

Reflection, analysis and evaluation through publications

Critical reflection and analysis of the HertsCam MEd programme has occurred through the writing and publication of a number of papers including journal articles, conference papers and chapters of books. Such publications have involved systematic reflection and self-evaluation and, in some cases, external scrutiny from researchers. Exposure through publication and peer review have enabled the team to test out their ideas. Publications in which the MEd has featured include the following.

Ball, S., Lightfoot, S. and Hill, V. (2017) A teacher-led masters programme: a breakthrough in teacher and school development, in D. Frost, *Empowering teachers as agents of change: a non-positional approach to teacher leadership*. Cambridge: LfL the Cambridge Network.

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.

Frost, D., Ball, S., Hill, V. and Lightfoot, S. (2018) The HertsCam MEd in Leading Teaching and Learning, in D. Frost, S. Ball, V. Hill and S. Lightfoot (Eds.) *Teachers as Agents of Change: a masters programme taught by teachers*. Letchworth: HertsCam Publications.

Frost, D., Ball, S., Hill, V. and Lightfoot, S. (2018) Evaluating the HertsCam MEd, in D. Frost, S. Ball, V. Hill and S. Lightfoot (Eds.) *Teachers as Agents of Change: a masters programme taught by teachers*. Letchworth: HertsCam Publications.

Frost, D., Hill, V. and Lightfoot, S. (Eds) (2019) *International Journal of Teacher Leadership* (special issue dedicated to HertsCam / ITL), 10 (1) Spring 2019
<https://www.cpe.edu/~ceis/education/international-journal-teacher-leadership/current-issues.shtml>

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., 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.

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.