsCam approach to teacher leadership. This challenge surfaced some years ago when David Hargreaves came to speak at a HertsCam Network Event. He presented his argument for what he called 'disciplined innovation' (Hargreaves, 2003) which hinged on the idea that schools cannot cope with too much innovation at once, so schools, and even networks of schools, should just tackle one aspect of practice at a time. This would be identified by the headteacher or by groups of schools rather than individual teachers. I was there that evening and recall that teachers listened politely to the speaker but then argued with him quite robustly. They said that when you enable teachers to think strategically about how to address the concerns they have identified themselves, you do not necessarily have inefficiency and chaos. They argued that because every teacher's development project is the subject of consultation and negotiation, harmony and coherence is achieved. What we have in the story presented here by Allison and Angela is a fine example of how TLDW Tutors work with members of the senior leadership team to ensure maximum impact of multiple innovations. In this chapter we hear about innovation that is truly disciplined, but not as David Hargreaves knew it, Jim.

#### Allison and Angela's story

TLDW is deeply embedded in the ethos of The Broxbourne School. The development of teaching and learning is at the very heart of the establishment and many members of staff have welcomed opportunities to participate in the TLDW programme. It was first launched in September 2010 and, to date, 44 members of staff have been involved. Participants have included not only teachers, but colleagues in support roles such as the librarian, learning support staff and cover supervisors, indicative of the HertsCam view that leadership is not the prerogative of the few, nor is it linked to positional power (Frost, 2011).

The senior leadership team has put into place a number of strategies designed to support participants' leadership of projects. These opportunities ensure that participants develop their ideas through collaboration so projects have whole school impact which is sustained. The strategies at our school support teachers as they lead a development process that aims to influence and involve others through the activity of the project itself. The opportunities include: Teaching and Learning Group meetings, the school blog, half termly newsletters, internal network events, presentations to meetings of the senior leadership team, professional development days and regular forums.

The Teaching and Learning Group is very active at the school and meetings are always well attended. Each department sends a representative to these half termly meetings where practical ideas for the classroom are shared and educational research is discussed. TLDW participants are also encouraged to attend these meetings and lead a session based on their project. They are encouraged to outline their concerns, introduce their initial ideas and share their action plans and proposals with the rest of the group. The TLDW participants then facilitate a discussion with their colleagues about their proposed projects. It is uplifting to see how some colleagues, who have never had the opportunity to lead an innovation, take ownership of these opportunities to ask for and receive critical feedback from their colleagues.

The school's Teaching and Learning Blog and half termly newsletter are both platforms through which the TLDW individuals are able to share their projects. They are encouraged to write posts and articles outlining their ideas and describing their developmental approach to improving practice. This is often very powerful as all members of the school community receive the Teaching and Learning Newsletter and reminders to read The Broxbourne Blog are sent on a weekly basis. As a consequence of this, TLDW participants are approached by other colleagues seeking further information or willing to trial some of the ideas they suggest in their projects.

As projects develop throughout the academic year, TLDW members participate in an internal network event held at lunchtime. These events recreate the dialogic nature of the HertsCam Network Events at which participants take tacit knowledge acquired through individual experience and make it visible (Polanyi, 1967). Many create a display, showcasing some of their project ideas and any evidence of the impact they have documented to that point. This is yet another excellent opportunity for colleagues to engage with members of the TLDW group. For the TLDW participants, such an open event requires a certain amount of confidence; to explain their projects succinctly, to answer questions posed by other members of staff and to receive feedback. It is at this event that we begin to see these individuals take real ownership of their projects as they relate the stories of improved classroom practice, collaboration with colleagues and positive impact on students' learning and disposition. An additional benefit of holding these internal network events is the inspiration which leads other members of staff to get involved, even though they may not have previously thought about undertaking a development project.

Towards the end of the academic year, when colleagues have almost completed their projects, they are invited to a senior leadership team meeting and asked to make a 15 minute presentation based on their project. This can be a little daunting for some individuals who are not familiar with presenting their ideas to senior colleagues, but it is an excellent opportunity to showcase improved interpersonal capacity. Having been present at some of these, we have seen individuals really flourish as they deliver their presentations. Senior leaders have been impressed with the quality of both the projects and delivery of the presentations. Once again, by participating in this event, the TLDW participants have had the opportunity to present their work in a formal setting.

To assist TLDW participants in embedding their work on a school wide level, they are encouraged to get involved in whole school professional development sessions. Once colleagues have completed their projects, they are expected to plan and create some resources and ideas for members of staff on the first professional development day of the following academic year, dedicated to teaching and learning. This usually takes the form of a carousel of activities that colleagues lead and others participate in. This has been really successful over the last few years and our TLDW participants are usually the main providers of the carousel activities. It is valuable as members of staff are able to hear about a completed project. At this point, TLDW participants are able to offer practical advice about the resources they have created or ideas they have initiated and positively encourage other colleagues to trial some of these. This is where the work of the TLDW programme contributes to school development and TLDW participants play an active role in the creation and collective development of professional knowledge within the school community (Hill, 2014).

Alongside this, the TLDW participants are encouraged to take part in the school's fortnightly 15 minute forums. This is a regular professional development programme to provide an opportunity for staff to share good practice. These forums are held on a Friday before school on a fortnightly basis and colleagues are encouraged to lead a 15 minute session on a strategy or resource they would like to share. The TLDW projects act as a catalyst for further action (Wearing, 2011). Colleagues leaving these forums are mobilised to make a difference themselves, feeling inspired and energised and are willing to try out what they have just heard in their own classrooms.

Many of the 44 TLDW projects at Broxbourne have stood the test of time and have had a lasting impact on our current practice. Our school community is committed to developing and sharing good practice across departments and TLDW participants have played a huge part in this process. Their participation in the programme ensures that there is constant reflection and evaluation of our own practice in the classroom. They have reminded us that strategically planned development work is important and have inspired and encouraged other colleagues to collaborate, so improving the practice across the whole school. Examples of such projects are portrayed in the following summaries written by two of our TLDW participants.

### Rebecca Procter's TLDW project

Rebecca's project was not linked to her subject teaching but instead focussed on student aspirations for post A-level study and the needs of a particular group of learners.

*My project raised awareness of Russell Group (high ranking) universities. I set up an initial trial programme to support our able Year 10 students in their aspirations to go to Russell Group universities. This included sessions describing what these universities require and subject choice as well as specialist sessions for would-be medics, vets and law students. This programme has continued since then with every Year 10 group. It has also been developed in the sixth form. My first group are now in Year 13 and applying to university this year. So far six students have Oxbridge interviews and we hope this will result in more places than previous years. This has been particularly valuable for medicine, veterinary and law applicants as we have used past students to increase awareness of the work experience they need to undertake and what the differences between courses are. More of our students are starting work experience and research earlier so they are better applicants by the time they reach Year 13.*

*Finally, I have continued my interest in this area and have participated in a professional development programme in Oxford which has allowed me to*

*network with other schools and to acquire new ideas, as well as getting the outreach staff from Oxford involved in delivering a session for our students. The overall outcome will be for more students to go to Russell Group universities, raised awareness in school among staff and students and more use of networking to improve the quality of applications.*

### Sue Shaper's TLDW projects

Sue's projects emanate from her perspective as school librarian. The first sought to develop reading across the curriculum, whilst the second acted as a vehicle for engaging parents in pupils' enjoyment of reading.

*I have undertaken two TLDW projects and found the experience both developmental and rewarding. My first project was about promoting wider reading across the curriculum and I felt that, at the time, it successfully raised staff awareness of the need to actively push wider reading and the ways this could be done. We adopted the 'Read to Succeed' slogan and some corridor displays are still in use many years later. One thing I did was to photograph books in classrooms around the school and showed these to staff who were shocked at the messages that scruffy bookshelves, torn books or no books at all were sending. Classroom presentations about reading in many areas, particularly English, greatly improved after this. The legacy of this project is difficult to isolate but I have no doubt that staff attitudes have been influenced by it, even if they don't have time in the packed curriculum to do as much as they would like.*

*The second project continued my interest in reading and this time focussed on getting parents involved in supporting the encouragement of reading for pleasure. This has had more tangible results with the development of Reading Journals for every pupil in Years 7 and 8. The idea was to involve parents, librarians and teachers in demonstrating to pupils that they were interested in and valued each pupil and what they were reading. This has been running for 4 years now and each year more curriculum areas are coming on board and making use of the journals for wider reading homework.*

*As well as raising the profile of reading within our school, the TLDW programme has impacted on me personally in unexpected ways. The role of librarian as a different but equally qualified professional can be a lonely one in a large organisation and, although I had already worked in the school for many years, this project certainly helped me to get to know more staff, resulting in more integration and collaboration. The supportive nature of the workgroup and the wonderful staff at Broxbourne who will go the extra mile to support their colleagues also gave me the confidence to be more proactive.*

Another whole school project aimed at improving the effectiveness of cover (substitute) lessons was carried out by a 'cover supervisor' at Broxbourne in 2010. As a result of this development work, all our cover lessons are planned on a template which gives the cover teacher information about the learning objectives, Learning Support Assistant support, resources and point of contact. It allows the cover teacher to add comments about how the lesson went. This document is then returned to the class teacher for their records. This method of planning and feeding back after a cover lesson has been embedded into the daily practice of staff over the past 6 years and has greatly improved the quality and smooth running of these lessons. The cover supervisor responsible for this work was supported in the same way as previously described, giving her a platform to exercise and develop her leadership capacity.

Developing 'assessment for learning' was a project carried out in 2010 and the strategies trialled at this time are still in use across departments in the school. The process of feeding back to students after an assessment was broken down into specific learning objectives. These were presented on a coloured pro forma sheet on which students grade themselves using the traffic light system. They then use the traffic lights to produce targets for improvement which are recorded on the coloured pro forma. The pro forma is then stuck into books and provides a clear record of where the student has improved their work. Different departments have adapted the system to suit their needs but the concept remains consistent across departments and forms part of the whole school marking and feedback policy. The impact of this development work has resulted in consistency across the school which is helpful to students and parents when pinpointing where improvements to work can be made.

The impact of the TLDW programme at Broxbourne is far reaching. This has been achieved in part because of the ways in which senior leaders have created and managed the school culture. According to Schein (1985), increasing organisational capital and human agency is the most important thing leaders might do to effect school improvement. Indeed, class teachers and ancillary staff have not only provided many practical solutions to professional concerns which have subsequently been embedded in school practice but the development projects have also facilitated collaboration among colleagues and between departments, fostering a highly positive teaching and learning environment.

## Establishing a teacher leadership programme in Egypt

### Amina Eltemamy

#### Editor's introduction

Amina Eltemamy is in the final stages of her doctoral study at the University of Cambridge and I am privileged to be her supervisor. To say that she is an excellent student seems almost demeaning since she is so much more than that. Amina is an activist, albeit a non-political one. When she began her PhD she made it clear that she would not be content merely to analyse the situation, instead she needed to be part of the reform strategy. As a responsible citizen of a country that was crying out for reform, she took up the challenge and was determined to build something that would have a transformational effect.

Amina's story is truly inspirational. It documents the creation of a remarkable teacher leadership programme which has already had a profound impact in the schools involved as illustrated in Amal Elfouly's story (Chapter 7), but perhaps more importantly, it has introduced a new way of thinking about teacher and school development which has the potential to transform teacher professionalism in Egypt and the wider Arab world.

#### Amina's story

In January, 2011 a revolution occurred in Egypt with the aim of putting an end to corruption, inequality, economic stagnation and unemployment. Events in Tahrir square led to the downfall of the Mubarak regime. Egyptians hoped for dignity, freedom, economic prosperity and social justice (Chinapah and Mathe, 2016). However, the economic crisis, lack of security and political instability beyond the revolution affected the lives of many Egyptians and led to the deterioration of public services (POMED, 2014).

The educational system in Egypt is one of the major obstacles to economic, political and social reform in the country. The teaching profession is one of the biggest problems but also has the potential to be the solution. In my preliminary research I asked a group of teachers working in Egyptian state schools for their

views about the profession (Eltemamy, 2012). They were deeply concerned that they are regarded as service delivery agents rather than professionals who take an active role in the leadership of change.

In 2012, I attended a seminar by the HertsCam/ITL team at the Faculty of Education at the University of Cambridge and I was amazed. I was touched by how teachers were given the space and the trust to decide for themselves how they wanted their schools to develop. Teachers in Egypt have been experiencing a very different context, due to the highly centralised system that forces teachers to follow a curriculum that is applied across the whole country (Ibrahim, 2010). The curriculum devised by the Ministry of Education (MOE) is not just a specification of learning outcomes; it includes the books and the exact dates by which each lesson should be covered. The main focus is on high-stakes examination rather than quality learning (MENA-OECD, 2010). Teachers' main role is to prepare students for the test by teaching the model answer that is acceptable to the markers (Sobhy, 2012). This leaves teachers no room for flexibility in responding to the needs of their students (Loveluck, 2012). Moreover, reform strategies have been imposed on teachers mainly through copying policies across borders. This affected the confidence of many teachers in their ability to decide for themselves how to develop professionally and how to develop their students. Teachers are constantly waiting for the foreign expert to tell them what to do (Ramahi and Eltemamy, 2014). Egypt has been copying foreign educational policies since the nineteenth century, during the Ottoman rule; therefore, the educational system in Egypt can be seen as a product of 'inappropriate adopted foreign transfer' (Ibrahim, 2010).

#### Introducing the programme in Egypt

My aim when I introduced the TLDW programme in Egypt was to enable teachers to develop professionally by initiating and leading development projects that they choose based on their values and concerns. It was a way to help them develop leadership skills as well as allowing their voice to be heard in reform strategies.

The CairoCam network started in 2014 as a network of four private schools. My initial idea was to try to introduce the programme in state schools, but I was faced with the problem of access at that time, coupled with the lack of power that headteachers had to decide on introducing programmes in their schools. I hoped that after a good start in private schools I would be able to spread the practice to state schools. I chose schools where there was a supportive culture and where I could find collaborators. My collaborators were teachers, some holding leadership positions. We planned the programme together by adapting TLDW to fit our local context.

The role of collaborators from within schools was vital for the success of such an intervention. For them to fully support the programme in Egypt, I wanted them to experience what I meant by teachers having agency and ownership of the process of reform. Therefore, it was important for them to experience how the HertsCam network operates in the UK and meet teachers who feel powerful enough to change the situations at their schools for the better.

### Collaborators' trip to the UK

Collaborators from the participating schools visited Cambridge in September, 2014. They met with David Frost and other members of the HertsCam Network. We visited John Henry Newman Catholic School (JHNS) that has been part of the HertsCam Network for 10 years. We met TLDW participants who talked about their development projects. I had a chance during the visit to hold collective meetings with the team for the first time. This was a very positive step towards building a strong network among the four schools especially given that, in a strong competitive market among private schools in Egypt, collaboration is not common. I felt so lucky at that point seeing the degree of harmony among the group, the criticality as well as the desire for change. The experiences that the collaborators had allowed them to develop genuine interest in the values and principles that lie behind this programme.

### Leading the sessions

In each school, I led seven sessions with the assistance of my collaborators. The tools used in the sessions were adapted from the HertsCam tutor guide and after each session we had a meeting to reflect upon and add to our adaptations. Even though the same plan was followed in the sessions, it felt different from one school to the other. Yet, there were some commonalities in the way teachers reacted to the sessions.

Teachers who spoke only Arabic were so grateful for the opportunity; the expectations in some schools were that a programme being part of a study at the University of Cambridge would not accommodate Arabic only speaking teachers who have been already neglected in other professional development initiatives offered in English. Some teachers felt that the programme offered them a chance to prove to the school's management that they are capable of leading a project. It was their only chance to do what they really think is important to do.

The concept of critical friendship was discussed in the first sessions and teachers were asked to consult others concerning their action plans. It is not common practice among teachers in Egypt to consult each other or offer critical feedback

that might not be accepted whole heartedly. For many teachers this was their first experience of consulting their colleagues about their work. Consultations were the most mentioned benefit which teachers continued to practice after the formal programme ended. They were amazed by how consultations opened the door for different ways of learning as well as built a strong sense of collegiality in their schools.

The sessions encouraged participants to reflect on their work, yet it took teachers a while to start developing the habit of reflection. That is because the notion of self-evaluation is not commonly practiced among teachers in Egypt. Therefore, figuring out their problems and working on them by developing an action plan was an inspiration that affected not only the way they acted as professionals, but also the way they acted as individuals.

Some teachers felt that this programme changed their outlook on life; it changed the way they respond to the challenges that face them.

*Joining the programme changed the way I look at problems that face me. Now I think about the ways that I can strategically plan to solve these problems, rather than just complaining. I regret that I did not do the same before.*

(Participant G, one-to-one tutorials)

The political situation and the challenges facing the teaching profession affected the ability of many teachers to feel capable of leading change. The programme for some was a paradigm shift in their thinking.

*This programme polished our brains.*

(Participant D, one-to-one tutorials)

For some participants, this was just the beginning. They talked about the development projects they wanted to lead in the future and how they could their extended impact beyond their classroom.

A small group of teachers wanted more direct instruction in which they are told exactly they needed to do, but our aim was to support them in deciding for themselves and taking the lead rather than being led. As a team we agreed that Egyptian teachers needed more support than teachers in HertsCam, because teacher leadership as defined for the purpose of this intervention lies in a different social, cultural and political context than that normally experienced by Egyptian teachers. There was a constant desire by participants to receive confirmation that they are doing the right thing, as if there is one way of doing things. We discussed this issue and agreed that we needed to adapt the programme to give more support, but we were aware that giving too much support would undermine

the development of their leadership skills. We decided to have more supervisory meetings to ensure that all participants had individualised support. In the second year the situation was much better, because participants from the first year offered support to their colleagues in the second year.

Participants felt more supported in leading the projects when collaborators had a leadership position at school. They practiced leadership, yet seeing the school management fully involved in the programme reassured teachers that the school valued their contributions and gave them the confidence to tackle issues as they arose.

### Network events

Network events are an important part of the programme. Teachers in Egypt might have had chances before to start on their own development project; however, to have a conference that was totally led by teachers in Egypt was a new experience. In educational conferences teachers attend as listeners, while others who have never entered a classroom before impose on teachers what to do. Our first network event was the first experience for teachers to talk about their work in a professional setting, where they could lead a session or present a poster and feel that they are part of knowledge creation.

When planning our event, I remembered the inspiration I experienced when I presented my plans at the HertsCam Annual Conference the year before. My email to my supervisor reflected this.

*Dear David,*

*Actually there were a lot of empowering moments that made me wish I had so many Egyptian teachers with me to understand what I mean by teachers with agency and teachers controlling their profession rather than being controlled by others. It showed a powerful image of passionate teachers who believe in the impact they have. It reflected how education and teaching is a process based on personal interaction and therefore cannot be prescribed. Instead, teachers need their flexibility to innovate and be the owners of their development projects. They also need the support that an event such as this conference offers to continue innovating and developing.*

*The way the teachers themselves valued their own profession is something that I feel Egyptian teachers are missing in the middle of all the challenges they are facing. It made me feel that the Middle East actually needs a 'teaching profession Spring' where teachers themselves reconceptualise their professionalism and value their profession more, and believe in themselves as professionals.*

*Thanks David for all your efforts. It was your vision so many years ago, and it is amazingly beautiful seeing your dream come true, and seeing all those teachers (including myself) empowered to lead the change themselves.*

*Best regards, Amina*

The Teacher Led Development Work conference in Egypt in February 2015 was successful beyond all my expectations. I realised at that particular moment that there were so many passionate teachers in Egypt who just needed the right conditions to flourish. It was a very enjoyable and uplifting experience for me, my collaborators and the TLDW participants, as well as the guests who attended the event.

### Participants' feedback on the event

Participants were very proud that they were part of a professional and well organised educational event that was led in Arabic. This was unusual in Egypt where most professional educational events were in English. Many mentioned how the event made them feel respected as professionals.

*The event made me feel proud of my career and my role in my society.*

(Evaluation forms, participant G)

They felt that they had a role in improving the situation for other Egyptian teachers in Egypt.

*We felt that we were paving the way for others.*

(Focus group, school C)

Teachers commented on how inspiring the event was, especially that it made them realise that there were other Egyptian teachers who were passionate about the role they play in society. Some teachers mentioned that it was nice to find people who think like them.

*The conference made me feel that I am not alone.*

(Evaluation forms, participant F)

For many teachers, this network event was the first event where they met teachers from other schools to discuss issues about teaching and learning. Many were also inspired by how open the teachers were to sharing their new ideas. Teachers felt that this was one of the very rare moments to be among teachers from different schools. This was particularly true, given that they were all private schools in the same geographical area. One of the guest speakers made this comment:

## Building a school culture through scholarship: a long-term strategy

Jo Mylles

### Editor's introduction

Jo Mylles is Deputy Headteacher at Sir John Lawes School. She has been a key player in the development of the HertsCam Network. She graduated in 2005 from what was the forerunner of the HertsCam MEd and is currently a Module Leader on the new teacher-led HertsCam MEd in Leading Teaching and Learning (see Chapter 11). Jo was responsible for kick-starting the Teacher Led Development Work (TLDW) programme when she invited me to her school to talk about the book 'Teacher Led School Improvement' (Frost, Durrant, Head and Holden, 2000). At the time she was part-time Assistant Headteacher with responsibility for continuing professional development.

Jo is the consummate scholar practitioner. This is not just a matter of teaching on a masters programme in her spare time. It is more a matter of her scholarship being an integral dimension of her practice as a senior leader. She has always drawn upon the literature to inform discussion in senior leadership team meetings at Sir John Lawes and to challenge her own and her colleagues' thinking about professional practice and its relationship to their moral purpose as educators. In designing and teaching the module on the masters programme 'Analysing the institutional contexts for development work', Jo is able not only to draw upon her command of the literature on such topics as educational leadership and organisational culture but also bring to bear her rich experience of successful school leadership. However, remarkable as she is as an individual, Jo would be the first to recognise that her ability to do this has been nurtured within a professional environment where there is the space and the encouragement that enables the flourishing of intellect, as she articulates in this chapter. In this sense, Jo could be said to be the embodiment of collective professional wisdom.

*All what you said concerning teacher leadership and teachers leading developments in their schools is do-able. What I do not think is ever doable is breaking the walls between private schools in Egypt to share their practices together in such a competitive environment.*

(Guest speaker)

Our guest speaker was pleasantly surprised to observe knowledge sharing among competitive schools in Egypt.

Teachers mentioned that they were introduced to new ideas that they could use in their classrooms and adapt to their lessons. Since they found that to be extremely useful for them as teachers, they decided to do the same with other teachers.

*What I took from this event is the value of giving.*

Other comments by participants reflected how passionate and excited they felt about their development projects.

*People's eyes were shining when they talked about their project.*

The most frequent comment by the collaborators after the event was that the event inspired participants to continue working on their projects, especially those who were struggling. Lots of comments by participants in the evaluation forms reflected that.

*I was very happy, inspired by a positive energy that gave me a great push to work on my project and great hope.*

The event spread positive feelings, not only among those who attended the workshops, but most importantly among those presenting. Teachers who presented their projects felt how important and useful their projects were to others. While some were very hesitant before the event to present their work and even thought about quitting, after the event they started thinking about turning their projects into campaigns.

In the following year, our network expanded to include six schools, one of which was an Arabic school in an underprivileged area. Teachers from the Arabic school were capable of leading projects that tackled problems faced by a big sector of Egyptian society. Even though they faced severe economic difficulties, yet, they were able to innovate and feel confident enough to spread the work that they have done through network events. This made us as a team aspire for more diversity among the schools involved, where teachers themselves are enabled to reconstruct their professional identities.

### Jo's story

When our school was awarded Training School Status in 2004, I became responsible for coordinating the activities under this new designation (DfEE, 1998). Prior to that, the school had been for a long time poorly regarded in the local community and had been threatened with closure in the 1980s. However, by the late 1990's the school's reputation within the local community was on the rise as was level of attainment and progress of students. The impetus to further develop the school was provided by a successful Office for Standards in Education (OFSTED) inspection in 2003. The inspection highlighted the excellent leadership provided by the headteacher, praised the quality of teaching and learning and described the school's programme of leadership and professional development as excellent. The school's culture or, as Deal and Kennedy put it 'the way we doing things around here' (1983), was visible and shared across the school. The school had strong social and intellectual capital (Hargreaves, 2001) and a way of working amongst staff that was collegiate and collaborative, characterised by open classroom doors, mutual observation, much laughter amongst the staff and weekly rituals in staff briefings to share pedagogical knowledge (Fullan and Hargreaves, 1992).

Reading about more distributed forms of leadership to increase a school's capacity to innovate had been very persuasive (Bennett *et al.*, 2003; Harris, 2004). Articles by Hargreaves (1999) offered a vision of what a knowledge creating school could be like. I found his proposition that the potential, wisdom and impetus for change are rooted in schools rather than something which can be orchestrated or taught from outside, an inspiring and democratic way of considering school development. His argument that innovative schools need to engage in knowledge creation in order to enable teachers to make their 'tacit' knowledge visible and clearly articulated for others to build on in their own practice, was both a challenge and a spur to the leadership's teams strategic thinking and subsequent actions (Nonaka and Takeuchi, 1995).

It was, therefore, against this backdrop, and at this moment of great potential for the school in the summer of 2004, that we decided to launch the very first Teacher Led Development Work (TLDW) group at our school. The process aims to encourage the development of teacher leadership by supporting the 'agency' of teachers to act strategically, 'we need school improvement strategies that are powerful in supporting individuals in such a way that they can increasingly exert their agency and make more of a difference' (Frost, Durrant, Head and Holden, 2000:11). This group was, and continues to be, 14 years later, part of our broader efforts to bring about school improvement.

Our association with HertsCam has enabled us to articulate more clearly our approach to capacity building and school improvement. We now understand, through our TLDW work and wider work with HertsCam, that 'authorship' rather than 'ownership' is important (Fielding, 1999). That is to say a more democratic approach to development in schools is essential if teachers are to make a difference. If teachers can decide on their development priorities, within an understanding and framework of the school's overall development priorities and shared values, rather than 'implementing' the senior leadership team's ideas, then innovations in practice are more likely to stick and become embedded in the fabric of the school. We have developed a better understanding of the processes involved in supporting teacher and school development. Dialogue and collaboration have to be at the heart of knowledge creation and sharing.

This provides a challenge for senior leadership teams as it directly challenges the more traditional view of leadership being centred in those people with titles, offices and who have the wisdom and experience to bring about change (Southworth, 2002). Supporting 'authorship' requires three things: firstly, a high level of trust – trust in teachers and support staff to decide what in their practice needs to be developed and refined. Secondly, humility on the part of senior school leaders which stems from their understanding of the need to provide support for programmes such as TLDW and to create a culture within which teachers and support staff can flourish. Thirdly, power wielded by senior leaders and their capacity for influence and leverage, has to be used in working alongside members of staff on their behalf and in support of their work in schools. All of the above constitutes a more productive alternative to the all so familiar pressing down on colleagues through the hierarchical structures with direct instructions and micro-management.

### Supporting teachers to make a difference: the role of the leadership team

For as long as I have been teaching in schools the organisational architecture in schools has changed very little. In some ways the introduction of multi-academy trusts, with their related Trust boards and committees, has reinforced and strengthened the hierarchical nature of school structures DfE (2016c). It could be argued that decision making and policy direction is more removed in some academy trusts than ever before from teachers in the classroom. The literature on teacher leadership within schools is disappointingly thin on how senior leaders in schools could and do support teachers' agency and leadership. Most of the literature (Spillane, Halverson and Diamond, 2001; Gronn, 2000) seems to focus in an abstract way on how to describe agency and teacher leadership and although context is acknowledged as significant, few case studies and rich descriptions

exist to exemplify to others how teachers can be supported. My experience of developing a TLDW programme at my school and working within HertsCam suggests to me that it is a complex task and somewhat paradoxical.

The role of headteacher and senior leadership teams become reconfigured and redirected in a culture where they are focused on developing teacher agency. My work within HertsCam has enabled us at Sir John Lawes School to see that two broad areas of work are needed within senior leadership teams to support teachers' agency: namely, culture building and practical structures of support. Over the years, our senior leadership team meetings and conferences have featured the reading of some of the key literature referred to in this chapter. We have debated its significance for our school and our work. For example, Barth (1990) discusses the role of the headteacher in creating the conditions within which teachers feel confident and able to exercise leadership to develop teaching and learning. He considers that headteachers have the power to change the structures and conditions in their schools to allow teacher leadership to flourish and to enable teachers 'to tamper with the ecology of teaching' (1990: 59). Barth's arguments are reflected in our practice. The headteacher in my school releases resources to support a yearly conference for the whole staff to focus on teaching and learning. She also opens up our senior leadership team meetings to give colleagues a platform to talk about their development work and encourages them to work outside the school with other teachers. Our senior leadership team often work alongside teachers with their projects as team members rather than leading the projects themselves. When teachers come to the leadership team we ask: how can we help? what resources do you need? rather than directing them towards a particular outcome. This requires a certain confidence and humility. It demands that we use the power that goes with our job titles on behalf of teachers rather than using it to achieve certain objectives. We have adopted this approach consciously and deliberately. Our approach has been influenced by the concept of servant leadership (Greenleaf, 1977; Hunter, 2004) which suggests that leaders in organisations can be leaders and followers and that leadership needs to emphasise service to others, should promote a sense of community and adopt more democratic processes in decision making. We were not naïve about this and acutely aware of how these approaches can rub up against the individual accountability agenda in schools, but by acknowledging these competing priorities we are able to navigate them.

### Processes to support the emergence of agency and teacher leadership

At the heart of TLDW work is a collaborative process to build knowledge about teaching and learning and share this. To enable the programme to be successful we have thought about how we enable dialogue and collaboration.

I have come to understand that collaboration across the school and between teachers will not emerge consistently and become part of the school's way of working without deliberate action on the part of members of the leadership team and others. Hopkins (2001) draws on earlier work by Rosenholtz (1989) in characterising schools where teachers can collaborate as 'moving, high consensus schools' where teacher learning is abundant and where collaboration is evident. At Sir John Lawes School we have developed processes for colleagues to do this that are woven into the fabric of the school. We have rituals during staff briefing every Friday to enable members of staff to talk about teaching and learning. A recent theme was 'Foiling Flamel' where each week on a rotation basis a subject-based team would heroically save teaching and learning strategies from the villain Flamel and submit them to one of the Assistant Headteachers who would keep them safe. These rituals enable colleagues to share their knowledge with others who can then adapt and use in their own practice. The briefings are often filled with laughter and jokes when strategies are shared which helps us all to reaffirm our shared purpose and values. Processes like this help to develop trust and openness and collaboration focused on learning which Stoll *et al.* (2006) suggest are characteristics of professional learning communities. These occasions and structures also cement 'social capital', essential to the development of 'intellectual and organisational capital' which are the powerhouse of any school (Hargreaves, 2001).

At the annual staff conference, the workshops and plenary presentations are led by members of staff. We rarely have outside speakers. Every member of staff is assigned to a 'learning group' based on professional concerns expressed by the teacher or teaching assistant. They meet regularly to take forward their work through collaboration and then the learning groups share their learning through a 'market place' activity. This scaffolded approach helps all members of the school community grapple with the mysteries of learning in a way which is both reflective and active which, it is argued, are essential for a professional learning community to emerge and flourish (Mitchell and Sackney, 2000). All of these processes enable dialogue between colleagues, which is fundamental to the process of knowledge creation and transfer and underpins the 'socialisation, externalisation, internalisation and combination' processes outlined by Nonaka and Takeuchi (1995).

At the graduation event in 2006 for my National Professional Qualification for Headship (NPQH), Geoff Southworth, the deputy Director of the National College of School Leadership, gave a short address to the senior leaders who had recently completed the course. The question he posed for the audience was: what is the purpose of leadership? He suggested that it is quite simply 'the liberation of talent'. Across the years since my school set up the first school-based TLDW programme and our subsequent involvement in HertsCam, I have often

returned to this thought. The processes and structures to ‘liberate’ the leadership of teachers are complex and need strategic intent on behalf of leadership teams but it seems to me that this simple maxim cuts through all that is written about leadership in schools and points to the moral purpose of school leadership. All our endeavours at Sir John Lawes School have been to enable teachers to do what they instinctively want to do which is to improve their practice so that the students in their care can benefit and flourish. HertsCam has given us a framework, both moral and practical, which is our reference point and guide.

## Enabling the leadership of change in the Middle East and North Africa: starting with teachers

### Hanan Ramahi

#### Editor’s introduction

Hanan Ramahi has multiple identities. She is a teacher, a researcher and a Palestinian. She founded a school in Ramallah in the West Bank, Palestine. She is currently studying at the University of Cambridge and putting the finishing touches to her doctoral thesis, in relation to which, I am fortunate in being her supervisor. Her study, focusing on the development of a programme designed to support teacher leadership in her school, is documented in outline in this chapter.

I want to highlight three key themes arising in this chapter. The first is that the network that is the legacy of the International Teacher Leadership (ITL) initiative already referred to elsewhere in this volume (Chapters 3, 7, 12, 15, 21 and 25) continues to grow and now has the potential to be a catalyst for change in the Arabic speaking world. Secondly, Hanan underscores the point that the education in a place such as Palestine is ill-served by attempts to cherry-pick and import educational practices from elsewhere unless they are process-based strategies that can be adapted to fit the context. Finally, I want to highlight the point that Hanan makes so strongly in this chapter: that the renewal and revitalisation of society rests on the efforts of teachers to develop practices that can contribute to the creation of a truly emancipatory and transformative environment. The approach to support for teacher leadership was originally conceived as a school improvement strategy but, through our dialogue with colleagues in the Balkans in the process of the ITL initiative, we found that it can serve a more fundamental purpose which is to foster a more democratic way of life.

#### Hanan’s story

Education has the capacity to transform: to enable people to become well-adjusted, productive and influential individuals, societies and nations. As a Palestinian, I feel this to be an urgent matter for the long-suffering, dispossessed people of Palestine. Equally as an Arab, a shared identity for Palestinians, I believe that the need for a transformative education applies to the entire Arab world.

For decades now, Arab countries have lagged behind much of the global community in contributing to intellectual, scientific and material progress (Kubursi, 2016). This frustrating reality is exacerbated by the tremendous wealth in human, cultural and material resources available throughout the Middle East and North Africa (MENA) region.

To remedy this situation, immediate action must be taken, preferably by Arabs themselves. This entails setting into motion change processes aimed at revitalising Arab citizenries and nations to the benefit of their countries and their place in the global political economy. However, there is need to be circumspect in selecting initiatives, as the kind of action taken will to a large extent determine the usefulness of its impact. For example, on a national scale and for some time now we see this happening with government ministries' importation of foreign policies and programmes that repeatedly prove their ineffectiveness (Ramahi, 2013; Steiner-Khamsi, 2004). More recently, political upheaval and devastating fighting in the MENA region is reason enough not to waste precious time and resources in experimenting with change strategies. Rather, we need human and societal renewal processes for our particular context that have already demonstrated optimum outcomes, and we need to act on them now.

The kind of impactful, large-scale change needed is best served by a process that mobilises all members of society, where the locus of agency and responsibility is shifted from leaders and institutions to the individual. This calls for every person to see him or herself as an agent of change, capable of improving their and their community's present conditions and realities (Freire, 1970). It demands a reformulation of a person's relationship to change, from being a passive response to external prompts to one of self-willed initiative and activity (Fullan, 1993). It is an appeal for the Arab people to improve their life chances by reclaiming the lead in shaping their future and place in the world community. This is where education can be a catalyst.

### Education, teachers and the HertsCam Network

Education can enable people to envision and learn practices that enhance agency and lead to positive impact at the individual and collective levels. To do so, educational institutions will need to provide achievement and growth-enhancing opportunities for students. This is best done when learners are given chances to acquire and build knowledge that is practical and relevant to their everyday realities and settings (Ramahi, 2015). Copious evidence indicates that 'teacher quality' is the single most important school variable influencing student achievement (OECD, 2009, 2011). Accordingly, if we are to enable learners in

the Arab world to act agentially and lead their own lives and their communities' to a better future, we need to ensure that their teachers have opportunities for similar experiences. Otherwise, change processes may take much longer, which is something countries in the MENA region cannot afford.

The UK-based HertsCam Network has developed a model for enabling teachers to improve teaching and learning (Frost, 2014). The teacher-led development work methodology specifies structures, supportive activities and tools with which to facilitate teacher leadership activity (Frost, 2013). The transferability of this model to international contexts has been demonstrated in the International Teacher Leadership initiative (Frost, 2011), which continues to grow with the latest addition of Egypt, Palestine and most recently Kazakhstan. The context-friendly nature of the HertsCam model and its adaptability are ample grounds for utilising it as a vehicle for marshalling human resources from within the Arab teacher community to reconstruct education systems in the MENA region. I now provide evidence for this claim.

### The case of Palestine

My faith in the transformative powers of education led me in 1995 to co-establish a school in Ramallah, Palestine. The school provides education for children from kindergarten to secondary levels. Despite the immense challenges of leading a school under repressive Israeli military occupation, and amidst uncertain political and economic circumstances, I have ceaselessly sought ways to improve the quality of teaching and learning. Thus, when I learned about the HertsCam Network, I immediately recognised in it an approach to teacher professional development that held the key to potentially transform teaching practices, enhance student performance and wellbeing, and change the professional culture at my school. So, I adapted the model to my school setting and introduced it as a bespoke programme in the summer of 2014 (Ramahi and Eltemamy, 2014).

Equally, I recognised the value of developing such an innovative and timely programme at my school and in the Palestine context, and studying it in the flow of the action. By documenting my study I could disseminate evidence-based knowledge to a wider Arab and international audience. There is a dearth of research in Arab countries (UNESCO, 2010), particularly that which uses action-based methodologies (Akkary, 2014), and when it is available, it is of dubious quality (Al-Rashdan, 2009). Hence, my research stands to offer a modest contribution to an important field on which future scholarship can be built.

### 'Teachers Leading the Way'

My programme, 'Teachers Leading the Way', aims to enable teachers to lead education reform and school improvement in Palestine. While its name resonates well with the vast majority of teachers, those with positional authority, such as government officials and principals do not always initially respond so favourably. Frost (2012) indicates that in some countries that adopted the International Teacher Leadership initiative, the concept of teacher leadership was perceived as a threat and thus replaced by less seemingly subversive notions. In Arab countries, where lines of authority remain socially entrenched (Kabasakal, Dastmalchian, Karacay and Bayraktar, 2012) and democratic practices are still in their infancy (Beinin and Vairel, 2013), the notion of senior school staff sharing leadership with teachers may need some negotiating and time. Nevertheless, this process can be expedited.

Although my school enjoys an egalitarian culture where a distributed approach to leadership is practiced, I was mindful of the need to assure the principal and other senior leaders that enabling teachers to lead innovation at our school would not translate into loss of managerial control; quite the opposite. I maintained that it would provide them with access to a team of teachers and support staff actively working to improve practice alongside their own school development efforts. This introduction seemed to work well with senior staff and may prove replicable in similar educational and socio-cultural settings.

Henceforth and in the spirit of our school's democratic ethos, I proceeded to establish a Programme Team with the responsibility for monitoring, evaluating and making recommendations for programme development. The Team was made up of the school's senior leaders, the programme co-tutor and myself, in my dual capacity as Director and programme tutor. The composition of the Team was crucial in that it guaranteed supervision by practitioners who know the school's history, setting and circumstances. This contrasts with having a team of outside experts who would not be as familiar with the school or the Palestinian education scene.

I worked closely with Team members to ensure good facilitation of the programme, emphasising the need to foster the necessary cultural and organisational conditions that will allow teacher leadership to develop. The aim was to emphasise leadership strategies that would mobilise moral purpose and invite voluntary participation (Frost and Durrant, 2003). A first step was to explore how teachers saw their professional roles in relation to educational reform. Similarly, we wanted to know what they thought the school's part should be in the change process. We decided to conduct a reconnaissance (Carr and Kemmis, 2003) targeted at gauging teacher's attitudes to the school's

professional development programme and our professional culture. We asked the whole teaching and support staff to participate in a school self-evaluation exercise, wherein we invited reflection on the kind of professional community they envisioned the school to be. School self-evaluation is a means to improve schools through critical self-reflection on teaching and learning quality without reliance on external parties (MacBeath, 1999). This exercise enabled the Team to understand teachers' views of the strengths and weaknesses of previous professional development provision. Equally, by engaging teachers in a conversation about school-wide improvement, it emphasised their value and worth to the school organisation and enhanced their ownership of the change process (Ramahi, 2016).

The activity revealed teachers' eagerness to discuss ways to improve their practice and work environment. They generated a list of features describing what they perceived to constitute successful professional development programmes. Interestingly, their recommendations aligned with the features of my proposed programme. This illustrates that, given the opportunity and provided the right conditions are made available, teachers are highly capable of envisioning change processes that involve enhanced agency, leadership activity and context-relevant knowledge building, all hallmarks of effective educational change processes (Frost, 2014). Following this, I needed to see if those same enthusiastic teachers were up to the actual challenge of educational innovation and leadership.

### The optics of change

The programme enabled teachers to change aspects of their professional identities and improve teaching practice. None of the 12 participants remained untouched by the discovery of the powers they had within them to build knowledge, and influence their colleagues and the entire school community. Below, I touch on some of the more significant changes.

#### **Learning orientation**

Fundamental to teacher leadership is approaching innovation as a practice and a process, and not simply an outcome. This entails shifting mindsets from focusing on performance to a learning orientation (Watkins, 2010). For education systems in the MENA area, where pedagogy dominated by transmission and a results orientation remains pervasive (Arab Knowledge Report, 2012), this change is vital. The programme immerses educators in a year-long process of self-directed learning and leadership activity wherein the process itself is as important, if not more so, than the outcome. This protected participants from the pressures of ensuring improved outcome measures and led to genuine engagement and

professional growth. While this change in approach to learning took some time for participants to apprehend, it was fundamental in shifting their relationship to teaching and learning. Now teachers employ pedagogic practices that facilitate learning experiences and growth, not just better test scores.

### **Reflection**

Reflecting on practice, as opposed to following rules and regulations is more in line with how professionals work (Schon, 1987). Accordingly, my programme employs activities and tools that promote teacher reflection on practice. At first, teachers struggled to engage with such exercises. Deep thinking about aspects of professional practice seemed novel for many. Unless prompted externally, teachers rarely found time to do this. Participants started to see the fresh ideas that were fostered by serious, focused reflection on issues in their practice. This generated innovation and became embedded in their approach to professional problems.

### **Enhanced agency**

Enhanced agency is fundamental to teacher leadership (Frost, 2006) and hence an aim of my programme. Teachers are invited to identify a professional problem, which they are guided to solve through the helpful methodology, tools and activities of the programme. At the start, teachers hesitated to take the lead in their own development work; they had become so accustomed to transmission forms of learning. The idea of setting their own agenda and creating strategies was foreign and anxiety-inducing to most. However, as the programme progressed and teachers started building knowledge that other teachers adopted, they began expressing a sense of empowerment and wonder at their capacity to resolve issues about which they had previously felt helpless (Ramahi, 2015; Woods, Roberts and Chivers, 2016). Gradually, they generated some of the most impressive and effective strategies for solving classroom and school-based issues, and led their colleagues into adopting them. They became experts in the knowledge they had built.

### **Collaboration**

Teachers work in solitary conditions and collaboration ameliorates this (Ostovar-Nameghi and Sheikahmadi, 2016) and supports progress towards teacher leadership (Hunzicker, 2012). The TLW programme enhanced teachers' social relations and collective spirit. Activities such as group meetings and networking events provided teachers with opportunities to compare practice, share concerns and consider solutions with colleagues. They discovered amongst themselves a tremendous source of professional knowledge and collegial support on which they could draw for improving practice. Notably, it dismantled competitiveness amongst teachers, and brought together teachers of different subjects and

grade levels. Knowledge was thus generated to the benefit of the entire school community and beyond. Teachers collaborating to improve teaching and learning has become normal practice at my school.

### **Teacher leadership**

My programme is about teachers leading change for school improvement. However, developing this capacity was the most challenging component of my programme (Ramahi, 2016). The notion that leadership is the prerogative of the singular, charismatic leader was thoroughly entrenched. As a form of influence, leadership only began to be comprehended by participants and practiced when they created new knowledge. Once teachers developed useful strategies for improving teaching and learning, they felt self-confident and became more willing to change their and their colleagues' practice. Eventually, they led in-school workshops, gave seminars, and created tools, instruments and guidebooks for other educators. Rana Daoud's story (Chapter 3) is a good illustration. The school has since adopted several participants' projects as policy.

### **Implications**

The evidence is clear: teachers in Palestine can exercise leadership when given the chance. The 'Teachers Leading the Way' programme can provide the support needed. Positive programme outcomes illustrate the enormous intellectual and professional resources dormant within the teaching force. Harnessing this untapped energy in the drive towards human and societal renewal is essential for Palestinians and Arabs alike. This has profound implications for the education system in Palestine and those in neighbouring MENA countries. The sheer number of teachers and their manifest impact on student achievement demands that government officials, policy makers, social activists, parents and citizens acknowledge, empower and mobilise teacher leadership in the drive towards education reform. This is one sure way of making change happen for current and future generations of Palestinians and Arabs.

## Organisational strategies to multiply the teacher leadership effect

### Toby Sutherland

#### Editor's introduction

Toby Sutherland is Deputy Headteacher at Queens' School, Bushey. He graduated from the HertsCam MEd in Leading Teaching and Learning in 2015. Toby is also a member of the HertsCam Teacher Led Development Work (TLDW) Tutor Team and continues to facilitate a TLDW group at his school. As a senior leader, he has been able to draw on the scholarship and support from the MEd learning community to develop an extraordinarily productive approach to school improvement at Queens School (Sutherland, 2015).

Toby's story gives us real insight into the strategic thinking that senior leaders can engage in and how the now well established TLDW tradition can be adapted to maximise the whole school effect. It is interesting to compare this account with that of Allison Pilbeam and Angela Martino (Chapter 14) or Liza Timpson *et al.* (Chapter 20). All three address the question of how the TLDW effect can be multiplied and each takes a different approach. Toby's approach was very systemic in the way he joined together a number of organisational structures in order to draw the whole professional community into a dialogic process focused on the development of practice. There is strong evidence here that he was successful in building an agential culture in which just about everyone became active agents of change.

#### Toby's story

One of the monitoring tools we use at Queens School is a 'staff engagement survey' (Parkes, 2015). When we used this 4 years ago it showed that members of our staff felt that a lack of involvement in their own professional development was undermining their motivation. As a senior leadership team we reflected on the possibility that our strategies were seen to be 'top-down' and did not sufficiently foster trust and dialogue. We wanted an approach that would fully

utilise the potential of all of our 120 teachers. We needed to address the lack of discernible improvement in the quality of teaching and learning and thought that teacher empowerment was the key. Fortunately, this coincided with my joining the HertsCam MEd in 2013.

I wanted to design a strategy that would meet both the organisation's development needs and individual teachers' development needs and would lead to improved outcomes for students. Through the MEd I became aware of the concepts of teacher-led development work and non-positional teacher leadership (Frost, 2012).

#### The theory

My own vision and plan for teacher leadership for the school as a whole was shaped by my reading of key texts by David Hargreaves, Eric Hoyle, Michael Fullan and David Frost. Hoyle (1974) talks about an extended professional who takes responsibility for their own and others' professional development, and that is what I wanted the teachers at Queens' School to be. Fullan (1993) talks of teachers as agents of change, realising their moral purpose of making a difference. I wanted to harness and develop the social and intellectual capital that Hargreaves (2001) argued were essential pillars of organisational capital, so we created structures and processes that allowed teachers to network and develop the social capital of the organisation, at the same time increasing the intellectual capital of the organisation. I adopted the concept of teacher-led development work (Frost and Durrant, 2003) as an alternative to the training model that we had previously relied upon for the development of teaching and learning at the school. The leadership thread that ran through all the elements was what Yukl (2010) describes as intentional influence, whereby I was aiming to exert influence through and over people to guide, structure and facilitate activities and relationships in the school.

#### The practice

The first step was establishing the need for change and allowing colleagues some influence over what that change would look like. This was achieved through a whole staff consultation in which colleagues met in one hall and were encouraged to mix in tables of eight. This helped to break down the culture of balkanisation in departments that normally exists (Fullan and Hargreaves, 1992). Colleagues were asked to use red hexagonal post-it notes to write down, as individuals, their issues or problems – just one issue per note. They were encouraged to consider and record as many issues as they wanted. Then, in groups, they shared their issues with their colleagues and sorted them into categories; for example, teaching and learning, behaviour, curriculum,

communication. As a group, they were then asked to decide upon the two key issues that they believed to be the most important for the school to improve. One member of each group came to the front and placed their most important issues on the paper provided.

The next question was: what are the features of the school that make it good? This was designed to enable us to consider the strengths of the school as we began to consider how to move forward. It also ensured that the consultation process did not just focus on the negative, but gave everyone a sense of how, by using the positives that they identified, the school could build on those strengths to move forward. Colleagues were asked to use green hexagonal post-it notes to write down positive things about the school. In groups they were encouraged to share their positive comments. This information formed the basis of a discussion about what could be done to solve the issues that they had identified. In groups they were asked to identify solutions to the key issues and choose solutions for each. The meeting concluded with a summary of the key issues identified and a very clear explanation of how all the information and knowledge that had been created would be shared.

*The first step that actively tried to get to the bottom of the issues at Queens' was the INSET (professional development) day where everyone in the school was asked to identify the strengths and weaknesses of the school. Now, if you have ever done this in your lessons (asked the pupils for honest feedback) this is a scary and daunting thing to do! It is a very brave thing to do to open yourself up to criticism and I think this more than anything since really showed the desire to change the culture at Queens' to a more positive one, where everyone's opinion is important and we are all in it together (Teacher A).*

The consultation confirmed that we wanted to develop a more collaborative professional learning culture. The next step was realising how to harness that desire and create the structures and processes that would allow a professional learning culture to develop.

### The pedagogy group

I knew that many teachers at the school had completed a masters qualification in education and had been involved in other accredited professional development programmes. These teachers were often not in traditional leadership positions such as heads of department. A key task for me was to realign what distributed leadership means in our school; the idea of non-positional leadership would enable the expertise and knowledge of teachers to be better utilised. The more experienced teachers would have the opportunity to meet the required condition of their posts which was 'to contribute to the wider professional community'. I

invited applications from teachers who had already been involved in teacher-led development work to create a group of ten teachers who were given the opportunity to lead projects for four terms focused on an area of professional concern. They would also be required to lead a professional development session to share their learning.

The Pedagogy (PED) group was designed to address the teaching and learning issue and move the professional culture towards that of genuine, rather than 'contrived', collaboration (Hargreaves and Dawes, 1990). The freedom of the PED group to determine the themes of their projects chimes with the notion of professional identity that is favourable to collaboration and genuine school improvement. As Hargreaves and Fullan (2012) suggest, where the teacher has the capacity to be a professional, the 'decisional capital' of the school is enhanced. This is also nurtured by teachers' formal and informal experiences, their practice and reflection which enable them to reach sound decisions about teaching and learning.

*(members of staff) ... have been inspired to critically reflect on their own practice and to share their ideas with colleagues through the PED group, TLC's and other developmental initiatives (Headteacher).*

*Thank you so much for allowing me the opportunity to be involved with the PED group work this year; it has been a thoroughly enjoyable experience. A process that has increased my confidence when holding cross-curricular discussions and the delivery of training to all staff. It has also given me time to consider my approach as a teacher and explore an area of pedagogy that has considerably improved my day to day practice (PED group member).*

Arguably the work of building a more collaborative professional learning culture is important for its own sake rather than to meet any specific elements of the school development plan. My reading of Fullan also confirmed that the collaborative approach to professional learning is valid. If teachers are going to help students to develop their skills of knowledge-creation, teachers need experience in building professional knowledge (Fullan, 2006). This also resonates firmly with David Hargreaves' 'capital theory of school effectiveness' (2001) which we saw reflected in the work of the PED group. There is no doubt that it has improved the intellectual capital of the school. When we conducted the Engagement Index survey again it showed a 21 per cent increase in those saying that they had an opportunity to share their learning and skills with each other (Parkes, 2015).

Within the PED group we discussed the theory of what I was trying to achieve and considered the particular context of the school; we decided that teachers would be involved in the development of professional learning through what

became known as teacher-led communities (TLCs) and that, to introduce their projects to the teachers, members of the PED group would lead the first professional development day of the school year.

### The professional development day

The professional development day was led by the members of the PED group. The day was organised around three morning seminars of 40 minutes; each teacher was invited to choose from a menu of nine professional concerns. I based this on the HertsCam model for the network events that I had experienced, which had been tested over time as being effective in allowing dialogue, collaboration and building professional knowledge through networking (Frost, 2013). This was the first step in the deployment of enquiry as a leadership strategy, whereby teachers, encouraged by the PED group, would be involved in gathering and interpreting evidence in collaborative situations (Frost, 2013).

Colleagues were encouraged to participate by making sure that a) the process was being led by their colleagues rather than the senior leadership team, and b) the menu of options harmonised well with the school development plan and personal performance management targets. In addition I hoped that participation in the event would have an element of intrinsic self-motivation. I was trying to harness the moral purpose of teachers (Fullan, 1993) through redesigning and re-culturing the way professional development was carried out at the school, but felt that if there was no direction to that moral purpose then it would lose momentum and not lead to an impact on teaching and learning.

The immediate impact of the approach was evident in the teacher evaluations that were completed at the end of the event.

*This was the best CPD I've had in a long time. Our staff blew away any so-called experts (Teacher A).*

*Really brilliant workshops (Teacher B).*

*A much more effective approach to the development of my teaching (Teacher C).*

*Nice to see my colleagues leading INSET (Teacher D).*

The next phase of the project was how to take this limited process of teacher leadership and involve the whole school so that all colleagues would be regularly involved in non-positional teacher leadership.

### Teacher-led communities (TLCs)

The TLC's were based around the projects of PED group members and facilitated by the PED group. I structured the PED and the TLC's in line with the concept of non-positional teacher leadership (Frost, 2012). An extended professional with enhanced agency, responsibility and scholarship was at the centre of each community. They were able to facilitate a sustainable network of teachers, and supported by their peers, collaborate to address their concerns.

My conviction that the quality of teaching and learning could be improved through harnessing teachers' moral purpose, enabling knowledge to be built through dialogue and developing practice through projects (Frost, 2012) was starting to have an impact. The letter from our short Ofsted inspection in November 2014 at the early stages of my project was encouraging.

An increasingly large number of teachers, drawn from many departments and at all stages of their careers, are involved in spreading good practice and seeking ways of improving the quality of teaching. An example of this is the staff newsletter, entitled *Tales*, which is exclusively concerned with strategies and techniques to raise achievement. All contributions are written by teachers, drawing either on their own experiences or from research that they have undertaken (Ofsted, 2014).

This external view was echoed by feedback from the teachers who became involved in the TLCs.

*The TLCs and PED group with their termly meetings have allowed people with similar concerns to come together and actively effect change in their teaching and learning (Teacher A).*

In the 2015 Engagement Index report, teachers confirmed that the single largest area of improvement in the school for them was the time set aside to explore how they could improve practice.

### The impact

In 2015, two years after the start of the journey, the school achieved its best ever GCSE results and was listed among the top 100 non-selective state schools in the country. The inspectors' report following their visit at the end of 2015, recognised what we had achieved:

You .... have put the quality of teaching in the school at the top of your agenda. You encourage healthy debates about what works well and what does not. All staff regularly discuss successful teaching strategies and are encouraged to share these at every opportunity (OFSTED, 2016)

## Cultivating hope through teacher leadership in Portugal

### Maria Flores and Maria Santos-Richmond

#### Editor's introduction

Maria Assunção Flores Fernandes is an academic at the University of Minho in Braga, Portugal and was the first person from another country to visit Cambridge to investigate the HertsCam approach to supporting teacher leadership. Maria Santos-Richmond is a British teacher, currently an Assistant Headteacher at Sir John Lawes School in Harpenden, who happens to have some Portuguese heritage. She is also an experienced facilitator in the Teacher Led Development Work programme and a member of the HertsCam MEd Teaching Team.

Their account in this chapter of some of the key events in our ongoing collaboration fosters optimism and the sense of hope that Wrigley (2003) has argued should be central to our endeavours in the field of school and teacher development. I was fortunate to be present at one of the events in Braga, Portugal when Maria Flores' (2014) book *Profissionalismo e Liderança dos Professores* was launched. The book documented the first stage of a long-term research and development project focused on teacher professionalism and teacher leadership. However, as their account in this chapter shows, the book was not the most important aspect of the event. The main story – the one that the Portuguese press were excited about – was about teachers talking to each other; talking with other teachers from the length and breadth of Portugal and talking with a large group of teachers from the HertsCam Network. Among the HertsCam group was Maria Santos-Richmond, who used her considerable expertise as a facilitator to help to shape the dialogue that took place. The immense sense of hope expressed by the teachers at the conclusion of this, their first international network event, was truly inspirational.

#### Maria and Maria's story

Over the last few years, Portugal has been facing an economic and financial crisis, characterised by high levels of unemployment, salary cuts and high taxes which has affected the teaching profession. This has led to strikes and public

How much of this was due to teachers leading their own professional development is a matter for discussion, but these indicators suggested that the approach should be continued.

It was also instructive to look at the individual stories of the teachers involved in the process. For example, Lisa Hirst, who had previously not participated in continuing professional development, is now leading whole school sessions. Members of the PED group such as Sue Taplin, Aileen St Ledger and Zoe Neagle, are all now heads of departments. Alex Yokoi, who had participated in the TLDW group and a TLC, is now an active member of the PED group. Coral Smith is now a PED group member. She has also been appointed as a Lead Practitioner and is participating in the HertsCam MEd. Jill Knight, who really found her voice and moral purpose through her participation in a TLC, is now participating in the TLDW programme, and Michelle Gannon is now co-leading the TLDW group. All of these people, and so many more, have seen the TLCs as safe places for risk taking, and have used dialogue as a learning tool to facilitate school improvement. The PEDs and TLCs have substantially, and with minimal investment, built the leadership capacity of the school (Lambert, 2003).

The work of the TLCs and the people involved in them has led to innovation; for example, we are now a 'Google School' thanks to Matt Foxall and Keith Mahon who took the lead on our technology TLC. We have built knowledge throughout the school and all colleagues are now able to cater for different student needs better through the work of the TLCs on 'appropriate challenge'. All colleagues in some way have been intentionally influenced by each other and through the accounts of practice they have been able to share. Perhaps most importantly, this initiative has allowed teachers an outlet for their moral purpose and in some cases allowed teachers to rediscover their moral purpose, which is perhaps a minor miracle at such a challenging time for educational professionals.

demonstrations. Teachers have fought against an increase in workload, the loss of retirement benefits and policies focused on mobility and requalification. Teachers have also faced new mechanisms for teacher and school evaluation. These policies have increased the pressure on schools and teachers to raise teaching standards and to improve Portugal's position in international rankings (Flores *et al.*, 2016).

This chapter draws on a 3-year national programme of research funded by the National Foundation for Science and Technology in Portugal which investigated teachers' views about their professionalism. The study included an intervention in which teachers were invited to participate in a programme designed to enable them to exercise leadership in order to improve the conditions for teaching and learning in their schools and classrooms. The intervention was preceded by a national survey conducted through interviews and focus groups. The teacher leadership support programme, conducted in five schools, enabled the research team to find out more about how teachers construct their professionalism and to develop strategies to enhance their leadership.

Perceptions of teacher leadership have changed over time, particularly in the last two decades (Alexandrou and Swaffield, 2012). Teacher leadership can be related to formal roles and responsibilities (Supovitz, 2015) and can operate informally (Danielson, 2006). However, in the Teachers Exercising Leadership (TEL) project described in this chapter, the 'non-positional teacher leadership' approach promoted by HertsCam (Frost, 2011, 2012) was adopted. This involves teachers acting deliberately and strategically whether or not they hold any position of authority or responsibility. The programme in Portugal was seen as a catalyst, enabling teachers to share and co-construct professional knowledge and to network. Through this intervention the research team aimed to explore the conditions for teachers to exercise leadership and maintain hope. We offer here a detailed view of two key events which took place as part of this project, reflecting on our learning from them.

### Teacher leadership event, Braga, May 2014

In May 2014 a group of 13 teachers from the HertsCam Network accompanied David Frost to the University of Minho, Braga, Portugal to support a 2 day conference of the TEL project, developed collaboratively between HertsCam and the University. This project began in 2008 when Maria Flores from the University of Minho made an initial investigative visit to HertsCam to discover effective ways of supporting teachers to lead change. The project in Portugal developed along similar lines to the HertsCam Teacher Led Development Work programme, with a focus on teachers working collaboratively to embed positive change for students.

On the first afternoon delegates attended a 'Teaching Professionalism and Leadership' seminar. This was a presentation of the findings of the 3 year TEL project referred to above and the launch of the publication *Professionalismo e Liderança dos Professores* (Flores, 2014). David Frost gave a keynote address in which he echoed the point he had made in a preface to the book, that leadership should be integral to the role of all teachers. The study highlighted how pedagogical aspects of teachers' work and collegial professionalism are very important to teachers and, although many teachers were demotivated by staff cuts, they are buoyed by the joy of teaching students.

The values and interests of teachers in Portugal seemed to be very similar to those of the teachers from the UK. For example, key themes from the study included motivation for learning, both within schools and in the local communities and how the positive views of the students were important to all teachers. The sense of professionalism, including the ethic of care, was a central theme that resonated with the delegates, demonstrating that internationally teaching is so much more than just a job and juxtaposing discouragement and resignation with energy and resilience.

After David's address and comments from António Neto-Mendes, University of Aveiro and Amélia Lopes, University of Porto, debate followed with the audience of predominantly school teachers and leaders. It was evident that many embraced the principles of the TEL project and had engaged at varying levels with the idea of teachers leading change from within. There was a level of frustration, and to some degree, fear in going against the tide of apparent government direction to pursue what they felt was their moral purpose as educators. It was illuminating to hear of some of the obstacles faced by school leaders and some of the frustrations, yet a continuing willingness to improve. One school principal shared her story about her demotion for refusing to comply with a government order to open her school, because she felt the school grounds had become unsafe. The fortunate position of teachers and headteachers in the UK, who can challenge authority and act with some autonomy with a certain element of job security, was underlined by this story. It was heartwarming to hear how, despite often clear barriers, school leaders continued to be guided by their own moral purpose to do what was right and strive for change within their schools.

On the second day the HertsCam teachers joined with a number of teachers from the northern Portugal region, who came to share their development work. A 'gallery walk', where teachers displayed posters depicting their development work, enabled us to see how, as teachers from different educational cultures, we still share common themes such as the desire to engage students and help them reach their potential, and to explore how to work with colleagues to strengthen

teacher leadership. Both English and Portuguese colleagues led seminars informed by a common vision for empowering teachers as arbiters of change. The HertsCam group made a presentation about strategies for supporting teacher leadership including the role of facilitators.

The day culminated in what has come to be known as our 'heads, hands, hearts' exercise where everyone shares their thoughts, their challenges and the golden nuggets they will take away with them to enact. We didn't solve any great educational issues, we didn't change government educational policies, but everyone in that room left with a feeling that their work did matter, that we do have the power to bring about change for the better, and however small, it does make a difference. The HertsCam group left the University of Minho that evening in a reflective but inspired mood, with a true sense of international collegiality and solidarity, where empowerment comes from each other and is not reliant on the vagaries of outside agencies. Over a 2 year period (2014–2016) three network events were organised in Portuguese schools. In these events, teachers from the five schools gathered and shared the development of their different projects. A newsletter was produced in which teachers could write and reflect on their meetings, the network events and also their concerns and achievements.

### Teacher leadership event, Lisbon, May 2016

In May 2016 another team from HertsCam went to Montijo, Lisbon, where, along with Dr Maria Assunção Flores, they participated in another network event. Great work had been going on in the intervening 18 months, growing teacher leadership in Portugal. The event was hosted by Marta Alves, director of the Cenforma Teacher Centre.

David Frost's opening presentation provided an overview of the international teacher leadership work and the rationale for the non-positional approach. The wide variety of projects displayed in the gallery walk by both English and Portuguese teachers were inspiring. Teachers were invited to stand by the posters depicting their development projects and to discuss them with those who viewed the posters. A series of workshops led by teachers from the two networks were opportunities to showcase development projects. During the workshops, Portuguese and English teachers were able to present, share and discuss in more detail their projects. Themes ranged from the development of strategies to foster reading in primary schools to the design of methods for involving students more actively in learning calculus. The discussion were very rich and enabled all participants to share their concerns and achievements.

Just before lunch Tracy Gatieri, Headteacher of Wormley Primary school, and Maria Santos Richmond, Assistant Headteacher at Sir John Lawes School, made a presentation: 'Sharing the vision of teacher-led development work'. This focused on the importance of support from the senior leadership team and their role in helping to engender a school culture where quality professional development was valued. The speakers shared with Portuguese colleagues how empowering support for teacher leadership could be, and how it could result in real impact for a school, its pupils, teachers and the wider community. For some school leaders, giving teachers autonomy is seen as a risk, for others a liberation. The British visitors said that it was a privilege to have the opportunity to share these ideas at the conference. Mostly, however, it was a day to celebrate the achievements of teachers and to understand the commitment to a profession which draws them to gather together at a weekend to reflect on their professional concerns and develop practice together.

### Teachers' voices

Teachers involved in the TEL initiatives were very positive about their experiences and learning through networking. At the end of the conference, we used the same 'heads, hands and hearts' activity we had used in the Braga conference calling upon participants to stick their comments up on the wall. Despite the challenging circumstances in which they work, arising from poor working conditions, no career progression, lack of social recognition and a decrease in their salaries (see Flores, 2014), teachers talked about resilience, hope and different sources of motivation that keep them in teaching:

*My main concern is being able to get the necessary energy to keep myself motivated and to motivate my students for learning.*

*I keep trying to innovate and to improve my practice, trying to motivate the students for learning and developing their competences.*

*As a teacher you feel unmotivated with all that is going on in the education system, but you need a positive attitude in order to motivate your students for learning.*

*I try to make an effort to carry on keeping in mind the goal that has made me choose this profession, I mean, my students!*

Issues of school culture, supportive leadership, a sense of vocationalism and strong professional values were at the forefront of their accounts. They stressed the opportunities for learning and collaboration with colleagues in a more informal and less bureaucratic atmosphere, with a focus on their real problems and concerns. They also highlighted the potential of teacher collaboration and

networking, as well as the awareness of their role as change agents in their school contexts.

*I am lucky because in my school there is an open climate for developing projects in the different departments...*

*The most important thing for me is the collaboration that you feel in this school... colleagues are easy to approach to be involved in projects at school.*

*You feel supported by the school leadership. As a teacher you have freedom to develop new ideas and initiatives...*

*Being able to create opportunities to reflect and to share ideas with colleagues in a safe environment helps you change your practice.*

*I have learned how to reflect in a more systematic way and trying to change something in my practice.*

*I have improved my reflective skills with the activities that we have engaged in...*

*I have learned that as a teacher I can take the lead and do something for myself, for my school and for the teaching profession.*

*My main learning has been the ability to work collaboratively in projects with other colleagues in my school. And this has enhanced my self-esteem.*

*I have learned that professional knowledge may be built in a collective way... As a teacher you can be a leader in your school...*

*Getting feedback from peers in a more informal way and in a safe and supportive environment has helped me a lot to change my perspective as a teacher...*

To sum up, the TEL project in Portugal points to the possibility of building professional knowledge, sharing experiences and ideas and enhancing professional motivation and morale through well-structured programmes of support for teacher leadership. Both structural and cultural issues emerged – namely the professional and school culture, the school leadership and the personal and professional values as teachers – as key mediating influences on teacher learning and professional development. Overall, this study provides fascinating empirical evidence of the complexity of teacher learning and leadership. It also highlights the need to support and sustain teachers' continuing professional development in the workplace through a view of teachers as lifelong learners and of schools as professional learning communities. The collaboration between colleagues in Portugal and the HertsCam Network is ongoing.

## Learning Advocates as change agents

### Liza Timpson, Ruth Fuller, Janine Kitson, Sara Gallagher, Paul Rose and Sheila Ball

#### Editor's introduction

Liza Timpson is a teacher of history and a Senior Learning Advocate at The John Henry Newman Catholic School. Having participated in the Teacher Led Development Work (TLDW) programme at her school she went on to complete the HertsCam MEd in Leading Teaching and Learning in 2014. Ruth Fuller, Janine Kitson and Sara Gallagher are also teachers at the same school and are also members of the Learning Advocates team. Paul Rose is an Assistant Headteacher at the school, a graduate of the HertsCam MEd and a member of the MEd Teaching Team. Paul is also a very experienced TLDW Tutor who inducted Liza and Ruth into that role. Sheila is Programme Leader for the TLDW programme as a whole, and, as a member of the MEd Teaching Team, was Liza's academic supervisor when she undertook a project focusing on the role of Teaching and Learning Advocates.

This chapter raises an interesting proposition which challenges one of the precepts of the HertsCam approach, namely the idea of non-positional teacher leadership. It is clear from other chapters in this volume that senior leaders have vital roles to play in creating the conditions for teacher leadership (see Chapter 16), creating opportunities for the outcomes of teacher-led development work to be influential in the school (see Chapter 14) and in exploiting the synergy between TLDW and other organisational structures and processes in the school to maximise the scope of development activity (see Chapter 18). However, in this chapter we see the creation of a special role of responsibility, the Learning Advocate. What is distinctive about this role is that it does not seem to have a narrow set of competencies attached to it, nor does it involve the management of a specific area of the curriculum, and the role incumbents are not held to account for levels of measured attainment. Instead they employ a facilitative style which mobilises their passion, creativity and resourcefulness to maximise the agency of colleagues.

### Lisa *et al.*'s story

Despite our school being successful, with high levels of attainment, by 2013 there was increasing concern amongst colleagues that our pupils were being force-fed information and were over-tested. Many seemed ill-prepared for the transition to higher education and employment. Our school was turning out high academic achievers, but not all-round learners or good leaders. We noticed that, despite many pupils beginning Year 7 with a variety of learning habits and attitudes, these were largely lost as they progressed through their secondary school years. A 'banking' model (Freire, 1970) led to rote learning for exams and increasing data performance measures resulted in a teacher focus on 'collecting grades' leaving little time for peer-to-peer dialogue about effective teaching strategies. We also discerned a dip in the resilience of the pupils during the transition from primary school to secondary school. They became less willing to engage when the learning became challenging. Where possible they would avoid difficult activities in the classroom. Paradoxically, results were improving, but levels of motivation and engagement were deteriorating. We saw a declining appetite for risk taking and curiosity. A robust response was required.

### The emergence of a strategy

As a result of discussions about the problem outlined above, a small group of seven teachers worked with the headteacher to devise a strategy called 'Teaching and Learning Advocates'. This was an opportunity to challenge the resilience dip and the 'balkanised' professional culture (Hargreaves, 1994), where subject leaders are set against each other and are called to account for pupil performance data. This was an opportunity to transform classroom practice through professional collaboration and reflection.

We decided to build on the TLDW programme already successfully embedded in the school. TLDW is centred on improving practice in a school through the building of knowledge of teaching and learning (Frost, 2008). Many of the Advocates were participants in the school's TLDW group or the HertsCam MED, both sponsored by the school. As such, we were familiar with the concept of non-positional teacher leadership as a mechanism for leading change (Frost, 2013). Non-positional leadership invites all educational practitioners to identify and address their professional concerns by exercising leadership so that innovations can become embedded in routine practice. Our school's participation in the HertsCam TLDW programme had been spreading moral purpose in our school for some years and was gradually liberating skills and confidence amongst colleagues. As newly appointed Teaching and Learning Advocates, we were enabled to spread that moral purpose further and become more effective agents of change (Fullan, 1993). Our purpose was to find collaborative ways of

experimenting with innovative classroom based strategies so that pupils could become more responsible for their lives and learning (Deakin Crick, 2006; Black, McCormick, James and Pedder, 2006).

### Cultivating positive learning habits

During our first term we met regularly with the school's senior leadership team (SLT) to discuss initiatives for the cultivation of positive learning habits and skills throughout the school. To understand how pupils developed in their transition from primary to secondary schools, we observed classes in our feeder primary schools. We observed children as young as 7 years old standing in front of their class leading segments of lessons. The contrast with our pupils at secondary level could not be starker. After each primary school visit the Advocates met informally to discuss insights and reflections on strategies observed in the primary classrooms and how these might be adapted in a secondary school environment.

Throughout the first year, we continued to meet with the SLT to discuss initiatives and eventually the HEROs initiative was launched. We realised that the current reporting system reduced the pupil to a low, average or high achiever. In order to encourage a focus on the pupil as a learner, we introduced learning reviews where teachers would evaluate pupils' learning habits and skills. These habits and skills were categorised as homework, enquiry, reflection and organisation hence the acronym 'HEROs'.

### Developing a reflective and collaborative culture

In the early days of the HEROs initiative, the Advocates held monthly breakfast meetings for teachers to drop in to and discuss nuggets of practice from their classrooms. Breakfast meetings were a useful mechanism for sharing our primary school observations in a non-threatening manner. They helped develop the belief amongst teachers that we did have pupils who were ready to be dynamic learners if only they were presented with the climate in which to do so, but somewhere along the line they were being encouraged to become 'static' learners.

These meetings needed to represent a diverse range of teachers to avoid the risk of 'ignoring resources that lie fallow in most schools' (Louis and Gordon, 2006: 2). We also understood that in order to bring about effective and lasting change we needed to provide more than just a one-day experience. It was an enormous undertaking and would take time to develop. Despite the possible resistance to more meetings due to workload, we widened the breakfast meetings to all colleagues, promoting them as a forum for individual voices to be heard. The

first meeting was attended by 20 per cent of the teacher body and was not a resounding success. Rather than discussing initiatives, frustrations were raised and unwittingly we had given the impression that the Advocates' role was to recite research habits and provide technical expertise. We had to regroup.

If we wanted to enable classroom teachers to engage in powerful collaborative learning experiences (Hattie, 2012), rather than imposing ideas, our role had to focus on facilitating reflection and dialogue. In planning for the next session we decided on four key actions. Firstly, we agreed to remind the group at the start of each session of the core principles and to keep *'all eyes on teaching and learning'*. Secondly, we reassured colleagues that the focus was not on raising test scores or scrutinising data, but on increasing teachers' ability to think about how their collective work affected pupils' learning (Stoll and Louis, 2007). Thirdly, we ensured that the session focused on real examples of learners building character habits and getting better results than ever (Claxton, 2015). Finally, to encourage autonomy over the agenda and foster responsibility and create something close to Claxton's 'right kind of epistemic apprenticeship' (2008: 93), we invited colleagues attending our meetings to decide the focus. We emailed those who expressed an interest in attending the second meeting asking for suggestions for the proposed agenda. To challenge the notion that only the Advocates could produce the right tools, we also selected four teachers from the first meeting and asked them to present a practical example of how learning habits and skills were being encouraged in their classrooms. Teachers are much more likely to change what they do if they see someone else doing it differently, or if they have heard a story about small-scale intervention (Hargreaves, 2004). Distributing leadership in this way transformed the meetings.

The resulting cross-departmental discussion afforded a collegial exchange across subject areas. One teacher commented that her simple suggestion was enthusiastically received:

*I thought my idea was basic so I was surprised to see how many people stated that they would trial it in their own classroom.*

(Teacher 1)

Respondents were enthusiastic:

*I think that the ownership of the agenda by the group was brilliant at inviting guest speakers to share their own practice of the habits.*

(Teacher 2)

The teachers gradually embraced challenges, became persistent in the face of setbacks, recognised the value of effort, willingly learned from criticism and found

inspiration in the success of others (Dweck, 2006). The meetings had become a key organisational resource:

*I sounded off, but felt safe to do so. The process has required commitment of a monthly meeting but it has allowed ownership. The process has begun to shape what I can do with the HEROs agenda and what Advocates and teachers can do together.*

(Teacher 3)

Many teachers valued the support of other colleagues across departments to build bridges of understanding. The breakfast group had engaged teachers in resolving the problems of classroom teaching:

*It is when teachers start talking about their teaching and the methods most effective in their classrooms that learning starts improving.*

(Teacher 4)

*Some people can be reactionary to a policy. The group allowed conversations to strike up between those in meetings and those not there. They spread the learning virus.*

(Teacher 5)

The Advocates had encouraged a learning community motivated by a shared learning vision to find ways inside and outside their immediate community to learn new and better approaches to enhance pupils' learning (Stoll *et al.*, 2006). When participants were involved in sharing practice, they felt ownership not only for their work but also for their peers' as well (Lieberman and Wood, 2003):

*The group allowed an opportunity to hear lots of teachers and how they operate in the school or took some risks with new initiatives and that's invaluable.*

(Teacher 6)

*The breakfast meetings at the start could be viewed a talking shop. But it was far from that. It was an opportunity to feel safe in understanding initiatives.*

(Teacher 7)

Our role as teachers was changing; identifying the need to be more consciously aware of ourselves in a more habits-focused classroom.

The Advocates' breakfast meetings doubled in attendance from 20 to 40 per cent through positive word-of-mouth referrals. The meetings established links and relationships between teachers who hadn't worked together before developing both social and intellectual capital (Hargreaves, 2001). They encouraged new

alliances. A professional dialogue had been established. Teachers continued their breakfast meeting conversations in the staff room. We witnessed a growing culture where teachers felt liberated to arrange gatherings on effective classroom practice. A heightened sense of moral purpose was apparent in the emergence of a belief that it was everybody's duty to lead change in teaching practices.

Following the introduction of the Teaching and Learning Advocates we witnessed some early adopters of our work and some who were more cautious. In any school there will always be enthusiasts or 'missionaries' (MacBeath, Schratz, Meuret and Jakobsen, 2000). Apprehensive about the Advocates' role being perceived as an exclusive club, we needed to bring about greater collaboration, a vital tool in enabling change and engaging others (Frost and Durrant, 2002). In giving the teachers attending the second meeting autonomy over setting the agenda they could prepare ideas in advance thus maximising the quality of the subsequent learning discussions. This empowerment inspired confidence and a sense of purpose from the beginning leading to non-Advocates contributing more directly to the initiatives.

It became clear that when teachers are involved in innovation they feel deeply about being able to draw on their imagination, confidence, empathy and situational understanding, attributes that were enhanced when working alongside others. Once the value of collaboration was realised, the level of professional dialogue and collaboration increased. Individuals were challenged to account for their own practices and they gained confidence as knowledge and information was shared (Durrant and Holden, 2006). Teachers felt safer knowing that everyone was involved and that we were collectively attempting to move and shape the school culture together.

### Maintaining momentum

As the programme developed the number of appointed Advocates reduced from seven to two due to promotions both outside of, and within, the school as well as budget cuts. Despite initial concerns about how this might impact on the sustainability of the programme, the continued unwavering support of the senior leadership team enabled the project to thrive. In addition, to maintain momentum, we ensured that key stakeholders were regularly informed, through publications of our activities and outcomes for staff and governors as well as a termly presentation to the headteacher. The SLT began to look to the Advocates to lead whole school professional development days and to contribute to parent information evenings, drawing on the TLDW approach and HEROs techniques and classroom best practice that the Advocates had been developing.

### Evaluating impact

Recording how the pupils benefited from the HEROs initiative remains challenging. Our pupils' results were already outstanding in many areas and external agencies were keen to know the immediate impact of the programme. What was evident was the growth in teacher confidence and motivation, a growth in the mindset of pupils as resilient learners and their personal learning contributions to the school.

Three years on it would be wonderful to think that every teacher has become an active self-improver, endlessly curious about how to move their practice forward. However, the strategies we introduced led to colleagues realising that becoming a great teacher is not a destination but a constant learning journey that is boundless and bottomless. One of the indications that our school is on the right path is that the breakfast meetings are now hosted and arranged by non-Advocates who were once attendees at the first meetings. Additionally, teachers who had not chosen to attend the initial breakfast meetings are now devising their own initiatives and taking ownership of their own involvement in the HEROs programme.

### Final reflections

The breakfast meetings confirmed that if we want teachers to continuously improve themselves and their pupils, it is the mindset of the teacher that is the key to, and the most powerful indicator of, their effectiveness (Beere, 2014). Additionally, it is clear how the advocacy model reflects the culture promoted by the TLDW approach. Lasting impact depends on empowering teachers to feel confident to experiment for themselves. This includes providing a forum to discuss potential challenges ahead and share success stories of real classroom experiments. Seeing ourselves as teacher leaders and advocates for learning is key.

### Paul's perspective

Our approach to developing teaching and learning at John Henry Newman has become all encompassing. The framework for all colleagues this year embodies the invaluable work of the Teaching and Learning Advocates and the TLDW programme. In the past, there have been increasingly impressive numbers who have either been part of the TLDW and MEd, or under the sphere of influence of the Advocates and their work. Not everyone has been directly involved, but we have taken the best of the development work approach and ensured that everyone has been affected by the outcomes.

**Sheila's perspective**

As Liza Timpson's supervisor when she undertook the HertsCam MEd in Leading Teaching and Learning, I was privileged to see her dogged pursuit of ideas, unrelenting passion and keen moral purpose in relation to the HEROs initiative described above. Through our dialogue, and through Liza's writing, I was able to see how the collaboration amongst the Learning Advocates enabled them to have a significant impact on pupils, colleagues and the learning community as a whole. I was privileged to learn about how a whole school approach can engender a vibrant pedagogic culture.

## The growth of teacher leadership in the Western Balkans

**Gisela Redondo-Sama, Gordana Miljević, Mariana Georgieva, Majda Josevska and Claudette Anderson**

### Editor's introduction

At the time of the events described in this chapter, Gisela Redondo-Sama was a Marie Curie Postdoctoral Fellow at the University of Cambridge; Gordana Miljević was a Programme Manager at the Centre for Education Policy in Belgrade having formerly been with the Education Support Programme of Open Society Foundations and a major catalyst for the International Teacher Leadership (ITL) initiative in the Western Balkans; Mariana Georgieva was an independent consultant working on behalf of the Open Society Institute in Sofia, Bulgaria; Majda Josevska was the Professional Learning Communities Coordinator at the Step by Step Foundation for Educational and Cultural Initiatives of Macedonia, and Claudette Anderson was a member of the HertsCam Teacher Led Development Work programme Tutor Team and a geography teacher at Dame Alice Owen's School in Potters Bar, near London.

This chapter provides a brief glimpse of recent echoes of the ITL initiative which benefited from pump-priming funding from Open Society Foundations in 2010. The intention then was to start balls rolling. We built a network of people who could facilitate teacher leadership support programmes through a series of international meetings in or around cities such as Belgrade, Corinth, Ohrid, Veliko Tarnovo, Novi Sad and Cambridge. We shared expertise and tools. We worked together to devise principles to underpin our action in the future and then we went back to focusing on our local programmes. In this chapter we see an account of how things turned out in Bulgaria and Macedonia, but we also know that non-positional teacher leadership has been flourishing elsewhere (see, for example, Vranješević and Čelebičić, 2014). One of the reasons that the individuals and organisations referred to above have worked so hard to keep non-positional teacher leadership alive is that it addresses a need for strategies that will not only improve schools, but more fundamentally foster the democratic way of life that the great John Dewey talked about. This Dewey quotation is taken from a blog written by a commentator on Russia, Sarah Lindeman-Koramova (2015):

*Wherever democracy has fallen, it was too exclusively political in nature. It had not become part of the bone and blood of people in daily conduct. Unless democratic habits of thought are part of the fibre of a people, political democracy is insecure (Dewey, 1937).*

## The authors' story

The recent history of the Balkan countries shows how socio-economic and political changes influence educational systems (Dimou, 2009). There have been many different initiatives to support teachers and modernise the system. Amongst these is the development of teacher leadership programmes which have contributed to school improvement worldwide (York-Barr and Duke, 2004). The International Teacher Leadership initiative (ITL) launched in 2008 has played a key role in enabling teachers to lead change in countries such as Bulgaria, Serbia, Bosnia and Herzegovina, Moldova and Macedonia (Frost, 2011).

Reports from international organisations, universities and NGOs from diverse parts of the world provide insight into the state of education in the Western Balkans after the collapse of communism. For example, the statistics for enrolment to pre-school and primary school is one useful indicator of educational health. UNESCO (2015) reported that in the period 2001–2014 in Bulgaria, the enrolment to pre-school education increased from 66.8 per cent to 83.6 per cent. In Macedonia, the State of the World's Children report (UNICEF, 2016) indicated that 89 per cent of boys and 8 per cent of girls were enrolled in primary school. As an alternative measure, Jugović and Doolan (2013) explored the situation of early school leavers in Southeast Europe, where available data for Bosnia and Herzegovina show that more than 30 per cent of primary school graduates do not continue to secondary education (UNICEF, 2011). The problem is particularly prevalent in ethnic minority groups such as the Roma community.

Teachers in the Balkans face the challenge of achieving inclusive learning environments in schools characterised by cultural, religious and ethnic diversity. According to the report *Teachers for the Future. Teacher development for inclusive education in the Western Balkans* (ETF, 2011), there is a lack of positive role models and culturally sensitive approaches to education because teachers are not representative of population diversity and the recruitment of minority student teachers is not a priority. Furthermore, the report states that teaching practices tend to be didactic and non-inclusive, with limited opportunities for teachers to develop strategies for inclusive education. However, the development of leadership practices arising from the ITL initiative in the Balkans is exemplifying ways to 'transform difficulties into possibilities' (Freire, 1997). There are remarkable stories from intercultural education in Serbia (Vranješević and Frost, 2016) which

illustrate, for example, how teachers can address the participation of parents from cultural minorities through teacher-led development projects. In other examples, narratives of change in multi-ethnic communities in Macedonia have successfully fostered social inclusion through language learning (Sejdini, 2014).

## Defining the themes, working together

In March 2015 we visited Macedonia and Bulgaria, to uncover some of the impressive and inspiring stories of transformation through teacher leadership. We wanted to find out more about how teacher-led development projects were generating transformation in the Balkans, especially in relation to inclusion. We adopted a collaborative approach to defining the specific areas of focus for our research visit. In the few months preceding the visit we initiated a series of conversations with ITL collaborators, particularly with the Step by Step Foundation for Educational and Cultural Initiatives in Macedonia and the Open Society Institute in Bulgaria. We agreed that the aim of the research visit was to explore:

- the extent of the continuation of the teacher leadership programme since 2010
- the type of projects that teachers have led
- any projects that have involved working with parents or the community
- how teachers had been able to develop their leadership capacity
- how teachers' networks had been developed
- how the tools originally provided by HertsCam have been adapted or developed
- how teacher leadership groups facilitate dialogue between teachers
- the identities of the facilitators who have provided the support
- the extent to which support for teacher leadership has become self-sustaining
- the ways in which support for teacher leadership has been resourced or funded
- the obstacles to scaling-up the teacher leadership activity
- the extent to which school principals have found the teacher leadership work of benefit
- the ways in which school principals have supported teacher leadership
- the role of any local government officials or other agencies

We agreed that it would be essential to meet colleagues who had organised the teacher leadership programme, colleagues who had facilitated teacher leadership groups or events, and teachers who had participated in the teacher leadership programme. Furthermore, we agreed that it would be desirable to meet principals in schools which had participated in a teacher leadership programme, including network events. Based on the points above, we designed three tools: a guide for conversations with teachers, a guide for conversations with facilitators and a workshop tool to support exploration of levels of leadership.

### Macedonia: 'There is a lot of sharing experience'

Claudette and Gisela travelled to Skopje, the capital city of Macedonia to meet with Majda. To prepare them to meet teachers, Majda provided a general overview of the teacher leadership work in Macedonia. She explained that the schools involved are state primary schools, both urban and rural, some ethnically homogenous and some heterogeneous. At the very beginning of the ITL project, there were eight schools involved and by the beginning of the 2015–2016 academic year Majda expected to have around 70 schools enrolled in the project. The team were taken to a school where they could meet teachers and attend a workshop which was part of the teacher leadership programme. Majda translated from English to Macedonian and back.

Angela, a teacher taking part in the programme, had been working in the same school since she became a teacher in 2004, as had many other colleagues from state schools in Macedonia. Angela explained the role of sharing practice with colleagues:

*There are teachers who are willing to learn and to ask... so they are asking, they are reading my portfolio, they are coming to my classroom and when they saw something I did that they liked, are copying it (teacher from Macedonia).*

Milena, a principal in a primary school, and Isidora, a pedagogue, were both facilitators of the teacher leadership programme. They came together to Skopje to participate in a workshop with other teachers from Macedonia. Milena had been a teacher for 20 years, 12 as a teacher and 8 as a principal. They had started the teacher leadership programme in 2010.

*When I became a principal, I wanted not just to share but also to pass all this knowledge to my staff... I wanted to establish a practice within the school that whatever training or a study that some of the teachers may have participated in, they disseminate within the school, among the staff so... this specific project about teacher leadership provided this opportunity.*

We were interested to see teacher leadership at work during the workshop itself. During the workshop, teachers in the programme participated in small-group interactive activities. Teachers were encouraged to use hats as a tool to differentiate ideas (de Bono, 2000): blue to refer to steps and activities, yellow for improving instruction, and white to indicate ongoing processes. Teachers shared practices in a meaningful and friendly environment, which enhanced the possibilities for collaboration and networking.

Gisela and Claudette also visited a school in Ohrid. Arriving at midday, they were welcomed by a group of teachers who took them on a tour of the school. The role of sharing practice was raised in the ensuing dialogue.

*There is a lot of the sharing experience, especially between more experienced and less experienced teachers. For example, when I started in this school 2 years ago, I would send the daily preparations (the document you have to produce) and I basically looked at it and advised what to improve and took this into consideration when revising it. I learned a lot from more experienced colleagues (teacher from Ohrid).*

We also learned how the network of teachers was growing in Ohrid, where they usually have the support of the principal, and how the meetings enable a space for the interchange of ideas and accounts of practice.

The overall impression was that the practice of teacher leadership was thriving in Macedonia. This seemed to be because colleagues at Step by Step had been able to use the techniques and tools gained through participation in the ITL initiative in 2009–2011 within a component of the USAID 'Readers are Leaders' project – the Learning Communities initiative. This provided the infrastructure and staffing to be able to continue the support. There was a clear rationale in that teacher leadership is a very useful strategy for knowledge co-creation, creating the connective tissue in the system which proved to be crucial for embedding a culture change in the schools through self-directed collaborative learning.

### Bulgaria: 'Leading projects increased my professional competence'

From Skopje, Gisela travelled to the city of Varna in Bulgaria to meet Gordana Miljević. In the afternoon, they developed their joint understanding of the purpose of their participation in the workshop organised for the next day in a school. They dined with the organiser of the workshop, Mariana Georgieva from the Open Society Institute, and some teachers. The hosts not only recommended the best food, but also shared their cultural knowledge and dancing skills, accompanied by traditional music.

The following day, Gordana, Mariana and Gisela arrived at the school and the event began with a welcome from school representatives. The workshop had 22 teachers from eight of the Active Teachers Clubs and the morning was dedicated to plenary sessions about non-positional teacher leadership, the role of working together to develop future initiatives and parent-school participation. A special moment was when a short video clip of David Frost from Cambridge was played, raising awareness of the relevance of teachers' work in Bulgaria, showing a poster given to him in 2010 in Veliko Tarnovo, which had been on the wall above his desk in Cambridge ever since. David also kept the postcard made for him by children and their teacher which carried the slogan 'We are not waiting for Superman!'. He has used this image many times to convey the essence of the teacher leadership ethic. The participants in the workshop had the opportunity to hear about how an English teacher's students played parts in Shakespeare's *Romeo and Juliet*. Student participation was based on their interest in the activity rather than their English language level. This non-discriminatory approach was shared in the Active Teachers Club, within which the teacher leadership meetings are organised. The term Active Teachers is still used in parts of the world where the Soviet Union was influential and where the term 'teacher leadership' carries problematic connotations (Lapham and Lindeman-Komarova, 2014). One of the teachers described the teacher leadership meetings in the following way:

*We have meetings once a month in our school. .... Usually at the beginning of the year, we meet together and we decide what we will do this year, what will be our aim, what will be our objective. .... If we have a special topic which we decided previously, we write some notes on the board, sometimes we make collages, sometimes we work in teams... (teacher from Bulgaria).*

After the lunch in a classroom, the afternoon featured presentations of other teacher-led development projects. The project themes included music classes to include Roma children and the school's development of a 'School for Parents'. This initiative allows families to actively participate in the school with the aim of overcoming barriers between schools and neighbourhoods through the promotion of a more dialogic school-home relationship. One of the teachers shared her experience of this initiative:

*We knew about other schools where they had developed the school for parents. And it became clear and we made it happen and we love it... (teacher from Bulgaria).*

Time and space was given over to discussion in small groups, with teachers exploring links between their own practices and the projects presented. Some were involved in other teacher leadership activities and events, which have been growing in previous years. For instance, teachers in Bulgaria participated in the National Festival of Active Teachers Clubs to share their portfolios and discuss

specific issues related to professional development. In 2015, the Open Society Institute supported the Third National Festival of Active Teachers Clubs, with the purpose of facilitating extended discussion of what inspires teachers in their work, how students and teachers study and how to develop their learning skills. As a result of expanding teacher leadership in Bulgaria, teachers have more options to lead change:

*Leading projects increases my professional competence, improves the quality of my work and stimulates activity. It is like a muscle that you train, the more you work, the more you want to work (teacher from Bulgaria).*

It must be noted also that the Bulgarian teachers continue to network using their Facebook page 'Aktivno ucitelistovo'.

### Ideas for the future

During this week, we had the chance to understand more about the growth of teacher leadership in Macedonia and Bulgaria. We learned from teachers' projects, their reflections and discussions that teacher leadership is not only still alive in the Balkans, but it is actually growing. The development work mentioned in this chapter happens without the financial support that was generously provided by Open Society Foundations in 2010, with teachers themselves sustaining processes of change. In our final conversations with many teachers, they shared ideas on how to expand teacher leadership, suggesting the organisation of an international teacher leadership event as the next step or the development of a toolkit which shares resources from all parts of the world. With this degree of inventiveness and enthusiasm we are sure that there will be much more to come.

## Using the TLDW method in middle leadership training

### Judith Nash

#### Editor's introduction

Judith Nash has been a member of the HertsCam Teacher Led Development Work Tutor Team for many years, but unusually, she works as an independent consultant rather than as a member of staff in the school concerned. The project presented in this chapter arises from her work as a consultant to a school for students of 11–18 years of age, Turnford School in Waltham Cross where, a few years ago, she was asked to provide training for middle leaders. The concept of 'training' is antithetical to the approach to school and teacher development that features in the rest of this book. In HertsCam, training tends to be discussed in negative terms and seen as a narrow behaviourist idea which supports top-down, instruction-based approaches to learning in which the need to enhance human agency is not addressed. It is clear from Judith's account in this chapter that, given the school at that time was struggling to improve performance, an intervention was absolutely necessary and the headteacher needed to ensure full participation. Judith's experience of facilitating non-positional teacher leadership presented both an opportunity and a challenge when planning this intervention.

The chapter provides insight into the role of action for change as a key ingredient in professional learning. It has long been established in the UK that teachers' continuing professional development needs to be school-focused and address professional problems; this was asserted as far back as the early 1970s in the James Report (DES, 1972). However, the teacher-led development work methodology that Judith drew upon for her middle leadership programme assumes that teachers develop the capacity to exercise leadership when they have the kind of support that enables them to practice it and learn together from the experience.

#### Judith's story

In the UK, the role of middle leaders in the drive for school improvement is increasingly recognised. It is not uncommon, following a visit from the Ofsted (Office for Standards in Education, Children's Services and Skills), for a school to have a target which focuses on the development of these middle leaders, individuals who may be leading curriculum or pastoral teams. As an independent consultant, I was asked by a school which had been set such an improvement target to provide a programme of support for middle leaders. I had experience of being a facilitator within the HertsCam Teacher Led Development Work (TLDW) programme and had found it to be a powerful vehicle for school improvement and professional development. I therefore proposed that we adapt the methodology for this purpose. This immediately raised a dilemma in that the school initially required all those with a middle leadership position to participate. One of the fundamental principles of TLDW is that participants are invited to participate rather than required or coerced. In this chapter I explore the impact of using a TLDW methodology on participants' ability to effect change in the context of participation being required, rather than freely chosen.

I began with a conversation with the headteacher of the school focusing on the aims and scope of the programme. We explored her vision and desire to change the professional culture from what she labelled a 'Can't do. Won't do' culture to a 'Yes, we can' culture, in which colleagues believed they could make a difference. We reflected on the leadership capacity within the school and agreed that the development of middle leaders would be pivotal in effecting change. The headteacher wanted to enable her colleagues to exercise agency, which I interpreted as: 'intentional action, knowingness, self-monitoring, exercising choice and control over goals and processes' (Frost, 2006). We agreed therefore that I would develop a middle leadership programme that would raise standards of teaching and learning by developing professional leadership capacity and a professional learning community. This would need careful facilitation, given the obvious juxtapositioning of agency and free-choice and the imperative to participate.

#### Historical perspective: from middle manager to middle leader

Middle leaders have long had a pivotal position in raising achievement in schools (NCSL, 2003), positioned as they are between senior leaders and the rest of the school's staff. There is often a tension between the goals of the school as a whole and the tendency on the part of department heads to protect the interest of their teams (Bennet *et al.*, 2003), so called 'balkanisation' (Fullan and Hargreaves, 1992). A major problem to overcome within Turnford School was a change in the role of middle leaders in recent years: they were now expected to exercise leadership with their teams and contribute to building leadership capacity in

the school as a whole. In the past, middle managers were just that, managers of resources, people and systems, with no focus on collaborating with others or sharing expertise within their teams. However, the Education Reform Act of 1988 introduced the National Curriculum that set out a standardised curriculum taught across schools with appropriate assessment (Maclure, 1988). This was closely followed by the introduction of OFSTED in 1992 which placed greater emphasis on middle managers to drive through curriculum change. 'Middle leaders' therefore became accountable and found themselves responsible for monitoring the progress of students within their subject area and the performance of the members of their teaching teams.

### Existing middle leadership

This new context had to be taken into account when planning the middle leadership programme for Turnford School. The recently appointed headteacher had inherited a mixed group of middle leaders; some had initially been appointed as middle managers and had been in post for a number of years, while others were young teachers who had been promoted early in their careers. Neither group possessed the confidence to implement the type of change crucial to moving the school forward. The headteacher expressed her concern to me about what she was expecting her middle leaders to do.

*As a new head I am growing a culture in the school, which is hard for middle leaders who have been here for a while as they have to change their mindset. It is also difficult for the young leaders who have been promoted early and have issues of confidence and time management (Headteacher).*

The issue of confidence and lack of experience was expressed by a number of programme participants as illustrated below:

*My initial training grossly underprepared me for the challenges of middle leadership. I had only been teaching a year when I took on a middle leadership post so I had little or no chance for any CPD (continuing professional development) to fill this gap (Participant 2).*

Both the headteacher and the middle leaders understood the need for a middle leadership programme to develop their leadership skills.

### Drawing on the TLDW framework

I reflected on how I could effectively empower the middle leaders to lead change. I considered a range of options which included the HertsCam TLDW programme and programmes run by National College for School Leadership (NCSL). The NCSL programme is more prescriptive than TLDW, which allows facilitators to adapt the

programme to suit the context. The NCSL programme involved a considerable amount of reading and participants in challenging schools do not have time for much of this.

With these points in mind, I was in favour of working with the TLDW approach. I had seen how the TLDW programme could develop participants' leadership skills. I proposed therefore, that we looked at the principles set out in the 2010 version of the TLDW Participants' Handbook which were: 'taking the initiative to improve practice'; 'acting strategically to embed change'; 'gathering and using evidence in collaborative processes'; 'contributing to the creation and dissemination of professional knowledge'.

The Headteacher and I agreed that a programme underpinned by these principles would develop the school's middle leaders. During the year ahead, participants would undertake a project based on a particular area they were interested in developing. The projects would give participants an opportunity to develop their practice while at the same time promoting a learning culture across the school. The design and leadership of a development project would be a good vehicle for leading change, developing participants' ability to be self-reflective and their sense of agency (Frost, 2013). They would be exercising leadership and beginning to embed the change in the school that would match the headteacher's vision of shared leadership.

### The challenge of adapting the TLDW methodology

Volunteerism and the notion of non-positional leadership are enshrined in TLDW principles. Usually, individuals choose to join a TLDW group because they believe that there is scope for improvement and they want to take up the challenge of leading change. The TLDW programme provides the kind of support that can 'awaken the sleeping giant' of leadership within them (Katzenmeyer and Moller, 2001). At Turnford School, middle leaders were required to participate because they occupied a formal position within the organisation of the school. A consequence of this was that, rather than developing a project based on their own values and interests, they were asked to focus on the agreed values and goals of the school. With this issue in mind, the headteacher and I explored those values and goals and concluded that they were sufficiently broad to allow participants to be able to align their personal professional values with those of the school. What gave me the confidence to make the final decision to base the programme on the TLDW principles was exploring reports of other adaptations of TLDW where the basic principles had been honoured but in the context of specific contextual needs.

The story of the APREME project interested me in this respect (Frost, 2012). A group of Eastern European countries wanted to address the lack of meaningful involvement of parents in the education of their children in relation to ethnic minority students. Project managers asked if the non-positional teacher leadership approach could be used to support an intervention to address his lack of involvement. Materials, tools and techniques had already been shared through the International Teacher Leadership (ITL) initiative (see Chapter 21) and so it was relatively cost-effective to adapt them for this specific purpose. Teachers were invited to participate although the area of focus was to some degree constrained. The fact that the TLDW programme had been successfully adapted to meet a specific need gave me the confidence to draw on the TLDW programme with the focus of developing middle leadership skills. I was confident that, given the level of interest in continuing professional development shown by some of the middle leaders, I would be able to support participants in developing their agency and strategic planning in order to effect real change.

### Evaluation of the programme

Our middle leaders course drew on the basic framework of the TLDW programme with school-based twilight sessions, one-to-one tutorials, the development of a project and network events. The TLDW programme is designed to develop leadership capacity but in the case of the Turnford programme I planned to make the focus on leadership skills even more pronounced. We extended the number of one-to-one tutorial sessions, which gave participants additional opportunities to explore their concerns and build their confidence. The one-year programme provided ongoing development opportunities for three successive groups of middle leaders. Evaluative data was gathered through semi-structured interviews, questionnaires, emails and general discussion with participants, members of the senior leadership team including the headteacher and other members of staff. I analysed the data and reflected on my experience as a facilitator, looking at the degree to which the goals of the programme had been achieved.

Initially, the response of the participants to the first TLDW principle of 'taking the initiative to improve practice' was mixed. The first group of middle leaders lacked confidence in their ability to effect change, but as the programme proceeded they gained confidence and started to take the initiative. One pastoral leader commented that her training had not prepared her for the challenge of middle leadership when it involved such matters as making difficult decisions and being judged on the performance of others as well as her own, although her participation in the programme helped to develop her confidence and develop these professional skills. Some participants initially resented spending time after school to attend the twilight sessions and the network events. In discussions

with the headteacher about this feedback, we talked about the effect of coercing individuals to join the programme. It seemed to be a significant obstacle. The decision was taken that, regarding following cohorts, the headteacher would invite middle leaders to participate but with a strong message about their pivotal role in moving the school forward.

The second principle of 'acting strategically to embed change' was initially challenging for participants. Again the question of confidence arose and it is interesting that one participant described this in terms of position rather than skills or leadership practice.

*I believe the course with you allowed me to gain the confidence to be in the position of a middle leader between the senior leadership team and the teaching staff*

(Participant 5).

HertsCam programmes are built on the idea of non-positional leadership teacher leadership but it was challenging for some participants to see beyond their role designation.

A major factor in enabling participants in later cohorts to act strategically and effect change was the increasingly rich professional learning culture in the school more widely. Other professional development programmes had been established and the idea that successful leadership requires continual learning and reflection was taking hold.

The third principle of 'gathering and using evidence' could be clearly discerned in action in the middle leaders' development programme. All participants gathered evidence in the flow of their development work and this fuelled a deeper level of analysis and self-evaluation as illustrated in the comment below.

*I started to focus more on my own teaching because of my project and thought 'do they understand it?' rather than making them just do it. ... Before doing the middle leaders' programme, I never knew that what I was doing was good enough to share with the Faculty. I turned down the invitation to join the group last year because I wasn't confident about my own teaching*

(Participant 8).

It was rewarding to see how other participants were gaining the confidence to explore areas they would not have considered previously.

The principle of 'gathering and using evidence' could be seen to be working in tandem with the principle of 'working collaboratively and disseminating

professional knowledge' to develop participants' leadership skills. In the process of their development projects, participants have consulted and collaborated with others to contribute to school improvement. Participants' projects have been wide ranging and used to develop practice in school and across the network. Evidence from projects has been shared with colleagues in other schools at network events; posters of projects have been displayed in the staff room and participants shared their work through the school's internal website. Participants' learning was enhanced by engagement with colleagues they have made contact with at network events. All of the above led not only to better leadership practice but also to increased pedagogical understanding throughout the staff body.

### Conclusion

One of the fundamental principles of TLDW is that participants are invited to participate rather than required or coerced. In this chapter I have explored how the TLDW methodology can be used to support individual development and the leadership of change even when their attendance is initially required rather than freely chosen. The evaluation showed that leadership skills were developed as a result of the programme and the culture of the school moved from 'Can't do. Won't do' to a 'Yes, we can' culture in which members of staff believed they could make a difference. The school now has a critical mass of teachers who see themselves as empowered agents of change prepared to take the initiative to make a difference to their school.

## Section 3

### Perspectives from policy and research

This section of the book includes just three chapters which relate to the fourth level of teacher leadership identified in the Introduction to the book: 'teachers engage in advocacy by liaising with large organisations to amplify their voice'. Increasingly we have seen expressions of interest on the part of researchers and those directly involved in the shaping of policy. In previous sections of this book there is copious evidence of teachers doing the heavy lifting required to demonstrate the power and potential of non-positional teacher leadership, but it would be unrealistic to expect them to shoulder the entire burden of advocacy. They have students to teach and schools to run.

Research is vital in the construction of a convincing and persuasive foundation for advocacy and this needs to be conducted, in part at least, by those whose perspective is not shaped by being directly invested in the practice. I am not suggesting that research conducted by those outside of the immediate sphere of action would claim total impartiality or objectivity. These notions are in any case problematic for educational research, as Elliot Eisner explored in *The Enlightened Eye* (1997). The chapters included in this section are written by people who have a stake in the field so they come to this work with related values and experience. Values such as democracy and social justice are pre-ordinate. Past experiences, including teaching, the representation of teachers' interests and championing the teacher voice, shape authors' viewpoints. However, they do bring a different perspective to bear which enables them to engage in critical analysis and assess the relevance and significance of what they find.

Contributors to chapters in this section are also differently connected to international entities and organisations such as European Union research networks, the global federation of teacher unions, Education International, philanthropic, campaigning organisations such as Open Society Foundations and UNICEF. They are therefore well placed, not only to be able to analyse and evaluate practice related to non-positional teacher leadership, but also to advocate for it.

## Principles for enhancing teachers' collaborative practice: lessons from the HertsCam Network

### Amanda Roberts and Philip Woods

#### Editor's introduction

Amanda Roberts is Principal Lecturer in Educational Research and Philip Woods is Professor of Educational Policy, Democracy and Leadership and Director of the Centre for Educational Leadership at the University of Hertfordshire.

The project they talk about in their chapter – collaborative practice – confronts the long-standing issue of individualism, isolation and privatism in teaching. Andy Hargreaves' balanced discussion of the topic demonstrates its complexity (Hargreaves, 1994). Nevertheless, his categories of individualism, collaboration, contrived collegiality and balkanisation have been used extensively in workshops and seminars to advance arguments in support of collaborative practice.

In HertsCam we continuously celebrate and promote collaboration in the knowledge that change will not be embedded and sustained without it, that professional knowledge will not grow and move around the system without it, and that teachers will not be sustained by their membership of professional learning communities without it. However, our enthusiasm for collaboration has to take account of the proposition that, in order for authentic change to occur, we need to mobilise the moral purpose of practitioners and empower them to take the initiative, exercise leadership and advance their professionalism as individuals. The challenge therefore is to devise the scaffolding that maintains the optimum tension between individuality and collegiality.

#### Amanda and Philip's story

In this chapter we propose the following key principles for enhancing collaborative leadership practice which supports learning and social justice:

- **Agency:** nurture teachers' agency so they can initiate and lead change together on aspects of practice about which they feel passionate.

- **Support:** create structures that help teachers to develop a collective identity and the confidence and strategies to involve others in their attempts to change practice.
- **Equity:** make advancing equity – respect, participation, fair opportunities for learning and lessening socio-economic inequalities – an explicit aim of teachers' collaborative practice.
- **Learning:** encourage, in teachers' collaborative practice, learning that includes cognitive, emotional and social development, as well as the predisposition and capacity to think independently and critically.

These principles emerged through five UK case studies (Woods *et al.*, 2016) focused on activities of the HertsCam Network. The work was carried out at the University of Hertfordshire's Centre for Educational Leadership (CEL) which was set up to advance the study, practice and development of leadership that effectively fosters learning, social justice and collaborative agency.

#### The EFFeCT Project

The preparation of the UK case studies is part of the European Methodological Framework for Facilitating Collaborative Learning for Teachers (EFFeCT) project. Funded by the European Union, the project brings together partners in the Czech Republic, Finland, Hungary, Ireland, Latvia and the UK and aims to find innovative ways to improve the policy and practice of teacher learning. Its particular focus is the enhancement of opportunities for collaborative learning through promoting networking and professional collaboration between teachers, teacher educators, researchers and other educational stakeholders. In order to learn from effective practice within participating countries, each national project team has assembled and shared case studies of teachers' collaborative learning practice (EFFeCT Project, 2014).

Our participatory approach to the development of the case studies was informed by traditions of co-operative research with practitioners (Denis and Lehoux, 2009; Zuber-Skerritt, 2011), helping us to bridge the researcher/practitioner divide. This meant, for example, discussing in depth the aims of the case studies and potential sources of data with representatives of the HertsCam Network and seeking participant validation of our interpretative analysis. It prompted us to consciously integrate a critical, collaborative and reflexive approach to our examination of information sources through a series of discussions.

Spotlighting selected activities of the HertsCam Network, the first case study focused on teacher-led development work projects, exemplified in Chapters

1–10. The second explored a multi-school teacher-led development work group, featured in Chapter 13. The third focused on the HertsCam MEd in Leading Teaching and Learning, discussed in Chapter 11. The HertsCam Annual Conference was the subject of the fourth case study. The final case study focused on the development of teacher leadership in Bosnia and Herzegovina through the HertsCam International Teacher Leadership initiative, discussed in Chapters 12, 15, 17, 19 and 21. The case studies are presented in Woods *et al.* (2016).

### The principles

Within the EFFeCT project we formulated four features of effective collaborative teacher learning to guide the case study identification and examination. These features – participative professionalism, deep level collaboration, the advancement of equity and deep learning – were based on work in the field, such as Biesta (2009), Frost (2006), Vangriegen *et al.* (2015), Ward *et al.* (2015) and Woods and Roberts (2015, 2016). We suggest below a key principle in relation to each of the features, arising from our reflections on the case studies and what we learnt from them, to provide a helpful indication of priorities in developing and enhancing teachers' collaborative practice.

#### Principle 1: prioritise releasing teachers' agency so they can initiate and lead change together on aspects of practice about which they feel passionate.

This principle arises from our thinking about participative professionalism which, as defined here, reflects a participatory or democratic model of professionalism and includes co-leadership by teachers or other stakeholders, mobilisation of their knowledge and expertise and the pro-active interpretation and enactment of policy.

The case studies illustrate various aspects of participative professionalism. It is most explicitly articulated through the constitution and pedagogical principles of the HertsCam MEd in Leading Teaching and Learning which is at the heart of the network. This distinctive masters programme, validated by the University of Hertfordshire and taught entirely by practicing teachers, enables teachers and others to develop an active professionalism in which educators from any part of the conventional school hierarchy can initiate and lead change collaboratively and, in so doing, build knowledge. The programme aims to develop teachers' agency as members of a professional community in which the practice of distributed leadership is a defining feature.

In the Teacher Led Development Work (TLDW) programme, teachers who wish to effect change come together as a group and are guided by a facilitator to work through key steps to support them in leading projects to bring about improvement (Hill, 2014). The structure of the TLDW programme embodies participative professionalism. The programme involves a process of values clarification, important in its confirmation of participants' agency and the freedom to focus on the development of an aspect of practice about which they feel passionate. It includes activities which help participants to develop their focus and plan their development projects. Rather than contributing to the implementation of an idea which has its genesis with school leaders, teachers design their own approach to solving a problem they personally see as an issue and, in so doing, demonstrate the moral purpose which characterises advanced professionalism. Central to the process of participative professionalism and change leadership is prioritising the releasing of teachers' agency.

#### Principle 2: create cultural and communal support structures to help teachers in developing a collective identity and the confidence and strategies to involve others in their attempts to change practice.

This principle is derived from our reflections on deep level collaboration which we define as collaboration involving a cohesive culture, a strong team identity, mutual support and the creative development of innovative and holistic ways to support the learning and development of children and families. The case studies offer many illuminative examples of teachers realising that they can achieve their aims more effectively if they work with others. This is not the surface level collaboration which often results from including collaborators late in the life of a project. Instead, teachers commonly invite collaborators to join them in the initial thinking, planning and shaping of their projects. Such practice has led to the creation of professional knowledge which is both personally and institutionally transformational.

Deep level collaboration is aided by institutional and communal features that support collaborative activity and the development of a shared identity. Examples include the pedagogic principles mentioned above, which convey an explicit commitment of intent to create a pedagogic community with development projects at the centre, and the HertsCam Annual Conference, to which all network members are invited. The conference has become a significant and tangible ingredient in the network's creation of a sense of belonging. It provides an opportunity to express and publicly reinforce the TLDW approach and to celebrate the way it fosters participative identity and active, confident professionalism. Val Hill, Director of HertsCam in 2015–2016, articulates the impact which such collective professionalism can have:

... 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 (Speech by Val Hill, in Frost 2016: 5).

Working alongside others to develop commonly-owned practices becomes not simply a choice that an individual teacher may make but a shared tenet of professional practice. In the case studies, teachers leading collaborative work demonstrated the enthusiasm and the seriousness with which they undertook the role of facilitating the generation of ideas and practical improvement with colleagues and students. Support structures which help teachers to develop the confidence, strategies and self-view to lead change are key to this deep-level collaborative practice.

**Principle 3: make advancing equity – respect, participation, fair opportunities for learning and lessening socio-economic inequalities – an explicit aim of teachers' collaborative practice.**

Advancement of equity, as it is used here in its fullest sense, refers to the furthering of equal opportunities for learning, mutual respect, participation and lessening unjustified socio-economic inequalities and their negative effects.

The principle of inclusion underpins the HertsCam Network. The structure and ways of working of a TLDW group are predicated on a commitment to equity and to a belief that leadership capacity is not limited to those holding named leadership positions (Hill, 2014). Instead, any educational practitioner can be part of such a group, demonstrating HertsCam's commitment to supporting the leadership capacity which is a characteristic of human beings (Hill, 2014). Examples of tackling inequalities were evident in development projects. For example, a language awareness project in a school where over half the students spoke English as a foreign language sought to enhance mutual respect and opportunities for learning through equally valuing everyone's knowledge and contribution. This led to a greater understanding of languages and cultures, which was influential in increasing social cohesion in this multi-cultural school.

The HertsCam approach is being used and adapted by teachers seeking to build a proactive profession committed to collaborative agency in situations marked by high degrees of deprivation, social divisions and histories of violent conflict. Interest in teacher leadership expressed by international colleagues led to the development of the International Teacher Leadership (ITL) initiative, launched in 2008. Seminars at the 2015 Annual Conference included presentations from teachers about their projects in Macedonia, Egypt and Palestine. A case study

focusing on the ITL initiative in Bosnia and Herzegovina demonstrates the centrality of equity and inclusion, its main aims being working to overcome barriers and prejudices, reducing inequalities and helping to advance both equal rights and a more cohesive society in which learning is supported. Reflection on these examples led us to understand the centrality of making such equity an explicit aim of teachers' collaborative practice.

**Principle 4: ensure teachers' collaborative practice nurtures a breadth of learning that includes cognitive, emotional and social development as members of a community of professionals, as well as the predisposition and capacity to think independently and critically as an individual.**

This principle arose from reflection on how the activity of the HertsCam Network supports the development of deep learning. The concept of deep learning, as defined here, refers to a broad understanding of learning that encompasses different aspects of development – cognitive, emotional, social and so on.

Biesta's (2009) three dimensions of learning were used to structure case study discussions. The *qualification* dimension concerns knowledge, skills, understanding and dispositions which allow the learner to do something. The case studies evidenced teachers and their colleagues advancing their learning about pedagogy and how they could most effectively bring about the improvements in educational practice they sought. Teachers also developed raised levels of confidence and awareness of themselves as professionals, prepared to challenge some of the assumptions about teaching built into the dominant policy framework in England. The development projects also evidenced progress in students' understanding, engagement and confidence on diverse topics from writing to understanding poverty.

Learning in Biesta's *socialisation* dimension, that is, becoming a member of a particular social, cultural or political community, was also clearly evident. Through regular network events, workshop sessions, the Annual Conference and taking part in TLDW groups or the MEd programme, teachers learn to be members of a distinct kind of professional community. Their activity in TLDW groups marks them out as participative professionals who wish to take an active role in school improvement and in the building of professional knowledge.

The *subjectification* dimension concerns developing as an individual in the communities in which one is socialised, developing the capability to think critically and independently. This aim is integral to the purpose of developing teachers' agency and supporting them in identifying problems and priorities for improvement that matter to them. Engaging with literature in the field of

education, and understanding different and critical views on educational practice, was seen as crucial in enhancing teachers' agency. A deputy headteacher of a school in which 19 staff members have graduated from the MEd commented that it 'had enabled them to develop their intellectual edge and to have confidence in their ideas and leadership practice' (HertsCam, 2011: 8). In relation to deep learning, a key principle is therefore that teachers' collaborative practice should be designed to nurture a breadth of learning encompassing all Biesta's (2009) dimensions.

### Concluding remarks

The decision to suggest principles for enhancing teachers' collaborative practice rather than formulating a set of standards or behavioural expectations was influenced by Leithwood and Rhiel's (2003) view of leadership as activity rather than trait or role. This encouraged us to focus on an agential approach to non-positional leadership – which puts activities such as providing direction and exercising judgement as a central concern – and on how this can best support learning and social justice. We imagine the principles being used to stimulate thinking about, and to underpin a developing conceptual understanding of, teachers' collaborative practice and to support experimentation in such practice. We want to test further the validity of these principles and will be sharing and debating them with our colleagues in the EFFeCT project.

## 'Teachers with a capital T': a missed opportunity? Nurbek Teleshaliyev

### Editor's introduction

Nurbek Teleshaliyev is an experienced researcher who has worked for organisations such as UNICEF and Open Society Foundations. Last year he completed his doctoral study, outlined in this chapter, based on fascinating research in Kyrgyzstan, one of the Central Asian republics still dealing with the aftermath of the dissolution of the Soviet Union (Teleshaliyev, 2015).

This chapter is an important inclusion in this book for several reasons. First, it enables us to think more deeply about the global education crisis which is highlighted on the Global Campaign for Education website, by providing a perspective from a context that we hear little about in the academic discourse about education. If peace and prosperity depends on a good education, studies such as Nurbek's highlight the complexity of the challenge but also provides insight into the solution. Secondly, this chapter, whilst illuminating a world that seems quite different, is a helpful reminder that the fundamentals such as professional resilience and how teachers can support each other are relevant to all teachers everywhere.

Another reason why I think this chapter is important is that it teaches us that we are limited by our localism and the taken-for-grantedness of so much of the discourse that we are swept up in. Another country and another language mean a different conceptual heritage. In this chapter for example we learn about the concept of *prizvanie* which does not really translate into English. Reflecting on its meaning is educative in itself. It reminds us of the value of enabling teachers to engage in international networking as exemplified in Chapter 19 of this book.

The final aspect of this chapter I want to highlight is the main conclusion of Nurbek's study which is that the potential for transformation lies within the teaching profession itself. He describes the nascent leadership potential of teachers and what needs to be done to release this. This is perhaps one of the most important lessons for policy makers that we might hope they would take away from their reading of this book.

### Nurbek's story

My 20-year engagement with school teachers in Kyrgyzstan, learning about their concerns, values and identities, led me to be aware of how they respond to imposed, top-down reforms and policies and led to my initial interest in the role teachers should and could play in reforming education. The teaching profession faces difficulties at every stage: pre-service teacher education institutes accept students with the lowest scores (DeYoung, 2011; Shamatov, 2013); only 63 per cent of students enrolled in pre-service teacher education institutes graduate with a teaching qualification degree; many graduates lack a sense of vocation (Steiner-Khamsi, Mossayeb and Ridge, 2007) and even fewer go on to teach in schools (UNICEF, 2011). The government expects teachers to work effectively whilst offering a fragmentary and inconsistent approach to addressing their poor working conditions. The Education Development Strategy of Kyrgyzstan for 2012–2020 (GoK, 2012) does not address the teaching profession as a whole, nor present any ideas on how teachers could be inspired and mobilised as a professional force (UNICEF, 2013). Whilst the government recognises the role teachers must play in improving the quality of education, it makes no meaningful attempt to enlist their participation in reforming teaching and learning or improving the situation in schools. Teacher policies are typically implemented without adequate teacher consultation and have the effect of disempowering teachers and de-professionalising teaching.

Following my involvement in the teacher shortage study in 2009 Kyrgyzstan (Steiner-Khamsi *et al.*, 2009), I wondered why experienced teachers remained in teaching, given the persistent lack of support they have endured over many years. I wanted to understand more clearly what made these teachers remain committed professionals. My doctoral study focused on experienced teachers for whom I employ a frequently-used metaphor in Kyrgyzstan – *uchitelya s bolshoi bukvy* ('Teachers with a capital T'). Typically, these are exemplary teachers who are well-regarded by their colleagues and respected by pupils and parents for demonstrating continuous commitment to the profession. I had three interrelated questions: what motivates them and keeps them committed in their work; how do they enact their professionalism; and how do they affect and influence other teachers? I wanted to understand the professionalism of these teachers in the hope that more teachers in Kyrgyzstan might come to learn from them and be regarded, as a consequence, as 'Teachers with a capital T'. More importantly, I was interested in how 'Teachers with a capital T' can play a more prominent role in education reform in Kyrgyzstan to compensate for structural inadequacies and policy failures. This echoed the growing global interest in how to involve teachers more centrally in strengthening the teaching profession and determining its future (Bangs and MacBeath, 2012; Frost, 2012).

I identified eight teachers in four schools who had taught for 20 or more years in Soviet and post-Soviet Kyrgyzstan. These teachers reflect a valuable legacy in the context of the declining social status of teachers in Kyrgyzstan, surviving major changes in the education system after the collapse of the USSR in 1991 and demonstrating considerable resilience in the face of declining social support and morale. Recent education reforms resulting from policy borrowing (Steiner-Khamsi, 2004) have done little to change this situation. I interviewed these teachers, observed them teaching and led focus groups with others. I also interviewed the four school leaders and analysed documents relating to each of the schools. Below, I discuss what I discovered in outline.

### Continuing commitment

The continuing commitment of 'Teachers with a capital T' is explained by the complex interaction of several factors that influenced their initial choice to go into teaching, their early choice to commit to teaching and their ongoing choices to continue teaching. In the early stages of their careers, vicarious experiences and early affirmation during pre-service teacher education and induction contributed to them choosing teaching as a career. They were encouraged to become teachers by their parents and they received professional guidance and psychological support from experienced teachers. These interactions consolidated their early self-efficacy beliefs (Bandura, 1997) and enabled them to feel positive and confident about their first teaching experiences. These foundational self-efficacy beliefs established a professional identity that was to be reinforced by other factors throughout their careers.

Once their early commitment was decided, the sense of *prizvanie* (Sukhomlinsky, 1981) deepened and developed to provide principles and a foundation for their commitment to teaching, even through the difficult transitional period of the 1990s and 2000. The concept of *prizvanie* is not easy to translate into English. It bears some resemblance to moral purpose (Fullan, 1993) but it is very specific to post-Soviet Kyrgyzstan. *Prizvanie* is driven by *lubov k detyam* (love for children) and the moral responsibility for the future of their pupils. It reflects altruism in the professionalism of the teachers in the current context, being both a consequence and cause of their commitment to teaching.

Social affirmation and *prizvanie* accumulate to contribute to teachers' resilience (Luthar *et al.*, 2000) and continuing commitment needed in times of adversity. Resilience was built up through positive social interactions with colleagues which helped them share professional knowledge and provide mutual support. Social recognition of their hard work by parents, students and community members as well as ongoing support by family members compensated for their low social

status and the lack of national recognition of their worth. Thus, the professional commitment of 'Teachers with a capital T' is socially constructed and reinforced by many interactions, both personal and professional.

### Professional practice

'Teachers with a capital T' find ways to assert their professional autonomy despite the prevailing de-professionalisation and the managerialist approaches to education reform. Their professional practice maps on to well-established principles of new professionalism (Goodson and Hargreaves, 1996) and internationally-demonstrated teaching criteria (MacBeath, 2012; Niyozov, 2011). While this implies universality in these principles and criteria, the findings show the historical and cultural influence of ideas in Soviet pedagogy: *bilim beruu* (teaching) and *tarbiya* (upbringing).

The teachers' practice involves devising non-conventional approaches to develop better learning, positioning pupils at the centre of this learning process. This reflects their holistic approach to educating children that includes *bilim beruu* and *tarbiya*, through which they convey moral values. Teachers want to work together with parents to address problems arising from increasing poverty and social difficulties; parental recognition of their work in relation to *tarbiya* is an important supporting factor given the lack of acknowledgement of teachers' hard work at a national level.

The teachers improve their practice and accumulate their experiences by building professional knowledge through learning from other teachers and reflecting on their own practice. They produce practice-based materials to supplement the more theoretically oriented materials that are produced for them. However, these materials remain in their classrooms or are shared within only a small circle of their colleagues.

### Professional interactions

'Teachers with a capital T' are recognised by colleagues for their exemplary professional commitment and professional practice. However, such interactions and potential for influencing others is constrained by the contexts within which they work. Feeling unsupported by the school principal, they enact their professionalism in small spaces. Not wishing to be seen to be lacking knowledge, they do not ask for help, which adversely affects mutual learning among teachers. However, if asked by other teachers for help, they provide it without reservation or reproach. This lack of open knowledge sharing and mutual learning for all in schools has led to professional self-constraint; its consequence is an

increasing individualisation of professional practice, creating further obstacles to collaborative learning and limiting the teachers' influence and impact.

The teachers consider that formal school meetings do not adequately address pedagogical issues, despite the stated purpose of *usulduk keneshme* (subject department meetings), *pedagogicalyk keneshme* (whole school meetings) and *nasaatchylyk* (mentoring) being to provide platforms for professional discussions and input. They find themselves constrained by the formal nature of these meetings, which tend to be dominated by discussions about the bureaucratic and administrative issues prioritised by school leaders and dictated, often literally, by education officials who do not allow time for the teachers or their colleagues to discuss pedagogical issues. The status of 'Teachers with a capital T' affords them some respectability and space to use their professional expertise with less interference, but at the same time limits their interactions between colleagues to the one-directional transfer of knowledge and experience.

The general lack of support from school leaders undermines collegiality and the building of shared goals. The teachers are not able to foster resilience in other teachers because school leaders do not foster resilience at the institutional level in their schools. Sharing professional practice becomes limited to random individual interactions because school leaders do not encourage teachers to learn from each other. There is also a sustained failure by education officials at central and local levels to harness the experience of teachers or enlist their active participation in reforming teacher policy or improving education quality.

The nascent leadership potential of the teachers has not yet been realised therefore. 'Teachers with a capital T' demonstrate that they are able to identify areas for improvement. However, their individual efforts are fragmented, spontaneous and non-strategic; their initiatives remain individualised and confined to their own classrooms without impacting significantly on the practice of other teachers. They demonstrate the potential for leadership that could improve their profession by positioning themselves as influential and experienced professionals. A more supportive environment, as Bangs and Frost (2012) point out, is necessary to enable non-positional leadership and a greater sharing of experiences. In the absence of a more enabling context, the teachers are forced to rely on their own ingenuity and activism and hence their efforts do not lead to the deeper transformation they seek. Unsupported by school leaders and discouraged by education officials, the teachers initiate fewer and fewer professional interactions with their colleagues. This has the serious consequence of limiting the potential for professional collaboration and collective learning among teachers in schools. This is a missed strategic opportunity for transforming the teaching profession from within.

In summary, 'Teachers with a capital T' can only be transformative for the teaching profession in Kyrgyzstan when all aspects of professionalism are mutually reinforcing. In order to turn this *missed* opportunity into a real opportunity in the future, several actions need to be taken by education policy makers and other stakeholders.

### Policy implications: what should be done?

Kyrgyzstan needs to recruit 23,700 teachers and replace 17,700 teachers (UNESCO, 2014a) by 2030 to meet the teaching target within the Sustainable Development Goals (SDG). Considering the current working conditions and the low social status of teaching, schools are less likely to see new cohorts of qualified and committed teachers who will become the next generation of 'Teachers with a capital T'. This underscores the urgency of effectively utilising the current generation of the 'Teachers with a capital T' as they are a rapidly depleting resource that the country will find difficult to replace. The key goals for teacher policy should be to recruit the most promising students as teachers and to utilise the expertise of the current generation of 'Teachers with a capital T' as a resource for strengthening the teaching profession from within. 'Teachers with a capital T' represent both the legacy of a profession and the potential for its transformation. They offer professional skills and knowledge that should be broadly shared within the teaching community and they are a ready resource for on-the-job learning support for new teachers. Policy borrowing (Steiner-Khamsi, 2004) still fails to deliver the improvements it promises for education quality in Kyrgyzstan a decade on. This is not an assertion of narrow nationalism but a call to embrace locally enacted professionalism. With adequate support from both the teaching system and within their schools, 'Teachers with a capital T' could play a catalytic role in harnessing the potential in younger professionals to ensure the longer term transformation of the teaching profession and a hopeful horizon for change.

'Teachers with a capital T' and the teachers around them need to be more deliberate in their exchange of ideas and collaboration and to develop individual agency through professional learning communities (Day, 2009; Frost, 2012). Here, 'Teachers with a capital T' could act as critical friends for other teachers in their schools. External agencies and non-governmental organisations (NGOs) working in schools should perhaps focus less on training teachers individually to improve subject knowledge and methodology and concentrate more on supporting authentic collaboration between teachers.

The state controlled teacher unions and existing teacher organisations have not demonstrated either the willingness or the ability to lead efforts to build the collaboration around pedagogy that places children's learning at the centre of

their professional activities and interactions. These organisations will either need to be fully transformed or completely replaced if the collective agency of teachers is to be utilised to transform the teaching profession.

A conducive policy environment and a supportive management approach are key if this strategic opportunity is not to be missed. The three aspects of professionalism – continuing commitment, professional practice and professional interactions – must be mutually reinforcing if there is to be a strong and capable teaching force and an increased number of 'Teachers with a capital T' who can lead the transformation of the teaching profession from within.

## Teacher leadership and its place in the global policy discourse

### John Bangs

#### Editor's introduction

John Bangs is a Senior Consultant at Education International (EI) and an Honorary Visiting Fellow at the University of Cambridge. He is well known in the UK for his illustrious 20 year career at the National Union of Teachers (NUT). His departure from the NUT attracted press coverage which suggested that he was 'the best leader they never had' (Guardian, 2010). In 2010 he was appointed by EI, the global federation of teacher unions ([www.ei-ie.org](http://www.ei-ie.org)) since which time he has been very influential.

The narrative in this chapter shows that there are different ways to be influential. The teaching profession the world over is afflicted by the 'I am just a teacher' syndrome, but John's chapter shows us that teachers have the potential to rise above that and become powerful advocates, not only for authentic learning for the young people who pass through our schools, but also for the teaching profession itself. The title of the book *Awakening the Sleeping Giant of Teacher Leadership*, now in its third edition (Katzenmeyer and Moller, 2009), captures the idea that there is enormous, as yet untapped, potential within the teaching profession. The challenge is how to realise that potential. Some of the teachers' stories in our book exemplify how a teacher can begin by asserting their own professionalism through the process of initiating and leading development work. Some exemplify how teachers can become facilitators within programmes that enable their colleagues to exercise leadership. However, what John Bangs highlights here is that, in order to amplify their advocacy, teachers need to create their own networks through which they can reach out to, and form collaborative partnerships with, established organisations such as Education International.

#### John's story

This chapter is not an academic treatise on teacher leadership. Lieberman and Miller (2004), Spillane (2006) and Fullan (1993), for example, have all covered that territory, and the discussion continues. David Frost, through his work on the policy and practice of teacher leadership in the International Teacher Leadership (ITL) initiative (2011) and the HertsCam Network, has lifted the debate immeasurably. David and the teachers he has worked with largely inspired the developments described below. What I want to do is to track how the concept of teacher leadership has gripped the collective imagination of teachers, unions and governments internationally and highlight both the opportunities it creates and its fragility.

In 2009, with John MacBeath and Maurice Galton, I set out to analyse the UK Labour Governments' education reforms in England between 1997 and 2010 (Bangs, MacBeath and Galton, 2012). We attempted to draw international as well as national lessons from them. It was a moment when major political change was about to take place, particularly in education. The interviewees, many of them national educational politicians, were remarkably open in their reflections either because they were about to lose power or about to gain it. One of the interviewees was Michael Gove, who was, in a few months, appointed the new Coalition Government's Education Minister. He saw the full potential of selectively citing international evidence, particularly from the Organisation for Economic Co-operation and Development (OECD), to justify the deconstruction of the education system to 'give academy-style freedom so that heads and teachers... can be liberated' (Bangs *et al.*, 2011: 188). In fact many teachers questioned whether these new freedoms were illusory as existing school leaders acquired more responsibilities, and thus more anxieties about external accountability, without the structure of relationships between classroom teachers and school leadership teams changing. Our book, however, also examined the implications of a new OECD study which had just been published: the first international study of teachers' professional views – TALIS (OECD, 2009). It was described by its project manager, Michael Davidson: 'you're not going to be able to make much progress if teachers feel that they're just not able to make a difference' (Bangs *et al.*, 2011: 67). Thus TALIS posed the tantalising prospect of demonstrating that there was a relationship between positive teacher self-efficacy, self-confidence and improved levels of student achievement.

#### Linking up teachers and policy makers – the first steps

By 2010 the University of Cambridge's Leadership for Learning group (LfL) and the global organisation of teacher unions, Education International (EI), were interested in developing policy structures which would promote teacher leadership

globally. EI's research network of affiliated unions was keen on gathering evidence on how unions could enhance the professional role of their members and on understanding the implications of TALIS. For this reason EI commissioned LfL's David Frost and John Bangs to carry out a study which would propose a policy framework for EI on promoting teacher self-efficacy, voice and leadership (Bangs and Frost, 2011). It involved interviews with teacher unions already carrying out strategies for enhancing the professional capacities of their members, a review of the literature on efficacy and teacher leadership, survey workshops involving teachers in the ITL project, and a group of teachers who were recipients of the Steve Sinnott scholarships alongside a group of alumni of the Teach First training programme.

During the period of the research the International Summit of the Teaching Profession was established. It was a product of the Obama Administration's initial attempts to introduce high stakes tests for both students and teachers. This punitive approach created conflict with United States' teacher unions – the National Education Association and the American Federation of Teachers – which was resolved at the initiative of the unions. Arne Duncan, the US Education Secretary, changed his mind and he decided that it would be far better to reform the US education system in partnership with the US unions and learn globally from governments and unions about what works in schools.

The first Summit took place in New York in 2011. It focussed on teacher policy and that focus has remained ever since. Since then a Summit involving Education Ministers and Teacher Unions has been organised annually by EI, OECD and a host country. The term 'teacher policy' is a loose definition but it includes policies on teachers' recruitment, retention, development, pedagogy, learning, evaluation and efficacy and more broadly the professionalism of teachers. The themes in the questionnaire instruments for TALIS have helped define what is meant by teacher policy.

The importance of the Summits cannot be underestimated. They are not mere 'talking shops'. At the end of each Summit unions and governments are expected to sit down with each other and agree practical objectives for the coming year. The Summits created an echo more widely. The LfL Group jointly organised seminars with EI, the OECD and Open Society Foundations (OSF) on the future of the teaching profession which enabled teachers and academics not involved in the Summits to discuss teacher policy (Cambridge Seminars, 2011–2016).

The partnership between EI and OECD has been crucial to the success of the International Summit of the Teaching Profession. The OECD's Background Report for the first Summit included the following statement:

Learning outcomes at school are the result of what happens in classrooms, thus only reforms that are successfully implemented in the classroom can be expected to be effective. Teacher engagement in the development and implementation of educational reforms are therefore crucial and school reform will not work unless it is supported from the bottom up. This requires those responsible for change to both communicate their aims well and involve stakeholders who are affected. But it also requires teachers to contribute as the architects of change, not just its implementers. Some of the most successful reforms are those supported by strong unions rather than those that keep the union role weak (OECD, 2011: 51).

The conditions for creating a place in the global policy discourse for teacher leadership could not have been more favourable. Did this happen?

### A global discourse?

Alongside the International Teacher Leadership initiative (Frost, 2011), a number of sites emerged for promoting the debate on teacher leadership. The first was Education International itself. It adopted the Policy Framework proposed by Bangs and Frost (2012). It identified seven dimensions for an enabling policy environment for teacher leadership:

- provide opportunities and support for teachers to exercise leadership in the development and improvement in professional practice;
- establish the right to be heard and be influential at all levels of policy making;
- protect and enhance teachers' rights to determine how to teach within the context of collegial accountability;
- support teachers in setting the direction of their own professional development and in contributing to the professional learning of their colleagues;
- recognise the key role teachers play in building collaborative relationships with parents and the wider community;
- promote the role of teachers in pupil assessment, teacher appraisal and school evaluation;
- enable teachers to participate in activities which lead to the creation and transfer of professional knowledge.

(Bangs and Frost, 2012: 46)

Bangs and MacBeath further proposed that teacher unions had the opportunity to take the lead in supporting teachers in developing teacher policy, a form of collective teacher leadership (Bangs and MacBeath, 2012).

The second site was the next edition of TALIS. Its scales enabled the collection of data on teachers' views about leadership. EI participates in OECD's meetings on TALIS and pressed hard for the report to include a clear profile on teacher leadership. TALIS 2013 couldn't have been clearer.

Teacher leadership is important for many reasons. Teachers who report that they are provided with opportunities to participate in decision making at a school level have higher levels of job satisfaction in all TALIS countries and higher feelings of self-efficacy in most countries...it is not only worth school principals devolving some responsibility for school level decisions to teachers, but policy makers should consider providing guidance on distributed leadership and distributed decision making at a system level (OECD, 2014a: 200).

In effect, the OECD had adopted EI's Policy Framework for teacher leadership.

The third area of discourse is of course the International Summits of the Teaching Profession themselves. The 30 OECD countries recognised as having effective education systems are invited and the majority of those countries have attended the Summits. The OECD provides background reports for the Summits summarising research on the teacher policy themes discussed by delegations. The Asia Society writes the official Summit reports. Teacher leadership was discussed at the 2015 Summit drawing on the latest TALIS data. EI's Policy Framework (Bangs and Frost, 2012) had been included in the 2014 OECD report as part of that Summit's discussion on fostering collaboration (OECD, 2014b).

The 2015 Summit made significant advances in the debate about teacher leadership. For the first time the OECD linked teacher self-efficacy with student achievement:

Research cited here suggests that there are positive associations between both (teacher) self-efficacy and job satisfaction and student achievement (Schleicher, 2015: 55).

The OECD Summit report included the TALIS proposal for system level policy guidance in its recommendations to Ministers and unions, as did EI. Participating countries agreed practical objectives. As the report of the Summit (Asia Society, 2015) stated, teacher leadership was a major theme. For example, the United States delegation agreed to a national Summit of all stakeholders to highlight and

expand teacher leadership opportunities. Denmark committed itself to shared ownership of reforms between the teaching profession and government. The Netherlands committed itself to strengthening the self-efficacy of the profession through the development of a National Teachers Council. Switzerland agreed to enhance teachers' self-efficacy through formative evaluation of their performance.

The debate on teacher leadership followed through into the 2016 Summit on teachers' professional learning and growth, including a deepened commitment by the US to promote teacher leadership at State level. As part of its description of the importance of professional collaboration, the OECD's 2016 Summit report included a description of the HertsCam MEd in Leading Teaching and Learning (Schleicher, 2016).

In short, teacher leadership is becoming part of the international discourse between teacher unions and governments on teacher policy.

### Opportunity and fragility?

In no way could this chapter cover all the global discussions on teacher leadership, either formal or informal. Instead it has focussed on how teachers and their organisations have achieved changes in policy thinking and practice in OECD member countries. The evidence is that teachers can and have made a difference. But securing change is fragile. The Obama Administration put its weight behind fostering teacher leadership including resources. Will the Trump Administration?

Opportunities need to be seized. The OECD's recommendation that policy makers should issue guidance on distributed leadership is an open invitation to the profession to frame that guidance. The commitment of unions and governments shown in the International Summits on the Teaching Profession needs to be spread. Global organisations such as EI and OECD can do a great deal in moulding the conditions for change. Networks of teachers such as HertsCam are vital. Unions can create and support those networks; however, it is only teachers in their schools that can embed teacher leadership.

## Editor's final reflections

Having been a school teacher in the 1970s and 1980s, I have been a university academic for the last 30 years working in the field of education. I believe that this carries with it a moral obligation to do whatever I can to support reform and improvement, wherever the opportunity arises. The teaching profession with which I choose to continue to identify, is increasingly the subject of teacher policies, as outlined by John Bang's (Chapter 25), but the publication of this book signals that the time has come for teachers to assert their right, not only to lead change in their schools, but also to play a full part in shaping those policies. Empowering teachers as agents of change is an urgent necessity.

As a profession, we cannot afford to be complacent. A teacher who works in a school deemed by inspectors to be 'outstanding' may be tempted to feel satisfied, but as testimony provided in this book shows, even in these schools, there remains a moral obligation to strive for success for every child. In England, our education system is characterised by competition, so it is likely that next door to the outstanding school is one which struggles to achieve minimal effectiveness. There are excellent examples within the HertsCam Network of attempts to ameliorate this division, but inequality persists and has to be tackled. If we then consider the 'global education crisis' ([www.campaignforeducation.org](http://www.campaignforeducation.org)), it is clear that, worldwide, there is still so much to be done, as this statement on the UNESCO website highlights.

Education is a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits. Yet millions of children and adults remain deprived of educational opportunities, many as a result of poverty ([www.unesco.org](http://www.unesco.org)).

Statistics gathered by UNESCO indicate a pitiful level of enrolment in schools and their report a few years ago presents evidence showing that there are also many millions of children who may be attending school but experience little meaningful education (UNESCO, 2014b). That is why I think this book is important and why, for me, it is a labour of love.

As an editor, I have tried to keep my comments to a minimum. This is essentially a book which aims to focus the spotlight on teacher leadership. I see my role here as enabling the voices of teachers and other education practitioners to be heard. I know that some academics believe that policy makers will only listen to proposals backed up by hard evidence. However, I question whether policy is truly evidence-based, as illustrated in the final chapter of this book. In any case, I think

that, if a large enough group of teachers can demonstrate their own capacity to transform practice, and if their voices are sufficiently amplified, we might be able to make a difference to the global policy discourse.

I hope that readers will have garnered a good understanding of the idea of non-positional teacher leadership through the stories included in this book, whether they are about the leadership of development projects, the facilitation of activities that empower teachers and enable them to exercise leadership, or the creation of the conditions within which teacher leadership can flourish. The exposition of our theory of non-positional teacher leadership is embedded in the stories rather than through a comprehensive academic argument. I am aware that this diverts from standard academic practice, but our business here is to celebrate and promote a different approach to building professional knowledge. What I hope we have achieved here is a convincing portrayal of the way in which teachers can work together to create and maintain an unstoppable engine for change and improvement. I hope it is a portrayal that policy makers will recognise as a credible vision for how real transformation could be achieved without the expenditure of vast sums of public money.

I have found the process of collecting this material together and editing it an uplifting experience. It is profoundly inspiring to focus on the stories of people who demonstrate such commitment and authenticity as educators and social activists. I hope that these stories inspire teachers, wherever they are in the world, to take the initiative and talk to each other about how they could exercise leadership in their own schools, and how they could collaborate with each other, with their school principals and perhaps with external sources of help, to build frameworks of support for non-positional teacher leadership.

To find out more about the activities detailed in this book or to make contact with any of the authors, please contact me: [dfrost@hertscamnetwork.org.uk](mailto:dfrost@hertscamnetwork.org.uk) or visit the HertsCam website: [www.hertscam.org.uk](http://www.hertscam.org.uk).

**David Frost**

## References

- Akkary, R. K. (2014) Facing the challenges of educational reform in the Arab world, *Journal of Educational Change*, 15 (2), 179–2002.
- Al-Rashdan, A. A. (2009) Higher education in the Arab World, *Arab Insight*, 2(6), 77–90.
- Alexandrou, A. and Swaffield, S. (2012) Teacher leadership and professional development: perspectives, connections and prospects, *Professional Development in Education*, 38 (2), 159–167.
- Anderson, C. (2014) Developing strategies to enhance students' autonomy as learners in Geography, in D. Frost (ed.) *Transforming Education Through Teacher Leadership*. Cambridge: LfL.
- Arab Knowledge Report (2012) Mohammed bin Rashid Al Maktoum Foundation and United Nations Development Programme *Arab knowledge report 2010/2011: preparing future generations for the knowledge society*. <http://www.knowledge4all.com/en/10/Pages/Arab-Knowledge-Report-2010/-2011--Preparing-Future-Generations-for-the-Knowledge-Society>
- Arthur, J., Kristjánsson, K., Harrison, T., Sanderse, W. and Wright, D. (2016) *Teaching Character and Virtue in Schools*. London: Routledge.
- Asia Society (2015) Implementing highly effective teacher policy and practice: The 2015 International Summit on the Teaching Profession. <http://asiasociety.org/files/uploads/26files/2015teachingsummitsm.pdf>
- Assessment Reform Group (1999) *Assessment for learning: Beyond the Black Box*. [http://www.nuffieldfoundation.org/sites/default/files/files/beyond\\_blackbox.pdf](http://www.nuffieldfoundation.org/sites/default/files/files/beyond_blackbox.pdf)
- Bandura, A. (1977) *Social Learning Theory*. New Jersey: Prentice Hall.
- Bandura, A. (1997) *Self-efficacy: the exercise of control*. New York: W.H. Freeman.
- Bangs, J. and Frost, D. (2012) *Teacher Self-Efficacy, Voice and Leadership: Towards a Policy Framework for Education International*. Brussels: Education International.
- Bangs, J. and Frost, D. (2015) 'Non-positional Teacher Leadership: Distributed leadership and self-efficacy' in J. Evers and R. Kneyber (Eds.) *Flip the System: Changing Education from the Ground Up*, London: Routledge.
- Bangs, J. and MacBeath, J. (2012) Collective leadership: the role of teacher unions in encouraging teachers to take the lead in their own learning and in teacher policy, *Professional Development in Education*, 38(2), 331–343.
- Bangs, J. and MacBeath, J. (2012) Collective Leadership: the role of teacher unions in encouraging teachers to take the lead in their own learning and in teacher policy, *Professional Development in Education*, 38(2), 331–343.

- Bangs, J., MacBeath, J. and Galton, M. (2011) *Reinventing Schools, Reforming Teaching – From Political Visions to Classroom Reality*. Abingdon: Routledge.
- Barth, R. (1990) *Improving schools from within*. San Francisco, CA: Jossey-Bass.
- Beere, J. (2014) *The Perfect Teacher*. Carmarthen, Wales: Crown House Publishing.
- Beinin, J. and Vairel, F. (Eds.) (2013) *Social movements, mobilization, and contestation in the Middle East and North Africa*. Palo Alto CA: Stanford University Press.
- Bennett, N., Newton, W., Wise, C., Woods P, A. and Economou, A. (2003) *The Role and Purpose of Middle Leaders in Schools*. Nottingham: National College for School Leadership.
- Bennett, N., Wise, C., Woods, P. and Harvey, J. A. (2003) *Distributed leadership: a review of Literature*. Nottingham: National College for School Leadership.
- Biesta, G. (2009) Good education in an age of measurement: on the need to reconnect with the question of purpose in education, *Educational Assessment, Evaluation and Accountability*, 21 (1), 33–46.
- Biesta, G. J. J. (2013) *The Beautiful Risk of Education Boulder*. CO: Paradigm Publishers.
- Black, P. and Wiliam, D. (1998) *Inside the Black Box: Raising standards through classroom assessment*. London: King's College.
- Black, P., McCormick, R., James, M. and Pedder, D. (2006) Learning how to learn and assessment for learning: a theoretical inquiry, *Research Papers in Education*, 21 (2), 119–132.
- Bransford, J. D., Brown, A. L. and Cocking, R. R. (2000) *How People Learn: Brain, Mind, Experience, and School*. Washington, D.C.: National Academy Press.
- Brophy, J. (1983) Conceptualizing student motivation, *Educational Psychologist*, 18 (3), 200–215.
- Bruner, J. (1996) *The Culture of Education*, Cambridge MA: Harvard University Press.
- Butler, R. (1988) Enhancing and undermining intrinsic motivation: the effects of task-involving and ego-involving evaluation on interest and performance. *British Journal of Educational Psychology*, 58, 1–14.
- Cadwell, L. B. (2001) *Bringing Learning to Life: A Reggio Approach to Early Childhood Education*. New York, NY: Teachers College Press.
- Cambridge seminars (2011–2016) <https://www.educ.cam.ac.uk/centres/lfl/projects/seminarseries/index.html>
- Carr, W. and Kemmis, S. (2003) *Becoming critical: education knowledge and action research*. Lewes: Falmer Press.

- Chinapah, V. and Mathe, M. (2016) Egypt educational context, in M. Zaalook, R. Sultana and P. Bradshaw (eds.) *Building the capacity of faculties of education: case studies of a TEMPUS journey in peer learning and transformations in teacher education*. Cairo: American University in Cairo.
- Clarke, S. (2008) *Active Learning Through Formative Assessment*. London: Hodder Education.
- Claxton, G. (2008) *What's the point of school? Rediscovering the heart of education*. Oxford: Oneworld.
- Claxton, G. and Lucas, B. (2015) *Educating Ruby*. Carmarthen: Crown House Publishing LLC.
- Coe, R., Aloisi, C., Higgins, S. and Elliot-Major, L. (2014) What makes great teaching? Review of the underpinning research. Centre for Evaluation and Monitoring, Durham University & Sutton Trust. [www.suttontrust.com/researcharchive/great-teaching/](http://www.suttontrust.com/researcharchive/great-teaching/)
- Colleen, K. (2014) *Raising Lifelong Learners*. <http://www.raisinglifelonglearners.com/understanding-cognitivelygifted-child/>
- Crowther, F., Kaagan, S. S., Ferguson, M. and Hann, L. L. (2002) *Developing teacher leaders: How teacher leadership enhances school success*. Thousand Oaks, CA: Corwin Press.
- Dahlberg, G., Moss, P. and Pence, A. (2007) *Beyond quality in early childhood and education and care: Languages of evaluation*, (2<sup>nd</sup> edition). London: Routledge.
- Danielson, C. (2006) *Teacher Leadership: that Strengthens Professional Practice*. Alexandria, Virginia USA: Association for supervision and Curriculum Development (ASCD).
- Danks, F. and Schofield, J. (2012) *The Stick Book: Loads of things you can make or do with a stick*. London: Frances Lincoln.
- Day, C. (2009) A Passion for Quality: Teachers Who Make A Difference. *Tijdschrift Voor Lerarenopleiders*, 30 (3), 4–13.
- de Bono, E. (2000) *Six Thinking Hats*. London: Penguin Books.
- Deakin Crick, R. (2006) *Learning Power in Practice*. London: Paul Chapman Publishing.
- Deal, T. E. and Kennedy, A. A. (1983) Culture and school performance. *Educational leadership*, 40 (5), 14–15.
- DEMOS Learning Working Group (2004) *About Learning: Report of the Learning Working innovation networks*. London: Demos.
- Denis, J-L. and Lehoux, P. (2009) Collaborative Research: Renewing Action and Governing Science, in D. A. Buchanan and A. Bryman (eds.) *Organizational Research Methods*. London: Sage.

- DES (Department of Education and Science) (1972) *Teacher Education and Training: A Report by a Committee of Inquiry appointed by the Secretary of State for Education and Science, under the Chairmanship of Lord James of Rusholme*, London: HMSO.
- DfE (Department for Education) (2013) *Early years outcomes: A non-statutory guide for practitioners and inspectors to help inform understanding of child development through the early years*. [http://www.foundationyears.org.uk/files/2012/03/Early\\_Years\\_Outcomes.pdf](http://www.foundationyears.org.uk/files/2012/03/Early_Years_Outcomes.pdf)
- DfE (Department for Education) (2016a) *Educational Excellence Everywhere*. London: DfE.
- DfE (Department for Education) (2016b) *DfE Strategy 2015–2020, World-Class Education and Care*. [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/508421/DfE-strategy-narrative.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508421/DfE-strategy-narrative.pdf)
- DfE (Department for Education) (2016c) *Multi-academy trusts: Good practice guidance and expectations for growth*. [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/576240/Multi-academy\\_trusts\\_good\\_practice\\_guidance\\_and\\_expectations\\_for\\_growth.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576240/Multi-academy_trusts_good_practice_guidance_and_expectations_for_growth.pdf)
- DfEE (Department for Education and Employment) (1998) *Teachers – Meeting the Challenge of Change*. London: HMSO.
- Dewey, J. (1937) 'Democracy and Educational Administration', *School and Society* 45 (April 3), 457–67.
- DeYoung, A. (2011) *Teaching as a profession in the Kyrgyz Republic: The Quest for Building/Rebuilding the knowledge base*, in I. Silova, (ed.), *Globalisation on the Margins: Education and Postsocialist Transformations in Central Asia*. Charlotte VA: Information Age Publishing.
- Dimou, A. (2009) *Transition and the Politics of History Education in Southeast Europe*. Göttingen: V and R Unipress.
- Donaldson, J. and Scheffler, A. (1999) *The Gruffalo*. London: MacMillan Children's Books.
- Durrant, J. and Holden, G. (2006) *Teachers Leading Change*. London: Sage Publications.
- Dweck, C. (2006) *Mindset: How You Can Fulfil Your Potential*. New York: Ballantine Books.
- Dweck, C. S. (2006) *Mindset: The New Psychology of Success*. New York: Random House.
- Dweck, C. S. (2010) Even Geniuses Work Hard, *Educational Leadership*, 68 (1), 16–20
- Dweck, C. (2012) *Mindset: How you can fulfil your potential*. New York: Ballantine Books.
- Edwards, C., Gandini, L. and Foreman, G. (eds.) (1998) *The hundred languages of children*, (2<sup>nd</sup> edition). Norwood, MA: Ablex.
- EFFeCT project (2014). <http://oktataskepzes.tka.hu/en/effect>

- Eisner, E. (1997) *The Enlightened Eye: Qualitative Inquiry and the Enhancement of Educational Practice* (2nd edition). New York: Merrill Publishing.
- Eltemamy, A. (2012) *Exploring the perceptions of a group of teachers in Egyptian state schools about their hopes for the future of the teaching profession*. Unpublished MPhil dissertation, University of Cambridge.
- Engestrom, Y. (2000) Activity theory as a framework for analyzing and redesigning work, *Ergonomics*, 43 (7), 960–974.
- Entwistle, N. (2000) Promoting deep learning through teaching and assessment: conceptual frameworks and educational contexts, paper presented at TLRP conference, Leicester, November 2000.
- European Training Foundation (2011) *Teachers for the Future. Teacher development for inclusive education in the Western Balkans*. [http://www.etf.europa.eu/web.nsf/pages/Teacher\\_for\\_the\\_future\\_Teacher\\_development\\_for\\_inclusive\\_education\\_in\\_the\\_Western\\_Balkans](http://www.etf.europa.eu/web.nsf/pages/Teacher_for_the_future_Teacher_development_for_inclusive_education_in_the_Western_Balkans)
- Evers, J. and Kneyber, R. (Eds.) (2015) *Flip the System: Changing Education from the Ground Up*, London: Routledge.
- Fielding, M. (1997) Empowerment: emancipation or enervation? In D. Bridges (ed.) *Education, autonomy and citizenship: Philosophy in a changing world*. London: Routledge.
- Fielding, M. (1999) Communities of learners: myth – schools are communities, in R. O'Hagan, (ed.) *Modern Educational Myths: The Future of Democratic Comprehensive Education*. London: Kogan Page.
- Flores, M. A. (2014) *Profissionalismo e liderança dos professores*. Santo Tirso: De Facto Editores.
- Flores, M. A., Fernandes, E., Flores, M. and Forte, A. (2016) Conditions for teacher leadership and professional development in challenging circumstances, in B. de Wever, R. Vanderlinde, M. Tuytens & A. Aelterman (Eds) *Professional Learning in Education. Challenges for Teacher Educators, Teachers and Student Teachers*, Ghent: Academic Press.
- Flutter, J. and Rudduck, J. (2004) *Consulting Pupils: What's in It for Schools?* London: RoutledgeFalmer.
- Freeborn, S. (2000) School Captains: School and Community Expectations. *The Practising Administrator*, 44 18–19.
- Freire, P. (1970) *Pedagogy of the Oppressed*. London: Penguin Books.
- Freire, P. (1994) *Pedagogy of Hope: reliving Pedagogy of the Oppressed*. London: Bloomsbury.
- Freire, P. (1997) *Pedagogy of the heart*. New York: Continuum.

- Frost (2014) *Improving the quality of education through teacher leadership: a non-positional approach*. www.teacherleadership.org.uk.
- Frost, D. (2006) The concept of 'agency' in Leadership for Learning, *Leading and Managing*, 12 (2), 19–28.
- Frost, D. (2008) Teachers as champions of innovation, *Education Review*, 21 (1), 13–21.
- Frost, D. (2011) *Supporting teacher leadership in 15 countries: the international teacher leadership project, phase 1 – a report*, Cambridge: LfL.
- Frost, D. (2012) A case of educational reform from the ground up: Involving ethnic minority parents in the life of the school in South East Europe, *Improving Schools*, 15 (2), 163–178.
- Frost, D. (2012) From professional development to system change: teacher leadership and innovation, *Professional Development in Education*, 38 (2), 205–227.
- Frost, D. (2013) 'Teachers leading innovation', a presentation at the Staff Conference at Pinewood School, 1st February 2013. <http://www.teacherleadership.org.uk/presentations.html>
- Frost, D. (2013) Developing teachers, schools and systems: partnership approaches in C. McLaughlin (ed.), *Teachers learning: professional development and education*, Cambridge: Cambridge University Press.
- Frost, D. (2013) Teacher-led development work: a methodology for building professional knowledge, HertsCam Occasional Papers April 2013, HertsCam Publications. www.hertscam.org.uk.
- Frost, D. (2014) *Non-positional teacher leadership: the miracle of the perpetual motion machine*, a paper presented in the symposium: 'Changing teacher professionalism: research and practical interventions in Europe and beyond' at ECER 2014, Porto 2nd–5th September. <http://www.teacherleadership.org.uk/conference-papers.html>
- Frost, D. (ed.) (2014) *Transforming education through teacher leadership*. Cambridge: LfL
- Frost, D. (ed.) (2016) *HertsCam Annual Conference 2015: Report*, HertsCam Network. www.hertscam.ork.uk
- Frost, D. and Durrant, J. (2003) Teacher Leadership: rationale, strategy and impact, *School Leadership and Management*, 23 (2), 173–186.
- Frost, D. and Durrant, J. (2010) Teachers as leaders: exploring the impact of teacher-led development work. *School leadership and management*, 22 (2), 143–161.
- Frost, D. and Roberts, A. (2013) 'The role of teacher leadership in educational reform: mobilising moral purpose', a paper presented within the symposium 'Teacher voice, self-efficacy and leadership: an international perspective' at ECER 2013, Istanbul 10–14 September 2013. <http://www.teacherleadership.org.uk/conference-papers.html>

- Frost, D., Durrant, J., Head, M. and Holden, G. (2000) *Teacher-Led School Improvement*. London: RoutledgeFalmer.
- Frost, D., Hill, V., Lightfoot, S. and Redondo-Sama, G. (2016) 'A profession-led masters programme: a breakthrough in support for school and teacher development', a paper presented within the symposium: 'The empowerment of teachers as agents of change' at ICSEI 2016, Glasgow 6–9 January 2016. <http://www.teacherleadership.org.uk/conference-papers.html>
- Fullan, M. (1991) *The Best Faculty of Education in the Country: A Fable*. Submitted to the Strategic Planning Committee. Faculty of Education, University of Toronto.
- Fullan, M. (1993) *Change forces: Probing the depth of educational reform*. Lewes: Falmer Press.
- Fullan, M. (1993) Why Teacher Must Become Change Agents, *Educational Leadership*, 50 (6), 12–17.
- Fullan, M. (2006) *Turnaround Leadership*. San Francisco CA: Jossey-Bass.
- Fullan, M. and Hargreaves, A. (1992) *What's worth fighting for in your school? Working together for improvement*. Buckingham: Open University Press.
- Gamble, P. and Blackwell, J. (2001) *Knowledge management: a state of the art guide, Geography in Higher Education*, 35 (2), 299–301.
- Giddens, A. (1984) *The Constitution of Society*. Cambridge: Polity Press.
- Gladwell, M. (2009) *Outliers: the story of success*. London: Penguin Books.
- GoK (Government of Kyrgyzstan) (2012) Educational Development Strategy for 2012–2020. Bishkek: MoES. [http://edu.gov.kg/images/str\\_ru.pdf](http://edu.gov.kg/images/str_ru.pdf).
- Goodson, I. and Hargreaves, A. (1996) *Teachers' professional lives*. London: Falmer Press.
- Greenleaf, R. (1977) *Servant leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press.
- Gronn, P. (2000) Distributed Properties: A New Architecture for Leadership. *Educational Management and Administration*, 28 (3), 317–338
- Haigh, M. (2011) Invitational Education: Theory, Research and Practice. *Journal of Geography in Higher Education*, 35 (2), 299–309.
- Hanushek, E. A. (2011) The economic value of higher teacher quality. *Economics of Education Review* 30, 466–67.
- Hargreaves, A. (1994) *Changing Teachers, Changing Times: Teachers' work and culture in the postmodern age*. London: Cassell.
- Hargreaves, A. and Fullan, M. (2012) *Professional capital: transforming teaching in every school*. London: Routledge.

- Hargreaves, D. H. (1999) 'The knowledge-creating school,' *British Journal of Educational Studies*, 47 (2), 122–144.
- Hargreaves, D. H. (2001) 'A capital theory of school effectiveness and improvement.' *British Educational Research Journal*, 27 (4), 487–503.
- Hargreaves, D. H. (2003) *Education Epidemic, Transforming secondary schools through innovation networks*. London: Demos.
- Hargreaves, D. H. (2001) A Capital Theory of School Effectiveness and Improvement, *British Educational Research Journal*, 27 (4), 487–503.
- Hargreaves, D. H. (2004) *Learning For Life: The Foundations Of Lifelong Learning*. Bristol: The Policy Press.
- Hargreaves, D. H. and Dawes, R. (1990) Paths of professional development: contrived collegiality, collaborative culture, and the case of peer coaching, *Teaching and Teacher Education* 6 (3), 227–241.
- Harris, A. (2004) Distributed Leadership and School Improvement. *Educational Management Administration and Leadership*, 32 (1), 11–24.
- Harrison, T., Morris, I. and Ryan J. (2016) *Teaching Character in the Primary Classroom*. London: Sage.
- Hattie, J. (2012) *Visible Learning for Teachers*. Abingdon: Routledge.
- Hattie, J. and Timperley, H. (2007) The Power of Feedback, *Review of Educational Research* 77 (1), 81–112.
- HertsCam Network (2011) *HertsCam Voice*, special issue on impact, HertsCam Network, Number 15, March. [www.hertscam.org.uk](http://www.hertscam.org.uk).
- Hill, V. (2014) 'The HertsCam TLDW programme,' in D. Frost (Ed) *Transforming education through teacher leadership*, Cambridge: Leadership for Learning.
- HM Inspectorate of Education (2006) *Missing Out*. <http://www.ssg-bildung.uni-erlangen.de/hmiemoeo.pdf>
- Hopkins, D. (2001) *School Improvement for Real*. London: Falmer Press.
- Hoyle, E. (1974) Professionalism, professionalism and control in teaching, *London Educational Review*, 3(2), 42–54.
- Hoyle, E. (2008) Changing conceptions of teaching as a profession: personal reflections. In: Johnson D, Maclean R (eds.) *Teaching: Professionalization, Development and Leadership*. Dordrecht: Springer.
- Hunter, J. C. (2004) *The world's most powerful leadership principle: How to become a servant leader*. New York: Crown Business.
- Hunzicker, J. (2012) Professional development and job-embedded collaboration: how teachers learn to exercise leadership, *Professional Development in Education*, 38 (2), 267–289.

- Ibrahim, A. S. (2010) The politics of educational transfer and policymaking in Egypt, *Prospects: Quarterly Review of Comparative Education*, 40 (4), 499–515.
- James, M and Pollard, A. (2011) TLRP's ten principles for effective pedagogy: rationale, development, evidence, argument and impact. <http://eprints.ioe.ac.uk/7044/1/James2011TLRP's275.pdf>
- Jones, L. (2007) *The Student-Centered Classroom*. Cambridge: Cambridge University Press.
- Jubilee Centre for Character and Virtues (JCCV) (2013) *A Framework for Character Education in Schools*. <http://jubileecentre.ac.uk/userfiles/jubileecentre/pdf/character-education/Framework%20for%20Character%20Education.pdf>
- Jugović, I. and Doolan, K. (2013) Is There Anything Specific about Early School Leaving in Southeast Europe? A Review of Research and Policy, *European Journal of Education*, 48 (3), 363–377.
- Kabasakal, H., Dastmalchian, A., Karacay, G. and Bayraktar, S. (2012) Leadership and culture in the MENA region: An analysis of the GLOBE project, *Journal of World Business*, 47 (4), 519–529.
- Katzenmeyer, M. and Moller, G. (2001) *Awakening the Sleeping Giant: Helping Teachers Develop as Leaders*, (2nd edition). Thousand Oaks, CA: Corwin Press.
- Katzenmeyer, M. and Moller, G. (2009) *Awakening the Sleeping Giant: Helping Teachers Develop as Leaders*, (3rd edition). Thousand Oaks CA: Corwin Press.
- Kirby, P., Lanyon, C., Cronin, K. and Sinclair, R. (2003) *Building a Culture of Participation*. [http://www.gyerekesely.hu/childpoverty/docs/involving\\_children\\_report.pdf](http://www.gyerekesely.hu/childpoverty/docs/involving_children_report.pdf)
- Kneyber, R. and Evers, J. (2013) *Het alternatief: weg met de afrekencultuur in het onderwijs!* Amsterdam: Uitgeverij Boom.
- Korthagen, A. J. (2004) In search of the essence of a good teacher: toward a more holistic approach in teacher education, *Teaching and Teacher Education*, 20, 77–97.
- Kubursi, A. (2016) 'Why has Arab development been so elusive?' Lecture presented at The Palestine Economic Policy Research Institute – MAS on 30 November 2016.
- Lambert, L. (2003) *Leadership Capacity for Lasting School Improvement*. Alexandria VA: ASCD.
- Lapham, K and Lindeman-Komarova, S. (2014) Rethinking Teacher Networking in the Russian Federation, *European Education* 45, 75–93.
- Leithwood, K. and Riehl, C. (2003) *What we know about successful school leadership*. Philadelphia, PA: Laboratory for Student Success, Temple University.
- Lieberman, A and Miller, L. (2004) *Teacher Leadership*. San Francisco, CA: Jossey-Bass.
- Lieberman, A. and Wood, D. (2003) *Inside the National Writing Project: Connecting Network Learning and Classroom Teaching*. New York: Teachers College Press.

- Lightfoot, L. and Frost, D. (2015) The professional identity of early years educators: implications for a transformative approach to continuing professional development, *Professional Development in Education*, 41 (2), 401–418.
- Lindeman-Koramova, S. (2015) What Works: The emergence of a new paradigm to promote reform and social movements in Russia. <https://medium.com/@ECHOSiberia/what-works-the-emergence-of-a-new-paradigm-to-promote-reform-and-social-movements-in-russia-dad7df5dc671#dr19rklz9>.
- Lindemann-Komarova, S. and Lapham, K. (2013) *Active Teachers in the Russian Regions*, ESP Working Papers Series No 46. New York: Open Society Foundations.
- Livingston, J. A. (1997) *Metacognition: An overview*. <http://gse.buffalo.edu/fas/shuell/CEP564/Metacog.htm>
- Louis, K.S. and Gordon, M.F. (2006) *Aligning Student Support with Achievement Goals: The Secondary Principal's Guide*. Thousand Oaks, CA: Corwin Press.
- Loveluck, L. (2012) Education in Egypt: Key Challenges. Chatham House. [http://www.chathamhouse.org/sites/default/files/public/Research/Middle%20East/0312egyptedu\\_background.pdf](http://www.chathamhouse.org/sites/default/files/public/Research/Middle%20East/0312egyptedu_background.pdf)
- Luthar, S., Cicchetti, D. and Becker, B. (2000) The Construct of Resilience: a critical evaluation and guidelines for future work, *Child Development*, 71(3), 543–562.
- MacBeath, J. (1999) *Schools Must Speak for Themselves: the case for self-evaluation*. London: Routledge.
- MacBeath, J. (2012) Report on the Future of Teaching profession for Education International Research Institute. <https://download.ei-ie.org/Docs/WebDepot/EI%20Study%20on%20the%20Future%20of%20Teaching%20Profession.pdf>
- MacBeath, J., Frost, D., Pedder, D. and Frost, R. (2008) The influence and participation of children and young people in their learning project, a report for the General Teaching Council for England. [https://www.educ.cam.ac.uk/centres/lfl/projects/pastprojects/IPiL\\_project\\_2010.pdf](https://www.educ.cam.ac.uk/centres/lfl/projects/pastprojects/IPiL_project_2010.pdf)
- MacBeath, J., Schartz, M, Meuret, D. and Jakobsen, L. (2000) *Self-Evaluation in European Schools: A story of change*. London: Routledge Falmer.
- MacDowell-Clark, R. and Murray, J. (2012) *Reconceptualising leadership in the early years. Maidenhead: Open University Press*.
- Maclure, S. (1988) *Education Reformed: A Guide to the Education Reform Act*. London: Hodder and Stoughton.
- Malaguzzi, L. (1996) *The hundred languages of children: catalogue of the exhibition*. Reggio Emilia: Reggio Children.
- MENA-OECD (2010) *Business climate development strategy, Phase 1 Policy Assessment, Egypt, Dimension III-2, Human Capital*. Middle East & North Africa – Organisation for Economic Cooperation & Development (MENA-OECD). <http://www.oecd.org/dataoecd/63/7/46359082.pdf>
- Mitchell, C. and Sackney, L. (2000) *Profound Improvement: Building Capacity for a Learning Community*. Lisse: Swets and Zeitlinger.
- Moyles, J. (2001) Passion, Paradox and Professionalism in Early Years Education, *Early Years: An International Research Journal*, 21 (2), 81–95.
- Mylles, J. (2006) Building teacher leadership through Teacher Led Development Work groups, *Teacher Leadership*, 1 (1), 4–11.
- NCSL (National College for School Leadership) (2003) *The Heart of the Matter: A practical guide to what middle leaders can do to improve learning in secondary schools*. Nottingham: NCSL.
- Niyozov, S. (2011) Revisiting teacher professionalism discourse through teachers professional lives in post-Soviet Tajikistan, in I. Silova (ed.) *Globalization on the margins: Education and post-socialist transformations in Central Asia*. Charlotte, NC: IAP.
- Nonaka, I. and Takeuchi, H. (1995) *The Knowledge Creating Company: How Japanese companies create the dynamic of innovation*. Oxford: Oxford University Press.
- North Central Regional Educational Laboratory (1995) *Strategic teaching and reading project guidebook*. <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1metp.htm>
- Nutbrown, C. (2012) Foundations for Quality: The Independent Review of Early Education and Childcare Qualifications (Nutbrown Review). <http://www.education.gov.uk/nutbrown-review>
- OECD (Organisation for Economic Co-operation and Development) (2005) *Teachers matter: attracting, developing and retaining effective teachers*. Paris: OECD.
- OECD (Organisation for Economic Co-operation and Development) (2009) *Creating Effective Teaching and Learning Environments: First Results from TALIS*. Paris: OECD.
- OECD (Organisation for Economic Co-operation and Development) (2011) *Education at a glance*. Paris: OECD.
- OECD (Organisation for Economic Co-operation and Development) (2011) *Building a High Quality Teaching Profession. Lessons From Around the World. Background report for the International Summit on the Teaching Profession*. Paris: OECD.
- OECD (Organisation for Economic Co-operation and Development) (2014a) *TALIS 2013 Results: An International Perspective on Teaching and Learning*. Paris: OECD.

- OECD (Organisation for Economic Co-operation and Development) (2014b) *Equity, Excellence and Inclusiveness in Education. Policy Lessons From Around The World. Background Report of the 2014 International Summit on the Teaching Profession*. Paris: OECD.
- Ofsted (2014) Short inspection of Queen's School, Hertfordshire. London: Ofsted.
- Ofsted (2016) Short inspection of Queen's School, Hertfordshire. London: Ofsted.
- Ostovar-Nameghi, S. A. and Sheikahmadi, M. (2016) From Teacher Isolation to Teacher Collaboration: Theoretical Perspectives and Empirical Findings, *English Language Teaching*, 9 (5), 197.
- Paige, C. (2014) Raising aspirations through dance education, in D. Frost (ed.) *Transforming Education Through Teacher Leadership*. Cambridge: LfL.
- Parkes, A (2015) The Engagement Index. <http://www.hertsgovernors.org/wp-content/uploads/2015/02/Alison-Parkes-Engagement-Index-February-2015.pdf>
- Pink, D. (2009) *Drive: The Surprising Truth About What Motivates Us*. New York: Riverhead Books.
- Polanyi, M. (1966) *The Tacit Dimension*. London: Routledge and Kegan Paul.
- Project on Middle East Democracy (POMED) (2014) Egypt's Economy: Addressing the Challenges Ahead. Washington, DC: The Middle East Institute: Service Employees International Union (SEIU) Conference Center. <http://pomed.org/wp-content/uploads/2014/02/POMED-Notes-MEI-Egypt- Economy.pdf>
- PSHE Association (2014) PSHE Association welcomes character fund announcement. [https://www.pshe-association.org.uk/news\\_detail.aspx?ID=1445](https://www.pshe-association.org.uk/news_detail.aspx?ID=1445)
- Ramahi, H. (2013) Headteachers' perceptions of their preparation and development for headship in the occupied Palestinian Territories: a case study. Unpublished MPhil thesis, Cambridge: University of Cambridge.
- Ramahi, H. (2015) *Education in Palestine: current challenges and emancipatory alternatives*. Ramallah: Rosa Luxemburg Stiftung.
- Ramahi, H. (2016) Enabling Teachers To Lead Change in One School in Palestine: A Case Study, *American Journal of Educational Research*, 4 (2), 4–14.
- Ramahi, H. and Eltemamy, A. (2014) Introducing teacher leadership to the Middle East: starting with Egypt and Palestine, a paper presented within the symposium Changing teacher professionalism through support for teacher leadership in Europe and beyond at ECER 2014, Porto 1–5 September.
- Reiss, M. J. and White, J. (2013) *An Aims-based Curriculum: The significance of human flourishing for schools*. London: IOE Press.
- Ricci, M. C. (2013) *Mindsets in the Classroom: Building a Culture of Success and Student Achievement*. Waco TX: Prufrock Press:

- Rinaldi, C. (2006) *In dialogue with Reggio Emilia: listening, researching and learning*, London: Routledge.
- Roberts, M. and Roberts, A. (2011) Building professional knowledge across schools, *Teacher Leadership*, 2 (3), 37–48
- Rodd, J. (2013) *Leadership in early childhood*. Maidenhead: Open University Press.
- Rogers, K.B. (2007) Lessons Learned About Educating the Gifted and Talented: A Synthesis of the Research on Educational Practice, *Gifted Child Quarterly*, 51 (4), 382–396.
- Rogers, R. (2016) *To do marking and feedback right takes three days for every fortnight of teaching. There is another way*. <https://www.tes.com/news/school-news/breaking-views/do-marking-and-feedback-right-takes-three-days-every-fortnight>
- Rosenholtz, S. J. (1989) *Teachers' workplace: the social organization of schools*. New York: Longman.
- Rosenstein, B. (2002) Video Use in Social Science Research and Program Evaluation. *International journal of qualitative methods*, 1(3). [https://sites.ualberta.ca/~iiqm/backissues/1\\_3Final/html/rosenstein.html](https://sites.ualberta.ca/~iiqm/backissues/1_3Final/html/rosenstein.html)
- Ross, Z. (2009) Developing Teachers as innovative users of ICT, *Teacher Leadership* 2 (2) 58–60. <http://www.teacherleadership.org.uk/volume-2-issue-2-may-2009.html>
- Roth, R. J. (1962) *John Dewey and Self-Realization*. Englewood Cliffe, NJ: Prentice-Hall.
- Rudduck, J. and McIntyre, D. (2007) *Improving Learning through consulting pupils*. London: Routledge.
- Sachs, J. (2003) *The activist teaching profession*. Buckingham: Open University Press
- Schein, E. H. (1985) *Organisational culture and leadership*. San Francisco, CA: Jossey-Bass.
- Schleicher, A. (2015) *Schools for 21<sup>st</sup>-Century Learners: Strong Leaders, Confident Teachers, Innovative Approaches*, International Summit on the Teaching Profession. Paris: OECD.
- Schleicher, A. (2016) *Teaching Excellence through Professional Learning and Policy Reform: Lessons from around the World. International Summit on the Teaching Profession*. Paris: OECD.
- Schön, D. (1987) *Educating the reflective practitioner*. Hoboken, NJ: Wiley.
- Schratz-Hadwich, B., Walker, R. and Egg, P. (2004) Photo Evaluation: A participatory ethnographic research and evaluation tool in child care and education. <http://www.aare.edu.au/04/pap/sch04245.pdf>
- Schultz, J. R. (2010) The Scholar-Practitioner: A Philosophy of Leadership *Scholar-Practitioner Quarterly* 4 (1), 52–64.

- Sergiovanni, T. (1984) Leadership and Excellence in Schooling, *Educational Leadership*, 41 (5), 6–13.
- Sejdini, M. (2014) Building social cohesion through language learning in multi-ethnic Macedonia in D. Frost (ed.) *Transforming education through teacher leadership*. Cambridge: LfL.
- Sen, A. (2011) Violence and civil society in A. Sen (ed.) *Peace and Democratic Society*. Cambridge: Open Book Publishers.
- Shamatov, D. (2013) Everyday Realities of a Young Teacher in Post-Soviet Kyrgyzstan: A Case of History Teacher from a Rural School, in A. Pinar and D. Cennet Engin (eds), *Post-Soviet Kyrgyzstan: Political and Social Challenges*. London: Routledge
- Siraj, I. and Hallet, E. (2014) *Effective and caring leadership in the Early Years*. London: Sage.
- Sobhy, H. (2012) The de-facto privatization of secondary education in Egypt: a study of private tutoring in technical and general schools. *Compare: A journal of comparative and international education*, 42 (1), 47–67.
- Southworth, G. (2002) 'Think piece from the NCSL.' *The Times Educational Supplement*. 6.12.2002.
- Spillane, J. (2006) *Distributed Leadership*. San Francisco CA: Jossey-Bass.
- Spillane, J., Halverson, R., and Diamond, J. (2001) Investigating school leadership practice: a distributed perspective, *Educational Researcher*, 30 (3), 23–28.
- Steiner-Khamsi, G. (ed.) (2004) *The global politics of educational borrowing and lending*. New York: Teachers College Press.
- Steiner-Khamsi, G., Moldokmatova, A. and Sheripkanova-MacLeod, G. (2009) *Survival Strategies of Schools in the Kyrgyz Republic: A School-Level Analysis of Teacher Shortages*. Bishkek: UNICEF.
- Steiner-Khamsi, G., Mossayeb, S. and Ridge, N. (2007) *Curriculum & Student Assessment, Pre-service teacher training: an assessment in Tajikistan and Kyrgyzstan*. New York: Teachers College.
- Stenhouse, L. (1975) *An Introduction to Curriculum Research and Development*, London: Heinemann Educational Books.
- Stewart, W. (2012) *Think you've implemented Assessment for Learning?* <https://www.tes.co.uk/article.aspx?storycode=6261847>
- Stoll, L. and Louis, K. (2007) *Professional Learning Communities*. Buckingham: Open University Press.
- Stoll, L., Bolam, R., MacMahon, A., Thomas, S., Wallace, M., Greenwood, A. and Hawkey, K. (2006) *Professional Learning Communities: Source Materials for School Leaders and Other Leaders of Professional Learning*. London: Innovation Unit, NCSL and GTC.
- Sukhomlinsky, V. (1981) *To Children I give my heart* (Serdce otdau detyam). Moscow: Progress.
- Sukhomlinsky, V. (1984) *Sto sovetov uchitelu*. Kiev: Rad. Shkola.
- Supovitz, J. A. (2015) *Building a Lattice for School Leadership: Lessons From England*. CPRE Policy Briefs University of Pennsylvania Scholarly Commons.
- Sutherland, T. (2015) Developing a professional learning culture in a secondary school, unpublished MEd dissertation, Cambridge: University of Cambridge Faculty of Education.
- Swaffield, S. (2003) Critical Friendship, *InForm No. 3*. Cambridge: LfL. <https://www.educ.cam.ac.uk/centres/lfli/about/inform/>
- Swaffield, S. (2008) Feedback: the central process in assessment for learning. In S. Swaffield, *Unlocking Assessment*. Abingdon: Routledge.
- Swaffield, S. (2009) *The misrepresentation of Assessment for Learning – and the woeful waste of a wonderful opportunity*. [www.educ.cam.ac.uk/centres/lfli/current/papers/swaffield\\_aaia09.pdf](http://www.educ.cam.ac.uk/centres/lfli/current/papers/swaffield_aaia09.pdf)
- Syed, M. (2011) *Bounce: The Myth of Talent and the Power of Practice*. New York: HarperLux.
- Syed, M. (2015) *Black Box Thinking*. London: John Murray Publishers.
- Taggart, G. (2011) Don't we care?: the ethics and emotional labour of early years professionalism, *Early Years*, 31 (1), 85–95.
- Tangney, J. P., Stuewig, J. and Mashek, D. J. (2007) Moral emotions and moral behavior. *Teachers Develop as Leaders*, (3<sup>rd</sup> edition), Thousand Oaks, CA: Corwin Press.
- Teleshaliyev, N. (2015) *Teachers with a Capital 'T': Exploring the professionalism of experienced teachers in Kyrgyzstan*. Unpublished doctoral dissertation. Cambridge: University of Cambridge.
- The Guardian (2010) 'The NUT's John Bangs – the best leader they never had – is stepping down' <https://www.theguardian.com/education/2010/jul/13/john-bangs-nut-education>
- Tollhurst, J. (2010) *The essential guide to coaching and mentoring*. Harlow: Longman.
- UNESCO (United Nations Educational, Scientific and Cultural Organisation) (2000) *The Dakar Framework for Action – Education For All: Meeting our Collective Commitments*, Text adopted by the World Education Forum Dakar, Senegal, 26–28 April 2000. Paris: UNESCO
- UNESCO (United Nations Educational, Scientific and Cultural Organisation) (2010) *UNESCO science report 2010: The current status of science around the world*. Paris: UNESCO.

- UNESCO (United Nations Educational, Scientific and Cultural Organisation) (2014a) eAtlas of Teachers. <http://tellmaps.com/uis/teachers/>
- UNESCO (United Nations Educational, Scientific and Cultural Organisation) (2014b) *Teaching and Learning: Achieving Quality for All*. Paris: UNESCO
- UNESCO (United Nations Educational, Scientific and Cultural Organisation) (2015) *Bulgaria. Education for All 2015 National Review*. <http://unesdoc.unesco.org/images/0023/002311/231176e.pdf>
- UNICEF (United Nations Children's Emergency Fund) (2011) *Non-enrolment and school dropout. A study based on a survey of children and youths who do not enrol in or drop out of primary and secondary education*. Youth Employability and Retention Programme. [https://www.unicef.org/bih/Dropout\\_EN-1.pdf](https://www.unicef.org/bih/Dropout_EN-1.pdf)
- UNICEF (United Nations Children's Emergency Fund) (2011) Teachers: A Regional Study on Recruitment, Development and Salaries of Teachers in the CEECIS Region. UNICEF, Geneva. From [http://www.unicef.org/ceecis/UNICEF\\_teachers\\_web.pdf](http://www.unicef.org/ceecis/UNICEF_teachers_web.pdf)
- UNICEF (United Nations Children's Emergency Fund) (2013) An appraisal of the Education Development Strategy for 2012–2020 of Kyrgyzstan and its first implementation plan, the Action Plan for Education Development 2012–2014. Bishkek: UNICEF.
- UNICEF (United Nations Children's Emergency Fund) (2016) *State of the World's Children report*. New York: UNICEF.
- Vangriegen, K., Dochy, F., Raes, E. and Kyndt, K. (2015) Teacher collaboration: A systematic review, *Educational Research Review* 15, 17–40.
- Vranješević, J. and Čelebičić, I. (2014) Improving the participation of ethnic minority families in schools through teacher leadership, in D. Frost (ed.) *Transforming Education Through Teacher Leadership*. Cambridge: LFL.
- Vranješević, J. and Frost, D. (2016) Stories From Intercultural Education in Serbia: Teacher Leadership and Parent Participation, *European Education*, 48 (1), 63–78.
- Ward, S. C., Bagley, C., Woods, P.A., Lumby, J., Hamilton, T. and Roberts, A. (2015) 'School Leadership for Equity: Lessons from the Literature', *International Journal of Inclusive Education*, 19 (4), 333–346.
- Watkins, C. (2003) *Learning: A sense-maker's guide*. London: ATL.
- Watkins, C. (2005) Classrooms as learning communities, *London Review of Education*, 3 (1), 47–64.
- Watkins, C. (2005) *Classrooms as Learning Communities*. London: Routledge.
- Weale, S. (2016) Almost a third of teachers quit state sector within five years of qualifying <https://www.theguardian.com/education/2016/oct/24/almost-third-of-teachers-quit-within-five-years-of-qualifying-figures>

- Wearing, V. (2011) *HertsCam: an evaluation*, a report commissioned by the HertsCam Steering Group, [www.hertscam.org.uk/publications](http://www.hertscam.org.uk/publications).
- West-Burnham, J. (2009) *Rethinking Educational Leadership: From Improvement to Transformation*. London: A & C Black.
- Western, S. (2008) *Leadership a critical text*. London: Sage.
- Whetton, C. (2009). A brief history of a testing time: national curriculum assessment in England 1989–2008. *Educational Research Journal*, 51 (2), 137–159.
- Williams, M. and Penman, D. (2011) *Mindfulness: A Practical Guide to Finding Peace in a Frantic World*. London: Piatkus.
- Wood, D., Bruner, J. and Ross, G. (1976) The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17(2), 89–100.
- Woods, P. A. and Roberts, A. (2015) *Developing distributed leadership for equity and learning: A toolset for policy-makers and school leaders*, European Policy Network on School Leadership (EPNoSL). <https://herts.academia.edu/PhilipWoods>
- Woods, P. A. and Roberts, A. (2016) Distributed leadership and social justice: images and meanings from across the school landscape, *International Journal of Leadership in Education: Theory and Practice*, 19 (2), 138–156.
- Woods, P. A., Roberts, A. and Chivers, L. (2016) *Collaborative Teacher Learning: Cases from the HertsCam Network*, Hatfield, Hertfordshire: Centre for Educational Leadership, School of Education, University of Hertfordshire.
- Woolfolk, A. (2007) *Educational Psychology*, (10th ed.). Boston, MA: Allyn and Bacon.
- Wrigley, T. (2003) *Schools of Hope: a new agenda for school improvement*. Stoke on Trent: Trentham Books.
- Wrigley, T. (2004) School effectiveness: the problem of reductionism, *British Educational Research Journal*, 30 (2), 227–244.
- York-Barr, J. and Duke, K. (2004) What Do We Know About Teacher Leadership? Findings From Two Decades of Scholarship, *Review of Educational Research*, 74 (3), 255–316.
- Yukl, G. (2010) *Leadership in organisations*, (6th edition). Englewood Cliffs, NJ: Prentice
- Zuber-Skerritt, O. (2011) *Action Leadership: Towards a participatory paradigm*. Dordrecht: Springer.

# Empowering teachers as agents of change: a non-positional approach to teacher leadership

This is the second book in the LfL Teacher Leadership series and like the first it exemplifies and illustrates non-positional teacher leadership through teachers' authentic narratives. Most of these are written by practicing teachers who have led change in their schools. Some are written by teachers who have become facilitators and organisers, working on programmes that support teacher leadership. This book also includes perspectives from research and policy.



David Frost was one of the co-founders of the Leadership for Learning group at the University of Cambridge Faculty of Education. He continues to focus on the development of strategies that enhance teachers' professionalism and empower them as agents of change. He has worked in close collaboration with teachers and schools to establish and maintain the HertsCam Network which supports the growth of teacher leadership.

*In an automated future we need to focus on our humanity and that is what this book stands for: teachers having agency, looking beyond the classroom and taking responsibility to make that humane future a possibility for their students and their colleagues... I hope this book is widely read by colleagues across the globe and that together we will follow the example set by these wonderful teachers and by David himself.*

**From the Foreword by Jelmer Evers**



**LEADERSHIP** *for* **LEARNING**  
The Cambridge Network

