

ICSEI 2008
International Congress for School Effectiveness and Improvement
Auckland, New Zealand, January 2008

Teacher Leadership: building professional knowledge

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Abstract

This paper focuses on teacher leadership, an important dimension of the work of the Leadership for Learning network - and in particular on the launch of a journal - *Teacher Leadership* – as a strategy for promoting key values: shared leadership, teachers’ leadership of development work, teachers’ knowledge building and teachers’ voice. Material published in the first volume (3 issues) of this new journal is used to illustrate how these values are realised in action, enabling teachers to lead innovation and contribute to the development of professional knowledge.

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Teacher leadership has been a key dimension of our work in Leadership for Learning since its inception. We have engaged in research and development both locally, in particular through the HertsCam Network and more globally through the Carpe Vitam LfL project. Arguably the role of teacher has always involved leadership in the sense that teaching may be construed as creating the social conditions for learning, establishing expectations and directing the pathway of learning, but here I am chiefly concerned with the teacher's ability to influence their colleagues, take the initiative in institutional development and contribute to the building of professional knowledge more widely.

In 2006 we launched a new journal - *Teacher Leadership*. The aim was to publish accounts of teachers' leadership of development work in schools. Some of these accounts would be written by the teachers themselves and others written on their behalf. Our intention was to bring into the spotlight teachers' efforts to improve the quality of teaching and learning in the face of performativity pressures which could be inimical to deep learning.

Fostering teacher leadership

The launch of the journal was an important step for me in the realisation of a long held value position about the role of the teacher as the 'extended professional' (Hoyle, 1972). Subsequent experience and research has generated a great deal of evidence to support the view that there exists a massive untapped potential for teachers to take on the challenge of leading innovation and improvement. This potential has been recognised elsewhere and was perfectly captured in the emblematic title of the book by Marilyn Katzenmeyer and Gayle Moller: 'Awakening the Sleeping Giant' (subtitle: Helping Teachers Develop as Leaders) originally published in the USA in 1996 and updated in 2001. The argument for teacher leadership in this influential book did not locate itself overtly within the discourse about 'distributed leadership', in fact the term was not mentioned at all, nevertheless, the rationale offered focuses on the link between professional autonomy, the sharing of power and professional learning communities. Other commentaries (eg Barth, 2001; Fullan and Hargreaves, 1996; Lieberman, 1992; Lieberman and Miller, 2004; Little, 1995) have noted the proliferation of teacher leadership roles particularly in the US where traditionally there has been a clearer distinction between teachers and 'administrators'. For me these commentaries raise a fundamental question: is teacher leadership for the chosen few or can it be seen as a dimension of the role of any teacher? This question is raised by Crowther *et al.* (2002) who, on the basis of their research and development project in Queensland Australia and Michigan, USA, confidently assert that 'teacher leadership can be nurtured'. This statement could be interpreted in different ways however. It might be taken to mean that it is

possible to train individuals to carry out leadership functions and support them in their attempt to do this. In contrast, it might be taken to mean that it is possible to develop learning communities within which everyone is encouraged to exercise leadership. For Katzenmeyer and Moller, the goal is to engage all teachers in leadership activity and this is signalled at the very beginning of their book with a quotation from Linda Lambert:

Everyone has the potential and the right to work as a leader. Leading is skilled and complicated work that every member of the school community can learn. Democracy clearly defines the rights of individuals to actively participate in the decisions that affect their lives.

(Lambert, 1998 in Katzenmeyer and Moller, 2001: 1)

It is not so much about teachers sharing administrative responsibility and taking on formal leadership roles; rather it is about the right of teachers to fulfil their human potential which necessarily entails having influence over their surroundings and each other.

The launch of the *Teacher Leadership* journal was part of a rather localised strategy to foster teacher leadership in a particular professional network. In the HertsCam Network teachers are engaged in the leadership of innovation in their own schools and in the building of knowledge about teaching and learning in schools throughout Hertfordshire. The membership of HertsCam includes teachers from all phases of schooling, some of whom are employed by the local authority as Teaching and Learning Consultants or Advisers. The network is supported through the alliance of the University of Cambridge Faculty of Education and the local education authority in Hertfordshire.

At first glance the *Teacher Leadership* journal has all the hallmarks of an academic journal: it is produced three times a year, it has high production values and the articles are of a quality that is consistent with other journals. However, it is different to most other journals in that the material is entirely authored by teachers rather than by professional researchers working in the university sector. The university does play an important part however, but it is an enabling and supporting role. Twenty years ago Lawrence Stenhouse argued the case for this.

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)

At the 2006 ICSEI conference in Florida, Michael Apple argued that the academic world has to recognise that teachers work in increasingly intensified conditions and that this demands a form of research in which university academics act as 'story tellers and secretaries' for teachers to enable their voices to be heard (Apple, 2006).

This captures the spirit of the Teacher Leadership journal which carries two different kinds of material. First, there are a number of articles written by the teachers who were the instigators of a developmental project of some kind. The second section of the journal contains much briefer ‘stories’, accounts of teacher-led development work written by members of the editorial team on the basis of evidence presented by the teacher concerned. The issue of authorship and voice are discussed in more detail below. The articles and stories included in the journal are all case studies of teacher-led development work. They do not make generalisable claims but offer relate-able accounts (Bassey, 1999) that could provide other practitioners with valuable insights and starting points for their own improvement strategies.

How does the journal foster teacher leadership?

Some may assume that the primary aim of the journal is simply dissemination but I want to argue that this is a very problematic concept. The reason why Bassey used the term ‘relate-able’ is because he wanted to suggest that, in a professional context, practical strategies or techniques cannot be simply transferred to another context. Rather, accounts of practice may be taken as a starting point for further experimentation which involves adaptation to particular contexts.

Knowledge transfer occurs only when the communicated know-that and know-why is converted into know-how, the actionable knowledge that now belongs to the recipient. Knowledge transfer requires talk, particularly in narrative and story.

(Hargreaves, 2003a)

‘Actionable knowledge’ clearly has to be recreated or developed in the new situation but with the Teacher Leadership journal we wanted to go beyond the idea of transferring of practice. What we wanted to do was to transfer knowledge about innovation itself. Through narratives of developmental processes or processes of innovation, we wanted to inspire other teachers to take up the challenge of leading change and to provide them with illustrations of how this might be done. The articles and stories published in the journal would be not so much descriptions of ‘best practice’ but instead they would be narratives about change and improvement. We aimed to celebrate and give weight to the teachers’ voice and in so doing build knowledge by facilitating critical discourse. For the HertsCam network, the journal was not the only way of fostering such discourse: there were conferences, workshops, collaborative projects and other discursive forums, but it does have a distinctive characteristic in that it had the potential to connect members of the HertsCam Network to similarly-minded teachers across the world.

Core values promoted by the journal

The Teacher Leadership journal unapologetically promotes a set of values which have been made explicit in editorials and in other publicity material. These core values maybe represented as having four dimensions as follows:

- Shared leadership
- Teachers' leadership of development work
- Teachers' knowledge building
- Teachers' voice

I now discuss each of these dimensions drawing on material that we have already published in order to illustrate and exemplify how these play out in practice.

Shared leadership

In order to waken the sleeping giant of teacher leadership, senior leadership teams need to embrace the challenge of sharing leadership but this is not simply a matter of allowing others to lead. It has to be proactive, involving strategies for encouraging leadership in others regardless of whatever position they may occupy in the organizational structure of the school. For some the term 'shared leadership' is itself inadequate in that it might imply the rather limited notion that leadership can be exercised by a number of people within the school (Spillane, 2006). James Spillane prefers to talk about 'a distributed perspective' because it suggests that leadership is a collective activity essentially involving interaction. He summarises in the following way.

From a distributed perspective, leadership involves mortals as well as heroes. It involves the many and not just the few. It is about leadership practice, not simply roles and positions. And leadership practice is about interaction, not just the actions of heroes.

(Spillane, 2006: 4)

The key word here is 'interaction' which suggests a view of leadership informed by 'activity theory' (Engeström, 1999). This is echoed by Peter Gronn's account of leadership which also draws heavily on activity theory to suggest that leadership is a collective phenomenon characterised by 'conjoint agency' (Gronn, 2000).

In the first issue of Teacher Leadership Jo Mylles, a member of the senior leadership team in a secondary school, draws on evidence from an evaluation of teacher-led development work in two schools to illustrate the role of senior leaders in supporting and orchestrating the

leadership of others within a ‘knowledge creating school’ (Mylles, 2006). Her account features stories of teachers who, with the active support of senior colleagues, had developed their capacity for leadership and found themselves surprised by the extent to which they had been able to influence their colleagues.

Through her work in the TLDW group Anne was able to share her work with a wider audience. In addition she used the lunchtime teaching and learning forum to share accounts of the work. At the end of the year she considered that she could influence others outside her Faculty. In an interview about the work, Anne pinpointed two factors which had helped her widen her view of leadership. Firstly, Anne’s development as a leader was supported by Maria, co-leader of the TLDW group. Maria’s support and mentoring underpinned Anne’s confidence to influence beyond her Faculty.... Secondly, the collaborative and collegiate culture at the school enabled Anne to widen her conception of leadership. She talked about the prevailing culture of trust and respect where risk taking was encouraged but no blame attached if things did not go as well as expected *‘chatting about teaching and learning, it is nothing official it is just part of the conversation at school’*. Anne spoke of how she had found the discussions at the Teacher Led Development Work group enriching and that this wider forum enabled her to think more deeply about how to move her work forward.

(Mylles, 2006:8)

In the same volume Jackie Johnson describes the way her project drew colleagues and students into a school-wide ‘pedagogic dialogue’ using ‘learning preference profiling’ as a vehicle (Johnson, 2006). Jackie’s work as co-ordinator of the project was inextricably bound up with the work of members of the senior team who provided support and guidance enabling Jackie to work with a team of colleagues, in turn offering support and guidance for their colleagues.

In our LfL network, teacher leadership goes hand in hand with student leadership. In the second issue of Teacher Leadership there is an account of Tom Murphy’s development work which illustrates how the shared leadership ethos also draws the students into leadership for learning.

Tom knew that it would be a risky venture so he chose to experiment with a Year 11 class of moderately able students who presented no particular behavioural challenge and with whom he enjoyed a good relationship. He divided them into small groups each of which was asked to take responsibility for teaching a lesson. They were given the learning objectives for the lesson and a week to devise a plan. Tom met with each group during the lunchtime to review their lesson plans. These meetings sometimes included a rehearsal of practical demonstrations.

(Murphy, 2007:73)

The story describes the effect of this strategy on the students' understanding of the learning process and on their dispositions towards their own learning. It also notes the impact on Tom's own learning about pedagogy and the way in which the school was able to embrace this innovation. Here again, the senior leadership team had been building a culture of shared leadership and this involved Tom being invited to talk with senior colleagues about his initiative. He was subsequently asked to be the keynote speaker at the next whole staff conference, which is remarkable given that he had launched his project when he was still a newly qualified teacher.

This theme is echoed in the third issue in which there is an account of a teacher working with an external consultant to support a group of students who undertook research projects focused on aspects of teaching and learning.

Teachers' leadership of development work

In order to locate the idea of teacher-led development I need to say something about the debate referred to earlier about the role of the teacher. In the 1970s Lawrence Stenhouse argued that there was something missing from Hoyle's proposition about the 'extended professional' (Stenhouse, 1975). Hoyle had emphasized the idea of the teacher being 'innovative at the classroom level' and acting as a 'champion of innovation among his colleagues' (Hoyle, 1972: 24) but Stenhouse argued that the extended professional needs also to have:

Commitment to systematic questioning of ones own teaching as a basis for development
Commitment and skills to study one's own teaching
Concern to question and to test theory in practice

(Stenhouse, 1975: 144)

This argument was very persuasive and over the years the 'teacher-as-researcher' idea has caught on. It has been promoted by university schools of education because it presents a convincing rationale for project work in relation to award-bearing CPD programmes. The development of the concept of action research (Elliott, 1991) provided a high degree of theoretical respectability and seemed to have the potential to offer teachers a framework to support their leadership of change. However, as I have argued in some detail elsewhere (Frost, 2007), the academic context within which such projects have been conducted has tended to have the effect of diminishing the leadership dimension of the work which teachers undertake. The language of teacher-led development work alters the emphasis away from *research* and towards *leadership*. It is in essence about teachers taking the initiative and managing projects in which they consult and collaborate in order to influence colleagues and

improve practice throughout the school. Inquiry plays its part in the development process but it is the servant of the process of development rather than an end in itself.

In the *Teacher Leadership* journal we publish accounts of teachers' projects and through the editorial process try to highlight the principles of teacher-led development work. For example the story about Sonia Turner's work focusing on the development of a Boys Underachievement Group tells how she consulted with the Deputy Headteacher in the setting up of the group and how she worked with her colleagues. The following abridged extract focuses on the leadership dimensions of the activity.

Sonia drew colleagues into working with the group by asking them to teach a lesson and evaluate it afterwards. Other staff were drawn into the development work by the use of a reward system. ...star charts were displayed in the staff room and Sonia used staff briefings to remind and encourage staff to use the system. ... Staff and pupils evaluated the sessions and Sonia monitored the boys' progress throughout the year ...Staff evaluations indicate that the boys' ability to work together, to listen to each other and to try different tasks had improved. The boys themselves evaluated the BUG lessons highly. They valued the opportunity to do active and practical sessions and felt that the focus on role play and team work in some of the sessions had enabled them to find more strategies to modify their behaviour. Sonia was able to use evidence from her work at a staff meeting.. to share the work being done and to generate further ideas to engage and motivate boys. ...(this) led to the drawing up in faculties of Boys' Achievement Action Plans. One issue of the teaching and learning newsletter was devoted to strategies to engage boys to keep the momentum going and to share ideas staff were experimenting with. Faculties have responded in different ways to the challenge..

(Turner, 2007: 63-65)

The story indicates what can be achieved when teachers take on the challenge of managing change. Sonia was supported throughout this episode of teacher leadership by her membership of a Teacher Led Development Work group established at her school. The group was led jointly by a tutor acting on behalf of the university and a member of the school's senior leadership team using a package of materials and strategies designed for this purpose (Frost and Durrant, 2003).

Teachers' knowledge building

In *Teacher Leadership* we are concerned not simply to add to the stock of professional knowledge available to teachers, but also to promote the idea that teachers have a significant role to play not only in the creation of professional knowledge but also in its transfer. This is not to deny or diminish the place of research-based knowledge but, in spite of calls for teaching to become 'a research based profession' (Hargreaves, 1996), the evidence is that such knowledge is not easily used in schools.

Perhaps it remains to be tested empirically, but we proceed in the belief that, where insights

about practice and recommendations for practice emerge from inquiry rooted in teachers' practical experience, they are likely to be of greater value than knowledge from other sources. This is not to argue that the building of professional knowledge should simply be a matter of the sharing of 'best practice', 'next practice' or even 'breakthrough practice'; rather it is recognized that professional knowledge needs to be generated by teachers through collaborative evidence gathering and evaluation processes and then accumulated and tested through membership of critical communities and networks.

David Hargreaves has argued that schools need to pay attention to 'knowledge management' which is concerned not just with knowledge creation but also with the management of the flow of knowledge throughout the organisation and the wider system. This adaptation of the work of Nonaka and Takeuchi (1995) from the world of commerce shifts the focus from the individual to the collective. A model of professional practice that elevates the expertise of individuals assumes that a great deal of what we know is tacit and personal (Polyani, 1967), but system wide transformation requires a flow of knowledge that is made public and put through a critical process; and this has to be one that is not dominated by the university based academics. In the end it is about the system-wide mobilization of intellectual capital and the transfer of innovation (Hargreaves, 2003b).

The material published in the Teacher Leadership journal has been generated by teachers working within networks within which there are a variety of opportunities to disseminate their work and to engage with each others' work more actively but publication in the journal makes representations of this knowledge more accessible to teachers who do not belong to the network.

A story from the first issue of the journal illustrates how the transfer of knowledge can be aided by publication. Elizabeth Clarey's development of the use of De Bono's 'Thinking Hats' strategy clearly does not break new ground for the profession as a whole, but this authentic account of a relatively inexperienced teacher experimenting with and systematically evaluating a technique already known to many within the profession, has proved to be powerful. Other teachers have found the account inspiring and have subsequently taken up the idea and adapted it for use in their particular contexts. The following abridged extract illustrates the straight forward narrative style of the account and the level of detail.

Elizabeth decided to use an existing English scheme of work that requires students to research animal testing and to write a discursive essay based on what they had found out. ...She began by constructing her own lesson plans using the processes suggested in De Bono's book 'Teach your child how to think' (1992). She chose to work with a .. group of Year 8 mixed ability students. She asked them to keep a journal ... recording the activities they had undertaken ... and their feelings about how these

activities had helped them to learn. ...Each lesson focussed on a contrasting pair of Thinking Hats: for example the red hat that involves very subjective and intuitive type of thinking and the white hat which demands the processing of more factual information. She used various activities from De Bono's book to help students to put the hats into use. Students were, for example, presented with leaflets and information from various sources on the topic of animal testing. They were asked to highlight the information in various colours to show the different types of thinking evident. They experimented with using a new page for each Thinking Hat in their exercise book and made notes on the appropriate page. When the students had used all of the hats, they discussed how, by using the thinking which took place under each hat as a new section, they could arrange their thoughts into the discursive essay which they had been asked to write.

What is important here is the fact that the story is not limited to an account of how to use the Thinking Hats strategy to scaffold students' writing tasks, but it also illustrates how a teacher might evaluate the activity in order to develop its use. Elizabeth was able to use evidence from the students' journals and from video recordings of focus group interviews to share the experience with colleagues.

Teachers' voice

There was a time when ministers of education had little to say about the curriculum and still less to say about teaching. All that has changed and we find that, in recent years there has been a cacophony of voices not just from central government but also from parents and other stakeholders. It is perhaps unsurprising that teachers sometimes feel that their voices have become relatively weak. The Teacher Leadership journal seeks to redress the balance and foster the teacher voice. I recognise of course that the term, like 'student voice' is an ambiguous one, open to a range of interpretations. The aspiration however, is to help to articulate and amplify the views, experience and perspective of teachers on educational policy and practice. Arguably, voice is a key dimension of the development of learning communities whether the voices be those of students, their parents, teachers, support staff or other stakeholders. According to Durrant and Holden, it:

generates energy and enthusiasm, develops self-confidence and self-efficacy and improves relationships. It values people and helps to transform school cultures.

(Durrant and Holden, 2006: 90)

In the first issue of the journal Robert Good put forward proposals for transforming the experience of students with severe learning difficulties in a special school. He had experimented with the use of video recording to support the students' self-advocacy and enable them to develop more ownership of their own learning.

If students with SLD have the opportunity and support to make choices in a variety of contexts then they can become more self-determined (Wehmeyer, 1996). To facilitate this the student's community must not only be able and ready to recognise such choices, they must be prepared to honour them. ICT has a key role in facilitating and recording such mechanisms.

(Good, 2006: 30)

Robert's article had a powerful effect because he was able to demonstrate the effectiveness of innovative practice in terms of the empowerment of young people who face such challenging obstacles.

It is often taken for granted that policy makers can only be influenced by large scale research based on random samples and reliable data, but narratives such as the one from which this extract is taken can get across important messages to policy makers while inspiring other teachers to take hold of their own professionalism.

In preparing for this project I reflected on a number of visual images. The most alarming for me was that of the Henry Ford production line: this provided me with an analogy for what I see as a mechanistic, formulaic approach to teaching and learning. Among my chief concerns was that my teaching had become routinised; that, within a results-driven hierarchical system, I had tended to focus on control at the expense of teaching and the process of learning; that my students were over-dependent on teacher-led activities. As Watkins (2005) suggests, teachers' agency is compromised when governments impose prescriptive measures; teachers become more controlling in response to the burden of accountability for pupil performance.

Through my project, I sought to erase this image and replace it with the communal glow of Stanley Spencer's shipyard murals. To some extent, I think I have succeeded. There is a sharp contrast between my early scribbles and the eventual composition of a learning community. The most important idea I have put to the test is that young people have strong social values which can be capitalised on in the classroom. Learning is essentially a social activity in which learners need to express their own agency.

Through attempting to enable my students to articulate their own voices and develop a stronger sense of authorship in their learning I have been able to recover my own sense of authorship. I have discovered how to draw on my own intellectual resources and experience as tools in the process of inquiry and development work.

(Delany, 2007)

Tony Delany's article not only provided an account of how to 'personalise' learning for his students in the art room, but he also articulated a critical perspective on the contradictions in educational policy.

We live in an era when the voice of ordinary members of society are seemingly welcomed in a wide range of contexts whether it be radio phone-ins, reality TV shows or man-on-the-

Clapham-omnibus approaches to news gathering and political discourse, but, while these activities may well involve amplification, they do not necessarily involve *articulation*. With the Teacher Leadership journal we were interested in enabling teachers to clarify and make more powerful what they wanted to contribute rather than simply provide an outlet. Our editorial policy reflects this desire.

Editing, mediation and authorship

In order to amplify and articulate the teacher voice, it is essential that the Journal material is seen to be of the highest quality with all that implies about clarity of expression, rigour of argument and the evidential basis, for example. Quality is usually assured through a system of peer review. This is not the case with the material published in *Teacher Leadership*, but it has been defended and scrutinised in a way that may be even more demanding. The articles, written by teachers, are all based on masters theses which have been subject to the rigours of a university assessment system and drafts are robustly edited by members of the editorial team. The process of editing is not just about the usual considerations such as coherence, internal logic, and validity of claims, it is also about correspondence with the core values discussed above.

The ‘stories’ presented in the journal are quite different in character to the articles. They are brief – only 800 words or so – and written on behalf of the authors rather than by them directly. These brief case studies are drafted by the editors on the basis of the authors’ portfolios of evidence of their development work. The portfolios have been assessed for the purposes of certification and can be said to constitute ‘case records’ (Rudduck, 1985) which are valuable sources of evidence although, in that format, not particularly accessible beyond the particular schools. The stories represent a way of broadcasting the news so that other practitioners can enquire further if the development activity interests them. Like the articles, the stories are shaped in order to promote the values discussed above.

The editorial approach is closely linked to the idea of mediation in the gathering of the material for publication. In relation to most academic journals it is common practice to invite the submission of articles which are then put through a process of critique and selection. Understandably this involves a considerable time delay and ultimate disappointment for those whose articles are rejected. Our policy with Teacher Leadership is to avoid this altogether by inviting submissions and working closely with the author to ensure that the outcome is successful. With Issue 2 we began to expand outwards from the HertsCam network to include material from teachers in other networks. The process of mediation still applied by

collaborating with a colleague who supports a network that has similar aims to HertsCam. Clearly this process of robust editing and mediation rests on a considerable degree of trust that exists within networks and between networks.

This approach to editing and mediation brings with it dilemmas particularly in relation to authorship and voice. It might reasonably be argued that the teacher voice principle is compromised by not having a more open process and that there may be the danger that mediation and robust editing might neutralise critical perspectives from the grass roots. We are encouraged by the responses to a survey of the 23 contributors to the first two issues of the journal which tells us that the process has been rewarding for them and the results faithful to the spirit of their work. Stories written on the authors' behalf were praised; for example, one author said:

Very happy with how the work was summarised. It was faithful to the spirit, and put the message across better than I probably could have done myself. It is quite important to have easy to read concise reports for fellow teachers, since we are short of time to read lengthy reports. I don't consider myself particularly good at writing - I am a scientist and not trained for normal audiences! I would have probably lacked the time and not met the deadline, so was quite happy for someone else to summarise my work for me. They made it sound really good.

This kind of feedback was typical and it encourages us, but at the time of writing we are actively seeking to establish procedures for monitoring the effect of our editing policy and would welcome comment on this.

Looking forward

As we began to think about material for the third issue of *Teacher Leadership* we were conscious of the need to extend the reach of the journal and draw material from a wider pool. As we discovered in the Carpe Vitam LfL project, dialogue about practice across cultural and national boundaries is a powerful learning tool. We therefore approached Susan Groundwater-Smith who coordinates the Coalition of Knowledge Creating Schools in an around Sydney, Australia to ask for a suitable account of teacher-led development work. The resulting 'guest article' in Issue 3 is by Greg Elliott of St Mary Star of the Sea College, Wollongong who writes about the adaptation of the lesson study approach to support professional learning in his school. In future issues we hope to publish articles and stories from around the world.

In the UK we have also entered into a collaboration with the National Union of Teachers to publish a special edition of the journal. This is an interesting development that echoes one of the optimistic predictions made by Katzenmeyer and Moller in their book 'Awakening the Giant of Teacher Leadership' (2001). They predicted that teacher unions will recognise the importance of teacher leadership for improving teaching and learning rather than just teachers' working conditions and will extend their efforts to support its development. We welcome this initiative as being a significant step in promoting teacher voice.

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