



Recent publications featuring HertsCam and the International Teacher Leadership initiative

A key strategy for advocacy has been to publish accounts of teachers leading change and of the facilitation of non-positional teacher leadership. In the main, our theoretical perspective has been attached to these accounts.

These publications have enabled teachers to advocate for the pedagogical practices they have developed and, collectively, to advocate for teacher leadership as an important dimension of extended professionalism. Additional benefits include the clarification of ideas through the writing. Publication also helps to honour, valorise and bestow recognition on teachers and their work.

Books

Qanay, G., Frost, D., Kalikova, S. and Zakayeva, G. (2023) *Лидерство учителей Казахстана* (Teacher Leadership in Kazakhstan), Almaty: ??.

Frost, D., Ball, S., Hill, V. and Lightfoot, S. (2018) *Teachers as Agents of Change: a masters programme taught by teachers*. Letchworth: HertsCam Publications. Download at: www.hertscam.org.uk/publications

Frost, D. (2017) *Empowering teachers as agents of change: a non-positional approach to teacher leadership*. Cambridge: LfL the Cambridge Network. Download at: www.hertscam.org.uk/publications

Frost, D. (2014) *Transforming Education Through Teacher Leadership*. Cambridge: LfL the Cambridge Network.

Roberts, A. and Nash, J. (2010) *Supporting the Growth of Students as leaders: a student / teacher partnership approach*. Cambridge: Leadership for Learning: The Cambridge Network.

See Appendix for lists of all chapters mostly written by teachers and facilitators of teacher leadership.

Chapters in other books

Qanay, G. and Frost, D. (2023) The Teacher Leadership in Kazakhstan initiative: professional learning and leadership, in P. Poekert and S. Swaffield *Leadership for Professional Learning: Perspectives, Constructs and Connections*, London: Routledge.

Qanay, G. and Frost, D. (forthcoming) The Teacher Leadership in Kazakhstan initiative in C. McLaughlin et al. (eds) *Education Reform in Kazakhstan*, Cambridge: Cambridge University Press.

Frost, D. (2020) Teacher Leadership: Schule gemeinschaftlich führen, in N. Anderegg and Strauss, N. C. (eds.) *Distributed und Teacher Leadership in Schools* - an edited book with translated papers.

Frost, D., Ball, S. and Lightfoot, S. (2018) The HertsCam Network: Supporting non-positional teacher leadership, in L. Rycroft-Smith and J. L. Dutaut, (eds.) *Flip the System UK: A teachers' manifesto*. London: Routledge.

Frost, D. (2017) Continuing Professional Development and why it should be abolished, in M. A. Flores and A. M. Silva (eds.) *Currículo, Avaliação e Desenvolvimento Profissional*, Vreeland: De Facto.

Bangs, J. and Frost, D. (2015) 'Non-positional Teacher Leadership: Distributed leadership and self-efficacy' in R. Kneyber and J. Evers (eds.) *Flip the System: Changing Education from the Ground Up*. London: Routledge.

Frost, D. (2013) Developing teachers, schools and systems: partnership approaches in C. McLaughlin, *Teachers learning: professional development and education*. Cambridge: Cambridge University Press.

HertsCam is also strongly featured in:

Joshevska, M. and Underwood, J. (2022) Teacher Education in North Macedonia: Reforms, Standardisation, and Creating Communities of Lifelong Learners, in M. Kowalczyk-Wal ędziak, R. A. Valeeva, M. Sablic and I. Menter, *The Palgrave Handbook of Teacher Education in Central and Eastern Europe*, London: Palgrave Macmillan DOI <https://doi.org/10.1007/978-3-031-09515-3>

Kell, E. (2018) *How to survive in teaching without imploding, exploding or walking away*. London: Bloomsbury.

MacBeath, J., Dempster, N., Frost, D., Johnson, G. and Swaffield, S. (2018) *Strengthening the Connections between Leadership and Learning*. Abingdon, Oxon: Routledge.

Ramahi, H. (2015) *Education in Palestine: current challenges and emancipatory alternatives*. Ramallah: Rosa Luxemburg Stiftung.

Woods, P. and Roberts, A. (2018) *Collaborative School Leadership: a critical guide*. London: Sage.

Doctoral theses / dissertations

For their doctoral studies each of the authors referred to below listed below were supervised by David Frost.

Bolat, O. (2013) *A non-positional teacher leadership approach to school improvement: an action research study in Turkey*, Unpublished doctoral dissertation. Cambridge: University of Cambridge.

Durrant, J. (2013) *Portraits of teachers in landscapes of change: exploring the role of teachers in school improvement*, Unpublished doctoral dissertation. Canterbury: Canterbury Christ Church University.

Eltemamy, A. (2018) *Developing a programme of support for teacher leadership in Egypt*. Unpublished doctoral dissertation. Cambridge: University of Cambridge. <https://doi.org/10.17863/CAM.25241>

Kanayeva (Qanay), G. (2019) *Facilitating teacher leadership in Kazakhstan*, unpublished PhD thesis. Cambridge: University of Cambridge. <https://doi.org/10.17863/CAM.41620>

Khoroshash, A. (2016) *The exploration of teacher leadership at secondary schools*, unpublished PhD thesis. Astana, Kazakhstan: Nazarbayev University School of Education.

Lightfoot, S. (2019) *Enhancing the professionalism of early years educators: a model of support for professional development*, unpublished PhD thesis. Cambridge: University of Cambridge. <https://doi.org/10.17863/CAM.39149>

Ramahi, H. (2018) *Teachers leading school improvement and education reconstruction in Palestine*. Unpublished doctoral dissertation. Cambridge: University of Cambridge. <https://doi.org/10.17863/CAM.25022>

Teleshaliyev, N. (2015) *Teachers with a Capital 'T': Exploring the professionalism of experienced teachers in Kyrgyzstan*, unpublished PhD thesis. University of Cambridge. <https://doi.org/10.17863/CAM.45222>

Underwood, J. (2017) *Building communities and sharing knowledge: a study into teachers working together across national boundaries*, unpublished PhD thesis. Cambridge: University of Cambridge. <https://doi.org/10.17863/CAM.15624>

Online publications

Frost, D. (2013) Teacher-led development work: a methodology for building professional knowledge, *HertsCam Occasional Papers* April 2013, HertsCam Publications. www.hertscam.org.uk/publications.html.

Journal articles

All of the articles listed below have been published in refereed journals. Many of them were in a special issue of the International Journal of Teacher Leadership.

Qanay, G., Courtney, M. and Nam A. (2021) Building teacher leadership capacity in schools in Kazakhstan: a mixed method study, *International Journal of Leadership in Education* <https://doi.org/10.1080/13603124.2020.1869314>

Qanay, G. and Frost, D. (2020) The Teacher Leadership in Kazakhstan initiative: professional learning and leadership. *Professional Development in Education*, <https://doi.org/10.1080/19415257.2020.1850507>

Dillon L., Freeman, N., Shipp, E-M. and Lightfoot, S. (2019) Developing Practice in a School for Children with Special Educational Needs, *International Journal of Teacher Leadership* 10 (1), 14-26. <https://www.cpp.edu/~ceis/education/international-journal-teacher-leadership/archives.shtml>

- Eltemamy, A. (2019) Developing a Programme of Support for Teacher Leadership in Egypt, *International Journal of Teacher Leadership* 10 (1), 103-115.
<https://www.cpp.edu/~ceis/education/international-journal-teacher-leadership/archives.shtml>
- Frost, D. (2019) Teacher Leadership and Professionalism *Oxford Encyclopedia of Global Perspectives on Teacher Education*, Oxford: Oxford University Press.
- Frost, D., Hill, V. and Lightfoot, S. (2019) *International Journal of Teacher Leadership* (special issue dedicated to HertsCam / ITL), 10 (1) Spring 2019
<https://www.cpp.edu/~ceis/education/international-journal-teacher-leadership/current-issues.shtml>
- Garcia, B. (2019) Leading the Development of Strategies to Rekindle the Joy of Learning and Build Resilience, *International Journal of Teacher Leadership* 10 (1), 65-75.
<https://www.cpp.edu/~ceis/education/international-journal-teacher-leadership/archives.shtml>
- Qanay, G., Anderson-Payne, E, Ball, S., Barnett, P., Kurmankulova, K., Mussarova, V., Kenzhetaeva, G. and Tanayev, A. (2019) Developing Teacher Leadership in Kazakhstan, *International Journal of Teacher Leadership* 10 (1), 53-64.
<https://www.cpp.edu/~ceis/education/international-journal-teacher-leadership/archives.shtml>
- Ramahi, H. (2019) Supporting Teacher Leadership in Palestine: An Emancipatory Approach, *International Journal of Teacher Leadership* 10 (1), 27-40.
<https://www.cpp.edu/~ceis/education/international-journal-teacher-leadership/archives.shtml>
- Smith, N., Campkin, D. and Parker, L. (2019) Leading the Development of a ‘Pack Away’ Nursery for Young Children, *International Journal of Teacher Leadership* 10 (1), 41-52.
<https://www.cpp.edu/~ceis/education/international-journal-teacher-leadership/archives.shtml>
- Squires, S. Herbert, C. and Ball, S. (2019) Leading Development Work to Build Learners’ Resilience in a Primary School, *International Journal of Teacher Leadership* 10 (1), 90-102.
<https://www.cpp.edu/~ceis/education/international-journal-teacher-leadership/archives.shtml>
- Teleshaliyev, N., Čelebičić, I., Joshevska, M., Miljevic, G. and Vranjesevic, J. (2019) Non-positional Teacher Leadership in the Post-Socialist Context *International Journal of Teacher Leadership* 10 (1), 76-89. <https://www.cpp.edu/~ceis/education/international-journal-teacher-leadership/archives.shtml>
- Woosey, J. and Miles, L. (2019) Flipped learning: *International Journal of Teacher Leadership* 10 (1), 116-127. <https://www.cpp.edu/~ceis/education/international-journal-teacher-leadership/archives.shtml>
- Lightfoot, S., Ball, S., Gaiteri, T., Herbert, C., Hill, V., Mylles, J. and Rose, P. (2018) A breakthrough in the enhancement of teacher professionalism: the HertsCam MEd in Leading Teaching and Learning, *Journal of the Institute for Pedagogy and Andragogy (Zbornik Instituta za pedagogiju i andragogiju)*, special issue on ‘Strategies to Improve Quality of Education’, June 2018, 91-111.
- Frost, D. (2018) HertsCam: a teacher-led organisation to support teacher leadership *International Journal of Teacher Leadership* 9 (1), 79-100.
- Frost, D. with Anderson-Payne, E., Ball, S., Barnett, P., Brown, L., Emmett, S., Gaiteri, T., Herbert, C., Hewitson, J., Hill, V., Lightfoot, S., Mylles, J., Rose, P. Santos-Richmond, M. Rocca, A., Timpson, L. and Viall, A. (2018) A teacher-led masters programme: the HertsCam MEd in Leading Teaching and Learning, *LINK* 3 (2) www.herts.ac.uk/link/volume-3,-issue-2

Ramahi, H. (2016) Enabling Teachers to Lead Change in One School in Palestine - A Case Study, *The American Journal of Educational Research* 4 (2A), 4-14.

Vranješević, J. and Frost D. (2016) Stories from Intercultural Education in Serbia: Teacher Leadership and Parent Participation *European Education* 48 (1) 63-78.

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.

Frost, D. (2012a) 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. (2012b) From professional development to system change: teacher leadership and innovation, *Professional Development in Education* (special issue on Teacher Leadership and Professional Development) 38 (2), 205-227.

Frost, D. (2012) Teachers Exercising Leadership and building professional knowledge, *Worlds of Education Issue no. 41 Nov 2012*, Brussels: Education International.

Frost, D. (2011) The International Teacher Leadership project, *inForm 12*, Cambridge: LfL.

Frost, D. (2010) Teacher leadership and educational innovation, *For Educational Research: Journal of the Institute for Educational Research* 42 (2), 201-216.

Frost, D. and Roberts, J. (2004) From teacher research to teacher leadership: the case of the Hertfordshire Learning Preferences Project, *Teacher Development* 8 (2 & 3), 181-199.

In addition, David Frost launched a journal - *Teacher Leadership* - which published 77 articles about teachers and by teachers in seven issues between 2006-2012. Each issue had an editorial by David Frost. A comprehensive list of contents is appended.

Conference papers

All of the papers listed below have been presented as full academic papers rather than powerpoint presentations. HertsCam / ITL have only presented at academic conferences in symposia which has enabled team work and high impact in order to reinforce our message, advocate for teacher leadership and raise our profile.

Frost, D., Hill, V., Lightfoot, S. and Redondo-Sama, G. with Ball, S., Gaiteri, T. Herbert, C., Mylles, J. and Rose, P. (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' Convened by David Frost at ICSEI 2016 Glasgow 6-9th January.

Frost, D. (2015) *An overview of the symposium*, A paper presented in the symposium: The Role of Teacher Leadership in the Transition to Democratic Society, ECER 2015, Budapest, 8th-11th September 2015.

Joshevska, M. and Kirandziska, S. (2015) *Developing Learning Communities in Macedonia: Can Teacher Leadership Save the Teaching Profession?* A paper presented in the symposium: The Role of Teacher Leadership in the Transition to Democratic Society, ECER 2015, Budapest, 8th-11th September 2015.

Ramahi, H. (2015) *Emancipatory education for Palestine: the power of teacher leadership*, A paper presented in the symposium: The Role of Teacher Leadership in the Transition to Democratic Society, ECER 2015, Budapest, 8th-11th September 2015.

Redondo Sama, G. (2015) *Community Participation Through Teacher Leadership*, A paper presented in the symposium: The Role of Teacher Leadership in the Transition to Democratic Society, ECER 2015, Budapest, 8th-11th September 2015.

Underwood, J. (2015) *Exchanging knowledge and building communities via international networking*, A paper presented in the symposium: The Role of Teacher Leadership in the Transition to Democratic Society, ECER 2015, Budapest, 8th-11th September 2015.

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.

Ramahi, H. and Eltemamy, A. (2014) *'Introducing teacher leadership to the middle east: starting with Egypt and Palestine'*, a paper presented in the symposium: 'Changing teacher professionalism: research and practical interventions in Europe and beyond' at ECER 2014, Porto 2nd-5th September.

Redondo-Sama, G. (2014) *'Researching teacher leadership and its impact on school improvement'*, a paper presented in the symposium: 'Changing teacher professionalism: research and practical interventions in Europe and beyond' at ECER 2014, Porto 2nd-5th September.

Bolat, O. (2013) *Introducing teacher leadership in Turkey*, a paper presented within the symposium: 'Teacher voice, self-efficacy and leadership: an international perspective' at ECER 2013 Istanbul. 10th-14th September.

Creaby, C (2013) *Teacher identity and implications for educational improvement*, a paper presented within the symposium: 'Teacher voice, self-efficacy and leadership: an international perspective' at ECER 2013 Istanbul. 10th-14th September.

Flores, M. A. (2013) *Teacher Leadership in Portugal: Constraints and Possibilities*, a paper presented within the symposium: 'Teacher voice, self-efficacy and leadership: an international perspective' at ECER 2013 Istanbul. 10th-14th September.

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. 10th-14th September.

Vranješević, J. and Čelebičić, I. (2013) *Teacher leadership: A concept that travels across cultural and national boundaries*, a paper presented within the symposium: *Teacher voice, self-efficacy and leadership: an international perspective*. ECER, Istanbul, 10-14 Sept.

Bangs, J. and Frost, D. (2011) *Teachers - the ghost at the feast? Teacher voice, teacher self-efficacy and teacher leadership*, paper presented at ICSEI 2011, the annual conference of the International Congress for School Effectiveness and Improvement, Limmasol, Cyprus, January

4th-7th.

Frost, D. and Roberts, R. with Barnett, P., Brace, S., Bullen, A., Campbell, L., Herbert, C., Impey, Chiriac, M., Montgomery, C. and Murphy, T. (2009) *Teacher leadership in action*. A paper presented in a symposium at the 33rd Collaborative Action Research Network International Conference, Campus of Athens College / Psychico College Athens, Greece. 30th October – 1st November 2009.

Frost, D., Bagakis, G., Barnett, P., Biniari, L., Bolat, O., Chiriac, M., Cosic, I. Demertzi, K., Durrant, J., Flores, M., Georgiadou, S., Hill, V. Kaissari, S., Kosmidis, P. Marusic, I., Mylles, J. Penalva, J., Petrovic, L., Roberts, A., Stamatias, T. and Tsemperlidou, M. (2009) *The International Teacher Leadership project: a case of international action research*. A paper presented at CARN 2009 the 33rd conference of the Collaborative Action Research Network Athens, Greece 30th October - 1st November 2009.

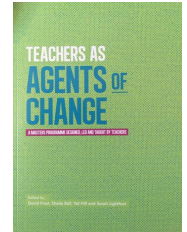
Research reports

Bangs, J. and Frost, D. (2012) *Teacher self-efficacy, voice and leadership: towards a policy framework for Education International* (A report on an international survey of the views of teachers and teacher union officials). Brussels: Education International. This can be accessed at: <http://www.educ.cam.ac.uk/centres/lfl/researchanddevelopment/policy/educationinternational/>

Frost, D. (2011) *Supporting teacher leadership in 15 countries: the International Teacher Leadership project, Phase 1 - A report*, Cambridge: Leadership for Learning University of Cambridge Faculty of Education.

Frost, D., Nedelcu, A., Palade, E. and Kosova Education Centre (2010) *Regional Synthesis Report, Advancing Participation and Representation of Ethnic Minority Groups in Education*, Pristina: KEC.

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.



Teachers as Agents of Change

A masters programme designed, led and taught by teachers

Edited by

David Frost, Sheila Ball, Val Hill and Sarah Lightfoot

HertsCam Publications

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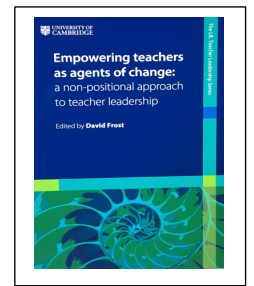
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This book is also published in e-book format and can be viewed or downloaded here:

www.hertscam.org.uk



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

edited by David Frost

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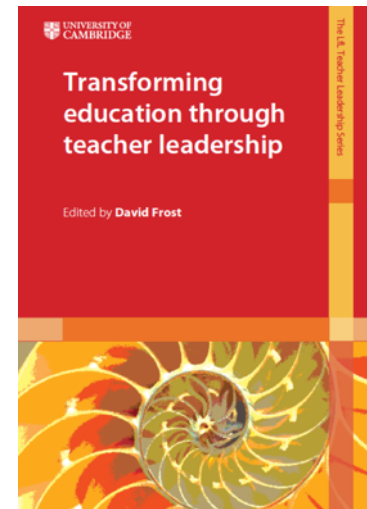
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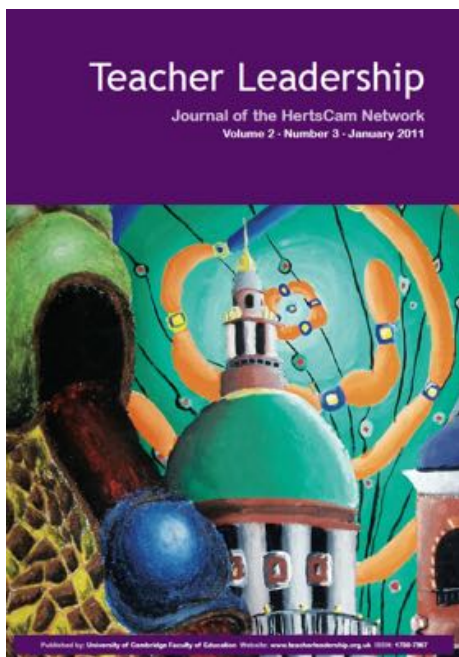
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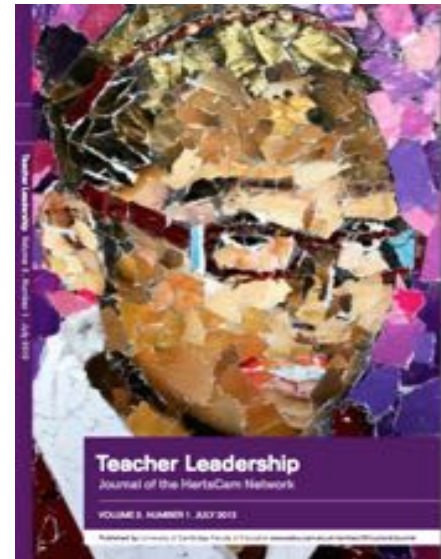
This journal was launched in 2006 and seven issues were published. Most of the contributions came from teachers in HertsCam and in later issues there were additional items from elsewhere.

Each issue included four or five articles and six or seven stories. Articles are mostly edited versions of MEd theses and so are authored by the teacher themselves. The stories are shorter and written by the editors about individual teachers' projects on the basis of the evidence submitted in a TLDW portfolio.



Vol. 2 No. 3

In 2013 it was proposed to replace the journal with a new book series which led to the publication of 'Transforming Education Through Teacher Leadership' in October 2014.



Vol. 3 No 1

In David Frost's editorial for the very first issue the journal's aims were set out like this:

...a new journal which aims to publish teachers' accounts of their leadership of development work in schools. The journal addresses the need to bring into the spotlight teachers' heroic efforts to improve the quality of teaching and learning. For too long such leadership has been either completely invisible or it has been compartmentalised and sidelined under headings such as 'continuing professional development'. Real school improvement, that has real impact, does not occur without such teachers leading change.

VOLUME 1 NUMBER 1

Editorial by David Frost

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Joanne Mylles, Sir John Lawes School, Harpenden

Collaborative learning in a Primary School ICT Suite
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Promoting thoughtfulness in 6th Form students
Kate Healer, St George's V.A. School, Harpenden

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Robert Good, (formerly of) Watling View School, St Albans

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Jackie Johnson, Barnwell School, Stevenage

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Using interactive whiteboards as a motivational tool at Stanborough School, Welwyn

Vicky Dean's Development Work
Improving writing through formative assessment at Icknield Infant and Nursery School, Letchworth

Elizabeth Clarey's Development Work
Enhancing learning in English through the use of De Bono's 'Thinking Hats' strategy at The Highfield School, Letchworth

Susie Hoad's Development Work
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Richard Cave's Development Work
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'The Play's the Thing': Developing children's writing through drama in a Primary School
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Raising boys' achievement through BUG at Francis Bacon School, St Albans

Samantha Murray's Development Work
Using Key Stage 3 teaching strategies with post-16 History students at The Thomas Alleyne School, Stevenage

Lee Wells' Development Work
Scaffolding extended writing to raise student attainment at Barnwell School, Stevenage

Tom Murphy's Development Work
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