

EDUCATOR-LED DEVELOPMENT PROGRAMME

ELDP



WHAT IS THE EDUCATOR-LED DEVELOPMENT PROGRAMME (ELDP)?

Our **ELDP** enables all educators to focus on **school improvement** through leading projects designed to improve the effectiveness of teaching and learning in their schools.

HertsCam's rigorously designed and evaluated methodology **enables teachers to effect change** both in their own classrooms and across a whole school community. Through a highly collaborative process teachers are supported to design and lead a project of their own choosing. This supports both their pedagogical concerns and their school's improvement needs.

ELDP operates through **school-based workshops** which enable reflection, planning and critical friendship. A collection of tools is used by a team of experienced teachers who act as facilitators.

Unlike many other leadership programmes, **ELDP empowers educators** through respecting their professional knowledge and expertise and, by using well-designed tools, enabling them to reflect on their own values and concerns.

The **leadership of change beyond the classroom** is built into all aspects of our programme.

I was a little apprehensive at the start as I'm not a teacher and I thought leadership was all about being in charge and running things. Fairly quickly I learnt that you don't need to be at the top of the chain to be a leader, you just need to have ideas on how to improve an area and the passion to make things happen -- Teaching Assistant

The Participant Experience

Over one academic year, participants receive 15 hours of support to lead development projects through:

- 7 school-based twilight sessions
- regional and international Network Events
- regular tutorials with their ELDP facilitator
- Annual Conference
- opportunities to visit other groups.

Participants assemble a portfolio of evidence of participation and an account of their development work leading to the award of the HertsCam Certificate in Educator Leadership.



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As a teacher this experience has allowed me to create connections across the school. I have welcomed feedback and used conversations to help develop my project, furthering my own drive to make a difference.
--Teacher

The Facilitator Experience

Over two academic years, facilitators will receive 50 hours of ongoing personalised support to lead ELDP groups through:

- Facilitator Team conference
- regular team meetings, planning workshops and 121 supervisions
- bespoke resources and tools to plan and lead group sessions
- session visits with detailed feedback
- regional and international Network Events
- Annual Conference
- moderation of participant portfolio assessment.

In the second year, facilitators assemble a portfolio of evidence of having facilitated an ELDP group leading to the award of the HertsCam Certificate in Facilitating Educator Leadership.

I used to think that leadership was about figures of authority. Engaging with what leadership means has made me realise what sort of leader I can be. You can't go through this programme without being changed!
-- Facilitator



THE ELDP PROCESS FOR YOUR SCHOOL

ELDP

Consultation

- Meet with the programme lead to discuss how the programme can best support your school.

Recruitment

- Identify and recruit two facilitators and at least eight participants (a participant can be any educator regardless of role or experience)

Induction

- Attend the Facilitator Conference, join the ELDP community and learn how to facilitate the programme.

Reflection

- Celebrate the completion of the programme, reflect on impact and identify participants for next year's group.

ELDP Programme Costs	Year 1	Year 2	Year 3+
Facilitator	825	825	Free*
Participant	500	500	500
Total for a Cohort (2 Facilitators + 8 Participants)	5650	5650	4000
Additional Facilitator	750	750	750
Additional Participant	450	450	450

*Each facilitator ceases to incur a cost in year 3, if they have successfully completed 2 years of the programme.

The potential wisdom and impetus for change are rooted in schools, rather than something which can be orchestrated or taught from the outside.
--Headteacher

FAQS

Our school is too small to form one group. Can we partner with other schools?

Yes, your group can include facilitators and participants from different schools to form one multi school group. ELDP is happy to support your school with this type of collaboration.

We are a large organisation with primary and secondary phases. Can we have more than one group?

Yes, The ELDP is flexible to suit your needs. There can be as many group as you think appropriate across a large trust or teaching school.

Can we have a thematic group?

Yes, groups can be as diverse or as bespoke as you wish. We currently have a group which is science based and have had a successful Early Years group.

For more information please contact, Sheila Ball at sheilaball@hertscam.org.uk

Incubated in the 1990s at the University of Cambridge, the HertsCam Network is an independent teacher-led, not-for-profit organisation.

We believe that teacher-powered change is fundamental to any sustainable improvements in school and school systems.

We work with teachers, school and system leaders and policymakers to support teacher leadership through a number of aligned activities: An MEd in Leading Teaching and Learning, an international teacher leadership development work programme that work with partners in more than 20 countries around the world, and a series of networking events.



We also have a strong publications record, enabling teachers to achieve a wide-ranging impact beyond their individual schools.

ABOUT OUR INTERNATIONAL TEACHER LEADERSHIP PROGRAMME

HertsCam has international links and a reputation for innovative practice that has been taken up by educators in many countries.

We currently support programmes in Kazakhstan, Egypt and Malaysia, working in partnership with lead organisations including NGOs, academics and school leaders to support hundreds of teachers and principals.

Since 1991:

- **More than 120 schools engaged with ELDP globally**
- **Over 1,000 participants and more than 100 facilitators**

Educators value ITL as an internationally adaptive, context-friendly and locally-sourced framework for emancipating teachers in resource-limited, often disempowering social and political settings.