



UNIVERSITY OF
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The LfL Teacher Leadership Series

Transforming education through teacher leadership

Edited by **David Frost**



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Acknowledgements

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List of Abbreviations

CEP	Centre for Education Policy
CPD	continuing professional development
ESP	Education Support Programme
ETF	The European Training Foundation
ITL	The International Teacher Leadership initiative
LfL	Leadership for Learning
NGO	non-governmental organisation
PISA	Programme for International Student Assessment
OSF	Open Society Foundations
TALIS	The Teaching and Learning International Survey

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Foreword

I felt privileged to be invited to write the foreword to this important book and, having read the stories and accounts of teachers' work here and abroad, I feel an even greater sense of privilege.

A foreword is more commonly written by an eminent professor in the field of education but I write as an 'insider', someone whose daily life as a practitioner, both as a teacher and senior leader, is rooted in a school, working alongside colleagues and students. This book makes my heart sing as it makes public the richness of work which goes on in many school communities where teachers strive to develop and improve their classroom practice so that students achieve more than might have been expected.

This book is very important to me personally. Sir John Lawes School was the first school in Hertfordshire to benefit from what became the HertsCam Teacher Led Development Work programme. In 2003, I had invited David Frost to come to school to discuss the idea of developing a programme to support teachers to take forward change in their classroom. I had been influenced by some of his early work in this field with colleagues in Canterbury (Frost, and Durrant, 2002) and had just embarked on the master's programme he led at the Faculty of Education in Cambridge. At my school the senior leadership team were committed to developing capacity at the school for further improvement. We wanted to develop a professional culture based on shared leadership where teachers could identify and take forward initiatives in their classrooms and across the school. We instinctively felt that this was the way to generate further capacity for school improvement and trusted that HertsCam could help us in this endeavour. At the time it felt like a leap of faith but it has reaped dividends for the school as the stories from my colleagues, Tom and Sophie illustrate. Teachers at our school now routinely take forward initiatives no matter what their position in the school. Our school is an exciting place for teachers and students. It is self-evident that, if we want to encourage students to be creative, entrepreneurial and engaged in the world around them, and most importantly, hungry to make a difference to it, then teachers, who are some of their most important role models, need to be able to do just this in schools. This book includes many accounts that show teachers, senior leaders, governors and policy makers how this is possible.

The international aspect of the work is also celebrated in some of the chapters in this book. Teachers face the same challenges the world over, and given the opportunity and support, can work wonders in their communities as the article about Sarajevo demonstrates. I have taken part in many of the international events, for example: in Portugal, Macedonia and Bulgaria, and have been inspired and humbled by the energy and commitment of teachers. I have also learnt a good deal about how to build and share knowledge about teaching and

learning. I have come to see sharing professional knowledge as a social activity based around dialogue and interaction which needs to be nurtured, scaffolded and supported.

This is a book which deserves a wide audience. It cultivates optimism about teachers and what they can achieve in schools and their communities. It is important because at the heart of the book are teachers' voices and stories written in an engaging and accessible way. It would be wrong to assume however that it is just a collection of stories. It carries a theory about school leadership and school improvement which is challenging. It is challenging because it runs counter to the 'train teachers to deliver' model which can be advanced as a way of building school improvement. This book offers an approach which is a more democratic and thrilling way of engaging members of schools communities in the moral imperative of ensuring the best life chances for students. Schools of today and in the future, both here in the UK and across the globe, need to build a vision of teacher professionalism that can help us all to address the challenges ahead. You have in your hands a book which does just that.

HertsCam has made a significant contribution to the school improvement journey at my school. The journey has been bumpy and eventful but always thrilling. I am often inspired by unlikely sources and this case the words of Winston Churchill seem apt.

Every day you may make progress. Every step may be fruitful. Yet there will stretch out before you an ever-lengthening, ever-ascending, ever-improving path. You know you will never get to the end of the journey. But this, so far from discouraging, only adds to the joy and glory of the climb.

I have relished the 'joy and glory of the climb' within HertsCam and would encourage others to join us in this optimistic and democratic process of building teacher leadership in schools.

Jo Mylles

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Contents

Acknowledgements	i
About the authors	ii
Contents	iii
Editorial by David Frost	p.1

SECTION 1

Stories about teachers' leadership of development work projects

Chapter 1

Shaaron Jones' story: Peer-tutoring and peer-assessment in Food Technology lessons

Chapter 2

Louise Steel's story: Strategies to develop literacy in Science

Chapter 3

Cristina Paige's story: Raising aspirations through Dance education

Chapter 4

Sebnem Yetke's story: Developing pedagogy in Modern Foreign Languages teaching in Istanbul

Chapter 5

Marie Metcalfe's story: Raising awareness of language and cultural diversity at a London primary school

Chapter 6

Merita Sejдини's story: Building social cohesion through language learning in multi-ethnic Macedonia

Chapter 7

Sophie Scott's story: Developing innovative student feedback systems using ICT

Chapter 8

Claudette Anderson's story: Developing strategies to enhance students' autonomy as learners in Geography

SECTION 2

Teachers' accounts of their leadership of development work projects

Chapter 9

The development of a collaborative coaching model for professional development
Tom Murphy

Chapter 10

Levelling the playing field: improving the quality of Physical Education

Helen Foy

Chapter 11

Neuroeducation: implications for teaching and learning

Lia Commissar and Caroline Creaby

Chapter 12

Developing a dialogic approach to learning

Laura Rawlings

SECTION 3

Accounts of the facilitation of programmes to support teacher leadership

Chapter 13

The HertsCam TLDW programme

Val Hill

Chapter 14

Introducing teacher leadership in Turkey

Ozgur Bolat

Chapter 15

Improving the participation of ethnic minority families in schools through teacher leadership

Jelena Vranješević and Ivona Čelebičić

SECTION 4

Accounts of network events

Chapter 16

A breakthrough networking event in Bucharest

Mona Chiriac

Chapter 17

Teachers are doing it for themselves: knowledge-building in HertsCam

Emma Anderson, Paul Barnett, Lucy Thompson, Amanda Roberts and Viv Wearing

Chapter 18

A teacher leadership summit at Fruška Gora, Serbia

Gordana Miljević, Clare Herbert and Sheila Ball

Final reflections

Editorial

This book builds on the work of the Teacher Leadership journal published by Leadership for Learning (LfL) between 2006 and 2012. The journal was founded within the context of the HertsCam Network to 'spotlight teachers' heroic efforts to improve the quality of teaching and learning' (Editorial, first issue). With the flowering of the International Teacher Leadership (ITL) initiative from 2008 onwards, more stories of teacher leadership became available and from different parts of the world. Last year we took the decision to move from the journal format to a combination of the publication of articles and stories on websites highlighted by the LfL Teacher Leadership blog and the launch of a book series of which this book is the first.

Exposition through narratives

So, what kind of book is this? Given the editor's identity as a University of Cambridge academic, an unprepared reader might assume that it would be more obviously theoretical or at least a research-based monograph. At first glance, this book might be taken to belong to a quite different world but that would be to misjudge it. Actually, it is very theoretical book but not in the usual way. Its distinguishing characteristic is that the exposition is embedded in the stories that constitute the substance of the book.

Story-construction and story-telling are distinctive features of the human condition; as Bruner says, humankind is characterised by the capacity to create 'a record of agentive encounters with the world' (1996: 36). Stories are the means by which we make sense of the world and our experience in it. However, this book is not an exercise in narrative inquiry (Clandinin and Connolly, 2000) nor does it claim to offer a grounded theory (Glaser and Strauss, 1967), one which emerges from the stories presented here. Rather it presents accounts of teacher leadership which, collectively, explicate a theory about teacher professionalism and educational transformation. This theory has been articulated in a number of publications (eg Frost, 2013a), but more importantly, it is enacted and operationalised by teachers and those who facilitate teacher leadership in the HertsCam Network and sister networks linked by the ITL initiative.

Non-positional teacher leadership

There are many books with 'teacher leadership' in the title, especially in the US, but they tend to proceed from the same assumption, that school improvement can result from

assigning a few talented individuals to the position of 'teacher leader'. The alternative to this is spelt out on the HertsCam website in this way:

We believe that all teachers and education practitioners have some leadership capacity. After all, leadership is a dimension of being human. In the ITL network, we argue that it should be seen as an essential part of teachers' professionalism (www.hertscam.org.uk).

This belief is borne out by the chapters in this book and by the transformative work which this small selection of stories represents. There are 18 chapters involving a total of 26 authors whose voices proclaim the value of non-positional teacher leadership and who exemplify and illustrate how it is done.

Articulating and amplifying teacher voice

One of the key value positions in this book, and in the preceding Teacher Leadership journal, focuses on teacher voice which I highlighted in the second issue.

It is perhaps self-evident that the journal aims to promote the teachers' voice – that is, to articulate and amplify teachers' views about educational issues. This is linked to a more general aim to enhance teachers' agency...

However, not all the stories that appear in this book are written by teachers themselves. Teachers' voice, in the sphere of publication at least, does not have to be limited to those who have the time, inclination and ability to write coherent and polished narratives. Teachers inhabit a highly-pressured and immensely time-consuming professional world, so, as Michael Apple has argued, it is incumbent on academics like myself to act as 'story tellers and secretaries' for teachers to ensure that their voice is heard (Apple, 2006). This book aims not just to provide an opportunity for teachers to publish; rather, the process of commissioning, editing and to some extent writing narratives aims to 'articulate and amplify' the teachers' voice. When I heard Apple's remarks at a conference in 2006, I was reminded of what Lawrence Stenhouse argued almost 40 years before.

In order to offer support for schools, the 'educationist' needs to assume a consultancy role in the fullest sense. He needs to see himself as notionally employed by the teacher, and as accountable to him (Stenhouse, 1975: 192).

Stenhouse makes a different point to Apple's of course, but there is nevertheless a common position that academics in Faculties of Education have a responsibility to serve

and support the teachers and education systems on which they depend for their existence.

Knowledge through action

Some of the stories presented in this book are written by teachers themselves. These tend to be more scholarly in approach, largely because they are edited versions of pieces originally written for the purpose of a postgraduate award of one sort or another. In these cases teachers may have garnered fresh pedagogical ideas from their reading or may have found concepts and explanatory frameworks that sharpen their understanding and provide them with better tools for analysing their professional contexts. Nevertheless, these more scholarly stories remain focused on the leadership of development projects. It is through such practical action that teachers can collectively create professional knowledge. Jon Nixon draws on the philosophy of John Macmurray to explore the relationship between 'our capacity to act in the world and our capacity to know that world' (Nixon, 2006:152). This view is supported by David Halpin's essay about hope and educational renewal in which he quotes the renowned cultural theorist Raymond Williams.

It is only in a shared belief and insistence that there are practical alternatives that the balance of forces and chances begins to alter. Once the inevitabilities are challenged, we begin gathering our resources for a journey of hope. If there are no easy answers, there are still available and discoverable hard answers, and it is these that we can learn to make and share (Williams, 1983: 268).

In this book we have stories of teachers taking action through which they do two things: they build knowledge and they cultivate hope, two functions that are inextricably connected.

The knowledge creation process we are talking about here does not conform to the epistemological assumptions embedded in what some say is the new orthodoxy in educational research (Hodkinson, 2004). The assumption that shapes this book is that contributions to knowledge are manifest in the professional practice that has been developed, and continues to be developed, as a result of the leadership exercised by teachers. It is also to be discerned in the dialogue within the teachers' network which is a living, and constantly improving, one as it is enriched by further stories and further discussion of those stories. It is important to note however that these stories of development are not simply the means to disseminate recommendations of a technical nature. They are essentially moral tales. They have a strong allegorical dimension in that they invoke a moral response. In short they are inspirational as well as 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. This book is not simply an expression of hopefulness or simplistic utopianism; it offers a glimpse of a realistic, strategic approach to the pursuit of a better future.

Organisation of this book

This book is organised into four sections: the first section includes eight quite brief stories written by the editor with help from facilitators of teacher leadership programmes. In each case the teachers concerned provided a portfolio of evidence of their leadership of a development project which was drawn upon to draft a story. The second section includes four chapters which are more substantial than the stories and written by the teachers themselves, based on writing produced for a postgraduate award. The third section includes three accounts of the facilitation of programmes of support for teacher leadership in three quite different parts of the world, written by the facilitators themselves. The final section includes accounts of events in the UK, Romania and Serbia which enabled teachers to engage in networking. Each chapter is introduced by a brief editorial to highlight 'key lessons for teacher leadership'.

It is tempting when editing a book of this nature to include an opening chapter which summarises the theory or presents the rationale for the approach exemplified in the examples to follow, but I have resisted this temptation. As I say above, the exposition is embedded in the teachers' stories and I want their voices to be heard and valued for what, collectively, they tell us about non-positional teacher leadership and its potential to transform education.

SECTION 1

Stories about teachers' leadership of development work projects

This section of the book includes eight stories each of which focuses on a teacher's project. Throughout a range of teacher leadership programmes in a number of countries, teachers have been invited and encouraged to take the initiative to address their professional concerns by planning and leading projects that would last for at least one academic year. The stories presented here were written by the editor with help from the facilitator of the support programme in which the teacher participated. The teachers concerned were asked to document the project they had led, but it is important to note that they were not asked to write anything like the traditional academic output – essays and the like. That would have placed an additional burden on the teachers who were already extending the range of their professional work to encompass the leadership and management of change.

All of the stories in this section are about projects arising from programmes using the teacher-led development work methodology which is discussed in some detail in Chapter 13 of this volume and elsewhere (Frost, 2013a). Facilitators use tools such as formats for reflection, vignettes and facsimiles within the context of workshops and one-to-one tutorials to enable teachers to plan and lead projects and engage in reflection and discussion about those projects. The teachers compile items of evidence – artefacts and realia arising from their participation in the programme and from their projects – in the form of a portfolio which they submit for assessment at the conclusion of the year. Such portfolios may also include a summary which makes the subsequent drafting of a story relatively straightforward.

The stories included here are both typical and extraordinary. They are typical in that our database contains hundreds of such stories and teachers' development projects the world over tend to address similar or at least recognisable themes or concerns. They are extraordinary in the sense that each is unique and makes a remarkable contribution to professional knowledge. These stories refute the increasingly common fallacy that a particular practice is a fixed phenomenon that can be 'implemented'. The reality is that innovation is specific to its context and to the people involved. These stories exemplify and illustrate how practice develops and demonstrate how such development is enabled by participation in programmes designed to support it.

Chapter 1

Shaaron Jones' story:

Peer-tutoring and peer-assessment in Food Technology lessons

Editor's introduction

Shaaron Jones taught Food Technology at Birchwood High School and, as a member of the TLDW group at her school, she initiated and led a project in which she developed collaborative approaches to learning and assessment. At the start of this project Shaaron had no plans to change the world. She just wanted to solve a specific problem in relation to the practical lessons in which student would prepare food products. However, as we often find, one fruitful innovation tends to lead to another and along with this the teacher's confidence in the direction of the development work they are leading grows. In joining the TLDW group in her school and framing her innovation as a 'project', Shaaron was able to gain support and make the space to focus on what matters. Ultimately she was influential as many of her colleagues have been at Birchwood High, a school which has embedded teacher leadership as a normal feature of the professional culture.

Key lessons about teacher leadership

Teacher leadership works well when focused and framed as the leadership of a project.

Teacher leadership can be influential incrementally by offering evidence of successful innovation to colleagues.

As a Food Technology teacher at Birchwood High School, Shaaron faced a considerable challenge. Timetabling constraints meant that students in Year 7 had lessons of only one hour in which to make a quality food product, which students found very demanding. To address this, Shaaron adopted a more collaborative approach in which the students would work in pairs, one in the role of Sous chef and one in the role of Head chef. She hoped that these roles would provide a structure within which they could work collaboratively to achieve a product they could both be proud of. This strategy appeared to work well in that it enabled the students to create a product within the time available, but Shaaron also wanted the students to develop their skills in evaluating their own work. Students completed a self-assessment sheet in the lesson following the practical lesson. On reviewing their comments, however, Shaaron discovered that they were struggling to remember what they had done and why they had done it. They also found it difficult to judge realistically how successful they had been.

Participating in the TLDW group at her school gave Shaaron the opportunity to explore her professional concern. Her reading convinced her that she should try to build on the collaborative approach she had already adopted by including a peer-assessment dimension. This could help students not only to develop their ability to make judgements on their own and others' work (Biggs, 1999), but might also empower them to take a more active role in their own learning (McDowell and Mowl, 1996). There was strong research evidence that supported the use of self- and peer-assessment as powerful tools for learning (Mansel *et al.*, 2009).

Shaaron began by sharing her concerns with the students. They agreed with her assessment of what they had written, commenting that they found it difficult to remember with any accuracy what they had done in the previous lesson when they were not in fact writing about it until some days later. They felt that it would be more successful to evaluate what they were doing as they were doing it, by working together with their partner. Her next step was to create an assessment sheet that would be easy to use in a practical lesson. She asked students to use this but found that the format was not right: it did not help them sufficiently to reflect on their learning. Shaaron then organised meetings with two of her colleagues who were also involved in teaching Food Technology. An extremely positive discussion with one of her colleagues led to a revised version of the assessment sheet. This included a scoring system linked to the attainment levels specified in the national curriculum; it also included space for students to write targets for themselves based on the test scores they had been given.

These adaptations of the evaluation sheets seemed to give them more value in students' eyes. Shaaron now took care to plan time for student reflection as they assessed themselves and their peers and set targets for future development. Students really liked

this new system. They liked the structure provided for the target-setting process and realised that in assessing others they were also developing their own understanding.

In the light of this success, Shaaron felt sufficiently confident to develop the scope of her project by including other teachers in her Faculty. She was given some time in a Faculty meeting to share what she had learned and to suggest ways in which other teachers might trial new self- and peer-assessment formats. This would increase the Faculty's knowledge of how to support students' learning. Shaaron's colleagues were initially positive, but unfortunately they subsequently found that they did not have the time to try out anything new; they were coping with the demands of preparing students for external assessments. Although this was disappointing for Shaaron, she understood that change can both take time and needs to be incremental.

At the conclusion of her project, Shaaron made plans to re-introduce her innovations to her colleagues again at a later date. When she eventually did this, the result was very successful. Her collaborative learning and assessment approaches were adopted by the Faculty as a whole. She also led a 'Learning Forum' for a range of colleagues from a number of subject areas. They found her assessment forms very helpful and adapted them for their own teaching purposes. Another opportunity for influence arose because Shaaron also had a role within the 'behaviour support' initiative. She introduced her ideas to colleagues in this team and they immediately saw how peer-assessment could be a good strategy to improve 'behaviour for learning'.

Looking back on this project, Shaaron said that, after many years of teaching, her development work had been inspiring and rejuvenating as well as challenging. It had given her the opportunity to reflect on her own methods of teaching and recover her enthusiasm for learning. At the beginning of the project her aim was to improve her own teaching but in fact she had actually made a significant difference to the learning of many students because she had been able to influence the practice of colleagues not only in her own subject area but across the school.

Chapter 2

Louise Steel's story: Strategies to develop literacy in Science

Editor's introduction

Louise Steel is a teacher at Turnford School in Hertfordshire, a secondary school serving a disadvantaged community in which levels of literacy are a significant challenge. It is arguably problematic that such schools are constrained by a curriculum framework based on the tradition of subjects, one of the side effects of which is that literacy is often left to the English department to deal with. This story is refreshing therefore in that it shows how a Science teacher not only tackled the literacy challenge in her practice, but also, by collaborating with colleagues from different subject areas, she contributed to the development of practice in relation to this issue across the school as a whole. I am also impressed by the extent to which Louise has taken on the responsibility to embed her innovations in the norms and routines of practice within the Science Faculty. This is so much better than the alternative approach to change where a teacher restricts themselves to improving only their own practice. This approach has two negative consequences: first, the students do not experience consistency in the learning process and so cannot develop their capacity as learners; and second, the innovations are not sustained in the school and simply wither whenever the individual teacher moves to another school.

Key lessons about teacher leadership

When teachers take up the challenge of enabling disadvantaged students to succeed, they tend to move beyond the traditional focus on subject content and focus on aspects of the process of learning.

In order to secure sustainable impact, teacher leadership needs to take up the challenge of embedding innovations in the norms and routine practices of the school.

Studying Science at GCSE level demands a high level of literacy. Examination success depends on students being able to write accurately and to provide well-constructed explanations of scientific problems. Louise wanted her students to succeed in their exams of course, but just as important in her view was the role of literacy in everyday life (Kutner *et al.*, 2007). Proficiency in reading and writing are essential in employment, household management and participating in wider society. Louise envisaged her development work therefore as making an important contribution to the development of students' life skills.

With such an ambitious agenda, Louise knew that, if her project was to have any chance of success, she would need to engage colleagues. She began by securing the collaboration of other members of her department and asked them to help her to draw together existing resources designed to develop students' literacy in Science. These were to prove useful in the months to come. Louise was able to share these resources and ideas within the literacy-coaching group which she joined shortly afterwards. This group included teachers from subject areas across the school who had been invited to come together by the Literacy Coordinator to work on this issue collaboratively.

A cross-school survey conducted by the literacy coordinator proved very useful to Louise as it allowed her to relate her own development work to the wider focus on literacy across the school. The key outcome of this survey was that students seemed to lack the ability to pick out the key points from their reading. It was also evident that they had difficulty understanding the vocabulary used commonly in Science examination questions. Louise decided to focus on the development of reading skills as she could see that this was an area in which she could most effectively contribute to the development of literacy within the school.

The next step was for Louise to trial known techniques for improving her students' reading skills, such as 'directed activities related to text', often referred to with the acronym DARTs (Lunzer and Gardner, 1984). DARTs are well-established techniques for improving literacy such as completion tasks or highlighting relevant segments of text; these had been promoted through the 'Pedagogy and Practice' guidance materials distributed to English schools under the 'National Strategy' (DfES, 2004). These activities are designed to challenge students to read closely and interpret carefully what they are reading. Louise selected key pieces of texts and tried out a range of these directed activities. They seemed to help to some extent, but she was still concerned that her students were not engaging actively with texts. Her reading provided her with ideas as to how to develop new resources which might help her to overcome this passivity (Davies and Greene, 1984; Wray, 2009). These included designing a new planning sheet and writing frames for students. She also created a planning tool to help students document

practical activities and made connective table-mats. She evaluated these activities by getting feedback from the students and adapted her strategies accordingly. For example, she added connectives and key words down the side of the writing frame. These refinements both supported less able students and stretched those who were more able but were perhaps a little complacent.

It was clear to Louise through her own observations that the students' use of active reading strategies such as scanning and skimming was becoming more effective. After using these strategies over a period of several months, Louise asked her students to help evaluate this general approach. She asked them for feedback on how these literacy activities helped them to develop as active readers. The response was very positive; it was evident that the level of students' confidence in reading was rising which was really important given her aim of developing literacy for life. Louise decided it was now time to apply this new-found confidence to the literacy-heavy questions in GCSE Science examination papers.

In the past much of the writing required in Science lessons was undemanding (Osborne and Collins, 2000) so Louise could see how the current examinations might demand a different approach. From a discussion with her students she learned that they lacked confidence in tackling GCSE questions which demanded detailed answers. She thought that this might be due in part to a lack of technique. Working with the literacy-coaching group, Louise planned some writing frames to give students support in structuring their answers appropriately and extending their thinking. Although these were effective, Louise was concerned that students would not have this support in the examination and so wanted to empower them to become more self-sufficient. She therefore worked with students to develop their skills in developing their own writing frames.

At the end of the unit of work, Louise asked her students to complete a feedback sheet to help her judge the impact of her new strategies. She looked at these comments alongside her assessment of their written work. It was evident that the students' writing showed improvement particularly when answering more open-ended questions that called for extended writing. Their confidence with writing in Science had grown significantly and they were exhibiting more perseverance than before.

To develop the work further, Louise planned to collaborate with her colleagues to create more resources. She introduced the use of writing frames with Year 11 students and used them when setting homework assignments. These approaches have now been adopted by almost all members of the Science Faculty who routinely use writing frames to support students in writing up experiments. She hoped that, ultimately, there would be

a set of resources and strategies to support writing in Science right through from Year 7 to Year 13.

Louise regularly shared what she had learned with her colleagues in the Science Faculty. She also continued to meet with the literacy-coaching group to help the development of literacy in the school. Particular recommendations included the need to develop further opportunities where pupils can develop writing skills through more in-depth, extended writing tasks, the embedding of more active reading exercises into lessons and the further inclusion of students in the development and evaluation of strategies to develop literacy competence and confidence.

Chapter 3

Cristina Paige's story:

Raising aspirations through Dance education

Editor's introduction

Cristina is a teacher at the Samuel Ryder Academy which is an 'all-through' school taking children from the age of 4 years to 19 years. This school is part of the Sir John Lawes Academy Trust and was born out of the closure of a school that had been struggling to make a difference in this relatively disadvantaged part of St Albans. Cristina's development work made a significant contribution to the transformation of educational opportunity on that site. It may not be immediately obvious how the subject of Dance could contribute to overcoming social disadvantage but the story shows how it became a vehicle for changing young people's dispositions. Over a three-year period Cristina built a programme that changed apathy, a lack of self-belief and a low work ethic into strong self-efficacy beliefs, aspiration and the confidence to achieve. The story also illustrates how one teacher's passion can be the starting point for a process that features not only innovation, but leadership.

Key lessons about teacher leadership

The arts can contribute to school improvement by building positive dispositions for learning.

A school can build its effectiveness by encouraging teachers to run with their passion, providing guidance and support when it is needed.

Cristina Paige trained as a professional dancer in Toronto, Canada. When she took up a teaching post at what was at that time a struggling secondary school in Hertfordshire she found it hard to understand the students' lack of enthusiasm for the subject even though they had chosen it. There were only 17 Dance students at that time and some of them refused to participate in lessons. Cristina recorded this comment in her journal:

I was constantly chasing students to come to extra rehearsals, spoon-feeding and trying to fill in the gaps where the students lacked training and experience; most of these measures were met with resistance from the students. I was fighting an upward battle ... the students did not have an understanding of what it meant to 'be a dancer'.

She realised that she had to find opportunities for students to perform so, at the end of her second term, Cristina organised an 'exam showcase'. Parents were invited to watch the students perform pieces they had prepared for the practical part of their GCSE. The nature of the challenge was illustrated when, on the day before the event, one of the students demanded a postponement because she didn't feel ready for it. Cristina laid it on the line: the show must go on. This was a key learning moment for these students, some of whom had become accustomed to shrugging off such deadlines.

In her second year Cristina launched an extra-curricular 'dance company'. She entered her students into competitions and took them to perform in dance festivals and theatres. The students found this very challenging; sometimes they were not very successful, but they learned what was necessary – hard work and dedication. Such events required students to demonstrate commitment and to balance their academic studies with rehearsals and training. This began to yield a shift in attitude; students were beginning to demonstrate more resilience and increasing commitment to excellence.

A year or two later the school made radical changes to its constitution and identity. It eventually re-opened as the Samuel Ryder Academy, an all-through school, providing for children at the Reception stage right through to those preparing for university entrance in the 6th Form. In this new era, Cristina launched the Ryder Dance Academy (RDA), which she hoped would be a catalyst for change. It would be open to the community, offering classes in ballet, jazz and contemporary dance for children including those as young as 3 years old.

At the same time Cristina joined the TLDW programme where she found the emphasis on vision, values and collaborative development empowering. She embraced the idea that capacity building at the school depended on everyone seeing the school's transformation as their responsibility. With this in mind she planned a development project that, although focused on her own concern with Dance, would nevertheless have

a 'whole school' perspective. In discussions with colleagues in the TLDW group, Cristina explored the possible link between students' engagement with extra-curricular activities and the development of their work ethic and enthusiasm for school in general. The central role of self-efficacy beliefs in learning and achievement is well established in the psychology literature (Bandura, 1997). Cristina's development project aimed at helping students to acquire the values associated with being a dancer: for example being well-organised, committed and striving for success artistically, academically and professionally.

The end of the RDA's first year was marked with a performance called 'All Fired Up!'. This involved young people from the community who had participated in classes at the dance academy together with students in the GCSE and A level groups at school. In addition, the event involved some professional dancers. Even young children in the Reception class performed.

For Cristina the leadership challenges were considerable. For example, preparation for the show was encroaching on students' other commitments and the relative importance of rehearsals was not always immediately obvious to Cristina's colleagues. In addressing this, a key strategy was to explain to colleagues how the Dance programme was developing students' sense of self-efficacy and their commitment to endeavour and learning. Then there was the issue of overload. With increased numbers taking Dance as a school subject and the dance academy taking off, Cristina found the workload overwhelming. She asked senior leadership colleagues for advice; they said: 'delegate, facilitate collaboration and help your team to feel a sense of ownership'. Cristina read about distributed leadership (MacBeath, 2005) and how to be an efficient manager (Blanchard *et al.*, 2011). A subsequent meeting of her growing team led to a better distribution of responsibility and a greater sense of ownership. Efficiency grew and so did business for the dance academy.

The 'All Fired Up!' show, involving almost eighty performers, was a spectacular display of achievement. Cristina used a web-based survey tool to collect feedback from her students. It was clear that there had been a culture shift where students were more resilient, organised and committed. Students had developed performance skills and had become more independent in their approach to Dance, but they also exhibited these skills in other aspects of their academic careers. They were now more able to organise themselves and had higher expectations of themselves. For example, one Year 10 student said the following:

I learnt how to manage myself properly with time and organise myself better, and also sticking to deadlines with homework.

This point was echoed by students at different stages of their schooling: for example a Year 13 student highlighted the link between Dance classes and revising for examinations in the following comment:

Dance enables me to manage and organise activities outside of my dance schedule, such as revision. This is because with a dance schedule that is fixed I am able to fit in revision between classes and as long as I am attending dance, I am guaranteed revision.

‘All Fired Up!’ was a major milestone in the development of the Dance programme at Samuel Ryder but even greater adventures were to follow. Cristina and her colleagues planned a trip to New York that would enable the GCSE and A Level dance students to engage with the Broadway experience. Students worked hard to raise the money to pay for the trip that would involve staying in Manhattan and participating in workshops with the Alvin Ailey Dance Theatre Company. The students threw themselves into a punishing schedule of Dance classes and attended a performance of the musical, Chicago. Working alongside professional dancers was both inspiring and daunting, but when they expressed doubts about their ability, the dance coach told them: ‘Don’t compare your Chapter One with someone else’s Chapter Twenty’.

The trip to New York made a major contribution to the development of students’ self-efficacy beliefs. In a school assembly that followed they talked to the whole school about how they had developed the confidence to challenge themselves. Senior leaders at the school were in no doubt that values and dispositions had been transformed by Cristina’s development work as a whole. Improvements in the culture were also noted in a recent Ofsted inspection. The fact that two of the students will be going to university to study Dance is just icing on the cake.

Chapter 4

Sebnem Yetke's story:

Developing pedagogy in Modern Foreign Languages teaching in Istanbul

Editor's introduction

This story focuses on a primary school teacher who has been a participant in a teacher leadership programme developed in Istanbul by Dr Ozgur Bolat of Bahçeşehir University when he was undertaking his doctoral study with David Frost at the University of Cambridge. Istanbul was one of fourteen sites around the world where such programmes flourished as part of the ITL initiative. Details of the Turkish branch of ITL are to found in another chapter in this volume. It is remarkable that this programme has been so successful using approaches designed in a quite different cultural context, but this story illustrates that there is something universal about being a teacher. The evidence from the ITL initiative shows that teachers the world over can engage in innovation to improve the quality of the learning process. At a time when the global Education For All campaign approaches the landmark year of 2015, it is an important lesson that, whatever the circumstances or norms of the particular professional culture, teachers will take on the challenge of improvement provided they have an appropriate form of support. It is also interesting to note that another significant outcome of Sebnem's development work is that she has developed the capacity to facilitate other teachers who want to take up the challenge of leadership.

Key lessons about teacher leadership

Non-positional teacher leadership is an approach to practice development that is applicable in diverse national and cultural contexts.

Support for teacher leadership can be self-sustaining as teachers learn how to facilitate other teachers through their own experience of leading development work.

Sebnem Yetke is a primary school teacher of English in Turkey who faced an interesting challenge: students who had been active, engaged and excited by learning English became passive and disinterested when they moved into the upper years of primary school. After talking to colleagues and students it appeared to Sebnem that the change of pedagogy in language teaching was having an adverse impact on students' attitude to learning English. In kindergarten and the early primary years, English is taught through songs, dances, dramas, painting, videos and games, which students described as 'fun'. However, in the upper years, a more formal approach is the norm with students being required to use structured workbooks linked to rote learning. Teachers drill students in the use of grammar in preparation for multiple choice examinations. Sebnem believed this meant that children were no longer using English as a means of communication, with the intrinsic rewards this brings, but instead were focused on, as one student put it: 'memorising grammar structures in order to get a high grade'.

Through conversations with other teachers in the school, Sebnem discovered that a Social Science teacher, Canan, also attributed decreasing student motivation to the adoption of a transmission rather than exploratory model of teaching. They both responded to the invitation to participate in the teacher leadership programme in their district of Istanbul. They were surprised to find that the teacher leadership programme would not provide ready-made answers to their problem; instead it was designed to enable them to take responsibility for the problem. It would empower them to lead development work through which they could change their situation.

Sebnem began her development project by exploring the situation from the point of view of her students. Students' written responses and comments in focus groups confirmed that many found English lessons boring and de-motivating. However, it also revealed that students' learning was being hampered by a fear of making mistakes and the perception of a judgemental classroom environment, which took no account of individual differences in learning style or aptitude for language learning. Sebnem was determined to do something about this. She turned to her immediate colleagues in school and to her more 'distant colleagues' in the literature to provide her with support. She read about creating optimal classroom conditions for learning and the importance of a collaborative and supportive classroom ethos that fosters mutual understanding between teacher and student (Dörnyei, 2001). Sebnem designed new activities to support student learning based on her developing understanding.

These new activities took many forms. Firstly, Sebnem ensured that she shared the aim of each lesson clearly with students. She also began to offer regular feedback to students on how well they had done, rather than her previous sporadic evaluations, which students found judgemental rather than informative. A 'no grades' policy helped

to keep feedback developmental. Sebnem took further steps to differentiate her teaching, enriching classroom activities by using different types of materials, for example, songs, stories, games and videos. Using ideas from her reading she prepared authentic, collaborative activities, which enabled students to use language for real communicative purposes, for example, inviting a native English speaker to take part in a lesson (Nixon and Tomlinson, 2001). She reviewed the type of activities set for homework, made much greater use of stories and of technology to enhance students' learning experience. She regularly asked her students for feedback on her new approach. She also drew parents into her work, holding meetings for them where she emphasised the importance of self-responsibility, self-control, and goal setting. She was successful in working with parents to develop autonomy-enhancing activities at home which further increased students' motivation to learn.

Sebnem could have attempted to undertake her development work alone. Instead, she felt that her project and the learning arising from it were strengthened by working collaboratively. She worked alongside her colleagues, using their ideas to support her work and sharing what she was learning with teachers both within her school and in other schools.

Sebnem's development work had many inter-related strands of impact. On a personal level, she realised that her assumption that she should maintain her authority in the classroom at all costs was flawed. Sharing some responsibility for the learning experience with students meant that they had the opportunity to develop an autonomous approach to learning and to value both learning and each other. Releasing herself from the restrictions of a course book and a focus on testing meant that she was free to support students to develop as individual, autonomous learners.

This approach to change and improvement began to impact on the professional culture in the school. Sebnem also realised that effective professional development can be effected through collaborating with and learning from colleagues across different subjects and schools. Sebnem is now sharing her understanding of the power of teacher leadership by acting as a tutor for other teachers who seek to lead the development of practice. She now feels it is her responsibility to support others in changing their practice.

Chapter 5

Marie Metcalfe's story: Raising awareness of language and cultural diversity at a London primary school

Editor's introduction

At the time she led the project outlined in this story, Marie Metcalfe was an inspiring teacher at the Sacred Heart Primary School in Battersea, London. There is a rather poignant note to this story however because, since its original publication in the Teacher Leadership journal a few years ago, Marie became ill and died. I hope that the story indicates why Marie was such a sad loss to the school and to the teaching profession. One small comfort is that she left us with her story, which continues to inspire and encourage other teachers all over the world. Marie's efforts to create structures and activities that enable children, families, teachers and others in the school community to recognise and value each other have made an immense difference at her school but the impact is far wider than she could have imagined. This story has already inspired many teachers in different countries to take action to address matters of inclusion. This is how moral purpose builds and travels. It is also interesting to note how Marie herself was inspired by the work of teachers at Newbury Park School. This is how professional knowledge is built. Teachers gather good ideas from other teachers; they adapt and develop them and pass on the practical wisdom through stories such as the one below. I hope that the updating and publication of this story here is a fitting tribute to a wonderful teacher who is sadly no longer with us.

Key lessons about teacher leadership

Teachers' unions have a role to play in providing support for teacher leadership.

Moral purpose builds and travels when teachers lead change and then tell powerful stories about it that inspire and encourage other teachers.

Marie was a member of a Learning Circle sponsored by the National Union of Teachers in the UK. The programme was facilitated and accredited by the University of Cambridge Faculty of Education. The group met at the NUT's London headquarters to support teachers from a wide range of schools in taking the initiative and developing their capacity to lead development projects. At that time, over half of the pupils in Marie's school had English as an additional language, with 29 different languages being spoken by the school population. Marie was concerned that there was very little contact between the school and the families from these different ethnic groups and thought that a focus on the children's first languages might help with the learning of English and literacy skills in general.

It seemed to Marie that raising awareness of the different languages spoken by pupils would help to affirm and celebrate the children's cultural background and promote their self-esteem. Marie was also keen to reach out to the different language communities in the school and encourage their participation in school life. She investigated how other schools had developed innovative ways of celebrating diversity. She 'Googled' and found the 'Language of the Month' project which was developed at Newbury Park Primary School in Redbridge. This project seemed ready-made for Marie's purposes and she could see how the idea could be adapted for use in her own school.

A different language was chosen each month and celebrated through school assemblies and attractive displays. In assemblies, speakers of the chosen language presented some words and images. The children's families were invited to come to the school to contribute to a display about their language and culture. A letter was also sent home to parents asking them to translate some key words for display purposes. Both parents and staff were very positive about this project. Parents' comments included:

My son got really interested in our language and wanted me to get some books on it.

My son has been teaching me to say hello in Spanish.

Teachers acknowledged the positive effect of 'Language of the Month' on children's sense of pride in their cultural heritage and their enhanced sense of agency through becoming 'language experts'. It made them feel really proud of their language. They were really keen to show off. They all wanted a turn at being 'Language of the Month' experts.

This project continued to grow and Marie drew up a plan to respond to 'Shine Week' – a national festival celebrating the talents of all young people. This involved organising a range of arts projects linked to the various communities in the school. Parents would lead these projects. Marie also ran a Film Club to link with the language of the month,

showing films in different languages after school. When the film was in their language, the children were really excited and displayed a sense of pride in it. They also wrote reviews of the films in their own languages.

Building on the success of the 'Language of the Month' initiative, Marie held a series of language-based coffee mornings as a way of encouraging parents to meet one another and to become more involved with the school. Teaching Assistants from each of the main language groups within the school helped to support both this initiative and parents' growing involvement with school activities. Parents began to come into school to support cooking lessons, for example and to read stories to children in their home language. The school had a growing number of Amharic and Tigrinya speakers. Through links with the local refugee project, mums became more involved in school life and children took a more active role in the local community.

Following this project, Marie moved on to link the children's interest in language with the Personal, Social and Health curriculum, using it to raise discussions around different approaches to manners and etiquette. There were also valuable links with curriculum aims such as speaking and listening skills. Teachers supported the children in speaking in longer, grammatically correct and coherent sentences.

Marie found her involvement in the London Learning Circle to be invigorating. Despite the participants' wide range of backgrounds, their commonality of purpose, to improve their own practice and the education of children in their care, bound them together. Marie was very pleased that her development work was having a wide impact. She wrote this in her portfolio:

It has been more successfully taken up by some teachers than others but with the continued support of the senior management team it is being encouraged and all staff have adopted the use of a (languages) display board and the morning greeting (in the language of the month).

At the completion of this project Marie planned to continue her development work by networking with other local schools. She remained excited by the possibilities she had unleashed until she was forced by her illness to give up teaching.

Marie made an enormous difference at the Sacred Heart School. The 'Language of the Month' activity continues to this day and the linked Film Club is being revived. Countless numbers of children and their families felt included, which enabled learning to thrive. So many children learned about different languages and cultures and this makes a remarkable contribution to social cohesion in our multicultural society. The impact of Marie's work has been far wider than that however because the story of her leadership

has been heard in so many countries around the world and it has inspired an inestimable number of teachers and families.

Chapter 6

Merita Sejdini's story:

Building social cohesion through language learning in multi-ethnic Macedonia

Editor's introduction

Merita is a teacher in Macedonia and her story featured in the Teacher Leadership blog in the summer of 2013. It illustrates how teacher-led change can have a profound effect far beyond the classroom. The context of this work was challenging: Macedonia used to be part of Yugoslavia and ethnic division and conflict persist. Merita's development project focused on language learning to foster social integration and mutual respect between different communities, but it grew in scope. The project led to changes in the structure of educational provision in schools in the area where Merita worked. Previously, different ethnic groups were taught separately, but Merita collaborated with her colleagues to establish a new approach in which children are taught in multi-ethnic groups. This has impact beyond the school. These changes are fostering social cohesion in the wider community. Merita used her skills as a teacher to build intercultural understanding, engineer integration and foster social cohesion. There is also a lesson here about how action taken with specific aims in mind can lead to a widening of scope as the activist gains momentum and confidence in their leadership capacity.

Key lessons about teacher leadership

Teacher leadership can contribute to addressing social problems in challenging contexts.

Teachers' development projects can begin with small aims and grow in scope.

Merita Sejдини was one of seventy or so teachers from ten countries who participated in a teachers' network event in Fruška Gora, Serbia in May 2013 (see Chapter 18). The event was supported by the Open Society Foundations (OSF) and hosted by the Centre for Education Policy based in Belgrade. The opportunity to stage this event arose from the success of their project on teacher professionalism (Vizek Vidović and Velkovski, 2013) linked to the ITL initiative launched by HertsCam in 2008 (Frost, 2011).

The teachers had all travelled to this mountain resort to share accounts of their leadership of change in their schools and communities. They had all been involved in leading development work projects through the ITL network. Merita is a teacher of Albanian language and literature at Sande Shtepjoski primary school in the city of Kičevo, South-Western Macedonia. Her school had participated in a teacher leadership programme linked to the ITL initiative.

Merita's school serves a multi-ethnic community, which includes Albanian, Macedonian, Turkish and Roma families who have different cultural traditions, language and religion. Merita wanted to help to overcome prejudice, improve intercultural communication and foster tolerance between the different ethnic communities. The teacher leadership initiative provided a framework for collaboration between teachers in Merita's school and three other schools in the district. In the first instance her special contribution was to enable others to learn the Albanian language, offered as an elective subject in her own school, but not in the other schools involved in the initiative. For this purpose Merita devised a series of workshops for teachers, school principals and other education professionals from the different ethnic groups. The preparation for this took place over a period of five months and involved consultation with a range of colleagues, including project coordinators and school principals. This enabled Merita to develop a curriculum for the workshops. The themes, the exercises, the self-assessment processes, the tests and the materials all had to be devised.

Eventually a group of around twenty participants was identified and invited to the workshops, held in one of the primary schools twice each month. They were designed to raise awareness of the language and culture in the hope that the participants might then be able to include the teaching of Albanian in their own schools. Merita found teaching fellow professionals challenging and interesting. She learnt how to make space for them to share their ideas and accounts of their practice.

The impact of the workshops was very positive. The profile of the Albanian language was certainly raised and participants expressed a desire to continue the project. In one of the schools, having only students of Macedonian ethnicity, the Albanian language is now being taught. In another school the parents of Macedonian and Turkish children have

chosen to have their children learn Albanian. The goal set at the beginning of the project was realised and schools were enabled to pursue this initiative for themselves.

Following the workshops for teachers focusing on the Albanian language, Merita turned her attention to strategies for extending language learning with a view to promoting integration, cooperation and mutual respect among students. She became a coordinator within the IIEP project, which focuses on inter-ethnic integration in schools. She continued to work with her colleagues in the four schools under the banner of 'Overcoming prejudices by learning the language of the others'. The aim was to enable teachers to become familiar with all the languages spoken by students in their schools. The teachers were then able to facilitate peer-to-peer learning amongst their students. Children were asked to choose a language they were not able to speak and were matched with other children who were native speakers of that language. By this means the students taught each other their languages and, in so doing, fostered familiarity, tolerance and mutual respect. Merita is now working with students to produce a school newsletter in three languages.

The impact of this work has been dramatic. Not only has it led to a rich pattern of language learning and multicultural education, it has also changed the structure of educational provision in these schools. The different ethnic groups were used to being taught separately, but Merita collaborated with her colleagues to establish a new approach where children are now routinely taught in multi-ethnic groups. This is having a massive impact on the way the school operates, but also on the community which is experiencing more social cohesion than was ever thought possible.

Through leading this development work, Merita says she has grown in self-confidence. She has also recently completed a master's degree. However, her enhanced professionalism means that she is neither satisfied nor complacent. She and her colleagues now realise that change and improvement is not only achievable but also exciting for everyone involved, so she continues to search for new ways to build on what she and her colleagues have achieved. Participation in these externally funded initiatives provided Merita with the impetus to become a change agent, but the success of the work described here was an invaluable lesson in leadership.

Chapter 7

Sophie Scott's story:

Developing innovative student feedback systems using ICT

Editor's introduction

Sir John Lawes School, where Sophie teaches, is categorised by the inspection regime in England as 'outstanding' but this has not always been the case; the school has been steadily improving over a period of ten years or so. Having worked with this school over this period it has been interesting to see how this process of improvement has been nourished. This story exemplifies and illustrates very well how the senior leadership team has both taken tough decisions to improve the school's competitive position and at the same time encouraged and supported teachers in raising their concerns and exercising leadership to address them. The result is a dynamic pattern of change, which features the constant pursuit of pedagogical integrity. Sophie exemplifies those teachers who are able to push back against what others might regard as the inevitable consequences of choices made by others. This is not a function of an unusual personality nor is it accidental. The fact is that Sir John Lawes was the first school in Hertfordshire to adopt the TLDW programme, which provides the kind of support that enables teachers like Sophie to address their professional concerns in a strategic way. It is also interesting to note that once Sophie raised her concern, senior leaders directly supported her initiative to develop strategies that would prevent any weakening of 'digital fluency'.

Key lessons about teacher leadership

Teachers' leadership capacity grows through the experience of leading change.

The function of senior leadership is not merely to take decisions on behalf of others, but also to enable others to lead.

Sophie is a teacher of Information and Communication Technology (ICT) and a Lead Practitioner at Sir John Lawes secondary school. Her professional concern arose when the senior leadership team decided to adopt new GCSE and A Level courses. These courses were designed on more traditional academic lines and Sophie was concerned that 'digital fluency' (Huffaker, 2004) might be undermined. The new exams seemed to demand large amounts of written notes in preparation for the paper-based theory exams which contrasted with the more contemporary approach involving the submission of e-portfolios and on-screen exams that had been previously established. Sophie was determined to develop new practice that would redeem the situation.

A strategic approach would be required and so she began by talking with the member of the senior leadership team who had oversight of ICT. This colleague readily understood the problem and offered to support Sophie's leadership of a development project. Sophie then invited colleagues who were already using ICT in inventive ways in their subject areas to a lunchtime discussion to share expertise. This discussion revealed a shared interest in the use of blogs to support the development of both teacher and peer-assessment practices, which had been shown to be effective elsewhere (Ripp, 2011). With the support of this shared agenda, Sophie began her own exploration of using blogs for students' work and as feedback tools.

The first step to establishing a blogging routine is to identify a suitable platform. Sophie settled on WordPress as the best option and began experimenting with blogging with her Year 10 and Year 12 classes. Once each student had set up their blog, she created a folder of shortcuts to the blogs on the school's intranet and allocated class time for students to 'follow' other students in their class to ensure that they were prepared for peer-assessment opportunities. Early feedback from the students indicated that most preferred the blogs to exercise books, although some lacked confidence in their use whilst others were unsure of how to find each other's blogs. With a little more time spent recapping key skills and a reminder of the folder of shortcuts on the intranet, students settled well into the routine of using the blogs and were able to use these to share a variety of work including text, images, files and hyperlinks to useful resources related to their studies. Sophie also set up a blog, which she used to share news stories about recent technological advances and issues with the students.

Sophie now felt ready to experiment with the use of blogs for feedback purposes. Black *et al.* (2004) advised that, to be effective, feedback needs to stimulate thinking and Sophie's conversations with her colleagues convinced her of the power of ICT to do that. She particularly wanted to explore the use of the blog's 'Comments' feature to stimulate student thinking about what their peers were sharing. Sophie was continuing to share her own developing understanding with her colleagues but felt that she wanted to give

others in the school community the opportunity to contribute to what the school was learning about blogging. She therefore set up a blog space specifically for students to share their views on the impact of the project and how it might develop in the future.

This was a turning point. Students' comments demonstrated that, although they welcomed the use of ICT as a way of feeding back on their work, they did not always give sufficient time to thinking about what they learned from what their teacher or their peers were telling them. Sophie turned to fellow teachers to help her to solve this problem. She shared her work with colleagues at one of the regular HertsCam Network events. In her presentation, she explained what she had done so far and asked her HertsCam colleagues to suggest how she might ensure that students responded to feedback. This dialogue helped Sophie to identify key strategies. She began to build time into lessons for her students to respond to comments, after ensuring that they had the appropriate technology to receive them. She used the iDoceo app on her iPad to keep track of which comments had been responded to. Sophie also broadened the scope of her project to her Year 12 students, using a free web-based tool called Screenr to experiment with the use of screencasts for the assessment of programming tasks. This enabled her to model the trouble-shooting and debugging process for students and provide more specific feedback on their work.

The development work Sophie had led was influential in diverse ways. First, her own professional practice had been enhanced. Her students had become more able to take an active role in the learning process and had developed digital literacy skills that will serve them well in the future. The project had influence not just within the confines of Sophie's classroom but across the school. Sophie's strategic leadership of her project ensured that she was able to influence the thinking of many of her colleagues with regard to the use of new technologies to support learning. Moreover, the group of colleagues convened for the purpose of her project continued to be a source of advocacy.

Looking back on the project, it was clear to Sophie that her own leadership capacity had grown due to the necessity and the opportunity to consult with colleagues at all levels within the school. Having supported the development of practice in relation to new technologies for the ICT team, she was subsequently asked to support other subject departments in developing their use of blogs for sharing and assessing students' work.

In her close of project reflections Sophie noted with some satisfaction how her development work had affirmed her belief that we should focus on pedagogy before technology (Pearson, 2012) if we wish to transform student learning.

Chapter 8

Claudette Anderson's story:

Developing strategies to enhance students' autonomy as learners in Geography

Editor's introduction

Claudette is a teacher of Geography and an Advanced Skills Teacher at Dame Alice Owen's School in Potters Bar. The school enjoys a reputation for high levels of attainment but Claudette could see that there was scope for enabling students to develop more autonomy as learners, a capacity they would need for lifelong learning. It is interesting to see in this story the link between the students' autonomy and that of their teacher. The teacher takes the initiative and goes with the flow of her own creativity and she concentrates on processes that enable her students to do the same. Here we see leadership and learning as two sides of the same coin. In both cases the nurturing of agency is the key. A central idea in this story is facilitation. The pedagogy exemplified here is essentially concerned with the facilitation of learning. It is perhaps not surprising therefore that Claudette progressed from influencing her colleagues by sharing her ideas about using the news in the curriculum to directly facilitating their development when she became one of the tutors of the TLDW group.

Key lessons about teacher leadership

Teacher leadership encourages an interest in agential pedagogy, in which facilitation cultivates autonomy, creativity, leadership and collaboration.

Engaging in international networking can build teachers' self-efficacy.

Claudette's 'Geography in the news' display board was designed to stimulate students' reading by highlighting current geographical issues across the globe. She had intended to update it regularly and felt bad about not keeping it up. Reflecting on this she realised that perhaps the real issue was not how to update her board but how to empower her students to take responsibility for their wider reading practices. She took the view that good learners are those who are independent in their judgement and take control of their own learning (Claxton, 2002). She resolved to develop strategies that would help students to become more self-reliant whilst deepening their competence as geographers. An enquiry-based approach seemed to be a good way forward for her students, as well as for herself.

Claudette focused on her Year 7 students and began by spending some time in lessons exploring Geography in the news with her students. She provided them with key news stories and online resources and stimulated their thinking through the provision of questions for further enquiry. She approached the school librarian and asked her to collaborate to plan a sequence of library-based lessons, which would extend students' knowledge and use of news resources. This brought the librarian's expertise to bear on the project but also enabled Claudette to become more familiar with how the library could support students' learning more widely.

Making greater use of the library supports an enquiry-based approach to learning in which students have greater autonomy and more scope for choice. Claudette built on this by introducing a homework rota in which students would take responsibility for preparing a geographical news story, which would be presented at the beginning of each lesson. This focus on student choice in shaping the curriculum and the learning process was further stimulated by Claudette's participation in a professional development session led by a colleague which featured the idea of negotiating with students to set learning goals. Also influential were accounts in the Teacher Leadership journal, which described how students had been given the opportunity to choose the content of their learning experiences and direct their own learning (Edwards and Gilbert, 2011). Claudette decided to explore the use of negotiated goals that could give her students a greater sense of ownership of the learning process, whilst providing them with a structure to support their developing understanding.

Scope for the exercise of choice was further extended in the 'Geography in the news' project. At the end of the series of lessons, students were invited to vote on the most interesting news story and together posed questions on this story for further enquiry. They then reflected together on what they considered to be the most effective learning activities in lessons. Finally, they planned an outline of a lesson, including a starter activity, a main activity and a summary, based on their discussion of how effective

learning takes place. Students were very motivated by this task, experiencing a heightened sense of ownership.

Towards the end of the academic year Claudette compiled a portfolio of evidence of her development work. In her final reflections she considered the benefits of this way of facilitating learning. It was clear that this does take up valuable time in lessons and some colleagues might be concerned about the extent to which this detracts from the need to 'cover the curriculum'. However, Claudette noted that students had developed their capacity for autonomous learning and their ability to make links between geographical topics had grown in sophistication. She concluded that this was actually more valuable.

In spite of the fact that the original focus of Claudette's project was her own Geography lessons, the influence of her development work was extensive. For example, an account of it featured in the school's regular communication with parents. A parent who works at The Royal Anthropological Institute was interested in Claudette's development work and its implications for a new A Level syllabus she was involved in developing. She contacted Claudette and they had a very fruitful discussion about strategies to encourage student motivation and autonomy. Claudette also had the opportunity to share her work internationally when two School Principals from Western Australia visited her school to learn more about HertsCam. Claudette found sharing her work with international colleagues immensely rewarding. As she commented in her portfolio, *'It really made me feel like I was leading change'*. She subsequently extended her international influence when she joined a HertsCam group that took part in a teachers' network event in Serbia (see Chapter 18 of this volume).

Claudette's commitment to collaboration was nurtured by her involvement in the Potters Bar TLDW group. This meant that she had the opportunity for numerous discussions with colleagues across schools in an extended network of peers who were all developing their leadership practice together. Claudette's understanding of leadership practice and her own leadership potential developed dramatically during the course of her development work project. Initially, she had doubted her ability to initiate and lead change without being directed by others further up the hierarchy. However, she remained committed to collaboration and sought out opportunities to work with colleagues across the school. This active approach to involving others in her development work meant that the project had an impact not only on Claudette's practice and her students' learning, but also on colleagues across the school and beyond.

This positive experience of leading development work, together with her advanced understanding of the process of development work, would have a further benefit in the

years to follow. When the person who facilitated the TLDW group announced that she would be moving to another school, Claudette was able to take up the challenge of being inducted into the tutor role. In the following year she collaborated with her colleague Helen Wootton, to jointly facilitate the TLDW programme in her school and to host network events.

SECTION 2

Teachers' accounts of their leadership of development work projects

In this section there are four chapters each written by practicing teachers. These are stories of development projects and so share many of the characteristics of the stories in Section 1. They also feature teacher leadership in the form of well-planned development projects designed to make a lasting difference to aspects of professional practice. What is distinctive about these accounts is that they have a strong scholarly dimension. All of the authors are graduates of the MEd in Leading Teaching and Learning which is a master's degree awarded by the University of Cambridge so it is perhaps not surprising that the writing conforms to a high standard of scholarship.

In these chapters we see writing that is both reflective and critical. The authors have not stepped out of their professional world to apprentice themselves to university-based academics; their writing is firmly rooted in their practice and the strategic pursuit of improvement. The authors of the chapters in this section do not abandon their commitment to problem-solving in their professional context when they embrace scholarship. They don't, for example, adopt the academic conventions of the literature review for the sake of faux objectivity. Instead they explore literatures in a pragmatic way, gathering the tools and resources that enable them to subject their assumptions to scrutiny. They search for the concepts, explanatory frameworks and alternative perspectives from which to generate the analytical tools they need to pursue their own path to improving the quality of teaching and learning. Their scholarship makes them better able to reflect on their own beliefs and assumptions, to theorise their practice and develop a critical perspective on policy.

It is remarkable that teachers who work in such intensive environments are willing to commit themselves to such a demanding enterprise. Part-time study for a master's degree requires an extraordinary level of dedication. In years gone by teachers would be granted leave to do this, but at the present time budgets do not stretch to allowing them time off from their normal teaching duties. This means that after a full day of teaching, individuals drive to another location to attend seminars that go on into the evening. In addition, teachers such as those featured here would also have to pay their own university fees. For these teachers, the benefit is not just a matter of career advancement: indeed, in the education system in England a master's degree is no guarantee of progression. So why do these teachers take up the challenge of becoming scholar practitioners? From my vantage point as the co-leader of the master's programme in question, I think it is to do with the sense of fulfilment and the deepest level of satisfaction that flows from a particular professional identity. According to Charles McClintock a scholar practitioner is:

an ideal of professional excellence grounded in theory and research, informed by experimental knowledge, and motivated by personal values, political commitments, and ethical conduct (McClintock, 2004: 395).

The personal satisfaction for teachers that arises when their professional identities embrace this kind of practice-focused scholarship could be expressed in Aristotelian terms as 'eudaimonia' which roughly translates as 'human flourishing'.

Chapter 9

The development of a collaborative coaching model for professional development

Tom Murphy

Editor's introduction

Teacher leadership has been a feature of Tom Murphy's career from the very beginning. He was a member of the very first HertsCam TLDW group when it was launched at Sir John Lawes School in 2005. Since then he has led a series of projects, some of them within the framework of an award-bearing programme, for example the MEd in Leading Teaching and Learning, and some of them with other sources of support. As a member of a vibrant network, Tom enjoys the benefit of opportunities to talk to like-minded teachers about his development initiatives and to derive support, encouragement and critical response. In this chapter Tom offers a model of coaching which he developed with advice from a family member. Coaching resonates well with teacher leadership in that it is a means for teachers to enable their colleagues to develop their professionalism. The particular approach to coaching offered here has close links to the teacher-led development work tradition in that it calls upon participants to 'do one thing', which is to say to take action to develop a specific aspect of practice. Tom's coaching model also includes reflection in a group setting and knowledge building through networking.

Key lessons about teacher leadership

Teachers are more likely to develop their leadership capacity if they have access to supportive frameworks and structures.

Teacher leadership enables teachers' professional development to be directly linked to concrete action to improve practice.

I am a Lead Practitioner at Sir John Lawes School in Harpenden, Hertfordshire. I have been engaged in the leadership of development work since I began teaching eight years ago. In this chapter I describe a project that featured the development of a model for professional learning designed to take account of the intensity of the role of teacher. The focus of this programme was a model designed, with the help of my father, to develop teachers' skills as they relate to their students, to their colleagues and to their own professional development in general, through a framework of mutual support and coaching. I argue that such a model can bring major benefits to the teaching staff, the quality of their professional practice, and ultimately the learning capacity of the organisation. The six stages of the model are described and explained. The rationale and issues arising are discussed.

Developing mutual support

The encouragement of teacher collaboration in professional development is necessary for effective professional learning to occur (Harris, 2000), and is linked with improvements in both teaching and learning (Cordingley *et al.*, 2005). In addition, Hargreaves (1998) argues that traditional dissemination of good practice in schools often fails because it runs against the grain of how teachers do their work; they do not simply accept uncritically drastic changes to their work when they are suggested from sources other than their fellow teachers. 'Peer-coaching' has been a feature of teacher Continuing Professional Development (CPD) in the USA for many years, and was defined by Robbins (cited in Rhodes and Beneicke, 2002) as:

a confidential process through which two or more professional colleagues work together to reflect upon current practices; expand, refine and build new skills; share ideas...or problem solve' (cited in Rhodes and Beneicke, 2002: 298).

However, creating the conditions for such mutual support can present a challenge for many schools, where effective collaboration is not prevalent. Rhodes and Beneicke (2002) write of the challenges for school leadership teams in embracing mechanisms that develop trust between colleagues; for example the careful selection of individuals as coaches, engaging commitment and the use of an accurate needs-analysis as a pre-requisite for deploying support. Furthermore, in order to effectively utilise human resources, the goals set must be realistic in terms of the school's capacity and the external context (Davidoff and Lazarus, 1997).

The initiative

I initiated this project in my school - a moderately sized comprehensive school with around 120 members of staff. In addition to the normal challenges of such a school, it also has responsibilities for support, research and development and teacher training across a collective of around twenty schools, as a recently designated 'Teaching School'. Within the school, the continuing professional development of teachers and the development of the school as a 'learning organisation' (Senge, 1990) are considered key priorities.

Our first challenge as a leadership team was to allocate the appropriate time to ensure that a development plan could be appropriately implemented. We believed that a poorly delivered programme would in itself be destructive to morale, as well as sacrificing very valuable time. A key aim was to assign some of the contracted hours for which teachers were employed within the school year. As such it was decided to reduce the school calendar by one day in order to release up to five hours of time for each member of staff to use within the programme. The strategy was notionally called 'The Learning Group Strategy', and was launched with both teachers and some support staff in September 2012. Initially, time was dedicated during a scheduled training session to a workshop entitled 'Effective Coaching'. This training came as a response to Gardner and Korth's assertion that:

while businesses are looking for employees who can work effectively in teams...schools are being criticised for not preparing employees with the necessary team-related skills (2010: 28-33).

We explored approaches to coaching and the essential features of a successful coach/client relationship, with emphasis on unlocking potential. As such, our participants were given the opportunity to explore effective questions that a coach would utilise to empower the client in the manner described in research from the Centre for Creative Leadership (Frankovelgia, 2010). It was proposed to the participants that these kinds of informal and supportive relationships, based sometimes on nothing more than a brief conversation in a corridor, would be essential to the success of this programme. There would be six key phases as set out below.

The Learning Groups Programme overview

Phase 1:

Meet your group, nominate a group facilitator, write a personal development plan

Phase 2:
Personal development period – research

Phase 3:
Feedback on personal development to group and plan a personal development activity

Phase 4:
Carry out personal development activity

Phase 5:
Feedback to group and share learning

Phase 6:
Whole school sharing and celebration of development

Phase 1: Creating the learning groups

One of the most critical elements of this first stage of the process was to identify the small group structures, which would serve as the vehicle for the development experience. An initiative at the University of Portland (Rigelman, 2010) placed trainee teachers in ‘triads’ with colleagues and more experienced staff to develop collaboration and contribute ideas to support learning during the training process; in this model it was crucial that the groups would cooperate and as such the experienced colleague played a crucial facilitative role.

We asked participants, in advance, to select a ‘personal learning goal’, and a reserve choice, for the coming year, specifically tied to the development of teaching and learning. These were then categorised into more general classifications so that each individual could be grouped with colleagues with similar development needs. It took significant effort to agree these small groups (3-5 people), as it was believed that the right mix of needs, skills and leadership capacity was critical to achieving meaningful outcomes. One consequence of this process was the heightening of our understanding of our colleagues’ personal development needs and, in turn, how best to support them.

At the ‘launch’ meeting of the strategy with participants, we outlined the process of personal contracting and mutual coaching so that there was clarity in the goals of the experience. Each group nominated a ‘group facilitator’ who would simply take responsibility for arranging the meeting times and venues for their group; but would have no accountability for outcomes. The participants were also asked to complete a ‘personal development plan’ using a pre-prepared tool, in order to clarify their aims for the process and identify any potential barriers to success.

Phase 2: Research, reading and observation

Following the initial launch of the programme and the coaching discussion, we introduced the second step. This required the small groups, having identified their own personal learning priorities, typically one or two pieces of behaviour which the individual could identify and which the rest of the group supported, to carry out some degree of inquiry. General reading on the nature and value of coaching was supplied to each group and was also the focus of informal discussions through the second phase. In addition, we asked group members to observe each other carrying out a particular activity. These activities, together with any associated new learning, would then be shared with the other group members formally at the first review meeting, organised by the group facilitator at an appropriate point (Phase 3). For the leadership team it was important that these group meetings were not organised centrally; for effective self-development and coaching to occur we believed that it was essential that the groups remained self-directing during this period. Group facilitators were asked, however, to enter the dates of their meetings on a central record and in this way it was possible to track which groups were making progress with their development plans, and which needed encouragement to do so.

Phase 3: Group feedback

During this stage of the learning process, our participants were asked to arrange their own meetings in order to share their initial progress with their group. If the group members wanted to allocate additional personal time to the activities, and indeed to develop more detailed plans, then this was their decision. Conversely, if the group members wanted only to review their plans and progress at the formal group meetings, then this again was their choice. In this way, each individual and each group was able to identify the best learning process for themselves, hopefully leading to greater motivation from the teachers, many of whom were carrying heavy workloads and significant personal commitments. A process that provides both structure and flexibility is best suited to the needs of a busy teaching staff and large school; any intervention that does not recognise the existing pressures and tensions in the contemporary school environment is less likely to be effective and may even be counterproductive to the goal of creating a 'learning organisation'. This is supported by Mitchell and Sackney, who claim that creating a learning community is about building the capacity of people in schools to relate to each other in communitarian, rather than bureaucratic or individualistic, ways (2001).

Phase 4: ‘Do one thing’

One early principle that was reinforced from the beginning of discussions with participants was that each participant would be expected to do at least ‘one thing’; this would be an activity or process, which responded to the personal learning goal set at the start. For many colleagues this would be a relatively simple, small-scale innovation; for example to trial a new assessment process with a specific class of students. Although on a smaller scale, this concept was greatly inspired by the TLDW model used successfully within the HertsCam Network (www.hertscam.org.uk). This one goal would be a piece of behaviour which could be clearly seen and supported as a development need, relating directly to impact in the classroom. It was difficult for any member of staff to argue that there was either no area where they needed to develop, or that there was insufficient time on which to work on this issue. Equally, the ‘one thing’ focus provided for a very efficient group discussion, as well as great clarity both for the individual who was to work on the behaviour and in the support to be obtained from the other group members along the way. Furthermore, as part of broader staff performance management, it contributed to creating a climate where development, as well as assessment, was the subject of appraisals.

Phase 5: Reflecting, sharing and learning

In Phase 5, the groups met for a final time to discuss and share their learning. We hoped that the coaching element and group accountability of the process would have contributed emphatically to any individual success. The sense that the whole community was engaged in this journey was also recognised as a source of momentum. As each participant had the same requirement – to ‘do one thing’ – then it was believed that there would be a sense that we were ‘all in this together’. Moving a whole organisation forward is always a challenge especially where, as in the case of teaching staff, there are generally fragmented and very individual performance goals and objectives. Again, the overall energy and commitment to the programme would be enhanced by the process adopted both at the individual and group level. A useful, albeit coincidental, input into this was at a school training event during the year at which the speaker quoted the Great Britain Olympic Cycling Coach, Sir Dave Brailsford, as saying that it was the ‘aggregation of marginal gains’ that led to the team’s success at London 2012. There were clearly parallels with the ‘do one thing’ concept employed here; if every colleague was able to make a small improvement to their personal practice, then this would likely result in larger-scale impact to the success of the school.

Phase 6: Networking at a celebration event

At the end of the year, a 'networking event' was held at which the best practice developed during the process, as well as key insights and principles, were shared. This event was again based on a networking model utilised by the HertsCam Network, within which participants in the programme regularly attend 'network events' at which they discuss the progress of their development work and share good practice; the aim being that the network 'de-privatises' the classroom as well as providing a form of 'social validation' for the sharing of effective practice (Hargreaves, 1998). At our event, each 'learning group' was asked to reflect on their individual and group learning during the period and use a table-top display to show evidence of development in any form, including examples of student work. This process of capturing the learning, recognising creative ideas and acknowledging progress served many purposes. While there were clear advantages at the individual level in terms of sharing best practice, it was hoped that, at the school level, it might contribute to the creation of wider networks within our staff and broaden the sphere of learning from the small groups that were initially established. Ultimately this initiative is one that can advance the competency of the individual teacher and, perhaps more significantly, propel the school forward as a 'learning organisation'.

Evaluation

Following the 'networking event' we asked participants, through an online survey, to help us evaluate the impact of this process. Participants were asked to rate the degree to which they agreed with short statements, and also provide more open-ended feedback on impact and potential improvements to the programme. The outcomes were overwhelmingly positive, with over three quarters of participants agreeing that the programme had impacted on their practice; they had benefited from it, and they were looking forward to repeating the process again. Open-ended feedback also indicated that the programme had a positive impact on personal development. Comments included the following.

It has stimulated conversations that have sparked ideas.

(Teacher A)

It has forced me to be more resourceful regarding promoting literacy.

(Teacher B)

The development...might have got lost in competing priorities, without the nudge.

(Teacher C)

The quality of my marking has improved....I now enable students to reflect on their work in a more meaningful way.

(Teacher D)

Comments regarding improvements to the programme mainly centered on support for the group facilitators; as some had struggled to successfully coordinate group meetings without our intervention. A couple of participants felt that group interests were perhaps too diverse and that this had presented a barrier to collaboration. A couple of insightful comments reflected that certain elements of the 'coaching' process had been lost in the drive to come up with a good idea. This feedback provides a form of validation for Hargreaves' assertion that CPD processes need to be explicitly managed, so that 'professional tinkering' is turned into more effective knowledge creation (Hargreaves, 1998).

Conclusion

School leaders face a constant challenge in any educational context to provide opportunities for the professional growth of teachers, and, as Brandt (2003) suggests, create a school culture that invites deep and sustained professional learning that will have a powerful impact on student achievement. The pressure of curriculum change, the need for higher levels of measured attainment and extra-curricular responsibility does mean that there is little time available for teachers to engage in self-development. However this does not absolve members of staff from the responsibility of ensuring that they maintain their own personal and professional progression.

More effective use of contracted hours provides a vehicle for enabling professional development, although as Brandt (2003) proposes, the programme content must still be meaningful and include opportunities for social interactions. The use of a structured framework involving mutual support and coaching, an emphasis on 'do one thing' and a mechanism for accountability together with a process for sharing best practice as described above, appears to meet the needs of professional growth within the context of a very busy school environment. In addition, networks of personal and professional development were created across the school community and contributed to both school morale and capacity. At this school, it is evident that following a year-long trial of this programme, foundations have been laid that will facilitate the continued development of a learning and collaborative ethos within the school community.

Chapter 10

Leveling the playing field: improving the quality of Physical Education

Helen Foy

Editor's introduction

Helen Foy is a Lead Practitioner in Physical Education (PE). The arrival of the final draft of her chapter coincided with England's poor performance in the World Cup and the furore in the press following a recent Ofsted report about the quality of provision for Physical Education (2014a). In it, the Chief Inspector called upon schools to improve the quality of competitive sport and close the gap between the achievements of state schools and those in the independent sector. Commentators such as David Conn (2014) argued that this gap can be attributed to the resources that private schools have in abundance whilst state schools are making do with the bare minimum. The Chief Inspector's key message to headteachers and teachers in state schools is to make the best of what they have. Helen's account is an excellent illustration of just that. She puts forward the view, like the Ofsted report does, that sport can help to foster an ethos of achievement and provide students with opportunities to experience success, which in turn raises the level of self-efficacy beliefs. Helen is of course painfully aware of the hypocrisy of policies which undermine schools' attempts to do the very things they are expected to do, but she is a teacher so she chooses to do what she can to address this shocking inequality through her own creativity and determination.

Key lessons about teacher leadership

Teachers' leadership is effective when it mobilises the effort and creativity of colleagues through managed collaboration.

In working to ameliorate inequalities through the leadership of development work, teachers become advocates for policies that are fair and just.

I am a PE teacher at The Nobel School, a mixed comprehensive school in Stevenage, and until the present government axed the Sports Partnerships programme, I was School Sports Coordinator (SSCo) working with other schools, including secondary, primary and special schools to improve the quality of PE across the town. I have learnt the value of collaboration and sharing good practice. I know that teachers have much to gain from sharing and learning from each other, which leads to improved teaching and learning.

Within my role as SSSCo I worked with colleagues from forty-four different schools in the town of Stevenage. It was evident from my own observation and from professional dialogue with colleagues that there was inconsistency in the quality of teaching and learning in PE lessons both within and across the schools in the town, a view reinforced in school inspection reports. In previous years there have been strategies to support the teaching of PE, to increase the participation rate of young people in physical activity and to improve the quality of teaching and learning in the subject. My coordinator role had come into being when the government's PE and School Sport for Young People (PESSYP) strategy established School Sports Partnerships (Flintoff, Foster and Wysawnoha, 2011). Trained PE practitioners like myself and sports coaches were placed in coordinating, consultancy and leadership roles with the aim of improving primary PE and school sport.

High quality teaching and learning in PE is important for a multitude of reasons (Bailey *et al.*, 2009). It can be a useful tool in raising the attainment and aspiration levels of students (Stead and Neville 2010). Our town has struggled with an evident low level of aspiration. Parents who have had negative school experiences are less able to provide the necessary support for their children which leads in turn to their children having low aspirations. However, this cycle of deprivation can be overcome by enabling young people to develop positive dispositions through sport and physical activity.

PE teachers face particular challenges because the subject involves risks arising from hazardous equipment and 'uncontained environments' (Katene and Edmonson, 2004). Such circumstances being out of the usual 'classroom comfort zone' can be daunting. This challenge requires colleagues to develop their knowledge and competence in PE, which can only be accomplished through adequate support, guidance and opportunities for continuing professional development.

For me and my colleagues, the national PESSYP strategy was a real breakthrough. We were able to share the rich variety of expertise across the town and support non-specialists as well as those trained as PE teachers. It was clear to us that levels of participation in sport were improving and we believed that we were making a significant difference to the aspiration levels of young people. However, there was a change of government, and a spending review in October 2010 resulted in the Schools Sports

Partnerships being axed (Campbell, 2012). This put severe limitations on my capacity to contribute to the development of practice across the town.

Developing practice through collaboration

In this new policy climate driven by austerity it was important for me to be able to use my professional judgement and expertise in finding a way forward. The Sports Coordinator role provided me with invaluable experience in which I learned about the power of collaboration for knowledge building and as a means to cultivate teachers' moral purpose. I was determined to apply these lessons within my own school. I planned a project based on the principles of teacher-led development work (Frost and Durrant, 2003). The project would enable colleagues to work collaboratively to share good practice and learn from each other. My aim was to ensure that all students would benefit from extensive and appropriate provision in PE that would inspire them to raise their aspirations. I planned to engage my colleagues in a process of development in which we would plan and refine our curriculum and teaching and learning practices to meet the needs of all of our students.

Research supported my conviction that collaboration was the key to effective professional development (Cordingley *et al.*, 2005). Collaboration helps to build a professional culture in which there are shared values, beliefs and norms of practice. In such a culture, individuals are more likely to pull in the same direction and contribute to school improvement, professional growth and student achievement (Stoll, 1999). Collaboration enables us to pursue our professional learning by sharing good practice.

Teachers learn just as students do: by studying, doing and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see (Darling-Hammond, 1999: 18).

My aim was to develop an approach to professional learning that would enable teachers to improve the teaching of PE. I wanted to build teamwork where individuals develop by learning from each other. Perhaps this would lead to a culture in which colleagues were prepared to listen to each other.

Creating shared objectives

I was concerned about the quality and consistency of practice in PE lessons and so I thought it essential that we should clarify our priorities and objectives. We needed a joint vision incorporating colleagues' personal priorities, individual department's priorities

and individual school's priorities (Senge, 1990). I arranged a meeting with colleagues who had specific responsibility for teaching and learning. The aim of these meetings was to explore the current level of effectiveness in the PE department in relation to school targets. It was clear that, if all students were to have a positive experience of PE, we would need to have a joint commitment and approach from all colleagues involved in the subject. My priority therefore was to establish shared objectives through a process of consultation and inquiry. I would need to ensure that colleagues' opinions were heard and valued.

From a school management point of view, outcomes indicated by attainment data were a priority, but amongst departmental colleagues it was important to achieve 'non-measurables' (MacBeath and Mortimore, 2001) such as enjoyment and participation. To ensure all parties felt part of the project it was important to target a balance of these objectives. I found this process challenging at times. I had to include a number of different points of view, some of which I agreed with and some of which I did not. I had to include departmental and relevant senior leadership team colleagues' views whilst exercising my own sense of agency and professional judgement. Although in principle I agree with the need for external measures and accountability, I also knew that students' achievement would be much higher if we could improve the quality of the PE experience. This would build students' self-confidence, aspiration and commitment to lifelong physical activity (MacNamara et al., 2011).

My next step was to carry out a process of consultation with PE colleagues. I wanted to share the intentions of my development project. I needed to know from all of them what they felt were barriers and keys to success for the department. I wanted to find out how they felt we could improve the quality of provision in PE in my school. I created a visual tool to enable colleagues to record their thoughts easily. I believed that they trusted me and would be honest which seemed evident from their responses. In this exercise many comments re-occurred: for example, enhancing the opportunities students had for out of school hours learning (OSHL), work life balance for staff and learning from each other to ensure we could provide equal opportunities for students. This process was extremely enlightening. Some aspects were practical such as the accessibility of equipment and others were more to do with organisational structures such as timetabling and the length of lessons.

Investigating practice in other schools

I knew I could identify quality practice in my own school, but I also wanted to explore alternative methods in other schools in the local community. The links that I and others

in my department had forged during the days of the Schools Partnerships helped me to identify the most appropriate schools to visit. My department's key objectives gave me a framework for inquiry when visiting schools. I was able to gather some useful resources and make some very valuable observations of working practices not necessarily taking place at my school.

In my visits to other schools it was evident that they were using the School Games initiative as a vehicle to empower their staff and students. School Games is a national structure for competition which encourages schools to organise competitive sport in their own schools, leading to district, county and national competitions. Schools were designing extracurricular programmes to match the competition timetable of the School Games. PE teachers are often driven by their competitive nature and a desire to create the best possible opportunities for the students in their care. School Games provided opportunities in a range of different sports. It was made up of activities that did not necessarily exist in the current competition process. This potentially provided new, exciting experiences for both students and staff.

I took a proposal to get involved in the School Games programme back to my department. My aim was to improve practice to ensure every child had the best possible experience of PE and to raise students' aspirations through PE. It seemed to me that this could be achieved through this kind of initiative. I produced a document outlining the structure of the School Games for discussion with colleagues who responded with unexpected enthusiasm. They wanted to include new activities that would excite our students and ensure that our school was entered into every single School Games competition. Since then our school has become one of the most successful in this programme.

Building confidence through the 'typicality folder'

Where there are low levels of aspiration, PE can provide an opportunity for students to develop alternative skills and qualities (Whitehead, 2004). For some students PE is perhaps one of the few areas of the curriculum in which where they can excel because it may allow them to demonstrate practical ability and leadership skills. It provides a basis to build confidence provided that appropriate methods are in place to acknowledge the progress made. This requires effective assessment, tracking and monitoring procedures.

A way to improve consistency in assessment, tracking and monitoring procedures was being used by one of my colleagues, a Technology teacher who had picked up the idea at a HertsCam Network event. The strategy was referred to as a 'typicality folder', which

contains a range of documentation for each class. This seemed to be particularly suitable for PE where the use of the more traditional approaches such as writing in exercise books might slow down the flow of activity. The folder is used to keep resources, students' work and devices for recording and tracking progress. There were tools for students to record their reflections about their attainment and what they should do to improve. My colleague explained that students were able to set personal targets for the future which she thought was a motivating factor. If students are going to make the desired level of progress in PE lessons, they need to be aware of what they have achieved and be able to identify the next steps guided by targets linked to specific assessment criteria. Colleagues were more likely to be able to make this work if there was a prepared structure for the assessment, tracking and monitoring of students' progress. I was able to relieve some of my colleague's workload by doing this preparation.

I carried out a series of discussions with my colleagues about introducing the concept of typicality folders as a solution for concerns over assessment, tracking and monitoring. I borrowed examples of typicality folders from other departments to share. Colleagues were able to suggest additional elements that may be useful and so agreed to pilot a typicality folder approach using agreed tracking and monitoring devices. Throughout the academic year there were refinements and additions to the original pilot typicality folder. It was evident from this process that some colleagues were beginning to work in a much more collaborative way, sharing ideas to refine and improve practice.

Sharing good practice throughout the local PE community

For PE teachers, relationships with other schools are vital because we need to create opportunities for the productive rivalry that goes with sports competitions. These relationships enable us to create opportunities for professional learning not only with other schools but also with community partners such as National Governing Body (NGB) representatives and community sports coaches. By collaborating and networking beyond the school we were able to create opportunities for students across Stevenage to participate and excel in a range of different activities. These links have provided a platform for professional learning. Colleagues have learnt from partners to develop their own practice. I needed to create opportunities for colleagues to collaborate and share good practice. I organised a 'sharing good practice' afternoon for PE colleagues from the district community. This would include colleagues from many different types of school and with a range of specialist knowledge. To improve working practices I had to provide opportunities for colleagues to find alternative methods of teaching. By observing unfamiliar practices in action, colleagues were able to develop the confidence to extend their own repertoires.

I based the sharing good practice event on the model of the HertsCam Network Events (see Chapter 17) with opportunities for individuals to present their work and engage in professional dialogue. I had to refine the model to accommodate the needs of the subject, for example, ensuring practical spaces were available. There would be opportunities to engage in teacher-led workshops and talk with student ambassadors and teaching assistants. Colleagues from across Stevenage were extremely supportive of the event and I truly valued their input. I felt a sense of collaboration with colleagues from beyond my own school. To build on this success became a new priority for me.

Opportunities for celebrating success were developed from my project. A concern was that we did not always recognise or celebrate students' success in PE in my own school. Many other schools in Stevenage had an annual presentation evening. We gained knowledge and practical know-how from other schools and then worked together as a department to embed this idea in our own practice. We wanted to involve parents and local sports clubs in processes that recognise your people's achievement.

Conclusion

My development project reminded me again of why I go to work every day. It emphasised to me and to others the importance of PE as part of the curriculum. There has been evidence for this in recent government policy with dedicated funding to support PE practice in every primary school from September 2013. PE can be such a powerful tool within a school community. Students can experience success, achievement and pride through the work of an effective PE department. This is not simply through having the most successful school teams. By having a balance between participation and competition all students can have access to a multitude of opportunities. I am proud of the achievements of the students and staff at my school and feel compelled to improve PE and school sport in my community in the future.

I feel we have begun to change the culture towards professional development in PE. We have worked towards rebuilding a truly collaborative culture following the demise of the Schools Sports Partnerships programme. This is evident from the increased levels of engagement that individuals have demonstrated through establishing shared objectives, engaging in professional dialogue, sharing good practice, working with community partners and other schools and most importantly developing and embedding common working practices.

I hope that my development project has created a legacy and will inspire others in the

future. I want my work to continue to impact across the school community to ensure students gain the best possible life chances from a range of different subject areas. I hope that other subject areas will learn from our development and seek to improve by trialing and embedding some of the methods we have adopted.

My development project impacted on both colleagues and students; it also helped to shape practice within the town. It has been a thoroughly worthwhile experience. I am now determined and committed to ensure that this development journey does not finish at this point. For me, this is just the start of the journey.

Chapter 11

Neuroeducation: implications for teaching and learning

Lia Commissar and Caroline Creaby

Editor's introduction

This chapter is written by Lia Commissar and Caroline Creaby who were colleagues for a time when they taught at a secondary school in Hertfordshire. Lia subsequently moved on to become a Project Manager for Education and Neuroscience at The Wellcome Trust and Caroline took up a post as Assistant Headteacher at Sandringham School where she became responsible for the school's continuing professional development programme. The common interest explored in this chapter is in how teachers can develop their practice by reflecting on the implications of the emerging field of neuroeducation. This shines a light on the wider question of the role of research evidence in the development of professional practice which has been contentious for many years. Initiatives such as EPPI-Centre (www.eppi.ioe.ac.uk) and the TLRP (www.tlrp.org) have sought to make research-derived evidence available to educational policy makers and practitioners but as Lia and Caroline demonstrate, the challenge is to find ways to enable teachers to engage with and use research. The evidence from their account is that research evidence can be very useful if utilised within developmental processes in which teachers are supported in trialing and evaluating classroom strategies.

Key lessons for teacher leadership

Teacher leadership can be enhanced and enriched by engagement with academic research.

Teacher leadership can lead to extended professionalism.

In this chapter we explore how the emerging field of neuroeducation can support the development of teaching and learning. We both taught in the same secondary school, Dame Alice Owen's, in Potters Bar where one of us, Caroline, was the facilitator of the Teacher Led Development Work (TLDW) programme (see Chapter 13) and the other, Lia, was Head of Biology. Our interests were mutual in that, from different perspectives, we were looking for strategies to enable teachers to improve the quality and impact of their teaching. We draw on neuroeducation projects in two schools to discuss issues in leading change, the relevance of this emerging body of knowledge for pedagogy and the potential for collaboration between schools, higher education institutions (HEIs) and the scientific community.

Evidence-based education

In the UK, policy makers are increasingly looking to base educational decisions on empirical evidence and research, rather than fashions and ideologies that are said to have previously dominated (Department for Education, 2013; Haynes *et al.*, 2012). In March 2013, the Education Endowment Foundation and Sutton Trust were jointly designated by the Government as the 'What Works Centre' for improving educational outcomes for school-aged children (EEF, 2014). They invest in evidence-based projects that test the ideas rigorously and are evaluated independently by top research institutions. All results are reported with the intention that schools have the best possible evidence on which to base their own professional judgements. As practitioners in schools, like many others, we have taken an interest in the recommendations of such research; does the evidence resonate with practice and experience in our classrooms? Are there new approaches we haven't previously considered? In particular, we became interested in some of the evidence from fields of cognitive psychology and neuroscience which appeared to offer 'classroom-ready' approaches to support the development of students' memory and useful explanations as to why such strategies are effective.

Learning from the field of neuroeducation

Several disciplines seeking to develop greater understanding of the learning process have been collectively termed neuroeducation:

a nascent discipline that seeks to blend the collective fields of neuroscience, psychology, cognitive science and education to create more effective teaching methods, curricula and educational policy (Carew and Magsamen, 2010: 685).

There has been extensive debate on the potential for this field in particular to inform

educational reform (Ansari and Coch, 2006; Goswami, 2004, 2006, 2008; Mason, 2009; Pickering and Howard-Jones, 2007). From our perspective, some of the research from neuroeducation shone light not only on ‘what works’ but also on the neurological and psychological processes that explain why they work. Simultaneously, it helped us to understand more fully the learning process and thus to engage more critically with any research findings we were reading.

Internationally, this field is one of the areas of inquiry that funding agencies and policy makers have turned to for answers to large-scale educational challenges (Ansari *et al.*, 2012). The Organisation for Economic Cooperation and Development’s Center for Educational Research and Innovation (CERI) carried out the *Learning Sciences and Brain Research* project to investigate how neuroscience research could inform education policy, reflecting a growing interest in its growing potential (OECD, 2007). In the UK in 2014, the Wellcome Trust and the EEF launched a £6 million funding initiative in order to try and build the knowledge base in this area.

Our discussion in this chapter draws on two narratives, one focusing on development work at Dame Alice Owen’s School and the other at Sandringham School. For the sake of clarity we present these narratives in separate authorial voices, first Lia’s story and then Caroline’s.

Lia’s story: Neuroeducation and development work at Dame Alice Owen’s School

My undergraduate degree was in neuroscience. I retained this interest and it later became the focus of a development project within the framework of my part-time master’s degree programme. In this project I wanted to draw on neuroeducation to support the development of classroom practice. I had become fascinated by the progress that was taking place in this field and tried to keep up to date with emerging research. However this was challenging due to limited physical access and the sometime impenetrable nature of research papers. Where useful insights were found, I would naturally try out strategies to see if they worked in my own classroom.

In light of my learning and reflective practice, I designed a project with three aims. Firstly, to develop greater understanding amongst teachers of unsubstantiated brain-based methods and how they could be detrimental to learning; secondly, to enable teachers to engage more critically with research and therefore to be more able to discriminate against pseudo-science; and finally, to explore the untapped potential of neuroeducation to inform pedagogy in school. My project took the form of a series of ‘twilight’ professional development sessions that took place at my school in the 2012-13

academic year. At my school, part of the CPD provision was such that teachers were expected to choose five twilight sessions to attend throughout the year from a menu of over 40. I led two sessions described below.

The structure the sessions took involved introducing an area of research, allowing time for teachers to collaborate and discuss how it may be applicable for use in the classroom, and feedback to the rest of the group. This approach recognised the vital role teachers play in the effective sharing of research findings:

teachers themselves need to be ready to serve as part of the bridge between research and its application (Ansari *et al.*, 2012: 114).

In my view, this is vital in terms of embedding new practice in classrooms. The kind of research carried out in artificial conditions, where variables are supposedly controlled is relatively unhelpful. Therefore, for strategies to be used effectively in classrooms, teachers need to reflect carefully on the context of their classrooms in order to adapt approaches to their own context.

In the second session, teachers shared what they had learnt from trialing strategies in their own classrooms. We then examined prevalent neuromyths, described as ‘faddish solutions without scientific underpinning’ (OECD, 2007: 107) such as left-side and right-side thinking and gender differences. Related to this, we examined a chapter written by Ritchie *et al.* (2012), which provided a useful checklist when assessing any piece of research. Ansari and Coch (2006) suggest that teachers taking the role of critical evaluators of scientific evidence will support greater understanding of theory and practice. I felt this was important in supporting a more sustainable change to teacher behaviour whereby teachers themselves could become more discerning of newly introduced or widely published innovations.

In reflecting upon the project, it was clear that the insights from neuroeducation were popular; the CPD sessions that I led were the most attended of all the opportunities available with most teachers attending both sessions, which constituted a significant proportion of their CPD time. Not only was it clear that teachers had an appetite to learn more from this emerging field, but the structure of the twilight CPD opportunities provided teachers with time to reflect on potential strategies and consider how they could be used effectively in their own classrooms. The opportunity to share practice in subsequent twilight opportunities supported teachers to develop their ideas and practice yet further.

Caroline's story: Neuroeducation and development work at Sandringham School

In my role as Assistant Headteacher responsible for CPD, I wanted to offer teachers an opportunity to engage with research. My own development work, within the framework of the HertsCam MEd in Leading Teaching and Learning and subsequently my doctoral study, has centred on teacher identity and how the school in which a teacher works can affect how they describe and practice their role. In learning about Lia's project, I had become interested in the emerging research from the neuroeducation field and followed this up by reading more widely in this area (Della Sala and Anderson, 2012; Dunlosky *et al.*, 2013; Roediger and Pyc, 2012; Willingham, 2010). This included research about the importance of 'retrieval practice' (Roediger and Butler, 2011), which seems to be more effective in supporting learning than just studying. I began to develop and trial strategies to support students to practice retrieval in my classroom. It reinforced the idea that research such as this could prove to be useful as a stimulus for CPD.

From a change perspective I was keen to enable colleagues to engage with research such as this for themselves, rather than dictate or prescribe approaches. What has become apparent to me as a school leader is that teachers have a keen eye for what enhances learning and, in order for many teachers to try new approaches in their classrooms, new strategies need to make a qualitative difference to learning outcomes. New approaches typically come from their own innovation, ideas from other teachers and to a certain extent from reading blogs or literature. I wanted therefore to create the conditions in school that would allow teachers to explore a range of research that interested them and then have time to try out suggested strategies in their own classrooms in order to reflect on the efficacy of such approaches for themselves.

Time is widely cited as an inhibiting factor preventing teachers from engaging with research (Bell *et al.*, 2010). In evaluations of CPD I have led previously, time has always been an 'even better if' suggestion on evaluation forms; this usually implies more time is needed to create and reflect upon resources. For a typical teacher, the average school day is spent mostly teaching and 'free' periods are spent planning, marking, meeting students and carrying out bureaucratic or management tasks. The most recent teachers' workload survey (TNS BMRB, 2014), indicated that teachers in the UK on average worked for over 50 hours per week, with headteachers working for over 60 hours. Clearly then, teachers spend a significant amount of time working in the evenings and weekends. Finding time to engage in research is a structural challenge as teachers' working days and weeks are already long. As CPD tends to take place in 'directed time', I wanted to use this time to provide an opportunity for engagement with research. Having learned from Lia's experience in her school, I was aware that teachers valued the opportunity to learn more about neuroeducation and trial recommended strategies as part of their CPD.

In the academic year 2013-14, I co-led a series of twilight CPD sessions with another teacher in my school, Abbie Tucker. In these sessions we shared research from a range of sources including syntheses from the EEF (2014) and John Hattie (2012) as well as research from neuroeducation (Roediger and Pyc, 2012; Dunlosky *et al.*, 2013). We allowed time for teachers to reflect on the research in conjunction with reflection on their own areas of concern in the classroom. Many teachers chose to develop their classroom practice by using strategies from neuroeducation, in particular, strategies to support retrieval practice. Retrieval practice is simply facilitating opportunities to practice retrieving information as outlined by Karpicke below.

... every time a person retrieves knowledge, that knowledge is changed, because retrieving knowledge improves one's ability to retrieve it again in the future. Practicing retrieval does not merely produce rote, transient learning; it produces meaningful, long-term learning. Yet retrieval practice is a tool many students lack metacognitive awareness of and do not use as often as they should. Active retrieval is an effective but undervalued strategy for promoting meaningful learning (Karpicke, 2012: 157).

The classroom strategy that most teachers used to facilitate retrieval practice was 'quizzing' which involves teachers setting students regular short tests on a range of topics that students have learned over their course, not just on what they have learned most recently (Roediger *et al.*, 2011). Despite being quite a simple strategy, quizzing seems to offer the prospect of enabling students to revisit key concepts and deepen their understanding of them. This is helpful particularly in light of the move to linear formal assessment in the UK's examination system. Over the series of twilight sessions teachers would report back their findings and consistently found that this approach supported students' learning and less time was needed to remind students of important concepts. Teachers also shared how they had adapted a based paper-based five or ten question quiz to make them more effective or more practical in a classroom setting.

My reflections on this CPD opportunity are similar to Lia's: teachers appear to have an appetite to learn more and the opportunity for teachers to trial and critically reflect on how to use different approaches in class improves effectiveness.

Recent developments in both schools

As already outlined, the provision of opportunities to learn more about findings from neuroeducation piqued the interest of many teachers in both schools. In this respect, it could be argued they were exhibiting the characteristics of extended professionals.

An extended professional was construed as a teacher 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: 291).

Both our experiences of leading twilight CPD sessions, which involved sharing research from neuroeducation, resulted in teachers reading and engaging with the research and with one another to enhance practice, as described by Hoyle. The reflective nature of the sessions supported teachers in reflecting on and developing practice. In addition to this, in each school, one teacher chose to carry out a larger development project specifically focused on supporting students to learn over time, drawing on principles of retrieval practice. At Dame Alice Owen's this was Sian Jays and at Sandringham School this was Abbie Tucker, both Advanced Skills Teachers in Science. They both played invaluable roles in supporting further understanding and the development of practice in this area.

Teacher-led development work enables teachers to engage in developing practice through reflection and building collaborative relationships with others (Frost, 2013a). In both schools Sian and Abbie led projects developing the use of strategies such as quizzing, and evaluated their effectiveness in their own contexts. Importantly, they shared their practice with teachers in other subjects, supporting them to consider how these approaches could be tailored to different disciplines. Both teachers have consulted their students and analysed attainment data in order to reflect on the gains in learning.

In both schools, the senior leadership teams recognised the potential impact that such approaches can have in supporting learning over time and have incorporated them into their annual school plans. In both schools, the value of these findings from neuroeducation has become apparent through opportunities built into the school's CPD framework to explore research in this area. The HertsCam TLDW approach has been significant in structuring the approach that both Sian and Abbie have taken in each school to develop their understanding and practice carefully, and to collaborate with their colleagues to share and develop practice further. As a result, a number of teachers in both schools have been using principles of retrieval practice in their curriculum and assessment planning prior to its appearance on a school-wide planning document.

In both schools, teachers were fascinated to learn about emerging research from the neuroeducation field and time already available for CPD provided opportunities to share such research more widely with teachers. However, the change that has been seen in both schools has been supported by allowing time for teachers to develop approaches

together and reflect on their experiences in their classrooms. It is without doubt that momentum has been created in both schools by Sian and Abbie carrying out TLDW projects. Their collaborative approaches and continual reflection on their own classroom practice and student learning has led to the development of effective strategies.

Collaboration between professional and research communities

Despite relative successes in both schools, we both found it challenging at times to discern which areas of neuroeducation were more easily operationalised in a classroom setting than others. We had to use informed judgement as well as seeking guidance through our own personal connections with neuroscientists and university academics. At times, we were both concerned as to whether we could be at risk of seeding neuromyths ourselves. Given the demanding and expansive role that teachers have, it is not realistic to expect that we can be experts in neuroeducation or other fields. The insights into supporting memory through strategies such as quizzing have been relatively straightforward to understand, implement and reflect upon. However, we appreciate that other dimensions of learning may be more challenging to understand and apply in a classroom setting. The support we received from neuroscientists and university academics has proved invaluable but these connections were individual to both of us and are not necessarily the norm for all teachers and school leaders.

In light of the government's push for evidence-based practice, we believe there is a need for a strengthening in the relationship between the field of neuroeducation, and educational research more generally, and schools. The nature of this relationship continues to be widely debated and centres on the respective roles of teachers and researchers. In 1970s, Stenhouse advocated that 'it is not enough that teachers' work should be studied: they need to study it themselves' (Stenhouse, 1975: 143). In the 1990s, David Hargreaves, Martyn Hammerlsey and others engaged in a debate about evidence-based practice (Hammersley, 1997, 2007). In the present decade, the work of the EEF to identify 'what works' in education relies of the use of randomised controlled trials by researchers to inform teachers of educational interventions that are likely to be successful. We see this relationship as an interdependent one; teachers play a vital role in identifying educational problems, developing effective strategies for use in classrooms and evaluating the outcomes to ensure that they are beneficial. We see the research community playing a vital role in supporting teachers' understanding and reflection upon the evidence.

Reflecting on the work carried out in both schools, we are confident that it has supported

teachers in trialing strategies, reflecting on pedagogy and sharing practice. Key insights from the neuroeducation research community have enriched and informed the process of reflection and deliberation in which teachers have engaged. What makes the difference in the classroom ultimately is the enhanced dialogue amongst teachers and their informed action to develop teaching and learning and ultimately. This is surely the mark of extended professionalism.

Chapter 12

Developing a dialogic approach to learning

Laura Rawlings

Editor's introduction

Laura Rawlings led this development project when she was a teacher at a middle school, which is one that caters for children in the 4-13 years age range. She submitted a twenty-thousand-word thesis for her part-time master's degree which is the basis of this chapter. Laura worked closely with researchers from the University of Cambridge Faculty of Education bringing her practical wisdom as well as her scholarship not only to her own project but also to a wider project within the Faculty focusing on dialogic pedagogy. She has already published a journal article written in collaboration with her academic supervisor (Flitton and Warwick, 2013). This chapter is an impressive account of how a systematic and scholarly approach to school development can pay dividends. Laura's narrative is one in which we can see a very high level of reflection and analysis within a collaborative environment. Laura's leadership emanated from an evidence-based process rather than the use of positional power or authority. She appealed to her colleagues' rationality and sense of moral purpose, then provided a supportive set of activities that enabled them to trial, evaluate and develop powerful teaching strategies. Laura's experience of leadership in this project was invaluable and so it was not surprising to find that she was appointed to the Headship of the school shortly afterwards.

Key lessons about teacher leadership

Academic scholarship is powerful when employed in the service of development goals.

Teachers can exercise leadership by using evidence-based strategies to enable reflection and deliberation.

As a teacher, I had often witnessed pupils exploring and developing ideas and making judgements about information. The key ingredient was always dialogue. In Science, this is particularly significant where pupils have opportunities in practical experiments to discuss ideas. For example, in a Year 7 lesson pupils were challenged to explain their observations after watching butter melting and sugar dissolving; there was a shared exploration of possibilities linked to particle theory. Discussion elicited their prior knowledge of scientific processes enabling pupils to use scientific language and work collaboratively to explain their observations and build on each other's ideas. They were able to make connections and explore the fit between new ideas and their existing understanding (Scott and Ametler, 2007). Talk is a powerful learning tool.

Of all the tools for cultural and pedagogical intervention in human development and learning, talk is the most pervasive in its use and powerful in its possibilities (Alexander, 2005: 2).

It was this idea, which inspired me to want to develop 'talk' in the classroom.

The importance of talk in learning

In a rapidly changing, technology driven world pupils need the skills to adapt to new demands placed upon them. We are preparing our pupils for a future in which they may need as yet unidentified skills to adapt to situations and take on jobs that do not yet exist. The ability to engage in productive dialogue with others is a skill that is vital in this changing world. An awareness and understanding of the use of spoken language helps pupils to communicate and work together with others (Dawes *et al.*, 2004). It is also a vital tool for developing understanding and for jointly constructing knowledge (Mercer and Hodgkinson, 2008).

Talk is central to everyday classroom practice and the development of language and the ability to think are inextricably bound up with each other (Vygotsky, 1994). Evidentially pupil learning can be enhanced by a more explicit focus on productive and purposeful dialogue (Mercer and Hodgkinson, 2008). However, at the time my project began the use of 'talk for learning' had not been discussed explicitly at my school. I therefore planned a process that could influence colleagues' practice and develop a 'dialogic' approach that would become part of the teaching and learning repertoire in our classrooms. I wanted to encourage colleagues to engage in reflection and analysis of classroom practice in order to promote opportunities to develop talk for learning. I wanted to encourage them to become 'change agents' (Fullan, 1993). I decided to introduce a 'Talk for Learning Development' (T4LD) group, which would provide a key opportunity for sharing ownership with colleagues. It would steer the direction of developments and secure commitment.

The Talk for Learning Development group

I circulated a plan to colleagues and asked for volunteers to opt in to the T4LD project. This collaborative endeavour would ensure that the initiative was accepted by colleagues and would allow resources to be shared. The T4LD group consisted of four members of teaching staff: myself and Carol, the Leader of English, plus two other colleagues who had shown an interest in the initiative. At our first meeting we discussed and agreed upon ethical principles. Meetings took place during school assembly times so that teachers did not have to add another meeting to their school day. I saw this as important because time is a precious commodity to a teacher.

We began by considering the relationship between language, thought and learning with a view to planning the next steps for the coming academic year. We shared thoughts about current practice and barriers to change, which led to ideas about ways to develop practice, using talk as a tool for learning. We identified guiding principles for our work:

- establish a shared understanding of what is meant by talk for learning
- develop strategies to promote talk for learning
- develop new insights and skills to improve future practice
- understand the development process as the means to develop our teaching

Following the first session, all members of the group were asked to begin using a 'Teacher Development Log' (TDL) as a tool for reflection. In the early stages of the project, the entries in the logs reflected enthusiasm and showed engagement with key ideas. The following is an extract from Claire (all names used in this account are fictitious), a Science teacher:

The chance to sit and discuss it, even for a short while, has made me really think about the issues we raised. There is no doubt that we are all aware of how we use talk at present and identifying teacher versus. pupil talk and describing types of talk did make us realise that we already use talking to good advantage. However, it's the potential of how we might harness talk for learning and make it more effective, which has been going around in my head. The prospect of being part of a group looking at this is very exciting.

(Claire, TDL, 25 June)

Claire had clearly begun to reflect and consider how to extend her teaching repertoire focusing more explicitly on the potential of using talk within the classroom.

In another entry Rebecca, an English teacher, reflected on the issues.

Talk is very important for learning but for some can be a very frightening concept (me included). Therefore, one of the most important things is to create an environment fit for talk to take place, then decide upon what types of activities will allow for talk to have the most impact and effectiveness.

(Rebecca, TDL, 16 June)

Rebecca's point reminded me that such a project could be daunting and so I would need to consider carefully how to support colleagues if we were to work as a group to discuss and share ideas.

During a professional development day at the beginning of the academic year our T4LD group had the opportunity to consider our next steps and to reconnect with conversations from the end of the previous academic year. We began by using a 'footprints' tool which I adapted from The Evaluator's Cookbook (McCabe and Horsley, 2008) to focus discussion on the goals and aims of our work.

Carol and I explained the background to the project and the rationale. It was decided that the English department would focus on working with Year 8 pupils and the Science department would work with Year 7 pupils. The development of an appropriate classroom ethos for talk would provide a starting point for our work. It was agreed that, prior to our next meeting, we would discuss the talk focus with our teaching groups and complete an activity to help establish 'ground rules' (Dawes, 2008). In addition, we planned to create 'Talk for Learning' display boards to raise the profile of talk in classrooms and support pupils in their use of talk for the purpose of learning.

Following this meeting, members of the group shared responsibility to trial activities and move forward with the project. There seemed to be a genuine commitment to the project as illustrated by Claire's comment in her log.

What a great session this morning. I really enjoyed going through the theory behind talk for learning - lots of great ideas and discussion. We've got tasks to complete before our next meeting. Will need time tonight to go over what we have discussed and to plan when to do tasks. Exciting being a part of this team.

(Claire, TDL, 3 September)

I used the three inter-related elements of development proposed by Frost and Durrant (2003) to organise my reflections on the project: 'experimenting with practice', 'gathering and using evidence' and 'collaborating to manage change'.

Experimenting with practice

During the first few weeks of the new school term each member of the T4LD group set aside a lesson to discuss the use of talk and plan for developments. Pupils were asked to consider some ‘talking points’ such as ‘Talk and thinking are the same thing’ and ‘It’s impossible to tell if other people are listening’. The discussion led to suggestions for rules to encourage exploratory talk in which partners engage critically but constructively with each other’s ideas.

At the next T4LD group meeting everyone reported that pupils had readily engaged in the process of discussing ideas and suggesting rules. We used all the pupils’ suggestions to draw out key ideas and formulate ‘ground rules for talk’ for all the classes involved in the project. We decided to use the heading: ‘top tips for helping us talk and learn together’ instead of ‘rules’, which we thought might have negative connotations. We agreed that we should use the ‘top tips...’ alongside tasks, which engage and motivate pupils, enabling them to talk and learn successfully. It was agreed that tasks must have a ‘talk purpose’ and a clear rationale for choosing to use talk for the task.

Claire and I chose to focus on developing Science ‘talk tasks’ to elicit pupils’ ideas at the start of a topic. This would help them to connect with their everyday understanding and clarify what they already know (Piaget and Inhelder, 1969). In Science, this had been happening largely through teachers’ known-answer questions, which require a specific response (Lemke, 1990). In contrast, we wanted the pupils to have the opportunity to discuss ideas with each other in order to establish a shared understanding rather than one imposed by the teacher.

Claire suggested a ‘Talk Box’ to physically indicate the importance of using the ‘top tips...’. It would contain a variety of different stimuli inside to initiate discussion. For example, for the ‘Forces’ topic we put in a series of images such as a footballer kicking a ball, planets orbiting the sun and an Olympic cyclist, to encourage pupils to identify and discuss what they understood about the forces acting in each scenario. Claire made a list of possible items to put in the box and, with the help of the Science department’s teaching assistant, we were able to prepare the ‘Talk Box’ for use.

Getting feedback

Prior to the next meeting of the T4LD group, we asked pupils for their reflections on post-it notes. Comments included these:

I enjoy it more and also I understand it more. I enjoy hearing other ideas.

I think it's fantastic because you get to hear other people's opinions and I have found that I have learnt more because you can explain and ask questions.

Other comments reflected a different perspective:

I liked discussing in a group. However people were telling other people that they were wrong, when it was actually two different opinions.

I liked doing this task, but in some aspects I disagreed with my team.

Is it necessary to reach a consensus view? For some, the phrases 'common understanding' and 'common knowledge' imply convergence, but dialogue is characterised by 'uncertainty, multiplicity and open-endedness' (Wegerif, 2007: 282). Weighing up the relative strengths of opinions to achieve a group view keeps participants engaged with others' ideas and provides the stimulus for learning.

These views were reflected on in the teacher logs. For example:

Some comments highlighted disagreements within groups, which suggests to me that we need to further explore how to disagree and to emphasise the rule from pupils' own 'ground rules', which states that it is ok to disagree with someone.

(Claire, TDL, 6 October)

The use of the pupils' comments provided a useful source of evidence on which to act. Argumentation is a core practice of Science (McNeill and Pimental, 2010). As teachers, we need to allow a dialogic approach where pupils' contributions are linked to 'real-world' scientific practices in which ideas are suggested, refuted and refined.

Other pupils' comments included:

We learnt new things that other people shared with us. I like it as we don't have to write much, we talk instead. It was fun. We figured things out for ourselves.

I like talking instead of writing because it gives you a chance to say your opinions and you don't need a rubber if you get it wrong.

Again, teacher logs were reflective:

For me, the comment: 'we figured things out for ourselves' is telling and suggests that pupils feel more ownership of the learning and that they are more in control. Equally, the second comment suggests that talking is taking away some of the fear

of failure and pupils can try out ideas.

(Claire, TDL, 6 October)

Some teachers and teaching assistants said that pupils were applying their skills in other areas of the curriculum and were said to be '*definitely getting better at productive talk*'. The use of talk as a tool for learning certainly seemed to be infiltrating the professional discourse within the school, taking us further along the road towards being a learning community which is collaborative, distributed and resolutely focused on learning (Watkins, 2005).

At the next meeting of the T4LD group, the positivity was shared but we also identified difficulties. For example 'talk tasks' in lessons take time to truly enable engagement and there is pressure to 'deliver' curriculum content. There were also concerns about accountability to senior leaders and inspectors and the lack of tangible evidence of outcomes. There had also been limited success with some classes where behavioural issues constrained opportunities for dialogue.

These barriers to change were important to recognise and discuss. It was agreed that it is not appropriate to try to replicate practices across classrooms. We discussed behaviour management strategies and approaches with individual pupils that might build a positive classroom climate in which pupils engaged in talk and did not need the teacher present to be encouraged to stay on task. It was important to acknowledge that what worked in one classroom may not 'fit' easily into another. This is reflected in the recent focus on pedagogy outlined in The Cambridge Primary Review, an independent enquiry into the condition and future of primary education in England, which states that a key point is to 'work towards a pedagogy of repertoire rather than recipe, and of principle rather than prescription' (Alexander, 2009: 28).

Gathering and using evidence

After the first eight weeks of the project, we planned lesson observations that would take place within the school's performance management structure. I piloted the approach with one of my own lessons and adaptations were made to the process. For the observation of her lesson Claire chose 'the development of talk as a tool for learning' as her performance management objective. Prior to the observation, Claire was asked to consider the following questions:

- 1) What is this class like to teach in whole class sessions?
- 2) What do you want the children to learn from the session?

- 3) On what prior knowledge are you building?
- 4) What words, ideas or concepts will you introduce?
- 5) What words, ideas or concepts do you expect them to learn?
- 6) What strategies did you plan to use to promote talk for learn?

(Myhill *et al.*, 2006: 39)

Responses were thoughtful as illustrated by the following extract which emphasised domain specific knowledge.

I am interested to see how well they can stay on task. I would like them to learn how to consider scientific evidence in order to discuss and answer a scientific problem.

(Claire, TDL, 9 November)

Following the lesson, Claire watched the video looking for examples of critical moments, which became the focus of our discussion. This was a very valuable exercise.

On the recording it was interesting to hear pupils building on each other's ideas, clarifying what had been said and making decisions. Claire and I transcribed these discussions to gain an insight into the nature of the pupils' dialogue. We saw evidence of pupils asking each other questions, being constructively critical and giving reasons for opinions. Some pupils clearly enjoyed using the dictaphones and were keen to 'show off' what they knew. Following the lesson and reflection on the recording, Claire made the following entry in her log.

It was fascinating going around the groups and listening to them discussing the task. They all seemed to take the task seriously and made a good effort to talk about the issues involved. Some children who don't contribute much to whole class discussion were much happier volunteering their views in smaller groups. Some who struggle more with their written explanations did well with their verbal contribution.

(Claire, TLD, 9 November)

Following the observation, Claire continued to use strategies and tools such as the dictaphones to encourage dialogue within the classroom. Therefore the collaborative approach in a supportive environment was enabling Claire to develop her repertoire of strategies to develop a more dialogically orientated classroom community. Leadership has been described as energy that takes a school from where it is to where it wants to be (Robertson and Murrihy, 2006) and Claire was certainly beginning to lead developments within her classroom and share success with colleagues.

Collaborating to manage change

Six months into the academic year, we had another opportunity to discuss our work with colleagues across the school. We used an audit developed by another school to consider our own practice and our confidence with certain skills. This enabled us to identify what was working well and what had been less successful. The activity was complemented by the use of 'Talking Points' adapted from Myhill, Jones and Hopper (2006): for example, 'What interaction strategies will increase sequences of children's responses rather than the conventional teacher-child-teacher turn taking pattern?' Such questions were a good stimulus for professional dialogue. Interestingly, there appeared a sense of ownership for the work from all members of the team who readily engaged in dialogue suggesting that this was a genuinely collaborative endeavour.

Following this professional development day, the TL4D group returned to the issue of accountability and how we might capture the learning that was happening. We developed a booklet entitled 'What did you say again?' with the 'strap-line': 'Use this journal to help you jot down information and ideas you find useful or learn from talk tasks'. Pupils would use the blank pages to record elements of discussion that were particularly noteworthy; this would help to help maintain continuity and enable pupils to reconnect with previous learning. This development, primarily suggested by Claire and Rebecca, demonstrated increased professional confidence; members of the group felt more able to share thoughts and ideas and see themselves as 'change agents' (Fullan, 1993).

Impact on the school as a whole

Looking back over the project I think I can say that I have led significant developments centered on teaching and learning, but, more importantly, I have empowered others to lead teaching and learning. The development work involved a critical examination of the ways in which we use talk. There was evidence of increased motivation and confidence with regard to general language skills, engagement with learning and the quality of outcomes. In reflecting on the 'footprints' it is clear that, whilst there is always more work to do, we had addressed many of the goals of our work and developed the use of talk as a tool for learning. Pupils and teachers were regularly engaging in classroom dialogue and generating ideas and questions together. Pupils were beginning to make their reasoning clear to each other and were building on and critiquing others' ideas as well as their own. Teachers were supporting this through developing questioning and establishing a classroom climate which values productive and purposeful talk, and

which encourages pupils to take extended turns in both small group and whole class discussions. At the end of the academic year it was clear that this work had not reached a conclusion, but had offered a new beginning with challenges for the future.

SECTION 3

Accounts of the facilitation of programmes to support teacher leadership

This section includes three chapters written by experienced facilitators of programmes designed to support teacher leadership. They have worked in quite different cultural contexts within education systems that have their own distinct challenges. What they have in common is their involvement in the International Teacher Leadership (ITL) initiative through which HertsCam was able to share what had been learnt about how to support non-positional teacher leadership. Through a series of international conferences in places such as Cambridge, Corinth, Belgrade, Mavrovo and Veliko Tarnovo, facilitators thrashed out a statement that reflected our claim.

In outline it is simply this: that teachers really can lead innovation; teachers really can build professional knowledge; teachers really can develop the capacity for leadership; and teachers really can influence their colleagues and the nature of professional practice in their schools. However, what is abundantly clear is that teachers are only likely to do these things if they are provided with appropriate support (Frost, 2011: 57).

The key phrase for the purpose of this section of the book is: ‘if they are provided with appropriate support’. The chapters in this section of the book all focus on this. They outline and discuss programmes of support for non-positional teacher leadership as that is understood within the ITL network.

The form of support featured in these chapters is emphatically not construed as ‘training’ which I take to refer to a process in which trainees are expected to gain a particular set of competences and knowledge introduced to them by an expert. In contrast, the form of support discussed in these chapters is intended to be empowering, which implies that participants are supported in clarifying their own agendas and pursuing goals they have identified for themselves. An action orientation is axiomatic. The form of support discussed in the chapters that follow enables teachers to think and act strategically; to pursue their goals or agendas by planning and leading a project. The activities within the programmes of support are all geared to enabling this to happen.

The activities in which teachers participate are essentially discursive. Workshops typically involve dialogue between pairs or trios of participants, invariably followed by discussion in a larger group. What is important here is the element of mutuality. Belonging to a group, which is networked with other similarly constituted groups, is vital for the cultivation of ‘virtuous friendship’ to use another Aristotelian term (Nixon, 2006). It provides support in the sense that participants have a common cause and can

empathise with each other as they struggle with the challenge of exercising leadership. It also provides a forum within which participants can reflect, articulate their ideas and get the benefit of reciprocal challenge.

Maximising the benefit of working within a group is the responsibility of the facilitators of the support programmes discussed in the following chapters. Being a group tutor requires sensitivity to the needs and differences of the individual group members and the skills to manage discursive processes that are relatively unpredictable. What facilitators within the ITL network share is a set of tools to enable them to scaffold discussion activities related to more individual processes of reflection and deliberation.

Chapter 13

The HertsCam TLDW programme

Val Hill

Editor's introduction

Val Hill is an Assistant Headteacher at Birchwood High School and has been involved in HertsCam since 2006 when she joined the HertsCam MEd in Leading Teaching and Learning course with a goal to work out how best to support the improvement of teaching and learning in her school. She came to the view that the TLDW programme would be a good strategy through which she could achieve her goal. She writes here on behalf of many others who have been instrumental in developing the TLDW programme. These include: Jo Mylles, Deputy Headteacher at Sir John Lawes School, who started the first TLDW group in 2005 which continues to this day; Paul Barnett, Deputy Headteacher at Barnwell School, who has been running a TLDW group at his school continuously since 2006; Amanda Roberts, who worked as a consultant for HertsCam, supported Val in establishing the TLDW programme in her school in 2007 and founded other groups elsewhere. These individuals are TLDW veterans who, through the practice of facilitation, have refined the art of it and have helped others to become similarly expert. They were the founders of a tutor team, which has included more than 30 experienced teachers.

Key lessons about teacher leadership

The flourishing of non-positional teacher leadership requires expert facilitation from experienced teachers and the use of tools and techniques designed for the purpose.

Enabling teachers to design and lead development projects is a productive strategy for improving the quality of teaching and learning in schools.

It has become widely accepted that teacher quality is the single most important school variable influencing student achievement (OECD, 2011). This has led increasingly to a focus on systems to remediate those individual teachers who are identified as ‘requiring improvement’ (Ofsted, 2014b) while, regrettably, little attention has been given by policy makers to ways in which the development of professional practice is transformed when it is something owned by, rather than done to, teachers. The HertsCam TLDW model offers a successful alternative approach.

The programme that became HertsCam began in 1999 when a partnership between the University of Cambridge Faculty of Education and the Hertfordshire Local Education Authority was formed to provide a two-year part-time MEd course for teachers. While this was immediately successful, it was quickly realised that another level of provision was needed; one which allowed more teachers to participate in professional learning and develop leadership capacity. The concept of teacher-led development work grew out of David Frost’s earlier work (1995, 2000) which focused on resolving the tension between teachers’ professional learning and the development needs of the school as an organisation. The solution was the language of teacher leadership.

Teacher leadership: an emerging focus

The term ‘teacher leadership’ was prominent in the discourse of professionalisation in the USA in the 1980s and 1990s (Little, 1988; Lieberman, 1992; York-Barr and Duke, 2004). It continued to appear in the literature throughout the 1990s both in the US and Australia (Katzenmeyer and Moller, 2001; Crowther *et al.*, 2002). Meanwhile in England, the focus tended to be on training for ‘middle leadership’ and ‘emergent leaders’ to enable heads of departments and other team leaders to manage their teams more productively (Naylor *et al.*, 2006). Each of these approaches features the designation of a minority of teachers as ‘teacher leaders’. In HertsCam we took the view that this places unacceptable limits on the development of leadership capacity. A more promising approach for us was to build on Hoyle’s idea of ‘extended professionalism’ (Hoyle, 1975, 2008) to propose that leadership could be a dimension of all teachers’ professionalism. Consequently we argued for an approach to teacher leadership, which does not assume that leadership is linked with positions in the organisational hierarchy of the school. Instead it recognises the potential of all teachers to exercise leadership as part of their role as a teacher. We believe that all teachers and education practitioners have some leadership capacity. After all, leadership is a dimension of being human. In HertsCam and the wider International Teacher Leadership (ITL) network, we argue that it should be seen as an essential part of teachers’ professionalism (Frost, 2011).

In the HertsCam model teacher leadership is conceptualised as the process whereby teachers 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. The approach rests on the assumption that the enhancement of human agency within a culture of shared responsibility for reform and learning outcomes for all students is essential for all members of learning communities (Frost, 2006). Our understanding of leadership reflects Yukl's classic definition (2010); it is about having intentional influence over others, to guide, structure and facilitate activities and relationships. What is perhaps distinctive in the HertsCam model is that leadership is not the prerogative of the few, nor is it linked to positional power.

We have pursued teacher leadership through the 'teacher-led development work' (TLDW) model (Frost, 2013a) in which leadership is enacted by collaborating with colleagues, gathering and interpreting evidence in order to stimulate and support reflection, evaluation, deliberation and decision-making. The desired outcome is improvement rather than mere understanding. As a methodology, teacher-led development work might be taken to be merely another approach to professional learning, but in this approach, learning is not limited to the individual; it is extended to colleagues, the school as an organisation and members of the teaching profession more widely. It has been noted that professional development programmes that focus on the individual do little to build professional capital (Hargreaves and Fullan, 2012). Where schools do invest in strategies to create high social capital, individuals develop confidence, learning from the interactions and relationships around them. If, as Schein (1985) suggests, the most important thing leaders do is to create and manage culture, perhaps TLDW has been so successful because it has helped to change the school culture through increasing organisational capital and human agency. Embracing this approach to leadership disperses the 'bottleneck' caused by decision-making and strategic action being confined to the few.

Teachers are usually driven by their strong sense of moral purpose (Fullan, 1993), but this alone does not guarantee improvement or change. As Fullan points out, without agency this moral purpose merely becomes martyrdom, yet mobilising teachers' moral purpose is essential in creating sustainable improvements in practice (Frost and Roberts, 2013). A common mistake on the part of senior leaders is that it is about getting teachers 'on board' by a relentless focus on the mission statement backed up by the carrots and sticks of high stakes testing, performance related pay and other instruments of incentivisation. Rather, in order to mobilise teachers' moral purpose, policy makers need to think differently about the nature of professional practice, seeing it not as matter of deploying the skills gained through training, but as the enactment of pedagogical principles through enhanced professionalism. Such professionalism includes the exercise

of leadership and an active role in the creation and collective development of professional knowledge. Instead of undermining teachers' morale and disempowering them with top-down accountability strategies, policy could enable teachers by adopting strategies that both draw on and enhance their human agency. It is this which the HertsCam model taps into.

The structure of the TLDW programme

At the time of writing there are sixteen TLDW groups supporting approximately 120 participants who are mostly teachers. In 2014-15 the programme is likely to double in size. Some groups have been sustained for a number of years; in one school over an eight-year period 58 members of staff completed the TLDW programme and 18 completed the MEd in Leading Teaching and Learning programme. This had a significant impact on school improvement and the quality of teaching and learning. Many of the TLDW groups include support staff such as librarians and learning support assistants. The evidence shows that these non-teacher members tend to be very successful and are regarded as adding value to their groups, schools and to HertsCam more widely.

The challenge is to use the most effective techniques and tools to mobilise teachers as agents of change. It is not sufficient simply to invite teachers to lead, assuming that all they need is time and space. Their previous experiences have not necessarily prepared them for this and their circumstances may not be conducive. The mobilisation of teacher leadership requires specific intervention in the form of structures, activities and tools designed to inspire and enable practitioners to exercise leadership. Deliberate and focused support encourages teachers to view leadership as an integral part of their role and enables them to act strategically to make a substantial and sustainable difference to practice in their schools.

A key element of the TLDW programme is a series of six school-based workshop sessions, each held at the end of a teaching day, across a whole academic year. These sessions feature activities that enable teachers to plan their development projects and derive mutual support and challenge as they discuss the progress and impact of their work. The tutors' use of specially designed tools, materials and techniques in these sessions facilitates a process of values clarification, reflection on development needs, consultation with colleagues about development priorities, negotiation of strategic action plans and the leadership of development work. The vignette presented below illustrates the nature of these workshop sessions.

Vignette – the first half of a typical TLDW session

The meeting is held in a classroom at 3.45pm. There are two tutors, Derek and Rosie, who arrive at 3.30 to arrange the furniture and set out fruit, sandwiches, cakes and water. They arrange tables, boardroom style, and also set out a separate row of tables with chairs on both sides for a ‘speed-dating’ activity. Everybody has a big coloured card bearing their name. Typed agendas are supplied and each member of the group has a bespoke ring binder prepared for them by the tutors. The first activity involves a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis and Derek uses a PowerPoint slide to explain the categories. This is done by individuals first and then, after a few minutes of reflection and note-taking, accounts are shared through the speed-dating activity. Each person sits opposite another person and has just three minutes to explain how their project is going; then everybody moves along the row to explain it all to another person and so on. This is a good energiser, intense and engaging and gets everybody talking about their projects. The tutors debrief the activity by teasing out the issues and questions arising. The discussion focuses on the way that evidence is generated and can be used to make practice visible, to enable discussions with colleagues, to help us reflect on practice and evaluate it. The second activity involves using sheets of sugar paper to make lists of items of evidence. Derek explains that evidence should be authentic and perhaps ephemeral – an email, notes scribbled on a *pro forma* etc. This is done in pairs, then pairs join up to make fours, comparing lists and so on. Next, Rosie hands out a ‘contract’ – a theatrical device designed in the form of a scroll. The aim is to enable participants to set themselves targets. They write down something they promise to do by February half term and sign it. The tone here is amusing but quite firm, a style that fits well with TLDW. At 4.45pm there is a break for sandwiches.

All the school-based sessions are led by someone who is a member of the school staff and is also recognised and approved by HertsCam as a member of the Tutor Team. The team currently consists of around 30 teachers who often have significant responsibility for teaching and learning or a formal leadership responsibility in their school. Members of the team have access to a sophisticated package of tools and resources – the HertsCam Tutor Guide – distributed through a dedicated virtual learning site. Resources are adapted and developed by tutors and shared within the Tutor Team. To support consistency of practice within the team, a fortnightly tutor bulletin provides information relating to the programme, including key actions, calendar dates, network events and important deadlines while support for tutors is provided through twilight tutor meetings and an annual tutor conference.

The TLDW model assumes that, in order to be able to lead change, teachers need to work sequentially through a number of key steps. In this step-by-step approach tools and techniques are used to model and guide the process.

Step 1 the teacher clarifies their professional values

- | | |
|--------|--|
| Step 2 | they identify a concern |
| Step 3 | they negotiate with colleagues to explore that concern |
| Step 4 | they design and produce an action plan for a development project – a process of change |
| Step 5 | they negotiate with colleagues to refine the practicality of the project |

The first five steps are essential to ensure that projects have maximum impact.

In Step 6, teachers lead projects that draw colleagues, students and their families into collaborative processes – the project itself. Each project enhances professional knowledge within the individual's school, but Step 7 enables project leaders to contribute to knowledge building in their networks and educational systems.

When teachers register with our TLDW programme they undertake to participate for one academic year in the first instance. Throughout the year they collect two kinds evidence: evidence of their participation in the programme and evidence of having led a development project. Group tutors encourage participants to use the various *pro formas* and tools that provide structure for reflection to record their ideas and experiences. Towards the end of the academic year, participants are asked to bring their evidence together, add appropriate commentary and submit the resulting portfolio of evidence. Tutors collect in the portfolios and assess against agreed criteria for the purposes of certification. We use a standard assessment sheet, which has headings as follows:

- Focus of development
- Participation
- Development work
- Impact
- Analysis and reflection
- Presentation
- Outcome / result

The tutor's comments are carefully written to draw attention to the teacher's achievement but this is not academic achievement, rather it is about what the person has actually done to improve practice in the school. Once portfolios have been assessed, the whole Tutor Team comes together to compare their assessments and to discuss the strengths and weaknesses of the portfolios. This moderation process ensures that we apply a shared standard. Once assessment sheets are finalised and

checked, successful participants are issued with the ‘HertsCam Certificate in Teacher Leadership’.

A key dimension in the framework of support is the one-to-one tutorials that usually take place in school during the day and may also be followed up by email support. Typically they last for twenty minutes and focus on such matters as the participant’s action plan. Teachers design a plan that addresses their own professional concerns and tutors critique these to ensure viability and maximum impact. Most participants value these and find the feedback and guidance helpful (Wearing, 2011). Sometimes schools collaborate to provide tutorial support from a different perspective. Where this has happened, the tutor from one school visited the partner school to do the tutorials and vice versa. Tutorials help participants to think through their action plans and clarify what is being kept for the portfolio. It can also be an opportunity for tutors who are senior leaders in the school to identify opportunities and links that will enhance the teacher’s development project.

Creating knowledge through projects

A common fallacy is that educational change results from practitioner research in which ‘findings’ are shared. The problem is that invariably the responsibility for leading change is left to someone other than the teacher who did the research (Frost, 2007). In HertsCam, we firmly reject this approach. In the TLDW programme the action planning stage is critical because this is a crucial opportunity to support teachers in designing a process that aims to influence others through the activity of the project itself. Action plans are modelled and exemplified through our materials before teachers are invited to design a plan that addresses their own professional concerns. Group tutors critique first attempts in order to ensure that project designs foreground leadership, collaboration and innovation.

The idea that teacher leadership can be best cultivated through development projects is perhaps unique. Just appointing someone to a role with the label ‘Teacher Leader’ can lead to vague and unfocussed activity whereas, a TLDW project has specific aims. It is personalised and relevant, with each teacher making a commitment to develop a particular aspect of practice related to their professional concern. Research indicates that teachers put a high value on the kind of collaborative, enquiry-based work that can flow from such project work (Pedder *et al.*, 2008). The idea of strategic action planning in which teachers devise and lead collaborative enquiry-based activities addresses the need identified in this research.

The building and refreshing of teachers' professional knowledge depends on teachers being able to share the story of their leadership of a development project. They do this face-to-face in network events, which are meetings of all the TLDW participants, tutors and those undertaking the master's programme. Teachers present their stories in workshops and join discussion groups to share and develop their thinking. They put up posters depicting their projects and invite feedback from their peers. They also share stories through written accounts on the network's website. When teachers share stories of development work, they are not just passing on technical information, they are also inspiring and spreading the virus of moral purpose.

Adopting this approach to support teacher leadership has implications for our pedagogy as teacher educators. It requires the abandonment of the concept of training; a behaviourist term that implies a deficit in the teacher's competence that has to be remedied by instruction by external experts. External expertise remains important but in the form of facilitation and critical friendship. Considerable ingenuity is called for to devise and use tools designed as scaffolding for teachers' reflection, discussion, planning and evaluation. Skill and sensitivity are deployed to create a sense of community within which there is sufficient trust and mutual respect to allow space for teachers' 'voice' and robust discussion and this is provided by the HertsCam Tutor Team.

Impact

Since the beginning of the TLDW programme we have been challenged by outsiders to demonstrate impact. Our view is that the priority is to enable the teachers themselves to plan for maximum impact and to assess the impact of their innovations. In collaboration with another HEI, a small-scale research project was devised to develop categories that could be used as a basis for planning, analysis and reflection. These emerged from a series of interviews with teachers who identified themselves as leading development work. A summary of the impact framework appears below.

Impact on pupils' learning

Attainment / Disposition / Meta-cognition

Impact on teachers

Classroom practice / Personal capacity / Interpersonal capacity

Impact on the school as an organisation

Structures and processes / Culture and capacity

Impact beyond the school

Critique and debate / Creation and transfer of professional knowledge /

Since then, this framework has underpinned the design of tools and activities to enable teachers to plan, track and evaluate the impact of their development work as it is taking place. This framework and associated tools have been used in a variety of different ways not only by individuals but also by schools to assess the impact of various initiatives as part of their self-evaluation programmes.

The Network

A feature of the HertsCam programme is networking which is mostly done through regular Network Events and an Annual Conference. Our calendar of events normally includes around six each year. All members of the network, including the tutors and those participating in the master's programme, are invited to attend. In order to successfully meet the requirements of the certificated programme, TLDW participants are obliged to attend at least three of these events. Network Events take place in the 'twilight' period after a school day between 4.30 pm and 6.30 pm. They are hosted by schools in the network and all the workshops are led by teachers. In these workshop sessions, teachers discuss their projects and share ideas about how to address their professional concerns.

In HertsCam we tend to use the term 'knowledge building' rather than 'knowledge management' (Collison and Parcell, 2004) because we want to indicate the particular dialogic nature of the process where members of the network present their work to each other and provide reciprocal critical friendship.

The launching of the Teacher Leadership journal in 2007 was a significant extension of our knowledge building in that it provided a means to capture accounts of teachers' development work and make them available to other teachers worldwide, thus giving teachers a voice within the public discourse about education reform (Bangs and Frost, 2012; Frost, 2008). A more detailed discussion of this point can be found in Chapter 17 below.

Evidence of success

The HertsCam programme has been the focus of a number of studies led by members of the network (Creaby, 2011a, 2011b; Hill, 2008, 2011; Mylles, 2005, 2006; Mylles and

Frost, 2006) all of which informed a network wide evaluation study (Wearing, 2011). The resulting report from this illuminative study gave decision makers a clearer view of the way HertsCam works and its benefits, couched in terms of impact on schools as well as individual participants. The evidence presented suggested that the elements of the HertsCam Network are making a significant contribution to school improvement through the process of teacher leadership. The qualitative evidence points to teachers' improved collaboration and self-efficacy developed through models of democratic leadership (Wearing, 2011). The positive impact on the professional cultures of schools was a dominant theme in the accounts of headteachers and senior leaders of participating schools.

The evaluation study also enabled stakeholders and participants to know their network better and to clarify the principles that have emerged along the way.

1. The process facilitates and encourages enquiry as a leadership strategy.
2. Group sessions support active learning.
3. Scholarly values and skills inform discussion and development.
4. Group sessions support interaction, reflection and sharing of experiences.
5. Teachers are enabled to think critically about values, practice and innovation.
6. The process develops teachers' voice and self-efficacy.
7. Teachers' project work is characterised as the leadership of development work.
8. Teacher learning is supported through friendly relationships within the professional community.
9. The networking supports knowledge building.
10. Participation enables collaboration in and between schools.
11. Knowledge building is enhanced through a partnership with a university.
12. Teachers build professional knowledge through collaborative, critical discussion and exchange of ideas.
13. The network supports interactive professional learning for all.
14. Well-designed tools scaffold, exemplify and illustrate teacher leadership.
15. Headteachers support teachers' development work and ensure maximum impact in school.

Such principles enable us to continue to pursue the goal of supporting high quality professional learning and schools' need to maximise their effectiveness. It remains our commitment to retain a focus on the moral purpose of improving the life chances of the students in schools by supporting teachers who wish to develop their own and their colleagues' practice, while at the same time ensuring that the critical scholarship entailed in this process can be recognised as academically valid. The combination of these aspects provides the conditions for human agency and social capital to flourish at a time when teachers feel under intense pressure and a sense of wellbeing amongst the profession is low. Smith (2001) draws attention to the mounting evidence suggesting that people whose lives are rich in social capital cope better with traumas and fight illness more effectively. The HertsCam programme, therefore, is not just about 'warm fuzzy tales of civic triumph' (2001:3); it builds strong social capital and that makes an enormous difference to people's lives. Grossman *et al.* said 'schools cannot become exciting places for children until they're exciting places for adults' (2001: 950) and HertsCam supports that aim through its emphasis on collaboration, leadership and networking. We gain confidence and develop creativity through sharing our ideas with others. We experience the support to take risks, the encouragement to consult widely and the sense of moral authority to enact change. That's healthy, fulfilling and profoundly democratic.

Chapter 14

Introducing teacher leadership in Turkey

Ozgur Bolat

Editor's introduction

This is a remarkable story. Ozgur Bolat was a doctoral student at Cambridge when he focused on teacher leadership as a reform strategy for the Turkish education system. His analysis of the context in which he intended to launch his programme suggested that the development of non-positional teacher leadership in Istanbul would be an uphill struggle. Nevertheless, he persevered and eventually succeeded in opening up a new route to educational improvement in Turkey. His account demonstrates the extent to which entrenched values and beliefs can be changed through persuasive advocacy. However, this story of change is not just about rhetoric and trust building. The breakthrough ultimately rests on being able to offer a practical alternative. Ozgur was able to use a set of tools and techniques that, although created in a different cultural context, could be adapted for use. One of the key lessons here is that teachers, however they have been socialised, tend to be able to respond positively to the kind of support offered within this programme. In Ozgur's study there is copious evidence of how Turkish teachers have been able to find within themselves the capacity to innovate and influence each other in order to transform education.

Key lessons for teacher leadership

The idea of non-positional teacher leadership is viable in a wide range of different cultural and political contexts.

Establishing a teacher leadership programme requires persuasive advocacy to build support.

When I began the journey that would eventually lead to my PhD degree, I knew that I wanted to explore the idea of distributed leadership in the Turkish context. What I could not have envisaged is that I would be initiating a substantial teacher leadership programme, which would be my lifelong passion and career. For me the initiative grew out of a realisation that previous approaches to education reform in Turkey had not achieved what was needed. For instance, after all major reform initiatives, the average 15-year-old in Turkey is one school year behind the average OECD counterpart in reading, Maths and Science according to the PISA results (Ozenc and Arslanhan, 2009). Seventy percent of Turkish people still identify education as a ‘very big problem’ (Grossman and Sands, 2008).

Most reform initiatives undertaken by the Turkish Ministry of Education depended on short-term, skills-updating professional development activities as the primary means to achieve these reforms. These were operationalised within the most highly centralised educational system of any OECD member state (Fretwell and Wheeler, 2001). What flows from this tends to be command-and-control, which diminishes teachers’ agency (Fullan, 2001). What was necessary was to build teachers’ capacity to lead and manage innovation and to consider sufficiently the active role that teachers need to play in the change process (Robinson, 2009).

An alternative approach to school reform had been proposed by David Frost at the University of Cambridge. In 2008, I was amongst a group of researchers, practitioners and social activists from a number of European countries who gathered in Cambridge to launch the International Teacher Leadership initiative (ITL). This initiative was based on the idea that teachers can contribute to school improvement by exercising leadership in the areas that are meaningful to them. This view of school improvement, based on teacher leadership, disrupts the view of leadership based on position. Instead, it refers to the exercise of leadership by teachers, *all* teachers, regardless of position. The principles of teacher leadership resonated with my idea of school improvement and seemed to offer a solution to reform issues in Turkey. I launched a teacher leadership programme in a large district in Istanbul and my doctoral study enabled me to evaluate it in action (Bolat, 2012). Below I tell the story of how I enabled teachers to lead change within and beyond their classrooms through the ITL project.

Volunteerism and participation

The teacher leadership programme in Istanbul shared the aim of the ITL initiative, which was to build forms of support for teacher leadership appropriate to a range of different cultural and political settings and responsive to the particular challenges that arise in

those settings. I adapted and translated materials, tools and techniques developed within the HertsCam Network (Frost, 2011). I would be seeking to enhance teachers' capacity to lead change, to empower teachers to take responsibility for their own professional development and influence their colleagues for school improvement. However, I was always aware that introducing teacher leadership in Turkey would be very challenging because the Turkish educational context has always been hierarchical and centralised in nature (Fretwell and Wheeler, 2001). This way of seeing school leadership and teacher professionalism was not going to be easily adopted in Turkish schools.

I proposed the project to the Governor of Maltepe District in Istanbul. He immediately accepted my proposal but when it was announced to schools in the district, there was almost no take-up. The idea of a one-year commitment would seem a burden to school leaders and teachers who were more accustomed to two-day seminars based on a transmission model. When the Governor sent an official letter to six schools asking them to participate they all agreed. In my view, they chose to participate not because they believed in the programme, but because they did not want to decline the request of the highest-ranking official in the district, which might reflect badly on their records. Having access to these schools was important, but it did not guarantee that teachers would commit to the programme. I needed strategies to turn their compliance to volunteerism.

The first thing I did was to have meetings with teachers in each school. I explained the principles of the programme and engaged them in discussion about some key educational principles. Most teachers said that this initial meeting gave them fresh perspectives and opened new horizons, which motivated them to volunteer for the programme. These interactive meetings also achieved something I had not been aware of at the time. Most teachers had had negative experiences with trainers who had offered them professional development in the past. Most of them believed that these trainers were not particularly knowledgeable or competent (Ozer, 2004; Saban, 2003). Teachers told me that this initial meeting established my credibility as a tutor and made them believe that the programme would contribute to their professional development. I had such meetings with around 200 teachers from six schools and 46 of them volunteered to participate in the programme.

Their volunteerism alone would not ensure the success of the project. I also needed to form a relationship in which we were equal partners. This required negotiations of roles and expectations, and an establishment of certain arrangements and strategies. This preliminary stage is important for the success of improvement programmes (Bello, 2006). I entered into the negotiation process with headteachers and teachers. I explained the expectations and requirements of the programme. I asked for their commitment in writing. Making all these expectations and roles clear ensured an

effective operation and contributed to the success of the programme. I also recruited a coordinator, whose job was to act as a liaison between the school and me and to sustain momentum during the programme. Since she was an insider, she drew my attention to the issues which were not visible to me. All these experiences taught me that the preparation phase is as important as the implementation stage.

Launching the programme

After all these preparations, I was finally ready to launch the programme. We held the first workshop in a conference room in one of the participating schools at 5 pm on a weekday on the assumption that teachers would not want to come on the weekends. However, most teachers expressed that they felt tired and would prefer to have the meetings on weekends. We decided to hold one meeting on a Saturday morning. Teachers were fresh and the energy level was much higher than it was on weekdays so we decided to continue with Saturday meetings. The host school provided breakfast for each meeting and offered refreshment during breaks. Provision of food and refreshments made teachers feel valued. We all ate, laughed and learnt together. This really bonded the group and created a safe environment. Such an environment really helped to create a learning community among the teachers.

The programme started with teachers exploring their values and then setting out carefully planned strategies. As the programme progressed, they devised action plans that addressed their concerns regarding student learning. Throughout the programme they were engaged in a development work project, which was a process of experimenting with practice, gathering evidence and collaborating with others. They all experimented with different practice and shared their stories with us in the sessions. We all provided feedback and helped teachers implement their innovative ideas more effectively. Some teachers changed the way technology is used in schools; some changed their pedagogy from a transmission model of teaching to a social constructivist methodology; some teachers created new concept-based curriculum; some teachers offered parent education. In order to make development work visible, I share, in the vignette below, one example of how teachers led change within and beyond their classrooms.

Vignette - Learning through educational games

Serpil and Ozge are both primary school teachers. Like most other teachers, they were complaining about lack of student motivation. They collected data from students and found out almost all their children wanted to play games in the classroom. They started to do extensive reading about games, game design and the importance of games in facilitating learning. Through discussion with

colleagues and reading, they became convinced that they should engage children in playing games. After extensive research, they found many fun games. However, to their disappointment, most of the games were fun but not related to their curriculum. Consequently, they decided to design their own curriculum-related games. However, it turned out that creating all these games would require a lot of materials and would be costly.

They convinced the headteacher to find funding for this project. After finding some funds, they started to produce these games. However, they soon realised that they needed a room to put all these games materials in. They again convinced the headteacher to assign them an empty room to turn into a game room. In two months, they created more than 45 games, which were directly related to the curriculum. When the games room was ready, they started to bring their students to this space and engage them in learning through the games. The level of attainment, engagement and motivation increased so much that they decided to encourage their colleagues to use this room. Colleagues started to bring their students to the games room. However, a problem arose immediately due to the fact that colleagues were using the games for fun rather than learning. To solve this problem, they decided to create a manual to show how the games are used to facilitate learning.

Changes in students were visible to the whole school community. Students were highly motivated and engaged. Students learnt through collaboration, discussion and exploration. Every student started to participate actively in the learning process. Teachers' understanding of the learning and teaching process deepened. They became facilitators rather than teachers. Colleagues' practice also started to change. The foundation of the games room changed the whole school culture. The pedagogy of the school as a whole improved and collaboration among colleagues increased. Parents also approached education differently. It was no longer about tests or memorisation, but exploration and questioning.

These teachers were able to achieve this change in their schools because the programme provided a supporting environment for experimentation, collaboration and leading change. Similarly many teachers were able to have a huge impact on students, the school culture, their colleagues and headteachers.

Overcoming obstacles, building support

It was quite a challenge to keep teachers motivated for several reasons. Firstly, the principles of the programme did not resonate well with teachers' existing notion of professional development. They were accustomed to a transmission model of professional development where they are provided with certain techniques, methods and tools. However, our aim was not to offer technical information, but to guide teachers through self-reflection and discovery, where they are responsible for their own learning

and development. Such a format was unfamiliar to the teachers and thus created some anxiety. Secondly, most teachers took professional development to mean increasing content knowledge or improving their delivery method, which is an individual activity. They were not eager to collaborate. Thirdly, teachers had distrust in the power of professional development activities to bring about change in practice and school improvement. Teachers had the idea that ‘this too shall pass!’. All these inhibiting beliefs affected the development of the programme negatively at the beginning so our programme was necessarily more intense than most of the others in the ITL network. We had to meet more often and offer more support. Each year we held a series of sixteen workshops compared with only six in the UK setting. Over time, as teachers tried out innovative ideas and made an impact on students, they became more motivated and committed to the programme.

The Governor’s support

To further sustain teachers’ motivation and keep the momentum, I included the District Governor in the process. Research has shown that effective support from outside the school is required to build internal capacity and is a pre-requisite for successful school improvement (Hopkins *et al.*, 1994). I had meetings with the Governor and asked him to be more involved in the project. He came to one of our sessions and was impressed by the way teachers expressed themselves and discussed learning and teaching. He offered support in three different ways. First, he offered considerable funding to each school so that they could cover the expenses of their development work. Second, he offered encouragement and emotional support. There is a common perception among Turkish teachers that authorities in districts are not the originators of reform ideas, but the enforcers of the policy dictated by the central ministry. Some teachers were able to use the Governor’s support strategically to influence their colleagues. The Governor held meetings with the teachers and headteachers and invited them to dinner. In one case, he even invited the Governor of Istanbul to one of these dinners. Third, and most importantly, the Governor offered political support for teacher leadership. Through his involvement, engagement and statements, he legitimised teachers’ efforts to lead change, offered protection against some of the imperatives of the policies, and ‘softened’ the demands of the national education policy. It was clear that the more support the Governor provided, the more likely teacher leadership was to flourish in the schools.

Headteachers' support

Teachers complained that headteachers were not supporting their development work. As they developed their capacity and clarified their values, they expected something similar from the headteacher. The support they received was tokenistic. They needed more substantial support such as encouragement, recognition, feedback, involvement and emotional support. They needed their headteachers to facilitate access to colleagues and help in gaining acceptance. I had negotiated with headteachers at the start of the programme and I had conversations with them throughout, but I had not devised strategies to involve them in the process. I asked the Governor to gather the headteachers together so we could discuss the teachers' concerns. I realised that the headteachers had little information about the programme and were not fully aware of its principles and nature. After some discussion, we decided that the first step they would take would be to invite teachers to talk to them about their development work. We also decided that we would have regular meetings to discuss teachers' development work. Teachers reported that their headteachers became more involved and their support was valuable in facilitating their leadership and their development activities.

The impact of the programme

The aim of the programme was to contribute to the development of teachers' leadership capacity and enabled them to lead change in their schools. I evaluated the impact of the support programme and monitored teachers' progress. Feedback revealed that the programme had a positive impact on the capacity of teachers to lead change in their schools. Responses to my impact questionnaire indicated that 87% of participating teachers thought that the programme had a considerable impact on their conception of leadership. All teachers gained a new perspective on the notion of leadership and developed their capacity to lead change. However, their conceptions of leadership were not the same. Three different conceptions of leadership emerged from the data and this determined teachers' approach to leadership and school improvement. For the purpose of my analysis, I divided the teachers into three groups: 'the self-leadership' group, the 'micro-level leadership' group, and the 'macro-level leadership' group.

The 'self-leadership' group developed a notion of leadership as 'taking responsibility' for one's own development. These teachers chose to lead change mostly 'within' their own classroom with little interest in leading 'beyond' their classrooms. For instance, one teacher said:

I am in this programme to make a difference to my students, not to other teachers.

This group mostly adopted a *professional development approach* to school improvement in which they focused only on the improvement of their own classroom practice with little interest in leading beyond their classrooms. Although this approach was desirable and valuable in itself, it was limited and less likely to lead to school improvement since it tends to be individualistic and small-scale with little impact on the school as a whole (Frost, 2011).

The ‘micro-level leadership’ group developed a notion of leadership as ‘influencing colleagues.’ Like the first group, they also developed a strong sense of agency, but went beyond that. They chose to lead both within and beyond their classrooms, taking responsibility for the development of their colleagues. However, these teachers were very selective as to which colleagues to influence. They chose to approach colleagues in their immediate network rather than mobilising the whole school community. For instance, one teacher said:

There are some teachers I do not even talk to or like. I have no interest in having a conversation with them, but I try to influence my friends in the department.

The ‘micro-level leadership’ group adopted a *restricted school improvement approach*. The reason why I labelled their approach as ‘restricted’ is that they did not involve the headteacher, or try to mobilise the whole school community by creating organisational structures for collaboration or knowledge building. They only spread their influence to their close colleagues.

The ‘macro-level leadership’ group defined leadership as ‘shaping the whole school culture.’ Unlike the two other approaches, this group of teachers led change not only within and beyond classrooms, but also beyond their schools. They adopted an *extended school improvement approach*. They tried to shape the whole school culture, by engaging the headteachers in their efforts and by trying to create organisational structures that would enable interaction and collaboration among all teachers. For instance, in one school, teachers in the teacher leadership group engaged the whole staff in parent education and utilised headteacher and governor support effectively.

The programme aimed to promote the ‘macro-level leadership’ conception for all the teachers, but not all reached that level. The reason why all teachers could not reach this level was that conditions and factors that support teacher leadership did not exist in their schools. The evaluation process revealed that, if the conditions and factors are in place, all teachers could lead change and contribute substantially to school improvement.

Celebration and dissemination

The teachers all worked hard to lead change, so we decided to organise a network event at the end of the year. Such events were features of the ITL approach in which we believe that teachers should share their stories with other teachers and spread their influence. However, our main focus was celebration rather than dissemination and influence. Many high-level policymakers were invited to our network event. It was a big celebration with music and performances. Unlike the network events in other participating countries of the ITL project, we also invited parents. They all supported us and we wanted them to be part of our celebration. Of course, we had the opportunity to make our innovative practice visible and to share anecdotes and evidence that strengthened the argument that teacher leadership can lead to school improvement. We also decided to collect teachers' stories and publish these stories in a book. The book was a celebration and recognition of teachers' efforts to lead change in their schools. The book was also a vehicle to share stories with others. The book was distributed to all the schools in the district. Teachers felt that their influence spread beyond their schools. Each year we publish a book that contains teachers' leadership stories.

We became aware that the prevailing policy environment and entrenched traditions of practice are in tension with our approach (Frost, 2011) and the principles of school improvement that we promoted in our programme should be translated into policies (Harris and Lambert, 2002). We invited policy-makers to meet with us and had conversations with them. We also presented our book to them. We made our voices heard at the Ministry of Education where there is now a willingness to accept teacher leadership as a viable approach to school improvement.

Building capacity for the future

Over five years, more than 350 teachers from 50 state schools participated in our programme. Their lives changed forever. In the current year we offered support for 62 teachers. The programme went well, but it depended solely on my efforts as a tutor. I was the one who was running the programme and facilitating the workshops. In some of these years I had some help from a colleague, Aytac Gogus, but she had other commitments. At the beginning, this did not pose a challenge, but as the programme grew larger and more teachers participated in the programme, it became difficult to offer individualised feedback and support to each teacher. I needed to recruit a team of tutors so I approached seven of the teachers who had participated in the programme in its early stages. They said that they felt honoured and accepted the offer. I provided training for

them at the beginning of this year and although I remain the facilitator of the workshops, the tutors offer school-based support to teachers. Their contribution has been very valuable. Next year we will be able to provide support to even more teachers. We believe in the near future that teacher leadership will be the approach that will reform Turkish schools.

My doctoral study produced enough evidence to support the claim that teachers can really make a difference if they are provided with appropriate support (Bolat, 2012). I now believe that educational reform can be taken forward by mobilising the energy and creativity of teachers, and by enabling them to lead processes of innovation and development in their schools. I have demonstrated that it is possible despite several personal, organisational, political and cultural challenges. We need policy makers to address these challenges. As one teacher said: 'The arrow has been released. There is no turning back!'. We need to let every teacher shoot his or her arrow. Only then can we reform schools.

Chapter 15

Improving the participation of ethnic minority families in schools through teacher leadership

Jelena Vranješević and Ivona Čelebičić

Editor's introduction

Jelena Vranješević and Ivona Čelebičić have been involved in the International Teacher Leadership (ITL) network since 2009. They have both taken the idea of non-positional teacher leadership and used it to enable teachers to address issues of social justice in very challenging circumstances. Jelena is a university academic in Belgrade, Serbia and Ivona works for a non-government organisation (NGO) in Sarajevo, Bosnia and Herzegovina. From these different bases they have been able to form collaborative relationships with schools in order to establish programmes of support for teacher leadership. The very existence of their collaboration is a significant achievement in itself given that the whole region suffered unspeakable conflict following the breakup of Yugoslavia. It is the war's legacy of inter-ethnic division that Jelena and Ivona's work focused on. Within the framework of the APREME project they facilitated teacher leadership groups in which there was a common goal: to draw ethnic minority families into the life of the school. Within these groups individual teachers identified a particular aspect of the problem they wanted to address. Such an approach is unusual within the ITL network in that teachers would normally start with a concern they have identified as an individual, but in the case outlined in this chapter the model was very successful. Here both schools and teachers became involved because they shared a commitment to addressing these serious issues of equity and social justice.

Key lessons about teacher leadership

Teacher leadership can contribute to improving social cohesion in post-conflict contexts.

Teachers' sense of moral purpose can be mobilised around a common theme provided that there is scope for the creativity and agency of the individual participants.

Our account begins with the presentation of a vignette that typifies the approach to teacher leadership discussed in this chapter. This is Dženita's story.

I have been a teacher at a primary school in Sarajevo for 20 years. I have been concerned about the inclusion of Roma children at school. The goal of my project was to involve Roma children and their parents, in the life of the school, as well as their acceptance by other children and their parents. Through different school subjects I gave children more information about Roma culture. We talked with Roma children about their traditions, history, language and music. They had the opportunity to tell their classmates about their culture. I also invited Roma parents to join our classes and promote their culture. I talked to my colleagues about this project and most of them decided to include students and parents from their classes in this initiative. Together we organised workshops with parents and children on topics related to Roma culture, Roma identity and problems Roma people face in our country. We celebrated the Day of Roma People in our school and included it in official school holidays. We included Roma children in all school activities and offered more information about their culture. We also gave Roma parents an important role within the Parents' Council and other school activities. By respecting and understanding others, we respect and understand ourselves

Dženita belongs to a teacher leadership group, a group of teachers who are trying to build a professional learning community and become agents of change. The group was linked to the *Teachers as leaders of change* initiative, implemented both in Serbia and Bosnia and Herzegovina (BiH), that aimed to empower teachers to take a more proactive role in the process of educational change.

This initiative was created by merging the APREME and the ITL projects. The goal of the APREME project was to advance the participation and representation of minority ethnic groups in education systems in West Balkan countries by promoting good practice and supporting local initiatives. The emphasis was on empowering teachers to build initiatives. The final phase of the project was to work with teachers to foster minority parents' participation. The ITL project provided the key values, which underpinned the strategy (Frost, 2008) and a framework for the project's methodology (Frost and Durrant, 2003).

This project was important for teachers in both countries for two reasons: first, both countries are multicultural with different nationalities, ethnic groups and religions, which are the basis of conflicts and second, both countries are in the middle of a process of education reform.

The multi-ethnic context

BiH is home to three ethnic 'constituent peoples', the largest of these being the Bosniacs. Serbs are the second largest group and Croats the smallest. There are also differences in religion - Bosniacs are usually Muslims, Serbs are Orthodox Christian and Croats are mostly Catholic - and they all have their own history and rich cultural background. Unfortunately, during the war that took place between 1992 and 1995, these differences were exploited by those who wanted to promote hatred and conflict. In addition to these three constituent nations, 17 other national and ethnic groups live in BiH such as Roma, Albanians, Turks, Hungarians, Montenegrins, etc. In Serbia there are almost 40 different ethnic groups including Serbs, Croats, Albanians, Bulgarians, Romanians, Russians, Rosins, Hungarians, Bosniacs, Slovaks, Montenegrins, Macedonians and Roma. Residents of Serbia also belong to various religious communities: Islamic, Jewish, Catholic, Christian-Orthodox and Protestant while some declare themselves to be non-religious. Due to the wars in the past, most recently in 1990's the fear of otherness is still very present in Serbia and differences are usually seen as a threat rather than an asset.

In both in BiH and Serbia there is huge mistrust between different nationalities, mostly between Serbs, Croats and Bosniacs, that is still present in spite of numerous initiatives to build trust and reconciliation. Learning for diversity is very difficult in this region because teachers frequently share dominant prejudices and convictions with other members of society. Some teachers either do not recognise prejudice and discrimination in their schools or they deny personal responsibility for the problem and their own role in creating the learning context in which issues should be addressed from different perspectives (Pantić *et al.*, 2011). This may explain why they are facing difficulties in how to work in multicultural settings. The European Training Foundation (ETF) regional report reveals some of the problems teachers are struggling with. This is an example from Serbia:

Teachers don't know how to work with children who are not mainstream because at the faculty they are taught that children are a single (homogenous) category. They are taught that there are no differences. The result of such teacher education is that they fail to differentiate between the concepts of being equal and being the same and they therefore disregard the idea that 'we are not the same, but we should be equal.' Therefore, it's not unusual that teachers are afraid of diversity (Pantić *et al.*, 2011: 104).

This leads to the second reason why this project was important for teachers in both countries, which is concerned with the ongoing reform of the education systems.

The challenge of education reform

Both Serbia and BiH are in the process of educational reform. Key aims are set out below:

creating educational systems that are inclusive, de-centralised, efficient and transparent;

promoting a culture of evaluation, self-evaluation, justice, tolerance and constructive communication;

- engaging well-educated, reflective and motivated professionals;
- meeting special educational needs and the needs of minority and marginalised groups;
- supporting life-long learning.

These are laudable aims, but there is a significant obstacle that focuses on the role of the teacher. In highly centralised educational systems, the role of teachers is diminished, often reduced to being mere implementers of educational policies rather than as creators of their own practice, reflective practitioners who constantly reflect upon and improve their practice. In addition, teachers lack the competences needed for taking more proactive roles in the process of education.

There is a lack of continuity between pre-service and in-service teacher education/professional development, which reinforces the theory-practice gap (Pantić *et al.*, 2011; Cochran-Smith and Zeichner, 2005). This discontinuity is clearly evident at the point at which the teacher-apprentice comes to school. When interviewed, a teacher educator at the University of Belgrade said this:

...when they go to the school they do not go to a context that enables them to implement what they learned here in the best way. They go back to an inert environment, where after two years they... adapt. Only the strongest ones have the courage to stand up for their beliefs... the others conform... and all the effort here was in vain (Pantić *et al.*, 2011).

Trainee teachers do not have enough opportunity to practice in the classroom and become acquainted with school life. Mentors within schools, who could be a point of liaison between the school and the university, are rare, so the novice teachers tend quickly to integrate into the existing culture and adapt themselves to the norms of the school (Pantić *et al.*, 2011).

The education of teachers for different levels is fragmented. For example, elementary school teachers attend teacher training institutions, but subject teachers who teach higher grades of elementary schools and high school are educated in subject-based faculties. Some elementary school student teachers have some preparation for practice in multicultural settings, but there is no such preparation in the subject specialist faculties. Recent research and accompanying debates into the state and needs of the education and professional development of teachers clearly indicate that existing professional development provision does not correspond with teachers' real needs or the need for reform as seen in the rest of Europe and beyond (Pašalić-Kreso *et al.*, 2006).

Teachers as agents of change

As explained above, teachers have mostly passive roles in the education system and do not see themselves as agents of change. They tend to see educational reform as something imposed on them rather than a meaningful process in which they have participated (Pantić and Čekić Marković, 2012). They may not even have been consulted, for example. Many perceive themselves as transmitters of knowledge rather than creators of educational processes. In this context, the idea of teachers as leaders of change was very challenging. In the light of this it was important that the *Teachers as leaders of change* project had a good foundation. The first step was to identify the most promising schools and the second step was to hold information sessions with school representatives.

At the outset a list of selection criteria for identifying the schools was agreed:

- the school has children and parents from different national/ethnic minorities
- the school is clear about the problem it wants to deal with – one focused on cooperation with parents from different ethnic minorities
- the school has a clear commitment towards fostering parents' participation
- the school has the capacity to plan and implement school-based initiatives
- there is good cooperation between the school and the local community

Schools were invited to apply to participate in the project. After reviewing all applications, five schools in Serbia and six schools in BiH were chosen. Some of them

were selected because they have a large population of Roma children and wanted to establish partnerships with Roma parents in order to improve the quality of education for their children. Other schools were selected because they have children from different ethnic groups and wanted to foster the participation of parents from minority groups and help them to cooperate better, both with the school and among themselves.

The next step was to hold initial meetings with teachers and school representatives. In Serbia there was a two-day seminar for teachers – two from each school - and in BiH initial meetings were school-based. The aim of these meetings was to inform participants of the aims of the project as defined by the APREME documents and to clarify the process of planning and leading development initiatives as was common in the ITL initiative.

Identifying the problems to be tackled

During the initial meeting in Serbia, participants were asked to think about problems they would want to work on, the goals they would like to achieve, the obstacles and opportunities and what would have to be done in order to achieve those goals. They were also asked to think about the impact of their intervention and the potential stakeholders in the process. The method of planning and development, as well as the role of the mentors in their future work was explained to them. According to participants, the training was helpful in clarifying the goal and the process of school-based action planning and development. They said they were committed to the process and they would help in the coordination and organisation of local school teams. In BiH, initial meetings in schools provided school management and teachers with information about the project and led to establishing groups of teachers committed to leading development projects concerning parents' participation.

Problems identified by teachers in Serbia and BiH were divided into several categories:

Category A

How to promote the value of education and to help minority parents, especially Roma, provide better support for their children in the process of education.

Category B

How to foster Roma parents' participation in school life, to achieve better cooperation between parents and school and to increase inter-cultural sensitivity for all families linked to the school.

Category C

How to support parents from different ethnic groups in promoting their cultural identities and making them more visible in the formal and informal curriculum.

Category D

How to sustain parents' participation and involvement when the student transfers to high school.

The support programme

There were fifty-two teachers who joined the project: 24 in Serbia and 28 in BiH, and, in Serbia there was one Roma teaching assistant who supports children in the Roma community and makes a bridge to the school. There were six meetings in each school and participants and mentors also were in touch through individual sessions, sometimes by Skype or email correspondence. Meetings were held usually after the school day and agendas for the meetings were discussed in advance by the mentor team taking into account the school context and needs of the particular group. The atmosphere was relaxed with teachers being encouraged to talk openly about the challenges they faced, the lessons learned and ideas for future work. Teachers did not hesitate to talk openly about problems they faced during their development projects. In one school in northern Serbia one teacher said that she was relaxed because:

..nobody would judge my suggestions and opinion and I am not going to be labelled in any way.

In Sarajevo, one of the participants made the following comment:

This work with colleagues was very valuable. The atmosphere was very nice, ideas were exchanged freely and all of us helped each other to implement our projects in the best way. I felt the support from people I don't know and everyone was able to give me ideas or advice on how to be more successful. The support and availability of the project leaders at any moment meant a lot too.

School mentors, or group leaders, were highly experienced professionals who are in different ways involved in teachers' pre-service and in-service training. Since they all had experience in working with teachers, they were respected by participants and they gained their confidence very quickly. That was both helpful, because participants were open enough to talk about problems they are facing, and restrictive, because they tended to expect the mentor to solve problems for them. Some mentors reported this as the main obstacle at the beginning, so they had to show very clearly that they were there to

support the teachers as the change agents rather than to take action themselves.

Sessions were very participatory; the structure allowed for different suggestions and needs. During the sessions it became very clear that most of the teachers liked this approach. They were willing to participate, but they needed ‘strong’ facilitation. Gradually, during the process, teachers started to be more independent. They realised that they had the freedom to explore different opportunities and at the end of the project they acted like autonomous professionals.

The teachers expressed satisfaction with the support they received. For example, they said that they learned:

- how to think in terms of small steps
- how to plan things better
- how to conduct surveys to collect students’ and parents’ views and needs
- the value of genuine cooperation with parents

One teacher said: *‘I learned how to do things **with** parents, not **on behalf of** them!’.*

Our evaluation showed that the teacher leadership process was challenging both for teachers and mentors. Teachers said that at the beginning the idea of teacher leadership was very attractive and tempting, but they were vague about how to apply this in their work. Through facilitation they learned which leadership strategies worked for them. Another benefit was that they felt liberated from the burden of the expectation that they would *change the whole educational system*. One teacher said: *Now I realise that I can make changes on a small scale that would still be valuable and appreciated*. For mentors, the main problem was how to ‘liberate’ teachers and how to remain in a facilitator role. One mentor said:

My problem was how to resist judging their projects in terms of sustainability and not to impose my perception of the problem and possible solution.

Outcomes – development projects

The teachers’ projects were diverse in terms of the level of parents’ participation, different aspects of school life in which parents were involved and the level of cooperation between parents, students and teachers. The projects could be divided into five categories as listed below.

- Informing parents about school life

- Educating parents
- Parents' participation in curricular activities
- Parents' participation in extracurricular activities
- Parents as activists, improving life in their local communities

Informing parents about school life

Information about school life and the ways in which parents could become more involved in it is a prerequisite for successful partnership between parents and school. This is especially true for Roma parents who often do not know how to participate or the procedures that enable their children to benefit from education. That is why some projects were aimed at informing Roma parents about the benefits and opportunities of elementary education, their rights and duties in the process of education and the procedures for enrolling their children in the school. The idea was to motivate parents to support the education of their children and to involve them actively in promoting the value of education.

Educating parents

Some projects used parents as a valuable resource to talk about some issues that might interest other parents and children. Parents' expertise in many fields was used for the education of other parents and students. Parents talked about some problems that are important for other parents: for example, how to deal with peer violence, how to cope with adolescent crisis and how to help children with studying, communication skills and conflict resolution.

Parents' participation in curricular activities

Some projects undertaken by teachers in Serbia aimed at encouraging minority parents' participation in the formal curriculum: parents were invited to participate in different courses such as Folk Tradition, History and Language, and to teach students about their culture and their language. Those projects were very important for minority parents' visibility: by involving parents from minority groups in the teaching process, their perspective became visible in the formal school curriculum.

Parents' participation in extracurricular activities

Parents were encouraged to take active roles in activities such as sports events, reading, art classes and exhibitions, science workshops, drama classes and performances related to the national holidays of different minority groups. These projects were significant because different cultures were promoted and parents and students from different cultures had the chance to get to know each other's cultures better and to interact with each other.

Parents as activists, improving life in their local communities

These projects were the most participative ones, because parents were acting as real activists, agents of change taking initiatives to improve life in their local community. Together with teachers, they identified problems that affect their children and planned the action necessary to solve those problems. Parents were visible as potential allies and partners with teachers, trying to work in the best interests of their children.

The impact of the teacher leadership process

Evaluation showed that the teacher leadership process had an impact on four different levels: on teachers, on parents and students, on the school and on the educational system. Each is discussed in brief below.

Impact on teachers

At first, teachers found leadership challenging either because they thought they were not sufficiently competent or because they thought they needed to create major change in the educational system. Gradually they became more and more proactive. They learned about leadership by doing it; by taking small steps such as defining the problem and planning actions to create change, evaluating the results and planning next steps. With each step they became more confident and proactive. The idea of teacher leadership differs from other forms of professional support such as in-service teacher training, for several reasons. First, this work is undertaken completely by teachers. The mentor is a facilitator who provides support, but the idea is the teacher's and the implementation and evaluation are done by teachers themselves. Second, it fosters teachers' autonomy and freedom to change and improve their practice; this is done by the teachers themselves through their development projects and 'experimentation'. Third, teacher leadership does not provide the content or prescribe what needs to be improved or changed. Instead it provides tools through which change can happen. Finally, teacher leadership is not exclusive. It does not require months of education and training, like some in-service training programmes. Every teacher can be a leader, as this comment by a teacher from Sarajevo illustrates:

I learned that we should appreciate ourselves and our work more, because every change, no matter how small, is very important.

Impact on parents and students

Teachers reported an increased level of parents' participation in school life and greater motivation to be involved. Parents valued being informed about opportunities for involvement and their enthusiasm encouraged other parents to become involved. What

is especially important is the fact that parents were involved not only in extracurricular activities, but also in curricular activities which is rare in our schools. They were involved in teaching and that was genuine participation, rather than tokenism. Parents learned how to be effective allies to teachers in the best interests of children. Children had a chance to learn about other cultures and those from minority and marginalised groups experienced the visibility of their culture and the inclusion of their group perspective in school curriculum.

Impact on the school

These projects made a significant impact on schools. Schools became more open for parents. The projects that show-cased parents as activists had impact both for the school and the local community. They indicated that school could expand its traditional role of teaching and learning within the ‘school walls’ and become interested in solving the problems of the local community. This opens the field for genuine cooperation between local community and school and partnership between parents and teachers. What was also clear was that both teachers and parents started to perceive their roles and relationships in different ways: they stopped being opponents and started to be collaborators focused on the same task - meeting the best interests of children.

Impact on the educational system

Impact on the system could only be inferred indirectly since it was relatively intangible. Teacher leadership is about *decentralisation* in education, empowering teachers to be creators of their practice, not just implementers of initiatives created by external experts. It is about empowering teachers to become reflective practitioners who critically examine their practice. This is prominent on the list of competencies needed for working in the contemporary world, according to educational policies in Serbia and BiH.

Concluding remarks – possible challenges

The main challenge for the teachers’ development work was sustainability. Teachers were highly motivated and engaged in their development projects, but the question of sustainability remained. Facilitators discussed these key questions with their teacher leadership groups.

- Is further mentoring and support needed?
- How can the teacher leadership group / network be maintained?
- How can more teachers be drawn into this work?

- After ‘beginner’s enthusiasm’, will participants revert to their previous mode of practice?

These questions were discussed with teachers. They said that they would like to have support in the future although not necessarily as frequent as before. They valued having a ‘resource person’ to whom they could talk if needed.

The teachers were very proud of what they achieved and expressed a desire to share this. We discussed how we could promote their projects. Interesting ideas included ‘open classes’ where other teachers could come and participate, and public discussions at local and regional levels to share what they had learned during this process.

We agreed that networking is vital for sustainability. Teachers were keen to share their experience with colleagues from their schools and from other schools. Subsequently we organised national network events for all the schools that had participated in the initiative project. We also organised regional network events where teachers from both BiH and Serbia could come together to exchange their experiences. Because of the war and post-war isolation, for some of the teachers this was the first opportunity to meet colleagues from the other country for discussion of professional issues. These network events were great starting points for building alliances, a crucial element of the teacher leadership process. Teachers need support from colleagues and they need to make allies not only within their group of colleagues, but also nationally and regionally. This is how the concept of teacher leadership and a vision of activist professionalism might travel across cultural and national boundaries.

SECTION 4

Accounts of network events

There are three chapters in this final section of the book, all focusing on teachers' network events. In the age of 'Web 2' where people can join social networking sites, form virtual communities and the like, it might be supposed that the phenomenon of face-to-face meeting is almost redundant. However, to paraphrase Mark Twain, reports of its death are exaggerated. As the following chapters testify, teachers gain a great deal from the experience of meeting other teachers who they may not have met before but with whom they share a common endeavour.

The power of networking is captured well in the following statement made by a teacher in Bosnia and Herzegovina as she reflected on her experience of networking.

I caught myself participating in discussions with all my heart, getting excited about the most ordinary talk between colleagues from our school and the colleagues from Hrasno. Exchanging ideas, listening to each other with respect, giving support to each other, one gets tremendous self-esteem and that is all I need. So I managed to go beyond the limits of my previous work, I set my goals on a higher level. Having seen the results of what I initiated and developed in cooperation with my colleagues, I am encouraged to make new ways to continue something that improves the quality of work with children, which encourages me personally, thereby making me happier (Teacher in Sarajevo, quoted in Frost, 2011).

Embedded in this teacher's comment is a very powerful message for all of us and especially for policy makers. This teacher captures in just a few lines a rich picture of the benefits of networking. Her first comment indicates the emotional dimension of the experience, which plays a vital part in creating the conditions for open discussion, tolerance of difference, empathy and reflection. The exchange of ideas is mentioned but note that this teacher adds a phrase about listening with respect, which is both helpful in the way already alluded to above, and hazardous. The downside to respect is that it can stand in the way of critical discussion. One of the key differences between the three accounts in this section is that, in only one case, is there a series of regular events in which the capacity for more robust critical friendship can grow.

One of the most important aspects of the comment quoted above is the one which speaks to the concepts of self-efficacy and collective self-efficacy. The experience of networking is one that is supportive and encouraging, but also stretches the individual's view of what they can achieve. Moral purpose is strengthened through this experience with the teacher being inspired to strive further to improve the quality of the learning experience for her students. Surely, this is what policy makers dream of.

I want also to draw attention to the way that networking on an international scale enables teachers to develop a view of their professionalism which transcends the limitations of the particular schools and education systems in which they work. Teachers begin to judge their own efforts as educators against pedagogical principles that have universal validity.

As Val Hill indicates in Chapter 13, networking plays an essential role in teachers' knowledge-building which is construed here as a dialogic process. Through face-to-face discussion and story-telling, teachers deepen their understanding, challenge each other's thinking and compare practice. Teachers' professional knowledge is continuously enhanced through such discursive processes so it is important to pay attention to how networking can be arranged and organised for maximum effect.

Chapter 16

A breakthrough networking event in Bucharest

Mona Chiriac

Editor's introduction

Mona Chiriac came from Romania to teach in Stevenage some years ago. She became very active within the HertsCam Network and, when the International Teacher Leadership (ITL) initiative was launched, she was determined to try to bring teacher leadership to her country of origin. In Mona's account of the event she organised in Bucharest, she tends to underplay her own heroic efforts, although she does mention the efforts of the teachers who travelled for over six hours to participate. The chapter is a wonderful celebration of a successful event, but what also comes across is the struggle to build the partnerships that are necessary to provide appropriate forms of support for teacher leadership. Mona and her collaborators in Bucharest had the foresight to invite policy people to the event so they could see for themselves how it is possible to inspire and enable teachers to engage in much needed reform. The teachers present played a vital advocacy role in this regard. However, while I am sure that this made an important contribution to the debate about how best to improve the quality of teaching and learning in the region, we have to face the fact that such messages have to be repeated many times before they are heard by policy makers who are wedded to accountability and standards based models of reform.

Key lessons about teacher leadership

Engaging in international networking can inspire teachers and enhance their self-efficacy.

The non-positional teacher leadership approach can enable teachers working in challenging circumstances to take the initiative to improve the quality of teaching and learning in their schools.

I am a Romanian national and I have been involved in HertsCam Network for the past 10 years. I started as a teacher undertaking the TLDW programme in 2004. Following my graduation from the MEd in Leading Teaching and Learning, a University of Cambridge master's degree, I have been supporting teacher leadership in the network as a member of the Tutor Team. When we launched the ITL programme in 2008, I became the link to Romanian collaborators in Iasi and Bucureşti. As part of that work, I have translated texts on teacher leadership from English to Romanian and collaborated with colleagues in Romania to develop support programmes in both Iasi and Bucureşti. In 2011 I worked with colleagues in Bucureşti to organise a network event for Romanian speaking teachers. We invited teachers from Bucureşti, from Iasi in the north-east and from the Republic of Moldova to come to Bucureşti for two days to share their experiences of leading change in their schools.

The International Teacher Leadership (ITL) initiative grew out of what had been achieved in HertsCam which offered structured support for teachers who wanted to initiate and lead school-based development projects (Frost, 2013a). By 2008, the HertsCam Network had around 30 tutors recognised by the University of Cambridge, Faculty of Education as associates, all experienced teachers, often with senior leadership positions. The ITL team emerged from this group and met for the first time in November 2008. In less than three years, the ITL project was running in 15 countries, mostly in Europe, including Albania, Bulgaria, Bosnia and Herzegovina, Croatia, Greece, Kosovo, Macedonia, Montenegro, Moldova, Portugal, Romania, Serbia, and Turkey (Frost, 2011). It led to collaborations with non-governmental organisations (NGOs) such as ProDidactica in Chişinău and Education 2000+ in Bucureşti.

As a former pupil and teacher in the Romanian educational system, I wanted to bring the benefits of teacher leadership to Romania as I recognised that, although the system had been subjected to many transformations since the fall of communism in December 1989, too many of these changes have not been well thought out or followed through, leaving a lot of teachers disillusioned with the educational reform (Ostafe, 2013). Post-communist Romania, undergoing the transition to democracy, struggled with high levels of unemployment, few resources, very low salaries and a high migration of the labour force to other European countries such as Italy, France, Spain and Germany. Teachers told us about the difficulty of educating children who were left in the care of their elderly grandparents because their parents were forced to look for work abroad. Teachers were faced with the impact of all of the above, so they had to redefine their professionalism and work beyond the restrictions they faced from a highly centralised traditional system. Accession to the European Union and the funding that came with it brought about more collaboration amongst schools and teachers from other European countries. The transfer of professional knowledge was the aim but questions remained about the effectiveness of

initiatives. It was not evident that such initiatives were having any significant impact on classroom practice or on the way teachers view their role in education. This resonates with a portrayal of school reform which is all too familiar.

many school reforms have had a similar effect to that of a storm in the ocean: the surface is agitated and turbulent, while the ocean floor is calm and serene ... deep below the surface, life goes on largely uninterrupted (Cuban 1984 cited in Barber and Mourshed, 2007: 48).

We needed an approach to reform in which changes would ripple through the entire system, would be long lasting and would link teachers' professional learning to the development of practice and institutional and system change.

In Romania, the ITL programme has been developed in two different sites. By 2011, work had started in collaboration with the Faculty of Psychology and Sciences of Education, 'Al. I. Cuza' University of Iași and three secondary schools. In București, ITL developed links with Education 2000+ - an educational NGO, originally an Open Society Foundation - which throughout 2010 actively supported initiatives of teachers in two secondary schools. Participants were supported by tutors who were experienced members of staff in their schools. Tutors derived support from Education 2000+ for guidance in planning and facilitating workshops for the teachers. These took place at the end of the school day with schools taking turns to host them. The participants had various experience of practice and held different roles and responsibilities in schools, from the school's counsellor to teachers and heads of departments.

In May 2011, I collaborated with Sorin Coman at Education 2000+ to organise a conference that brought together around thirty participants and facilitators from Iași, București and the Republic of Moldova. Sorin had previous experience in organising such events as he was involved in several other educational projects and as a local, he took the lead in arranging the bookings of flights, hotel rooms, transporting the participants and booking the conference hall. My experience came from participating in numerous network events and conferences in HertsCam. Thus, in consultation with Sorin, we agreed on the contents of the agenda, the workshops, the timings, order and running of sessions, input from key speakers and the preparation of materials. Communication between teams was split so that Sorin was constantly updating the București team, whilst, given I knew the team from the Republic of Moldova and Iași, I took responsibility for keeping these participants informed.

Months before the event, we exchanged the agenda and the schedule for the event by email, sometimes several times a day, to ensure the needs of all participants were met. In the end we reached what we believed to be a good balance between the components of

this conference:

- reflection on the national and institutional contexts, the opportunities for teacher leadership and the obstacles we face
- sharing of development projects, peer support and knowledge building
- networking within Romanian speaking teachers and with other groups within the ITL network
- presentations about conceptual matters such as leadership and professional learning cultures

Clarifying the context of our work

Reflection on the national and institutional contexts was important as participants were from three different sites and two countries. The teachers were from both primary and secondary schools in rural and urban areas. They had received support in different ways from quite different institutions including NGOs and a university. For example, the collaboration in Iasi involved the Faculty of Psychology and Educational Sciences and three secondary schools; in Bucureşti, Education 2000+ had collaborated with two secondary schools; in the Republic of Moldova, schools from urban and rural areas had collaborated ProDidactica, another NGO. It was of great benefit to learn about how the support operated and to share the ‘know-how’ in terms of support mechanisms. Through these discussions facilitators enriched their knowledge and understanding of different ways in which they could support schools and teachers. For example, listening to the teachers from Iaşi, we learned that we needed to find partners who had the capacity to be more active in preparing and facilitating the sessions.

Following this event, both myself and David Frost, coordinator of the ITL project, looked for other collaborations in Iaşi and the work towards finding a viable strategy here is on-going. We also concluded that the support offered by the NGOs, both in Bucureşti and in the Republic of Moldova was much more sustainable and teams shared with us the importance of being actively supported by these organisations and the role they played in creating the social opportunities for them to explore, construct and re-construct knowledge; to redefine their professionalism. Clarifying the context of our work offered us a unique insight into how creative team members had been in organising and facilitating sessions and a unique opportunity to learn, to share the strategic thinking and build capacity for the future.

Sharing accounts of development work

Sharing accounts of development projects and networking took up most of the second day of the conference. Participants had been asked to bring to the conference material to showcase their development projects; guidelines had been provided to ensure they came prepared to share their professional contexts, the action they took to address their professional concerns, the collaborations they had, the impact of the project and the vision for the future. The guidelines also encouraged them to reflect on the leadership elements of their practice: their concern and vision for practice and how they had inspired and influenced colleagues, by offering support, managing collaboration and modelling learning behaviour (Frost, 2012). Using tools adapted from the HertsCam bank of resources, participants were also asked to reflect on and share with colleagues the impact of their projects on the students' learning and behaviour, the school as an organisation, themselves (their practice, personal and interpersonal capacity), colleagues or community beyond the school (Frost and Durrant, 2002) and also, how this impact could be maximised.

By creating opportunities to participate in this type of networking and to share the story of their projects, we wanted teachers to have a feeling of celebration of their work whilst at the same time, the opportunity to create and reshape knowledge together, overcome isolation barriers and realise that we all share similar concerns and issues. Thus, the posters and the presentations in themselves were a true celebration of each school and a recognition of the work carried out to support teacher leadership. Ingenious methods of presentation using colour and three-dimensional devices reflected the pride teachers have in their schools and in the development work they have led. We thought that dedicating the vast majority of time to this part would enhance the feeling of celebration and recognition. We did not want to rush teachers; we ensured sufficient time was allowed for a 'gallery walk' in which everyone would slowly examine exhibits, discuss the work, ask questions and give feedback. Listed below are some of the projects we celebrated and learned from that day:

- Teaching moral values in a secondary school
- Developing creativity through interactive methods in English lessons
- Using ICT in teaching and learning
- Maximising the use of differentiated activities in Russian lessons
- A cross-curricular approach to Chemistry lessons

- Motivating and actively engaging students in their own learning
- Using multiple intelligences in Romanian lessons (Year 9 students)
- Improving communication between students and teachers in our school
- Giving students responsibility for clearing up the litter in our school
- Creative learning in Romanian lessons (Year 3 students)
- Improving student-student communication
- Strategies for learning to learn

One of the projects was to become a symbol of this event. Feodora Maican is a teacher from Glodeni, Republic of Moldova. Her story was very striking and was subsequently mentioned in various ITL bulletins, published on the HertsCam website and talked about in David's blog. Feodora presented her project with the aid of an illustrated fold-up booklet, which her primary school students had helped to produce. Below is a vignette that captures the essence of the project.

Vignette – Feodora's project

Feodora had wanted to develop her students' creativity. She taught them to write stories and understand how stories are constructed. She got them to experiment with stories; for example by changing endings to make them happy or sad, inventing new characters, creating new environments and places where the story took place. She presented students with problems and dilemmas and asked them to produce solutions. In a staff meeting, she told her colleagues about the project; she asked for their opinions and invited them to collaborate. They agreed to use some of the activities she had designed. They would observe each other's lessons and reflect on the way these activities affected students' attitudes to learning. The teachers met to discuss what they had seen and it was clear that this way of learning could make students more sociable, creative and imaginative. The project continued and a few months later, Feodora and her colleagues noted great changes: students' attitude and behaviour had become more positive, they were enjoying school more than they had ever done before. Even the quiet students were participating more in class. Feodora told her students that she would talk about the project at the conference in Bucharest and she asked them to help her create a display. They chose to tell the story of the project in the shape of a book with each page showing the steps taken and the activities used. They selected clip art images to symbolise the progress of the project.

Feodora had exercised leadership and had influenced others in her school, but by participating in this event, she had the opportunity to discuss her work with someone from the Ministry of Education thereby engaging in policy advocacy.

The networking part of the event played another important role: that of learning from each other. Reflecting on the event and taking into consideration the feedback received, I feel confident in concluding that the learning process was a multi-layered one. Not only did we learn about educational leadership in the different contexts we worked, but we created and reshaped professional knowledge together by scrutinising our practice in a systematic manner and by reflecting on the feedback offered by colleagues (Frost, 2013a). This is equally true of the participants and of us, the organisers. I feel more confident now in organising and planning such events.

Mutual support and inspiration were key dimensions of our time together in București. This was helped by the fact that we all spoke the same language and by the realisation that we all faced similar challenges that united us in solution finding and in building our leadership capacity; the stories of the projects offered inspiration, encouragement and motivation. An overwhelming proportion of teachers commented on how much they appreciated being offered the opportunity to see colleagues' projects, discuss solutions to professional concerns and be actively involved in creating knowledge rather than being passive receivers of information. Thus, the outcome of this networking was not just a mere understanding of a situation, but an improvement that builds capacity (Mitchell and Sackney, 2001).

International professionalism

As part of the networking aspect, we wanted to emphasise the link this group had with the wider ITL community. Opportunities for face-to-face meetings are difficult to orchestrate mainly due to lack of funding, but in order for their individual and collective voices to be heard and to enhance self-efficacy, we considered it vital that teachers developed a sense of belonging to this wider community who practice exercising their leadership. To achieve this, we collaborated with other ITL facilitators from countries such as Macedonia, Croatia, Bosnia & Herzegovina; we used some of the vignettes from their schools and information about how teachers' leadership is supported there and we designed posters which we displayed around the room. Participants showed great interest in learning about how other countries in similar economic situation supported teachers in this endeavour and a lot of interest was expressed in creating active links between teachers across the ITL network. It was a great opportunity for teachers to see how they connect to the global profession in which there are universal values and knowledge and from which they can derive support. John Bangs argues that teacher unions should support teachers' sense of self-efficacy:

.... the role of organisations representing teachers to enhance the capacity of teachers to show professional leadership, promote their professional pride and enhance their sense of collective self-efficacy (Bangs and Frost, 2012:42).

The teachers who participated in our event looked to us in the ITL network to provide this support. The aim of this event was to contribute to the development of more resilient teachers by enhancing their agency and enabling them to address their professional concerns and learn from their experiences.

Reflecting on the challenge of school development

Lastly, we felt it was important to create opportunities for the participants to be exposed to theoretical concepts, as one limitation identified by those running the sessions was the lack of relevant literature translated into the Romanian language. Thus, we planned David Frost's input during this event to combine both a role of critical observer of teachers' interactions and of the support mechanisms put in place to promote ITL's objectives, whilst at the same time, intervening with carefully planned presentations that provoked participants to reflect on the problem of the heroic leadership paradigm and consider alternative conceptions of educational leadership. These inputs were planned to take place at the point in the event when invitees from the Ministry of Education, the Continuous Professional Development Bureau of the ministry and the headteachers would be attending. These guests had the means to exercise influence and promote teacher leadership on a wider scale so we wanted to familiarise them with the values we were promoting and enable them to witness the impact the project had already had. To help conceptualise the theory, David's presentation was underpinned by examples of teacher-led development work from other countries with a similar economic, social, political and educational contexts. This was immediately followed by a second round of project presentations and discussions, so the headteachers and the other ministry guests engaged with the teachers to see the impact of the work on teachers and on the professional cultures in their schools.

Feedback and evaluation

At the end of the event, participants' comments and reflections were collated and analysed. Their feedback was useful, as it not only highlighted the main learning points but also ideas for us, the organisers, on how to improve future events. For example, teachers commented that their main learning points were about the importance of collaboration in all activities, of sharing experience and learning from others and of looking for the 'right' partners in collaborations.

Participants also commented that their understanding of leadership and the types of impact their projects could have was limited and that they enjoyed seeing how they could diversify their practice and plan for wider impact. The theoretical input was also appreciated and needed, with teachers commenting that they valued the clarifying of the concepts of leader and non-positional leadership, learning communities and the role headteachers have in actively supporting teacher leadership.

From an organisational point of view, the participants' feedback made us realise that communication could have been better, as some were still unsure about what they had to prepare for the event. For some delegates the language was too esoteric and maybe we needed to take more into consideration the lack of literature in the field of school leadership. Having said that, the overall feedback highlighted the eagerness of teachers to participate in such events in the future, perhaps organised in the other locations where there are collaborative links. This seems to affirm that the teachers feel a need to interact and belong to the wider professional community.

To build capacity within our own ITL team and learn from each other, I captured this event in a document, which included pictures and detailed accounts of all activities throughout the two days. It was made available in Romanian and English to all participants and to the ITL network within one week of the event. The document can be found on the web-site www.teacherleadership.org.uk. David Frost also captured his reflections regarding this event and published them in an ITL bulletin. Both these actions are important not only for celebration reasons, but they are available for all the other schools in the ITL project to learn from and help build capacity.

The way forward

Though involved from the very beginning in the ITL project, a sustainable teacher leadership programme in Romania is yet to be established. The successful event on which I focus here is an encouraging sign that there is great potential and fertile ground for teacher leadership and for what ITL is trying to promote, but we are still facing several challenges as regards capacity building. Lack of funding is a difficulty for other ITL countries, as well as for Romania. We only had an initial financial support from the Open Society Foundation, which helped the programme in Bucureşti and the organisation of this event. Teachers had travelled long distances and put in a lot of effort throughout the year to collaborate with the other schools and to cover their expenses. At the time of writing, we are in discussions with possible partners in Iasi and hope that this will lead to a concrete strategy. Our collaborator in Bucureşti - Education 2000+ - has ceased to exist.

We are still looking for partners in Romania, and David and I took an active role in participating in some conferences in București in 2011 and in Iasi in 2012 in an attempt to promote the values of ITL and gain interest and collaborations. David has written to the ministry of education in Romania and I have been in meetings at the Ministry several times to promote ITL. The volatile political scene in Romania is also proving to be a difficulty: partnerships and agreements tend not to hold and there are frequent and unexpected changes in roles and responsibilities in the Ministry. I am however optimistic and continue to practice what teacher leadership has taught me over the years: to be resilient and exercise my leadership skills and agency, and I remain convinced that eventually teacher leadership will find a home in the Romanian educational system.

Chapter 17

Teachers are doing it for themselves: knowledge-building in HertsCam Emma Anderson, Paul Barnett, Lucy Thompson, Amanda Roberts and Viv Wearing

Editor's introduction

The account of networking in HertsCam presented in this chapter reflects the long haul of developing the practice of networking. It has clearly taken many years to refine the art of it. It also takes time for network members to learn how to get the best from it and so become committed to the process. The fact that the network is largely self-supporting with events being hosted by the teachers themselves is hugely significant. It suggests a high degree of sustainability because of the low level of cost and the high level of ownership. It is also significant that when teachers organise events for the purposes of facilitating peer-to-peer dialogue, they tend to employ their pedagogical ingenuity to good effect. The result is lively interactivity in which people share their experience and provide each other with critical friendship to tease out the issues and compare practical strategies. This is the kind of knowledge that teachers trust, but these events are not simply a cosy exchange of quick fix tips and self-congratulation as some may suppose; on the contrary, they are engines for critical knowledge-building fuelled by a passion for dialogue and the pursuit of better practice.

Key lessons about teacher leadership

Teacher leadership networks are best when they are organised and facilitated by teachers themselves.

Networking focused on teacher leadership can be critical, creating and enhancing professional knowledge, provided that they are engineered on the basis of sound pedagogical principles.

The teachers who will be leading the workshops have prepared their slides, others have put up posters in the hall to prompt discussion. Students from the host school are greeting people at the door, directing them to the refreshments counter and the registration desk. Participants are signing up for the workshops they want to attend. There is an air of anticipation as teachers meet each other and begin to discuss the ideas and challenges that arise from the posters. Eventually, when about eighty or so teachers are finally gathered, the hall falls silent. Another HertsCam Network Event is about to begin ...

At the end of the evening, teachers are fulsome in their praise. They found it ‘great to share ideas and get useful feedback’, ‘thought-provoking’ and ‘inspiring’. What sort of event is it that stimulates this kind of response from teachers at the end of a hard day’s work in school? What sort of knowledge is being built through this networking event and how is it that six events of this quality can be organised each year? Does this type of knowledge-building activity stand alone in HertsCam or is it part of a wider imperative to build knowledge collaboratively? This chapter seeks to answer these questions by exploring our developing understanding of the practice and power of knowledge-building within the HertsCam Network.

What do we mean by knowledge-building?

Within HertsCam, we have identified a seven-step process through which teachers are enabled to lead development work that improves practice and creates or enhances professional knowledge. The final step in the seven-step model outlined by Val Hill previously (see Chapter 13) focuses on this contribution to professional knowledge. By ‘professional knowledge’ we mean the understanding and practical capability which practitioners develop through the planning, enacting and evaluating of their teaching strategies. It is said that our personal knowledge involves both *propositional knowledge* and *procedural knowledge* (Eraut, 1994). Knowing what to do and how to do it is vital to everyday practice, but we are also interested in why we do it and how we can do it better. This knowledge base is not static however. Instead, as teachers, we add to and refine what we know through trial and error in the classroom and reflecting on new ideas which arise from our processes of development, enquiry and debate. Teacher-led development work acts as a catalyst for this extension of professional knowledge in two ways: through the improvement of practice itself as part of the flow of the development process and through a contribution to discourse within the professional community, arising from the sharing of accounts of development activity (Frost, 2013b).

This knowledge-creation activity is not like traditional, university-based research, which

is validated by academic peer review. Instead, it is more like Mode 2 knowledge production, which is socially distributed, action-focused and subject to multiple accountabilities (Gibbons *et al.*, 1994; Nowotny *et al.*, 2003). Through our networking activity we take our tacit knowledge, acquired through individual experience (Polanyi, 1967) and make it visible. This is knowledge, which is shared and documented in a continual process of revision and growth. Accounts of development work lead to insights, which others can apply to their own situations; they may adopt specific tools or techniques for use in their own practice, but perhaps more importantly they may acquire new ideas, understanding and value positions. In other words they might gain the 'practical wisdom', which is validated through its impact on classrooms and students' learning.

Such knowledge-building is essentially a social activity. In HertsCam it takes place in the seminars and workshop sessions in both the TLDW and MEd programmes as participants grapple with challenges and concerns together. It draws upon the knowledge and understanding of the group and also on the views of those more distant colleagues who write in the research literature, in order to enrich the discourse. In this, it rejects the idea of fixed professional knowledge defined by competence statements and externally-set standards within a performativity agenda. Instead it values the knowledge produced by teachers for teachers, in the spirit of extended professionalism (Hoyle, 2008), which is at the heart of teachers' being. Over the past ten years we have developed and refined a programme of network events and an Annual Conference, which provides a productive environment for knowledge-building (Wearing, 2011). The following section charts the ways in which the current format of these events has itself arisen from joint knowledge-development and shared wisdom and practice.

Creating the architecture for knowledge-building through network events

Teacher networks have a long history. McLaughlin (1997) reports on networks formed variously around specific reform strategies, geographical areas or interest in a common subject area or topic. In the early days of networking within HertCam, some use was made of topic-based discussions. Colleagues who had completed the MEd were asked to convene discussion groups on a given evening at the local education authority's professional development centre. Those interested in, for example, assessment for learning, could share what they were discovering. However, there were problems with these early networking activities. For example, the convenor tended to be seen as 'expert', with the resultant frustration from other group members who had a diminished sense of voice and who could not always see the relevance of the discussion to their particular concerns.

Despite these difficulties, David Frost, HertsCam Director of Programmes, remained convinced of the value of mutual learning and knowledge-building. Impact Educational Consultants were contracted to find a new way forward for networking within HertsCam. A new series of network events was launched, based on non-hierarchical principles, which assumed that everyone had something to share and something to learn. Workshops were led by members of TLDW groups as well as those studying for their MEd. Network participants chose which workshops to attend based on their interests. Posters were displayed detailing other teacher-led development work projects and interaction was encouraged through the use of provocative questions on posters and informal discussion during refreshment breaks.

These new network events were carefully evaluated. They clearly had the advantage of being well structured and allowing multiple voices to be heard which brought a new level of professionalism to the organisation of our networking. This validated the status of events as legitimate sources of professional knowledge but the principle of teachers developing knowledge together was somewhat at odds with events being organised by people hired for the purpose. This view, coupled with some financial constraints, led to the current architecture for network events. Six networking events now take place each year. These events are entirely teacher-led. They are organised by a team from a host school and continue to feature teacher-led workshops, poster displays and innovative networking activities. These events not only help to sustain a sense of community through the sharing of teacher-led development work, but provide a vehicle for mutual support, encouragement and inspiration. This is due to the teachers' enthusiasm and active participation of course, but a careful structuring of network events maximises the impact of this. The following section details how network events are organised and the principles which underpin this practical management strategy.

Managing a programme of network events

At each of our six network events we are likely to have between 70 and 100 participants. In the first event of the year when new members register with the TLDW programme, this could be as high as 150. In our early days of this pattern of events, we occasionally had to cancel one because of a predicted low level of turnout for that particular occasion. From this experience we learned that it is important to develop an annual plan for events, which takes account of the geographical location of the hosting school and other pressures, which may result in teachers being unable to participate. This strategic planning, coupled with earlier and more effective publicity, has ensured that all of our events are now viable.

In HertsCam we seek not only to build knowledge about leadership and pedagogy but we also strive to develop our practice in relation to the process of knowledge-building. A strategic approach to the organisation and management of the programme ensures that each network event builds on the experience of previous events. The network manager plays a key role in facilitating this continuity and the development of our expertise. A summary document, *Guidance for planning a network event*, is shared across the network. Then, before a school is due to host an event, the network manager visits to help the hosting team to plan the event. They will discuss how best to adapt the general guidance to suit their particular context. Below is a summary of the key actions that need to be taken.

Organising a network event – 20 key actions

1. Gain Senior Leadership Team support for the event - ask that it becomes a regular agenda item on Senior Team meetings.
2. Ensure the event is on the school calendar.
3. Choose a theme for the event and decide on any special device to frame reflection.
4. Identify a suitable icebreaker or introduction activity to help participants meet each other.
5. Set in motion the process to identify the presenters for workshops and posters.
6. Publish details of the event, including a programme on the website.
7. Identify responsibilities for key staff within the school, e.g. catering staff, the caretaker, student helpers.
8. Identify dates for specific actions and monitor progress regularly.
9. Secure the availability of suitable spaces e.g. a large hall, cleared of superfluous equipment and furniture, a cluster of classrooms near to the hall for workshops, a place for refreshments etc.
10. Ensure that the layout of furniture is suitable for discussion and debate.
11. Ensure all technical equipment is working properly.
12. Ensure that sufficient car parking space is available.
13. Organise signage to direct participants to the car park, the school entrance, the workshop rooms etc.
14. Arrange for help from students to greet participants as they enter and direct them to the registration desk.

15. Arrange for a group of colleagues to help create a warm and inviting ambiance in the hall through the use of music, decoration etc.
16. Identify a lead person to act as a point of contact to deal with any issues on the day of the event.
17. Provide adequate refreshments for participants.
18. Arrange for a number of network members to act as documenters of the event.
19. Ensure that someone takes photographs and consider asking someone to make a video record of the event.
20. Plan a strategy for getting feedback at the end of the event for evaluation purposes.

Although we do not seek to curtail innovation, we have learned that a common format for network event is supportive especially since the hosts are full time teachers with little time to spare. The following vignette illustrates a typical HertsCam Network Event.

A vignette: HertsCam Network Event at Samuel Ryder Academy

Samuel Ryder Academy is committed to empowering members of staff to lead the development of learning and teaching in the school. They set up a TLDW group to support them in achieving this aim. Having been inspired by both local and international network events, they were excited by the prospect of organising one at Samuel Ryder.

Around 120 people attended this event which began at 4.30 pm with an introduction by the headteacher, Matt Gauthier, who spoke about the impact that TLDW projects were having in the school. Lucy Thompson, an assistant headteacher and TLDW Tutor, started the event with an activity designed to get everyone to tell each other what they were learning through their reading. This went down well, with feedback comments reflecting on how it had helped to create a 'warm, collaborative atmosphere'. Then, at 5.00 pm, there was a session in which everyone reflected on the poster displays and exchanged ideas about them. At 5.30 pm participants moved to the first of two workshops. Workshops were wide-ranging and engaging. An excellent example was one focusing on developing strategies to tackle departmental sub-cultures. This was well planned to maximise the opportunity of a 30-minute slot which included a short presentation and a discussion activity. The collaborative nature of this workshop was particularly striking, allowing the sharing of common experiences and mutual learning for all members of the group. After the second series of workshops, a plenary session rounded off the evening. David Frost spoke of the innovative sessions he had witnessed and the valuable exchange of knowledge across the network. Feedback on the event was very positive. Participants commented that they found the event a great opportunity to share both dilemmas and potential solutions. They also offered helpful suggestions for future events such as setting

up a directory of contacts prior to the evening. Lucy reflected on the event with the rest of the senior leadership team and it was agreed that it had been a great success. It had led to a discernable 'buzz' in the school staffroom in the days following the event. The evaluations demonstrated that the event was developmental not only for the TLDW participants but also for the other members of the Samuel Ryder Academy staff who had attended.

The series of six network events are supplemented by an Annual Conference, which is somewhat different in nature and intent.

The HertsCam Annual Conference

The current format of the HertsCam Annual Conference was influenced by an International Teacher Leadership (ITL) event David Frost attended in Istanbul. That event focused less on critical friendship in relation to teachers' projects and more on ceremony and a climate to celebrate the achievements of members of teacher leadership groups in Istanbul. The HertsCam Managing Group discussed this emphasis and was influenced by it in the planning of subsequent Annual Conferences. Lasting for half a day rather than the two hours of network events, they are intended both to celebrate the work of the network in the previous year and to stimulate high quality debate. To this end, a keynote speaker is invited to stimulate discussion, whilst longer seminars give the opportunity for an in-depth critical analysis of a given subject. In order to facilitate this depth of discussion, MEd students are given the role of seminar facilitators. Their role is both to guide the discussion around the topic raised by the seminar leader and also to record the essence of that discussion for publication in a record of the event. MEd students are thus effectively co-opted as active conference hosts, with responsibility for raising the level of intellectual discussion in seminars.

Although the organisation of this annual event is more complex than for regular network meetings, it remains undertaken by network members. This comment by Val Hill, teacher and member of the HertsCam Tutor Team, at the 2014 HertsCam Annual Conference, summed up this collaborative approach to learning at every level.

Look at us here – and think about the wider HertsCam Network beyond those of us here today: the people we've learned from at network events and within our own schools. We truly have woken the 'sleeping giant' of which Katzenmeyer and Moller spoke. We tap into a vast store of professional knowledge that lives within and between us. We are here to further enhance that extended professionalism because it's at the core of our being.

(Extract from a speech by Val Hill at the HertsCam Annual Conference 2014)

Many international visitors join us for our Annual Conferences and such visits often act

as catalysts for the expansion of the network. At our 2014 conference, for example, we were joined by international visitors and research students from other countries including Egypt, Kenya, Kyrgystan, Morocco, Palestine, Portugal, Saudi Arabia and Spain. Colleagues within the ITL network sent best wishes from Serbia, Bosnia & Herzegovina and Turkey. Amongst the research students was Amina Eltemamy, from Egypt, a doctoral student who became convinced that teacher leadership is badly needed in her home country. Amina plans now to launch a substantial teacher leadership programme in Egypt in September 2014. Similarly, Hanan Ramahi from Palestine, who was also presented at the conference, is collaborating with Amina and will launch her own programme in Palestine at about the same time.

Knowledge-building through publications

Knowledge-building in HertsCam is achieved not solely through 'live' events such as those discussed above, but also through the written word, in a variety of forms of publication. We use the HertsCam Voice newsletter and the HertsCam website to share stories of teachers' projects.

Different types of publication are used to build professional knowledge within the HertsCam Network but we believe that stories are not just about passing on information. They are also about providing inspiration to others to act in a way which is morally worthwhile. In this sense, stories perform a similar function to fables, inspiring people to think and act in new ways. HertsCam members' stories are captured in a number of ways. The HertsCam Voice newsletter, published each term, is designed to keep network members in touch with developments and to publicise particular events. However, it also has a knowledge-building role through giving brief accounts of network members' development work projects. Members' contact details are also given to allow colleagues to make contact and learn more about one another's work.

We sought to extend our knowledge-building in 2007 by launching a journal - Teacher Leadership. This would showcase accounts of teachers' development work, which could be accessed by other teachers anywhere in the world. We wanted to give teachers a voice in the public debate about education reform (Frost, 2008; Bangs and Frost, 2012) and we also wanted to recognise and celebrate teachers' achievements as leaders of change. We are building on that by developing a new approach in which we use websites more creatively in conjunction with the publication of a book on an annual basis. A new website – www.teacherleadership.org.uk - was launched in 2013 to enable us to publish papers which support network members' projects and to celebrate teacher leadership in our network and elsewhere.

The International Teacher Leadership initiative

The launch of the ITL initiative in 2008 extended the scope of networking for HertsCam participants. The inaugural conference of the ITL team included a visit to a HertsCam Network Event, which happened to be taking place in the same week. Colleagues from the many countries involved were impressed with the HertsCam event and were inspired to create similar opportunities in their own countries. ITL aimed at supporting the development of teacher leadership in other countries and has offered many opportunities for HertsCam members to learn alongside international colleagues at network events across Europe. In 2012-13 for example, HertsCam Network members were involved in events in Braga in Portugal, Fruška Gora in Serbia (see Chapter 18) and Mostar in Bosnia and Herzegovina. In 2014, further opportunities were created with a different HertsCam team participating in a major national teacher leadership event in Portugal. We hope that, through this outreach work, more HertsCam members will have the opportunity to have their voices heard in different parts of the world. Moreover, we remain committed to developing the strength of our programme in the UK through reflecting on what we learn from working alongside our international partners.

In this chapter we have proposed that professional knowledge is a developing property of the social context of HertsCam, rather than a codified and static body of knowledge held in academic texts. Professional knowledge-building can be discerned in the exchange of accounts and ideas between teachers at network meetings, in their stories in the Teacher Leadership journal and on the website, and in their classrooms where knowledge is made manifest in practice. It can be felt in the discussions between our international colleagues in the ITL project which, although often in a different language, are still able to convey the power of teacher leadership in motivating teachers and mobilising them to lead change.

Chapter 18

A teacher leadership summit at Fruška Gora, Serbia

Gordana Miljević , Clare Herbert and Sheila Ball

Editor's introduction

In the early stages of the work documented in this book, some doubted that the concept of non-positional teacher leadership could travel. After all, the salient messages from so many sources tend to reiterate the same old assumptions from the Weberian perspective on organisations. This chapter shows that the way to transcend the limitations of outworn bureaucracy is to cultivate moral purpose by offering teachers a way to learn how to exercise leadership. Not only does the chapter affirm the viability of the approach, it also illustrates how the common experiences of teaching and leading change can enable people to network across national boundaries. In this account we see the joy that teachers can feel when they join with other teachers to talk about their common values and goals. The entrenched ethnic divides simply melt away. The story reveals that music, food and socialising played a significant part in building this sense of community but the real meat of the account is the crucial insight into how teachers can act as critical friends to each other in their pursuit of educational transformation. We see also a glimpse into the kind of processes through which teachers transcend their local circumstances and come to construct their identities as international.

Key lessons about teacher leadership

The idea of non-positional teacher leadership is viable in a wide range of different cultural and political contexts.

International networking can inspire teachers to expand their conceptions of their own professionalism.

In May 2013 there was an extraordinary gathering of teachers, facilitators and researchers at a hotel on top of a mountain in the Vojvodina province of Serbia. The event was organised by the Centre for Education Policy (CEP) in Belgrade with financial support from the Open Society Foundation (OSF) in New York. Participants had come from various parts of Serbia and from other countries in the Balkans including Bosnia & Herzegovina, Croatia, Macedonia, Moldova, Montenegro and Romania. There were also delegates from Portugal and the UK.

Participants spent a weekend nestled in the spectacular location of Fruška Gora, situated 20 kilometres from the city of Novi Sad (<http://www.novisad.rs/eng>). This exciting event was a key milestone in the International Teacher Leadership (ITL) initiative which many countries in the Western Balkans had joined in 2009 at a conference hosted by Gordana Miljević in Belgrade. ITL eventually involved a total of fourteen countries and with the support of OSF, facilitators and researchers from these countries had taken part in conferences in Mavrovo, Macedonia, Veliko Tarnovo, Bulgaria and in Cambridge, UK. However, this event in Fruška Gora was a real breakthrough because, as well as a project team meeting, it also entailed a network event for teachers. This account touches on each of these dimensions.

Background to the ITL initiative

Back in 2008, representatives from a number of European countries participated in an initial exploratory meeting in Cambridge. This meeting was also attended by a representative from OSF in Belgrade – Gordana Miljević - who saw the potential in the HertsCam model to contribute to the realisation of that organisation's goals; these included the development of democratic civil society and inclusive educational practices. The group recognised the hazards of 'policy borrowing' (Phillips and Ochs, 2003; Steiner-Khamsi, 2004), that practice cannot be simply transferred to different cultural contexts. However, it was clear that the essential elements of the teacher leadership support programme, and the principles underlying it, developed in the HertsCam Network could be useful in different cultural environments.

Subsequently Gordana contacted trusted colleagues in countries across South Eastern Europe and invited them to a conference in Belgrade where members of the HertsCam Tutor Team presented an outline of non-positional teacher leadership. That was a very positive meeting which led to the formation of an international team of facilitators who would take the ITL initiative forward and establish programmes of support for teacher leadership in their countries. Some of those who met in Belgrade were academics: for example Jelena Vranješević, from the University of Belgrade and Petya Kabakchieva, a

sociologist at Sofia University in Bulgaria. Some participants such as Viorica Postica from Chişinău in the Republic of Moldova had multiple identities; she was both a professor at the university and the director of a non-governmental organisation (NGO) called Pro Didactica. A much larger proportion of the participants worked in NGOs on a range of social actions, a few were from government agencies and two from Montenegro were practicing 'Pedagogues' based in primary schools. Regardless of their position and background, all were enthusiastic about developing support for teacher leadership and subsequently went on to establish successful programmes.

Two years later, the report of the ITL project (Frost, 2011) made the claim that non-positional teacher leadership has a significant contribution to make, not only to the development of teachers' practice, but to educational reform more widely by building professional knowledge from the ground up. Drawing from the large scale, collaborative action research process outlined at the ITL meeting in Belgrade in 2009, the report concluded with this statement:

International partners have all expressed surprise and delight at what teachers have achieved and the extent to which the benefits of teacher leadership have been recognised and appreciated by school principals and policy makers in many of the participating countries (Frost, 2011: 57).

The report put forward evidence to support the claim that teachers in different cultural settings and education systems can exercise leadership and influence practice in their schools provided that they have the right kind of support.

We now give an account of the two dimensions of the event: the ITL team meeting and the teachers' network event.

Dimension 1: the ITL initiative team meeting

The gathering in Fruška Gora provided a rare opportunity for members of the international team of facilitators to come together to share their experiences and reflect on the impact of the teachers' projects. There were representatives from nine out of the fourteen countries which had taken part in the ITL initiative. At the outset we clarified our aims, which were to share our experience, review our practice as facilitators of teacher leadership and help each other to work out how to take the initiative to the next level. We would also try to create a vision of how we might extend the network and build the research dimension of our work.

As was usually the case with these international team meetings, David Frost and his

team from HertsCam were asked to provide a framework for discussion. Consequently all team members were asked to prepare an account of their teacher leadership programmes using these categories:

Support programme

What groups? Who were the participants? Who facilitates the groups? Venue for group meetings. Resourcing / finance. Issues with the programme.

Tools

What has been translated / adapted from the HertsCam toolkit? Creation of new tools. Issues with the design or use of tools.

Teachers' projects

Type of project focus. Led by individuals or teams? Scope of influence / impact. Extent and type of changes brought about.

Knowledge-building

Sharing of stories of teachers' projects. Extent of networking beyond their school. Publication of teachers' stories on websites, in newsletters etc.

Evaluation

Methods of evaluation of the programme. Evidence of the benefits of teacher leadership. Issues arising from evaluation.

We were a large group that included in some cases three or four delegates from one country, so we formed small groups to enable all team members to share accounts of their programmes and provide each other with critical friendship. In a plenary session we identified some of the dominant themes and issues including the question of funding, the extent to which the capacity to facilitate teacher leadership has been built, certification and the role of school principals.

The funding issue: In the UK the programme is funded by schools which have control over budgets to support professional development and school improvement. In some countries partners have access to funds provided by donors; Macedonia and Bosnia & Herzegovina have been fortunate in this respect. In Serbia, linking to the EU funded APREME project had helped to achieve momentum. Although teacher leadership groups may be able to thrive without funding, it was agreed that a small amount of money would enable the vital element of networking. It costs money to hire a suitable venue and to provide for teachers' travel, catering and overnight accommodation.

The capacity building issue: Most people reported that amongst the first cohort of teachers to go through the programme, there will be some who can learn how to facilitate further groups. In Macedonia the funding they have access to enabled the team to train a wide range of people to become facilitators. It was recognised that for teacher leadership

to flourish in the future we would all need to build tutor teams consisting of experienced people who have the know-how to facilitate.

The certification issue: HertsCam had recently taken the decision to abandon certification by the University of Cambridge and establish its own 'Certificate in Teacher Leadership'. Strategies had been adopted to ensure rigour and a consistently high standard in the future. In most cases international team members were able to report that they had established certification, which was recognised by local Ministries of Education and carried credits within national professional development systems. A concern was raised about whether accrediting bodies would try to impose control over the programme which might distort our aims. It was proposed that we should try to explore the possibility of linking up our different forms of certification to establish a common or collaborative approach.

The role of the school principal issue: This issue has been discussed in the ITL team on many occasions. Some partners were able to say that their programmes had the full support and active involvement of school principals. In some cases there was a lack of understanding of how to cultivate dynamic professional cultures. It was pointed out by Gordana Miljević, that school principals increasingly find themselves in rivalrous positions and so having a teacher leadership programme could be presented as an advantage to ambitious principals.

Preparing for the network event

The final section of the first team meeting was dedicated to preparing for the teachers' network event, which would begin the next day. The teachers would be making presentations about the projects they had led and, as facilitators, we would want to observe and reflect on the impact of these projects. We discussed the tool below, which drew from the categories arising from research into the question of how teacher leaders think about the impact of their development work (Frost and Durrant, 2002).

Impact

The focus of the development work - What was the concern? Why was this an important issue?

The context of the development work - What kind of school context? What kind of professional culture? What kind of leadership structure? What circumstances in the country or locality?

The process of the development work - How was the project led? Who supported it? Who participated? What were the obstacles?

Impact on the teacher's classroom practice - Innovations? What new techniques or strategies?

Impact on their colleagues' practice - Which and how many colleagues? What improvements had been adopted by colleagues?

Impact on the teacher's identity/capacity - Any improvements in confidence, professionalism etc? Have they broadened their scope or role? Any development of new skills?

Impact on colleague's identity/capacity - Any improvements in confidence, professionalism etc.? Have they broadened their scope or role? Any development of new skills?

Impact on students' learning - Which students? Any evidence of improved attainment? Any evidence of improved knowledge or skills? In what curriculum areas?

Impact on students' disposition - More positive attitudes to school or particular subjects? Any improvements in motivation, confidence and self-esteem? Any improvements in behaviour?

Impact on students' learning capacity - Any improvements in students' self-awareness as learners or capacity to reflect on and evaluate their own learning?

Impact on the school as an organisation - Enhanced collaboration between teachers? New or improved structures or procedures? Changes to the professional culture? Improved capacity for innovation?

Impact beyond the school - Any participating in networking? Any contribution to advocacy? Any publications? Any engagement with the community?

It was agreed that members of the ITL team would use a standard *pro forma* to record their observations in the teacher-led workshops to follow in the next part of the event.

Dimension 2: the teachers' network event

The network event provided opportunities for teachers to share their projects and explore their experiences of exercising teacher leadership. Almost 100 teachers travelled from countries that included Bosnia and Herzegovina, Bulgaria, Croatia, Macedonia, Moldova, Montenegro, Serbia and the UK. The purpose of the network event was to build professional knowledge about teaching and learning. By sharing their experience and building knowledge together, we hoped that the teachers would develop collaborative links across national boundaries and come to see themselves as belonging to an international professional community. The structure of the event was very recognisable to those from HertsCam where all these elements are part of routine practice (see Chapter 13). Participants shared knowledge of their innovations and development work

in a variety of different ways. Through a poster gallery and through teacher-led workshops, teachers told their stories of teacher-led development work.

Early in the morning, as posters were being assembled in the hotel lobby, it was clear that although these teachers had not previously met, they shared a belief in teacher leadership and were excited to find themselves part of a collaborative endeavour. Discussions in different languages bubbled around the posters which all celebrated teachers' projects and posed questions about impact. For many, the languages were similar and easily intelligible and some were able to use the *lingua franca* of English to communicate. However, there were significant language barriers for many. Nevertheless, with the aid of their colourful and well-designed posters the teachers were able to communicate. Initial anxiety gave way to genuine excitement and engagement with the stories being shared and the affirmation that teachers can lead change.

When the formal part of the event began, there were over one hundred people sitting in the hotel's ballroom. There were welcoming remarks from Gordana Miljević, for the host organisation, CEP. She thanked the OSF for their support which was embodied by the presence of Aleesha Taylor of OSF who had travelled from New York to be with us. Gordana expressed special thanks to the teachers themselves, many of whom had overcome problems such as complicated visa applications and fear of flying and had endured arduous journeys at considerable personal cost to themselves. Aleesha spoke for a few minutes and said that it was a privilege to be associated with the ITL initiative. David Frost also spoke, drawing attention to the concept of extended professionalism (Hoyle, 2008) and how the commitment shown by the teachers in coming to this event was a manifestation of the kind of professionalism that had the power to transform education systems the world over.

Following these opening remarks, there was a series of presentations from the leaders of some of the facilitating teams. Ivona Čelebičić from proMENTE Social Research in Sarajevo, made a presentation about what had been achieved in Bosnia and Herzegovina, where they had established many teacher leadership groups. She told us about a network she had hosted in Sarajevo which enabled teachers from Macedonia, Serbia and Croatia to meet each other and share stories of their leadership of development projects.

Suzana Kirandskiska and Majda Josevka from Skopje made a presentation about how they had used the ITL approach as a key dimension of the support provided by the Step-by-Step organisation and funded by US AID. In Macedonia they have always tried to integrate the teacher leadership approach into wider initiatives funded by donors. For example, a new development, the 'Readers are Leaders' initiative does this. In Macedonia, the teacher leadership work had become central to their national efforts to

transform teacher professionalism.

The third presentation from facilitators was from Rima Bezede on behalf of Pro Didactica, an NGO in Chişinău, in the Republic of Moldova. Like the others, this presentation described how Rima and her colleague Viorica Postica had developed their teacher leadership programme. She drew our attention to a book they had published in the Romanian language, which is spoken by the majority of people there.

Posters and teacher-led workshops

Following the facilitators' presentations, the second part of the morning was dedicated to the Gallery Walk. Over 50 colourful posters adorned the hotel lobby, representing the scope of projects and the teachers' commitment to their development work. Whilst sampling an impressive array of Serbian refreshments, teachers mingled around the posters, supporting each other in translating the various languages displayed.

Afterwards, Ivona Čelebičić facilitated reflection and discussion drawing parallels between different development projects. Listening to the presentations and viewing the posters, the teachers understood that they were part of something important, an international movement. The sense of pride and excitement was clearly visible on the faces of members of this audience. This was borne out by comments made in the plenary session immediately following. Comments reflected massive enthusiasm and recognition that teachers everywhere are striving to solve similar problems.

In the afternoon, there was a programme of more than 20 presentations all led by teachers. Each one was chaired by a member of the ITL team and in many cases volunteer translators worked alongside the teacher presenting while others sat alongside members of the audience, whispering an interpretation. The programme was divided into five sessions clustered around themes which enabled participants to build upon each other's contributions, draw similarities and acknowledge similar challenges. These themes included:

- cooperation between school, family and community
- innovative teaching methods and new technologies in teaching
- improvement of pupils' learning in various curriculum areas
- fostering intercultural education and social integration
- taking into account the individual needs of students

The workshop sessions were phenomenally successful. Language barriers were

overcome and teachers were visibly fascinated and moved to hear about what were in many cases heroic endeavours. Teachers who had presented expressed considerable satisfaction and pride in having done so. For most, leading a workshop was a new experience so it was perhaps unsurprising that some of them tended to be rather modest in their narratives, focusing on what they had done in classrooms rather than emphasising their influence more widely.

Relationships are a core ingredient of effective networking. As Church *et al.* says:

A network is based on the relational. This is the process that gives the network its strength. The common purpose is what makes it a network, not simply networking. We are in pursuit of something joined, something together. And then we are doing, we are engaging in an effort to realise that goal. It is the joint activity that gives us edge and power (2002:15).

Although there was a growing realisation that we were all in pursuit of teacher leadership, in Fruška Gora, some relationships needed time to develop. However, it was through the networking activities, the posters and the workshops that those relationships were being built. More importantly, trust, the glue that keeps networks together and builds social capital was emerging: trust based on companionship, competence and commitment (Swan *et al.*, 1999). Teachers from the Balkan region in particular had years of conflict to overcome and we were happy to see these ethnic divides fade away in this event.

At the end of the afternoon the teachers went down the mountain to explore Novi Sad while the ITL facilitators reconvened their team meeting.

Returning to Dimension 1: the ITL team meeting

At the end of a day of intensive networking, the ITL facilitators' team reconvened to discuss what they had seen in the networking activities. Having expressed delight and satisfaction at what we had seen and heard, we talked about issues such as the reluctance of many teachers to talk about the leadership challenges they had faced and how they had been overcome. We recognised that the teachers gathered at this event had barely had time to get to know each other and we know that trust has to be built before people risk talking about matters of leadership. It was noted that the British teachers seemed more comfortable talking about themselves and their attempts to influence their colleagues. Perhaps it was more difficult for teachers in the Balkan countries to accept the legitimacy of their leadership. Perhaps it seems too presumptuous to talk of deliberate attempts to influence colleagues. Our discussion helped us to identify a few points that could be fed back to the teachers when they

returned to the main hall after breakfast the next day.

Celebrations and community building

It is tempting to gloss over what happened in the evening on the grounds that it was merely relaxation, but the evenings' activities were significant beyond measure. Over a hundred people shared a splendid Serbian meal and then returned to the hotel ballroom for an epic evening of musical entertainment. It began with folk music from across the Balkans and progressed to contemporary Karaoke. The tracks played alternated between much-loved traditional ballads and drinking songs and universally recognised pop standards. People took turns to get up and sing along to the musical backing tracks. Mostly people formed teams to perform which led to some light-hearted rivalry between people from different countries, but as the evening wore on the singing teams tended increasingly to be cross-national. This seemingly frivolous activity was actually a powerful way to come together and build bridges between different cultures.

Returning to Dimension 2: reflections on what we had learnt

Delegates gathered together on Sunday morning to reflect upon what they had learnt. David Frost made a brief presentation to give the teachers feedback on the presentations we had seen the day before. Speaking on behalf of the ITL facilitator's team, he congratulated them and thanked them for their hard work and dedication. He drew attention to the ingenuity and creativity that shone through their presentations. Most importantly he talked about the strong sense of moral purpose that had been abundantly evident not only in the posters and presentations, but in the discussions as teachers interrogated the stories they had heard. David went on to make some suggestions for the future. His comments were made in the spirit of critical friendship, not wanting to diminish the praise but hoping to push everyone forward. He suggested that, in future, our narratives could:

- focus more explicitly on issues of social justice
- overcome reluctance to discuss the school context
- talk about the process of development, the journey
- reflect more on the impact on ourselves
- be more confident about talking about influencing our colleagues

- discuss explicitly how to develop students' learning capacity

The main event of the morning was a workshop activity designed to support reflection. Facilitators from HertsCam placed large sheets of paper around the conference room, each with a question to prompt discussion and interaction. Four sheets were depicted as 'locks and keys' posing questions around recurrent challenges which had emerged in discussions over the weekend. The other four sheets were displayed as 'light bulbs'. These questions prompted participants to think about new knowledge, shifts in thinking and connections they had made over the last couple of days. Below are the questions and a selection of some of the insights offered by participating teachers.

How can I unlock ways to express the impact of my project on me and my colleagues?
Have the courage to stand up and be counted. You don't have to shout – just be consistent in your story. I have learnt not only to think about the results but about myself in leading the development process. Seize opportunities to highlight, share and celebrate the good work happening in schools.

How can I unlock time to develop my project?
Be guided by your passion and you will find time. Afterwards, you will wonder how you did it. Make contacts. Work as a team. Pick a project that you are passionate about and that deals with issues you face frequently.

How can I involve colleagues more in my project?
Take every opportunity to sell your project. Grasp any offer of help. Two, three, four, eight pairs of eyes, ears and hands have more chance of success than one, no matter how dedicated he/she is. One has to initiate change, get out and listen, especially to the children.

How can I seek support during my project?
Find people who are interested in the same idea and struggle with the same concern. Expand your communication, ask/talk to different teachers, different professionals – seek advice. Husbands make good sounding boards even if they do not quite understand what it's like being a teacher.

What have I learned about learning?
Learning is a constant and ever-changing process. Everybody can learn; the only thing we need to do is tickle their interest.

What have I learned about leadership?
I learned to recognise the leader within me and for me that is priceless. It is a privilege, but also a responsibility.

What have I learned about making an impact?
One should be brave and responsible. Don't make excuses, saying that somebody else should do that. I am the one who should do that - make an impact, change ourselves and others. Influence develops self-confidence, creativity and joy.

What have I learned about cooperation?
Exchange of experience guides us in further work and brings ideas for new projects. We are stronger together.

What is interesting about the statements above is that without the reflection activity, these statements would not have been voiced. Secondly, the fact that this was a collaborative reflection with participants writing their reflections on flipchart paper and circulating around the room meant that people could read each other's reflections and use them as a stimulus for their own reflection thus enabling a deeper level of thought and self-awareness. What is also interesting is that the collaborative reflection resulted in the building of organisational or collective self-efficacy (Tschannen-Moran and Woolfolk Hoy, 2001). Making leadership visible in this way is vital if we are to realise the potential that lies within all teachers to lead change. The reflections cited above demonstrate the power of teacher leadership to mobilise teachers to lead change regardless of the cultural contexts they are working in. The attitudes apparent in the statements above reveal some profound insights into leadership.

As the weekend concluded and teachers departed to return to their respective countries, there was an overwhelming sense of optimism and achievement. Despite the context of an increasingly global trend towards top-down, managerialist intervention and control, we rekindled the determination that there is also the possibility that teachers can see themselves as members of a global profession in which they can act strategically to create their own professional knowledge and cultivate their own capacity for leadership.

Goodbye to Serbia

Once the conference was over, the ITL team stayed on for further discussions about what we had learned from this event and our future strategy. Everyone expressed the need to maintain and build the network in the future. When this final meeting was concluded, those whose travel plans allowed it enjoyed an excursion to Novi Sad culminating in a celebratory dinner at the Kovačević Winery.

A bus had been arranged to take us back to the hotel but when we came out of the Winery we found that the bus was parked facing down a hill with stationary cars immediately in front of it. The starter motor had jammed and so the bus could not start. There was only one thing to be done. We all put our shoulders to the bus and pushed it uphill until the engine turned over and the vehicle could move without our help. This served us well as a metaphor for our commitment to support and advocacy for teacher leadership.

Final reflections

The accounts of teacher leadership offered in this book add up to a remarkable body of work. These twenty-six authors represent a wider network of people extending to thousands all of whom have stories to tell about non-positional teacher leadership and how it can transform education. Much of this transformative work takes place in relatively privileged environments but some of it is making a significant difference in relatively challenging circumstances including post-conflict contexts. This variation is sufficient to suggest that the approach to transformation documented here has the potential to mobilise and refresh teachers' moral purpose and empower them as agents of change. In these pages there are glimpses of what is possible. There is an urgent need now to consider how to build on this, not only to transform education systems in Europe, but to offer a new perspective on the global Education for All (EFA) agenda.

The EFA Global Monitoring Report, published by UNESCO earlier this year, is a shocking reminder of the enormity of the educational challenge facing humanity as a whole. Immediately following the publication of this report, the director of the team that produced it, Pauline Rose, took up her new post as Professor of International Education at the University of Cambridge Faculty of Education. She presented the report to us and highlighted some stark statistics. The purpose of the report is to assess how far and to what extent countries around the world are meeting the global development goals for education agreed between countries in 2000. The news is mostly very bad indeed. For example, in relation to Goal 6 which focuses on the quality of education, we are told that there are 250 million children who are unable to read, write, or do basic mathematics even though some of these are actually in school. This 'global learning crisis' is nothing less than an international catastrophe. We know that good education is the necessary foundation not only for economic survival but also for good citizenship; it enables people to lead healthy and peaceful lives, contribute to the economy, successfully bring up their families, take social responsibility and contribute to cultural enrichment. A lack of good education on the scale documented in the UNESCO report has frightening implications for the future.

Since the UN Development Goals were set, we have seen initiatives such as 'Education Without Borders' and the 'Global Campaign for Education' but the pace of change is slow and in some parts of the world the situation is actually getting worse. In calling upon governments to take action, the Global Monitoring Report highlights the pivotal role of teachers.

An education system is only as good as its teachers. Unlocking their potential is essential to enhancing the quality of learning. Evidence shows that education quality improves when teachers are supported... (UNESCO, 2014)

The problem is that this report, like so many others, recommends the familiar strategies that have failed in the past. Reports of this kind tend to call upon policy makers to: recruit more teachers and recruit better teachers; provide better training for teacher educators so they can improve teacher training; deploy good teachers to the locations where they are most needed; incentivise teachers with better career opportunities linked to differentiated pay scales; collect better data about teachers so as to regulate and hold them to account; improve curriculum design; train teachers especially in assessment techniques. The strategies listed above all sound very plausible of course, but the paradigm is fundamentally flawed. It adds up to a model of reform that is essentially top-down and very costly. The words in the UNESCO report quoted above are the key. Unlocking the potential of teachers is essential, but we have to question the assumptions underlying the top-down approach. In the 1980s, Susan Rosenholtz (1987) posed this question in the context of attempts to reform the USA education system: 'Education reform strategies; will they increase teacher commitment?'. The question is still of the utmost relevance today. What I think this book clearly demonstrates is that it is possible to unlock the potential within the teaching profession, but through a quite different approach to support. This approach to reform may not immediately strike policy makers as the way to proceed because they are used to more easily definable targets and spreadsheets that predict the costs, but teachers, school principals and those who work closely with them are likely to recognise its value. The experience of those who have contributed to this book is that, once practitioners have participated in programmes based on the idea of non-positional leadership, they tend to become energised and inspired to become agents of change with an enhanced sense of moral purpose.

In this book the accounts from teachers themselves and from those who work with them show that, with the right support, it is possible for teachers to exercise leadership and to develop an enhanced sense of moral purpose. Embedded in these stories is convincing evidence of improved practice and better outcomes for students, but perhaps more importantly is the evidence of systemic change. In these chapters we see accounts of change in professional cultures, the growth of teacher networks and the development of programmes of support for enhanced professionalism. This is a truly transformative model of change which offers a real opportunity to break the vicious cycle in which top-down strategies are used to tackle the problems that have been contributed to by those very strategies.

There are two reasons for suggesting that this model of non-positional teacher leadership is the way forward. First, this approach goes to the heart of the matter by focusing on the question of teachers' moral purpose or commitment. This seems to be universal in that,

with the right kind of support, teachers everywhere can experience a reigniting of their professionalism and enhancement of their sense of moral purpose. Second, this approach is a low-cost option because the creativity, drive and expertise come from the teachers themselves. This is not just a matter of cultivating teachers' capacity to improve their own and their colleagues' practice, but it is also about enabling teachers themselves to become the main source of support for teacher leadership. Teachers who facilitate programmes of support for teacher leadership and organise network opportunities do so for the professional satisfaction it brings rather than because of financial incentives. This means that relatively low levels of funding can enable this to happen.

This book presents a theory about teacher and school development, one that is woven through the narratives rather than presented in a more abstract form. The book is published in the hope that it will inspire others to adopt this transformative model and that networks and programmes such as the ones described here will multiply in the future. In addition I suggest that the book offers a more generalisable view of a transformative approach to the management of social change.

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Transforming education through teacher leadership

This book illuminates and exemplifies teacher leadership through authentic narratives. The authors include teachers themselves and those who facilitate and support them. Collectively these accounts explicate a theory of non-positional teacher leadership and its role in educational transformation. The theory is embedded in the narratives and key insights are highlighted in the editorial commentary that runs throughout.



David Frost is a member of the Leadership for Learning group at the University of Cambridge Faculty of Education. His research focuses on teacher leadership and the development of strategies to support teachers as agents of change. As a founder member of *Leadership for Learning: the Cambridge Network*, he is committed to democratic values in educational settings.

This is a book which deserves a wide audience. It cultivates optimism about teachers and what they can achieve in schools and their communities. It is important because at the heart of the book are teachers' voices and stories written in an engaging and accessible way. It would be wrong to assume however that it is just a collection of stories. It carries a theory about school leadership and school improvement which is challenging.

From the Foreword by Jo Mylles, Deputy Headteacher



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