The International Teacher Leadership (South East Europe) Project

Team Meeting

29th-30th October 2010

Hotel Radika
Mavrovo, Macedonia

Portrait of the meeting
Acknowledgements

The International Teacher Leadership (South Eastern Europe) project is funded by the Open Society Institute under their Education Support Programme represented by Gordana Miljevic who manages its work in SEE.

The project is co-ordinated by Suzana Kirandziska on behalf of ‘Step-by-Step Macedonia’.

The project is part of a wider group of projects and activities under the ITL Network which is directed by David Frost on behalf of ‘Leadership for Learning: the Cambridge Network’ at the University of Cambridge Faculty of Education.

The distribution of the funding is managed by the project’s Steering Committee which consists of Gordana Miljevic, Suzana Kirandziska and David Frost.

Although most of the expense of the meeting have been met by the OSI funding, it is acknowledged that some team members have received additional support from their own organisations (see Participants list).
## Contents

### Episode 1
- Acknowledgements 1
- Contents 2
- Conference venue 3
- Conference team 4
- Programme in outline 5
- Friday 29th – Welcome 6
- Who was there? 7
- What did we learn from the Introductions? 9
- What we said about teacher leadership 9
- The journey of the conference (Ithaka) 11

### Episode 2
- Presentation: a narrative of the project 12

### Episode 3
- Reflecting on David’s narrative 21
- The Gallery Walk 22
- Enhancing action plans 23
- Feedback from group sessions 25
- Using the HertsCam Tutor Guide to plan workshops 26
- Outputs, publication and knowledge building 27
- Feedback from groups on outputs – flipcharts 28
- Implications for action by Cambridge team 30
- Using research tools to develop our programmes 30
- Discussion of research tools 31
- Plenary – round up of issues 32
- Team meeting at 6.00 pm 33
- Insights 33
- Issues 34

### Episode 4
- Starting with an energiser 35
- Responding to issues – Periodic review 35
- Issues arising 36
- Focusing on the recent event in Zagreb 37
- Reflection in country groups 38
- Building the capacity of the project – the future 39
- The TIES project 39
- The APREME project 39
- The Step-by-Step, Macedonia project 40
- Education International project 40
- EUROCLIO (European Association of History Teachers) 40
- Evaluation activity 41
- Outcome of the evaluation 42
- What this conference helped me to clarify 43
- What more support do I need? 44
- Closing remarks 44
Conference venue

The conference was held at the Radika Hotel in the heart of the Mavrovo national park in Macedonia.

Mavrovo is an interesting tourist attraction with unique natural beauties. It is believed to be one of the most beautiful tourist attractions in Macedonia. It is a place of many natural beauties. It has a crystal clear lake, high mountain hills from where you can see panoramas of the Bistra mountain and it’s nearby villages. Mavrovo attracts tourists during all seasons, but it is more attractive in winter when it is all covered with deep snow. The Mavrovo region hosts ski tournaments and other sport recreations. This region is very active throughout the year.

Lake Ohrid is a beautiful picturesque fresh-water lake of about 350 square kilometers, located near the South-western border with Albania. It is surrounded by mountains rising to peaks of almost 2,000 meters and is well renowned for its crystal clear water, which is visible down to 22 meters, of a total maximum depth of 286 meters.

The city of Ohrid, which is located right next to the lake, was the cradle to Slavic Christianity and education in the 10th Century A.D. Modern day Ohrid, now plays host to its many visitors. Ohrid and its lake stand unique in the balance achieved between its medieval past, arts and architecture, and how they have been translated to provide modern-day pleasures. Lake Ohrid is a breath-taking sight.

http://www.ohrid.com/
The Conference Team

Conference host / organiser

Suzana Kirandziska

Workshop facilitators

Jo Mylles       David Frost       Sheila Ball       Paul Barnett       Amanda Roberts

Lyndsay Upex       Vivien Wearing
Admin support and management (Cambridge)

Logistics, admin, support and research

Majda Josevska and Kika Lelovac
Programme in outline

Friday 29th October

9.00 am  Welcome and introductions
9.30    Presentation – the story of the project so far
10.45   Coffee break
11.05   Gallery walk – to share accounts of progress and plans
11.45   Enhancing action plans
         *Working with school principals*
         *Strategies for networking*
         *Strategies for local knowledge building*
         *Certification / recognition*
1.00 pm  Lunch
2.00    Planning teacher leadership workshops
3.00    Outputs, publications and knowledge building
3.50    Coffee break
4.15    Using research tools to develop our programmes
5.30    Round up of the issues from the day
6.00    Finish

30th October

9.00 am  Review of the issues from day 1
9.30    Action planning
11.00   Coffee break
11.20   Plenary session
11.45   Building the capacity of the project as a whole
12.30 pm Feedback and review
1.30    Lunch
2.30    Excursion
Friday 29th October

9.00 am    Welcome

Suzana Kirandziska welcomed everyone to the project team meeting. Suzana thanked Gordana Miljevic and Open Society Institute (OSI) for making this meeting possible. Gordana gave a few words of welcome and thanked everyone for their effort in travelling to the meeting and taking the time out of their busy schedules. David Frost echoed the remarks of Suzana and Gordana, thanking everyone for their commitment. He then handed over to Amanda Roberts to manage the introduction activity.

Introductions

Amanda Roberts organised an activity to introduce members to each other and to learn names. The team were asked to meet someone they did not know already and to find out:

- their name
- their country
- why teacher leadership is important to them
- how to say ‘welcome’ in their own language.

At the end of the activity each person is asked to introduce the new friend to everyone - in plenary.
<table>
<thead>
<tr>
<th>Person</th>
<th>Country</th>
<th>Organisation</th>
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<tbody>
<tr>
<td>David Frost</td>
<td>United Kingdom</td>
<td>University of Cambridge Faculty of Education and HertsCam</td>
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<tr>
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<td>Aytac Gogus</td>
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<td>Majda Josevska</td>
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<td>Netherlands</td>
<td>European Association of History Educators</td>
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What did we learn from the Introduction activity?

We learned how to say ‘welcome’ in a number of languages. This was part of a background activity in which we used a table of words in all the languages reflected in the project to try to familiarise ourselves with each other’s languages.

What we said about teacher leadership

When we introduced our ‘new friend’ we said these things about teacher leadership.

Teacher Leadership is important because:

- it helps to develop democratic dimensions
- it builds effective schools
- there are many good teachers who are affected in the education system and encourage them to become close to students and raise self confidence
- without teachers there is no education
- a teacher should not be regarded as a public servant
- teachers should create in their own practice
- it enhances teachers’ motivation to encourage students learning
- it involves hearing the voice of teachers
- we have to ask teachers what they want
- it provides an approach to working with teachers
- it makes us open minded and gives us different ways to work with children and teachers
- it improves schools capacity and schools are very important education
- it helps teachers to realise how strong they are and that they can initiate the change
- having strong teachers makes strong schools
- it supports innovation in schools
- for teacher professional development and for the community
- it improves language in schools for teaching and learning
- it helps teachers to help students to become better citizens
- it enables ideas can be moved, changed and developed
- it develops teachers and improves schools
- it is a method to enhance teacher’s development
- it brings new ideas and develop approaches for teachers’ minds
- it releases the power of teachers in the school and community
- it invests in teachers, giving them the faith in themselves to change their schools and communities
- it is essential that teachers lead learning
- schools should be ethical environments
- teachers develop ownership and commitment
- it can improve anything in schools
- it is an interesting concept and is in the interests of students
- it helps teachers develop their own skills rather than receiving training from the government
- it promotes democracy
- improves teachers’ professionality
- it empower teachers to do a variety of things and improve their learning
The journey of the conference

Following the introductions activity, Amanda read a poem ‘The Journey to Ithaka’.

The Journey to Ithaka

As you set out for Ithaka
hope the voyage is a long one,
full of adventure, full of discovery.
Laistrygonians and Cyclops,
angry Poseidon- don't be afraid of them:
you'll never find things like that on your way
as long as you keep your thoughts raised high,
as long as a rare excitement
stirs your spirit and your body.
Laistrygonians and Cyclops,
wild Poseidon- you won't encounter them
unless you bring them along inside your soul,
unless your soul sets them up in front of you.

Hope the voyage is a long one.
May there be many a summer morning when,
with what pleasure, what joy,
you come into harbours seen for the first time;
may you stop at Phoenician trading stations
to buy fine things,
mother of pearl and coral, amber and ebony,
sensual perfume of every kind-
as many sensual perfumes as you can;
and may you visit many Egyptian cities
to gather stores of knowledge from their scholars.

Keep Ithaka always in your mind.
Arriving there is what you are destined for.
But do not hurry the journey at all.
Better if it lasts for years,
so you are old by the time you reach the island,
wealthy with all you have gained on the way,
not expecting Ithaka to make you rich.

Ithaka gave you the marvellous journey.
Without her you would not have set out.
She has nothing left to give you now.

And if you find her poor, Ithaka won't have fooled you.
Wise as you will have become, so full of experience,
you will have understood by then what these Ithakas mean.

Constantine Cavafy

The poem provided a metaphor to express the idea that we would have as much to learn about the process of the conference – the style, the approach to workshops and discussion – as the content or focus.
Presentation: A narrative of the ITL project

A journey of 23 steps from the beginning in 1989 to Mavrovo in 2010

David emphasised that this is a personal narrative and that each team member would have their own narrative of the project. In order to render a summary of the presentation for this portrait, it is presented as having a number of steps.

Step 1
A personal beginning
David became involved with in-service teacher education when he was a university lecturer in the mid-late 1980s. Through dialogue with the teachers who came on his courses, he explored these questions:

What is the link between continuing professional development (CPD) and the development of practice? Does the growth of the teachers’ understanding lead to change? If so, when? Does the change have to be limited to their own classrooms? How could individual development involve school development?

David developed strategies and techniques to try to address these questions. These included school-based support groups and the ‘reflective action planning’ model.

Step 2
Struggling to disseminate
In the early 1990s David and a few colleagues, including Judy Durrant, published their ideas.

Step 3
Learning from an earlier international project
Leading the ‘Carpe Vitam Leadership for Learning project with John MacBeath and Sue Swaffield enabled David to learn about the importance of dimensions such as: hospitality, documenting the process, discussion across national boundaries, the power of display to share ideas and experience, critical friendship relationships, tools for discourse, building community and developing theory through discourse involving researchers and practitioners.

Step 4
The birth of the ITL project
Research students such as Ljubica Petrovic and Ozgur Bolat together with academic visitors such as Maria Flores showed interest in the teacher leadership work that had
developed through HertsCam. We planned a first team meeting to be held Cambridge in November 2008.

**Step 5**

**A relationship with OSI**

A colleague had mentioned OSI to David. The statement on their website — focusing on democracy and justice - seemed to resonate with the ITL project. In the summer of 2008 David Frost and Val Hill had visited the office of OSI in London. Gordana Miljevic then came to Cambridge to discuss the project, observe the first team meeting and attend a HertsCam Network Event.

**Step 6**

**The inaugural meeting – November 2008**

Colleagues from Portugal, Greece, Croatia, Turkey, UK and Romania attended and we formed the project. The HertsCam team tabled a range of papers about such things as the principles for supporting teacher leadership and ‘intercultural competence’. They also shared their resources for supporting teacher leadership. Crucially they shared the particular way of thinking about teacher leadership in the slide opposite. The meeting was documented and a record posted on our ITL CamTools site.

At the end of this meeting, Gordana said that we would explore possibilities for collaboration.

**Step 7**

**The second team meeting in Corinth – May 2009**

In May 2009 we held our second meeting hosted by the Greek team at the University of Peloponnese in Corinth. This meeting was very fruitful.
We developed a collective understanding through discursive workshops. The argument for teacher leadership has been gathering strength ever since.

We also revisited our principles for supporting teacher leadership and agreed that they reflected our beliefs at that time.

**Principles for supporting teacher leadership**

- A partnership between schools and external agency (ies)
- Mutual support through membership of a group / network
- Building professional cultures that give sanction and support to teacher leadership
- Opportunities for open discussion (eg about values, strategies, leadership)
- Tools to scaffold personal reflection and planning
- Tools to model, exemplify and illustrate action
- Expecting and enabling teachers to identify their personal development priorities
- Facilitating access to relevant literature
- Guidance on leadership strategies
- Guidance on methods of evidence gathering that leads to change
- Mobilisation of organisational / senior leadership support and orchestration
- The provision of a framework to help teachers document their leadership activities
- Opportunities for networking beyond the school
- Recognition through certification
- Opportunities to build knowledge from accounts of teacher leadership

The record of the Corinth meeting was posted on the ITL CamTools site.

**Step 8**
**Applying for an EU grant**
In September 2009 we made our first attempt to secure a grant. OSI kindly provided practical support in the form of an expert bid writing person who worked with David to produce the document. Cambridge was the main applicant with a large number of partners from within the ITL team. The application was not ultimately successful but it was beneficial in that it took the project up to a whole new level. It led to the bringing in of further partners who had been connected to OSI – for example Kosovo, Bulgaria, Bosnia & Herzegovina.
**Step 9**

**Presenting at the CARN conference**

This was in Athens in October 2009. It was the first time that the ITL project had been presented in an academic context. David produced a paper that was authored by the partners that had been involved at the time of the Corinth meeting. The paper clarified our methodology.

This paper and another one from HertsCam are downloadable from the CamTools site.

Following the conference David led a day for the Greek team (12 of them) and Ozgur came too. This illustrates the value of making the best of such opportunities. The flights and hotel had already been paid for so why not add other meetings and activities to get best value.

**Step 10**

**Inducting new partners in Belgrade in November 2009**

Sheila Ball, Viv Wearing, Amanda Roberts and David Frost from the Cambridge team went to Belgrade to lead workshops. There were participants from Bosnia & Herzegovina, Macedonia, Moldova, Montenegro, Romania and Serbia. Ljubica Petrovic came to share her early experience of supporting teacher leadership in Croatia.

An important part of this meeting was to introduce other team members by showing photos from the first two meetings.

At the Belgrade meeting we also discussed the important concept of extended professionalism.

The record of the meeting is available from the CamTools site.
Step 11
A funding crisis
In January we learned that the application for an EU grant had been turned down. We postponed the team meeting planned for January 2011 to give us time to rethink. Gordana was able to persuade OSI to make available the funding that would have contributed (25%) to the EU grant. We planned for a meeting in March in Cambridge.

Step 12
Speaking to policy makers
David was invited to speak at a conference hosted by the Serbian Ministry of Education and the Council of Europe. The participants were the ministers of education in the Western Balkans with their teams of junior ministers, secretaries of state and so on. Also present were a number of experts and advisers from agencies such as Council of Europe, UNICEF and OSI. Local school principals and university professors made up the total audience of around 200. David argued that teacher leadership has the potential to transform teachers’ professionality and in so doing, the education systems. He used stories of real teachers to illustrate how this could be done and discussed the support strategies that teachers need. These include membership of a professional learning community, a culture of shared leadership in the school, a partnership with the university / local authority, a teacher leadership group and membership of a knowledge network.

Step 13
Launching the Teacher Leadership Blog
This was David’s attempt to communicate and stimulate thinking using a different format, one that might be a bit entertaining and accessible while being provocative and informative. Some times these can be downloaded and used as a basis for discussion in seminars. All these (12 of them) are available on the CamTools site.

Step 14
Addressing the issues of the role of school principals
At the end of January, Val Hill and the principal of her school, Chris Ingate, hosted a seminar for members of the senior leadership teams in the 3 ITL schools. We spent a whole morning discussing teacher leadership and what senior leaders need to do to cultivate the conditions that support it. A report of the seminar may be useful as a basis for discussion with school principals throughout the ITL project. It can be downloaded from the CamTools site.
Step 15
The 4th team meeting in Cambridge – March 2010
In March 2010, we brought the expanded team together for a 3 day conference in Cambridge. We had a Reception at the Faculty of Education and then a 2 day workshop at Murray Edwards College. We reminded ourselves of previous discussions about the nature of teacher leadership and its role in educational reform.

What is teacher leadership?

Teacher leadership was seen as a means to strengthen teachers’ professionalism by enabling them to feel that leadership is part of their work. It is about teachers taking responsibility for leading change and making a difference to professional practice and to the development of professional knowledge. Anyone can be a leader because teacher leadership is not about hierarchical position. It requires teachers to understand their own potential, be aspirational and open to change. They need encouragement, inspiration and practical support to help them realise this potential by being allowed to take initiative and being provided with support from headteachers and from the system. We see teacher leadership as being a fundamental part of a democratic way of life - social democracy – in which people express their human agency and feel a sense of empowerment to innovate.

Two major issues were discussed: one was the importance of periodic review in our action research methodology and the other was concerned with the management of the project. Team members agreed to commit to a set of protocols about communication and intellectual property.

The outcomes of the discussion about the funding and management of the project were set out in a Project Team Bulletin in April 2010 which you can download from the CamTools site. A crucial part of this decision making was to send news of events and activities in our own countries to Lyndsay so that it can be broadcast through the Bulletins rather than to try to email everyone.

The full record of the meeting was delayed but was eventually posted on CamTools.

Step 16
Taking part in the OSI Parental Involvement conference in Beccici
This was a large conference on the coast in Montenegro. Many members of the ITL team were there.
The conference was staged by the OSI Education Support Programme.

Researchers presented the outcomes of large scale surveys carried out across south eastern Europe.

David Frost was one of the speakers and he presented an argument about the value of teacher leadership as a strategy for educational reform. He illustrated this with accounts of what teachers in Hertfordshire and London had done to address the problem of parent disengagement and disenfranchisement.

At this conference there were side meetings. One focused on the APREME project led by Jehona Xhaferi where it was decided to arrange a team meeting in Pristina in July. The other was between Suzana Kirandziska and Ljiljiana Samardziska with David Frost to arrange an event in Ohrid to take place in June.

**Step 17**

**The Network Event in Athens in May**

The Greek team arranged their first network event that took place in a public building within sight of the Parthenon on a Saturday morning. About 80 teachers attended. They put up displays and shared their stories of development projects. David Frost made an address. The event was a huge success.

The ‘killing two birds with the one stone’ principle applied and a team meeting was held the day after the event so that David could participate in that.

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1 Its an old British saying.
Step 18

Presenting ITL to the Education International – June 2010
On June 14th David Frost travelled with John Bangs (ex-National Union of Teachers) to Brussels to attend the annual meeting of the EI Research Network in Brussels. David made his ‘The Sleeping Giant of Teacher Leadership’ presentation and in the following discussion it was decided to make a small grant to allow Cambridge to carry out a research project to explore teacher self-efficacy and voice. John Bangs was subsequently employed by LfL at Cambridge following his retirement from the NUT in August.

Step 19

Two major events in Istanbul in June 2010
David Frost flew from Brussels to Istanbul where he linked up with Gordana Miljevic and attended the 14th congress of The World Council of Comparative Education Societies (WCCES). David presented a paper about the ITL project. This was followed by the first Network Event arranged by Ozgur Bolat and Aytac Gogus with financial support of the District of Maltepe. Over 40 teachers set up their displays and made presentations about their projects. David gave a brief address. The Governor of the District made a remarkable speech in which he pledged his support for teachers as the leaders of innovation. The event was attended by 600 teachers.

Step 20

The Step-by-Step conference in Ohrid in June 2010
This event, funded partly by USAID and partly by OSI brought together school principals, advisers from the ministry of education to learn about how the ITL approach could help to support teacher and school development. David Frost, Sheila Ball and Ljubica Petrovic led workshops. The event was a good example of how one project could be combined with another to make the best of available funding and expertise.

Step 21

The APREME project team meeting in Pristina in July
This was another example of the synergy between projects. The project, led by Jehona Xhaferi of the Kosovo Education Centre, is funded by EU and OSI. It aims to explore how ethnic minority parents can be enabled to become more fully involved in the life of their children’s schools. Case studies of school practice had been carried out and now was the time to frame an intervention to be led by teachers in a handful of schools in each of the 5 participating countries. Four of these were already involved in the ITL project but the presence of Ditran Nelaj in meeting led to Albania joining ITL.

Step 22

The EU application in July
The idea of applying for a grant under the ‘Lifelong Learning Programme: Support for European Cooperation in Education and Training’ heading had been discussed since March 2010. Once again OSI pledged support; it was subsequently decided that OSI Sofia would be the main applicant with Cambridge as one of the partners albeit having a lead role in the project. Ilko Jordanev emerged as the lead person, collaborating with David Frost together
with Bela Gergley and Gordana Miljevic at OSI. As the deadline approached, the research office at Cambridge decided that they could not endorse the application for reasons to do with their bureaucracy. At Gordana’s suggestion, we quickly substituted Birchwood School (Val Hill’s school) as the UK partner. This illustrates the value of thinking creatively and moving fast.

Step 23
The Network Event in Zagreb – 27th October 2010
On the flight back from Ohrid in June, Ljubica and Sheila had hatched a plan to stage a network event in Zagreb. Their dialogue, maintained through email and Skype calls, helped Ljubica to take bold steps. She secured financial support from the British Council in Zagreb. Vlasta Vizek and Iris Marusic at the Institute for Social Research naturally agreed to collaborate. David Frost was asked to attend and make a presentation. In all 6 colleagues from HertsCam were able to go to Zagreb to participate. The delegation included teachers from secondary and primary schools who were able to share their projects and listen to presentations from the Croatian teachers. Ljubica had contacted ministry officials and the media with the result that it made the national news.
Reflecting on David’s narrative of the project

Sheila Ball asked colleagues to spend a few minutes discussing the presentation. We were given plain sheets of paper to record a few key thoughts and reflections. These sheets were posted up on the wall.

The feedback from this suggested that we find the following to be important:

- Stories of real people and cases
- Stories that clarify the journey
- Research that improves rather than tries to prove
- Collaboration with school principals
- Acting strategically with district authorities
- Creating professional learning communities
- Keeping the focus on the impact on the practice of teaching and students’ learning
- To have a coherent theory of educational reform
- Finding the common issues and insights across national cases
- To enable learning through networking
The Gallery Walk

Sheila Ball and Jo Mylles led the ‘gallery walk’ activity.

Posters had been displayed – each one having a vignette at its centre telling a story of what had been achieved so far in that country and indicating current plans. Photographs and other visual images had been used to illustrate the stories.

Participants were allocated to groups using a predetermined approach. A system of images of fruits was used to create balanced, mixed nationality groups.

The posters were arranged carefully so that each group of participants would visit 4 selected posters representing the range of experience or maturity of the teacher leadership support in the different countries.

The idea of the grouping was to enable people to compare their experience as they responded to the evidence of the project work on each of the 4 posters.

Each group was given 4 copies of a prompt sheet that would guide their interrogation of the posters.
Doing the gallery walk

After a period of interrogation of the posters, the ‘fruit groups’ returned to their tables to share and consolidate what they had learned. There was a short period allowed for discussion and reflection.

Enhancing action plans

Sheila and Jo continued to facilitate this activity in which participants could focus on how to enhance action plans. The ‘fruit grouping’ remained in place. Group members were asked to share their action plans but the discussion was interrupted at intervals in order to draw particular attention to these themes:

- Working with school principals and local authorities
- Strategies for networking
- Certification / recognition process

Sheila and Jo invited contributions from Ozgur Bolat, Kiki Demertizi and David Frost.

To help us think about the role of principals Ozgur was asked to give a brief example how he had engaged with school principals and had been asked to collaborate with the Governor of the Maltepe District in Istanbul.

He emphasised the needs of such stakeholders for publicity and for tangible results.
To help us think about strategies for networking, Kiki was asked to give a brief example of networking in Athens. At an event in May, teachers had displayed posters and discussed their projects with teachers from other schools. The feedback from this event led the Greek team to think about ways to support communication.

They have since created a newsletter and a website to help teachers share their stories. Teachers are now taking the initiative and have arranged to visit each other and to collaborate.

Colleagues from Moldova shared the news that, in their network, one of the teachers set up a website in order to share materials and receive feedback from colleagues.

To help us think about certification, David showed an example of a Certificate which could be used for the ITL project – this would recognise the participation that each person has put in. This had been proposed earlier in one of the Bulletins. He noted that it was quite a challenge to include every organisational logo on such a certificate. People expressed enthusiasm for establishing some kind of certificate.

Participants had been given a tool to help them reflect on the themes of the session.
Feedback from group discussions

In plenary session, Jo and Sheila asked for a report-back from each group. The ideas and issues raised included the following:

- When teachers attend conferences and share their stories, they inspire each other.
- Teachers can share their action plan / project plan and describe the impact of their project.
- In Istanbul a book containing all the stories from last year has been prepared as a resource.
- Teachers feel very motivated because of the support they get from being involved in the project.
- Teachers need ongoing support to help them frame their stories and share on them.
- We can engage with school principals and local officials by linking teacher leadership with other goals.
- It is possible to link the teacher leadership programme to a research project like they have done in Portugal.
- We need to know more about how each other’s networks are working.
- It would be helpful to have access to all the vignettes describing how the project is working in each country.
- We could create a way to give all participating schools some recognition of being involved in the project eg a plaque on wall.
- We need to include school principals in the process because they can create the conditions that favour teacher leadership.
- Can school principals be facilitators or tutors for teacher leadership groups? This could be very inhibiting.
- We note that the posters reflect a variety of approaches to supporting teacher leadership.
- The process of certification is crucial and it could lead to accreditation of the programme as a recognised form of professional development.
- We need to make the project attractive to school principals so that they will want to buy into it. We should not have to sell it to them.
Lunch

The buffet lunch was wonderful. It was a great opportunity for networking, planning and side meetings.

Using the HertsCam Tutor Guide to plan workshops

At this point we divided into groups in which there were teams from countries at a similar stage of development. Paul Barnett and David Frost met with those countries where teacher leadership support was well established. Sheila Ball and Viv Wearing met with those countries where the project had made good beginning. Jo Mylles and Amanda Roberts met with those countries where the project was at an early stage of development.

The point of this session was to help people to develop some confidence in using the materials in the HertsCam Tutor Guide. Paul used this slide to introduce the activity:

Planning Teacher Leadership Workshops

• To be confident about designing your own workshops
• To use the ‘HertsCam’ Tutor guide to help with your planning
• To agree the key elements to include or consider in your planning

In some cases groups focused on planning a particular session. In other cases the discussion was about the sequence of activities in which teachers are supported through a process:

• clarifying their values and concerns,
• identifying a focus for a project,
• designing a project,
• leading the project
• presenting an account.
**Outputs, publication and knowledge building**

David Frost presented a number of dimensions of this topic using a PPT slide.

<table>
<thead>
<tr>
<th>Publications and outputs</th>
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<tbody>
<tr>
<td>Tutor Guide</td>
</tr>
<tr>
<td>Reporting for sponsors</td>
</tr>
<tr>
<td>Academic outputs</td>
</tr>
<tr>
<td>Books</td>
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<td>Copyright/ intellectual property</td>
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The *Tutor Guide* is an essential tool kit for supporting teacher leadership. The Cambridge team have shared the HertsCam Tutor Guide (this is copyrighted) but our aspiration / intention is to create a shared resource that we can offer to colleagues in many countries to help them support teacher leadership.

*Reporting to sponsors* - OSI expects a report next summer. Many of us will need also to report to our universities and other stakeholders. Our report may include:

- a descriptive narrative
- an indication of what we have achieved
- evidence of impact (schools, teachers, knowledge building, examples)
- the principles and values that underpin our work
- a theory of educational reform
- the key strategies/ techniques and a considerations issues

We need to create and collect the material that will impress policy makers: for example, teachers’ newsletters, posters, stories of teacher led innovations. Everybody needs to make sure that they collect such evidence.

*Academic outputs* - many of us work at universities and therefore may want to present papers on various aspects of this work. The material generated for the report can be used as a basis for a range of journal articles. Any member of the team can initiate an article or contribute to a journal article. We are poised to gather data across the whole ITL project. If you want to write an article, you could, by agreement could use this data. We also need
to think about books. We could plan for a commercially published book, edited books with nationally focused chapters or collaborative chapters on themes or dimensions. Books might be of different styles – theoretical, analytical, practical, illuminative. We should also make sure that we give teachers a voice and let their stories be heard.

Copyright / intellectual property - we need to consider copyright protection – how we label, recognise sponsors, acknowledge contributors, identify authors etc. David will send out an updated version of an agreement proposed by Amanda last March for country groups to consider. It will be requested that team members consult with their colleagues in their organisations and sign the agreement.

David also spoke about the need to make the teacher’s stories visible. It was suggested that we could produce stories translated into different languages and published as downloadable pdf files on the Teacher Leadership web site and elsewhere. Stories can also be shared in newsletters. We discussed ways to scaffold this. David showed the example of Tool 53 - ‘Summary of Development Work’. We were asked to think about how we could use this tool and to suggest any other ways teachers work could be shared.

Feedback from groups on outputs

Paul Barnett the invited all of us to consider in groups the Tutor Guide, reporting, academic outputs, books and copyright /intellectual property and capturing teachers’ stories. We were asked to record ideas on a flip chart.

Ideas recorded on the flip charts

Here are some of the comments that appeared on the flip charts:

- The Tutor Guide needs to reflect all the countries’ experience
- It is crucial that people adapt and develop materials that correspond to their own context
- We need to collect adaptations and new materials to contribute to a new, shared resource for publication
- How can we benefit from the PhDs of team members?
- Country reports need to be synthesised
• We all need to add ideas / strategies / tools to the tutor guide as we discover what works for us

• We need clear instructions for reporting

• We need to share information about any forthcoming events so that others can participate or learn from the experience

• Whenever we do conference papers, we should share abstracts and finished papers

• Papers related to the ITL project should carry an agreed statement acknowledging the project

• We should publish a book illuminating good practice

• A book about participative management (leadership?)

• We need to be clear about what we can and cannot do with the materials available on CamTools

• We need a web-based platform to collect materials, stories from teachers, network events, action plans etc

• Producing books in the national context is helpful – could be translated into English

• Perhaps books on a regional basis

• We need a clear time scale / schedule for the reporting process

• Teachers’ stories could be produced according to a standard structure / model

• In collecting teachers’ stories we need to ensure that child protection guidelines are adhered to.

• We need to develop an agreed structure for a shared resource pack.

• The capturing of teachers stories is the key to project’s success.

• Teachers’ stories can be used to demonstrate value of teacher leadership to a number of audiences.

• There are different jobs done by different types of story.

• We need an agreed proforma which ensures that we record the sort of detail that can be understood by a wide audience.

• Teachers’ stories need to be personal but shaped by us, as mediators / editors.

• Editing is a challenge – to turn a general story into a teacher leadership story.

• We need to model such stories.

• We also need to collect tutors’ stories of supporting teacher leadership.
Implications for action by the Cambridge team

a) Provide a document containing clear requirements as to copyright, acknowledgements and use of shared materials.
b) Provide guidance on the collection of stories, model and structure
c) Produce a proposal for whole project publications
d) Design the structure of the report for OSI
e) Propose a design for a new ITL Tutor Guide
f) Put out a request for material from the national teams to share through CamTools
g) Put out a schedule for reporting
h) Make regular requests for updating of the national stories (currently captured in the vignettes)

Using research tools to develop our programmes

Amanda Roberts led a session on using research tools to develop our programme. She began by saying that everything we need is in the document ‘Research tools and techniques’ which is on CamTools but those who are unfamiliar with this approach may be finding it difficult to navigate their way through this document.

For the research dimension of our project we need to focus on the process of monitoring and evaluating our own practice as supporters of teacher leadership. We have adopted an action research approach to the ITL project. (This is not suggest that teachers should be undertaking action research. The teachers are asked to lead innovation or development.)

Clarification on action research. Action research might enable a teacher to exercise leadership but the emphasis is on research rather than leadership. The literature on research can seduce people away from the most important challenge – the challenge of leading change.

For us the process includes:

- analysing the cultural context
- designing an intervention
- working with partners and school principals to support teacher leadership
- gathering data about the programme using the of research tools
- thinking about data gathered and conducting a review of the programme
The research runs alongside development of the sessions with teachers. We use the Tutor Guide materials to support the teachers and the research tools to monitor and evaluate our support programme.

Amanda used her PPT slides to show examples of tools and how they could be used. Sometimes the tool for supporting the teachers can also act as a tool for data gathering. For example: teachers’ project plans can serve both purposes. (See Amanda’s slides on CamTools)

**Discussion of research tools**

In country groups people were asked to consider:

- How are we using the tools?
- How should we be using the tools?

In the feedback, these points emerged and were discussed:

- Some of the tools complement each other - the matrix in the ‘Research Tools and Techniques’ document shows how the different tools contribute to different types of data and to the themes we want to illuminate.

- The use of the research tools is flexible. The Cambridge team are offering the support, of a framework and guidance but everyone is free to use additional tools and to adapt the tools provided.

- Research tools help to build dialogue in schools. Data can be fed back as part of a review process.

- We need to ensure that data is sufficiently comparable.

- Clear planning at the beginning will ensure that opportunities to gather data are not missed.

- Clarity is important. Everything we need (eg aims, sources of data, tools etc) is in the ‘Research tools and techniques’ document but we need to study this carefully. The Cambridge team will update this document and try to make it easier to read.

- Local action research is designed to improve and develop our programmes but in an international project we also need to share some aspects of the data. Two periodic reviews are needed this academic year. For the review in their country it is up to that team to decide which tools they use.

- Reports can be collected in and synthesised by the Cambridge team and reported back to all team members. A document will be produced to guide this process.

- What are our research aims? This is included in the ‘Research Tools and Techniques document.
Another way to explore the school culture: what metaphor would you use to describe your school?

The research tools can be used to support whole school discussion of leadership conditions and so on.

It would be helpful to know about what other countries have done to use the research tools

Each country team need to have a clear plan for the research dimension

It was resolved that the Cambridge team would circulate a briefing paper about the periodic review during the second day of the conference.

**Plenary session - round up of issues**

Paul Barnett facilitated a round-up of the issues from the day. He asked us to do two things:

a) Write comments on post-it notes – 2 categories of comments: insights and key issues. We were then to attach the notes to a flipcharts attached to the wall.

b) Write an aspiration on a sheet of paper – identifying something which is going to make a difference to the future. Then we were asked to fold the sheet into a paper aeroplane.

When we had made our paper aeroplanes, Paul asked us to come forward and prepare to aim our darts at a target on the screen. He told us that we were flying our aspirations into the future. This was an exhilarating end to the day.

The words scribbled on the paper aeroplanes were expressions of hope and optimism. It was a great way to reflect and express our hopes for the future.

Finally, David thanked everyone for contributing so much creativity, enthusiasm and hard work to the meeting.
Team meeting at 6.00 pm

As soon as the last session was over, the Cambridge team met to debrief on the day and to think about detail of Day 2. The first thing they did was to have drink and celebrate the achievement we had learnt about during the day.

Then to business. The first task was to look at the post-it notes.

INSIGHTS

Sharing experiences, good organisation / Restless, genuine support by Cambridge team / This meeting is very useful, we learn much more about organisation of sessions and using research tools / Clarification of some dimensions of the ITL project and sharing, building trust / Teacher leadership is a very valuable concept for teachers interested in their personal and professional development / Commitment to TL / A lot of positive energy/ it’s inspiring to see how much countries have done since the meeting in Cambridge in March / There are so many good examples/stories to draw from. / Foundation of this work is trust, friendship, and commitment, we cannot legislate for these, it’s up to us! / great structure of the programme. Sharing experience with other countries / The activities were very inspiring for discussion in groups / The real situation in each country for the project / A very inspirational day / Openness to learning, sharing from each other, new partnerships emerging / Amazing achievement in a short time / Well organised meeting and ITL project. / Helpful tools / A long work day, but it was first time that I took on a light in my mind about my dream to be a leader / Very useful meeting, lots of ideas and cooperative work / Once again it is brilliant and expertly led day and I will take away new ideas as I do every time. thank you! / The large diversity of ways to involve teachers in enhancing their professionalism / Systemizing and improving development projects / Practical part with individual session, ideas of other countries, panels of each country with activities / Dialogue as a strategy for communication and reflection / Use the tools! / Very well planned sessions. Congratulations to facilitators / Teachers are being taken seriously in ITL / Different ideas and understandings about the same process. The use of the research tools, importance of reflection! / To become aware of experience of different countries in the teacher leadership / Sharing experiences with other countries / It is easy / Exchanging the experience and knowledge – I realise that we can do it, especially if we continue to cooperate

The Insights were very encouraging but we had limited time so focused on the Issues so that we could try to focus more sharply on what needed to be addressed in Day 2 of the conference.
Decisions

It was clearly important to produce a paper clarifying the periodic review. David would do this overnight.

We would prepare speech bubbles so people could update their posters.

We need to help the bear in mind that the periodic review may be an unfamiliar idea to those new to the project.

We need to ask Johan (from the History Teachers Association), Jehona (APREME project) and Gordana to contribute to the session in which we look at the future of the project.

ISSUES

From research project to international sustainable group, method, association / ITL in more sensitive/political dominated subject … (history) / Integration ITL in pre/in service teacher training accreditation / Research (collecting evidences) can be in contradiction with the process of teacher leadership! Be careful! / Sustainability / action research is a crucial part of teacher leadership / It seems most of the countries are at the stage where it is a priority to collect/analyse date. There are many unresolved issues: What do we collect, how, when? / ITL going in countries with own funding / Us as change agents and leaders do as much as true teachers. Need to remember this. / Clarity about what to produce as a review/summary based on our action research data. / Evaluation of process / Languages – translations / The integration of the project / Networking – sharing ideas and materials between countries that are in different project phases. / I need to learn from the best models and practical activities. / Rethinking the theoretical background of the TL within the context of multiculturality. / How to be flexible and keep minimum of common core things at the same time. / Research (collecting evidences) can be in contradiction of teacher leadership! Be careful. / Need to make clear our goals for next months in terms of lead times, date collection, dissemination, next meeting etc. / I just need to start doing it! / To create a strategy for content update in the different countries / We rush some of the activities. We need to go deeper. I agree with this.
Starting with an energiser

Paul Barnett started us off with an activity to lift our spirits and put us in the mood for thinking. This harmonised well with the beautiful Mavrovo sunshine.

The singing really helped. It brought smiles to our faces and helped us to get back in touch with each other and begin work with a positive feeling. This is just one of many techniques that Paul used to raise out energy levels.

Responding to issues

Periodic review: The main job was to clarify the task of conducting a Periodic Review and reporting on it. The date for submission of the report would be 20th December 2010. This means that the review would need to be carried out during the second week in December.

David presented a 3 page paper which looked like this:

The paper set out a structure for the report and guidance on the sources of data that would feed the report.

It was proposed that the report should be in English and should extend to something like 2,500-4,000 words.
The report should include:

- A description of data collection tools used
- An analysis of the national cultural context
- An analysis of the school culture
- A description of the teacher leadership programme
- A description the process of the teacher leadership programme
- A discussion of the participants’ thinking and identity
- The teachers’ project plans
- The way the teachers’ projects are happening
- The conduct of the review
- Outcomes of the review
- Some concluding remarks

The full document would be on CamTools and is seen as a first draft. David asked everyone to send feedback to Lyndsay so he can improve the document and clarify any misunderstandings.

Time to read the paper was allowed and then there was a brief discussion.

**Issues arising**

The document should be seen as a guide rather than an instruction. People can decide what data to collect. The guide gives examples and suggestions but everyone agreed that it would be best to use the tools provided in the ‘Research Tools and Techniques’ document.

A review meeting should include whoever you consider might be relevant. For example, it might include the school principal or someone else who has a stake in the teacher leadership programme.

What about the experience of supporting teacher leadership last year? If you ran a programme last year you could include as a first section, a summary of what you did and what you learnt. The main body of the report should focus on what is happening now. Set out what you learnt from the experience last year.

We should write about the issues, challenges and innovations – the solutions to the problems identified through the review.

Synthesis? The Cambridge team will analyse the reports and feedback a synthesis to all team members.
Focusing on the recent event in Zagreb

Ljubica Petrovic and Iris Marusic led a session focusing on the network event held in Zagreb on 27th October. They sketched in the background to this and how it was organised. They are currently working with two schools. Teachers met and shared projects although most of them were not finished. About 80 people attended the event. Teachers and school principals were invited to the event which took place in a grammar school. There was a lot of support from the Cambridge team. Sheila Ball, Viv Wearing and David Frost attended the event along with three other HertsCam teachers. Ljubica had contacted journalists to help publicise the event and two clips were shown on national television.

<table>
<thead>
<tr>
<th>Programme of event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration and gallery walk</td>
</tr>
<tr>
<td>Welcome and comments from the school principal</td>
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<tr>
<td>Introduction by Ljubica</td>
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<tr>
<td>David’s presentation</td>
</tr>
<tr>
<td>Workshop 1 – 25 mins – 4 parallel sessions</td>
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<tr>
<td>Workshop 2</td>
</tr>
<tr>
<td>Workshop 3</td>
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<tr>
<td>Workshop 4</td>
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<td>Closing remarks, refreshments</td>
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There were 12 teachers leading workshops organised in 4 parallel sessions. Each teacher had 15 mins to present and most of them decided to do a powerpoint presentation. Workshop 4 was dedicated to UK teachers to present and share their experiences. Only one of these was a PPT presentation; the others used other artefacts as a stimulus for a discussion. Teachers asked questions and engaged more. A lot of positive feedback was received. This experience has helped produce ideas to help move the project forward.

We agreed that it would be really helpful to share information when such events are being held. The Cambridge team will send out reminders of any events coming up using the CamTools site.

It was suggested that it would be a good idea to open up network events to other teachers or even to the public. David suggested that, if we do that, we should be aware of the way it would change the nature of the event.
Reflection in country groups

Paul asked us all to spend a few minutes on three tasks:

- Annotate the vignette
- Look at 20th December target and the timescale
- Write three key learning points on the speech bubbles to update posters

Copies of the vignettes that had been at the centre of the posters were circulated and we were asked to scribble information in the margins so that these could be updated.

Returning to the certificate idea

Having had conversations overnight and asked Gordana for advice, David proposed a different approach to the certificate.

Rather than attempt to have a single certificate endorsed by every organisation involved, it would be better to have a template for certificates that are issued locally. This way the document could just carry the symbols of the local organisations and the endorsement of the ITL project.

We circulated an example of such a certificate for consideration. It would be for each national team to specify the activity that the teachers had engaged in.

In each case the national team would draft their certificate and send it to Lyndsay to ask for endorsement.

This document is available on CamTools and David would welcome further comment.

Further suggestions: we could do a certificate for the schools – a plaque to put on the wall; at a locals level we could explore the possibility of accreditation as part of a university or government run CPD system. David would be happy to write to any such bodies to clarify.
Building the capacity of the project – the future

David talked about the future of the project and the steps to be considered:

- Applications for funding
- Different types of partnerships and collaboration
- Synergies with other projects
- Engaging with policy makers along the way as well as at a date in the future
- Extending the ITL project – more partners?
- Long distance network partners.

The TIEES project bid

Ilko talked about the Teacher-Led Innovation in European Education Systems (TIES) project. A consortium was set up with six official partners:

- Bulgaria OSI
- Birchwood High School, UK
- University of Pellopennese, Greece
- Centre Education 2000+, Romania
- University of Minho, Portugal
- Bahçeşehir University, Turkey

There are also seven associated partners (non-EU) which enables everyone to participate. The project is part of the European Cooperation in Education and Training (ET2020) and so they expect to exchange experiences and share good practice. The ITL project complies with the EU approach on life long learning.

The APREME project

Jehona Xhaferi is the project coordinator but she was out of the room at this point so Gordana Miljevic spoke about APREME project. ITL being used as the intervention to try to make a difference. This project is an offspring of a wider project focusing on parents. It is 80% funded by EU and 20% by OSI. Combining ITL and APREME project together in the 5 countries participating in that project seems a sensible way to maximise the benefit of
resources. David added that teachers in the HertsCam Network would like to network with teachers from the APREME project.

**The Step-by-Step, Macedonia project**

Suzana Kirandziska explained that this is a big primary education project led by Step-by-step focusing on professional development to improve the quality of teaching in schools. ITL activities are combined with other activities such as mentoring. Using ITL project tools we can go deeper in the project. There is a team of primary specialist advisers / counsellors and Step-by-Step trainers who go to schools. It is being developed in collaboration with the school principals and pedagogues.

**Education International project**

John Bangs is conducting a study of groups of teachers in a number of different countries across the world to explore how teachers can have a voice and influence educational policy and practice. This strengthens the ITL project and enables us to have another platform to speak to policy makers from. EI is interested in promoting teacher leadership.

**EUROCLIO (European Association of History Teachers)**

Jonathan Evan-Zohar is project manager at EUROCLIO. The association has 46 different countries involved. Jonathan told us something of the association’s work and explained the importance of history in enabling the development of peaceful collaboration across
Europe. He told us that there is funding from the EU that would support people who wish to form an Association. Perhaps this is something we should consider. He also told us that there is an EC Training Catalogue and it might be helpful for our project to be listed there. He mentioned the EU Comenius programme which can provide 300,000 Euros but a lot of work is needed to apply for this.

In our discussion we considered such questions as:

- Should we stay as we are or invite more people / countries to join?
- What other synergies and opportunities do we have?
- Can we all try to make policy contacts eg at ministry level?
- Should we encourage long distance network partners?
- Is becoming an Association the right thing to do?

There were few clear answers to these questions but they will be returned to in due course.

**Evaluation activity**

Jo Mylles and Sheila Ball led a creative evaluation task. Viv Wearing launched a slide show of the photographs taken during the conference. Paul Barnett played a recording of Keb’ Mo’ singing the John Lennon song ‘Imagine’ (from his 2004 album ‘Peace…back by popular demand’)

Then we were given a sheet which had the following prompts:

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**Having watched the slide show:**

1. Draw a picture or choose an extract from a song or poem that encapsulates your reflections or learning.

2. What has this conference helped you to clarify?

3. What support do you need in your country?

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Outcome of the evaluation

While we were all reflecting on the conference, Paul put on a song – What have you done today to make you feel proud by Heather Small.

What have you done today to make you feel proud?
Heather Small

I look into the window of my mind
Reflections of the fears I know I’ve left behind
I step out of the ordinary
I can feel my soul ascending
I am on my way
Can’t stop me now
And you can do the same

What have you done today to make you feel proud?
It’s never too late to try
What have you done today to make you feel proud?
You could be so many people
If you make that break for freedom
What have you done today to make you feel proud?

Still so many answers I don’t know
Realise that to question is how we grow
So I step out of the ordinary
I can feel my soul ascending
I am on my way
Can’t stop me now
And you can do the same

What have you done today to make you feel proud?
It’s never too late to try
What have you done today to make you feel proud?
You could be so many people
If you make that break for freedom
What have you done today to make you feel proud?

We need a change
Do it today
I can feel my spirit rising
We need a change
So do it today
’Cause I can see a clear horizon

What have you done today to make you feel proud?
So what have you done today to make you feel proud?
’Cause you could be so many people
If you make that break for freedom
So what have you done today to make you feel proud?
What have you done today to make you feel proud?
What have you done today
You could be so many people?
Just make that break for freedom
So what have you done today to make you feel proud?
What this conference helped me to clarify

- Stepping-stones
- People make a difference when the purpose and common cause is clear
- What to do to develop the project - I can start developing my own tools
- The dialogue as a strategy for reflection and communication
- How ITL has been implemented in different countries
- Process of session, process of events, practice and experience from another country and new ideas
- The importance of ITL, values, research tools
- Using the Tutor Guide, tools, activities as well as the whole process
- Evaluation process, how to use tools more effectively, networking, conversation with colleagues
- The importance of ITL, values … research tools ….
- The organisation and the integration of the ITL on the research and at classroom level
- That there is flexibility in each country to respect its own specifics
- There is good methodology and a lot of materials
- The ideas about teacher leadership and to respect the others, doesn’t matter what country you come from
- The process/flow of the activities, evaluations
- Identify the gap in our project progress eg dealing with a large group of teachers
- The conference helped me to understand better how to use research tools and sessions and I learned much from colleagues
- To understand importance of the role of the implementers of Teacher Leadership project, to support the schools and teachers in appropriate way
- We now know what kind of template for certificate we will use and that’s great. Also, we have arranged details in relation to data collection and periodic review. Just what we needed!
- The method and tools we might use and the philosophy of ITL action plan
- Strategic action is needed to open up new dialogue with headteacher
- To clarify how the university can support schools and teacher development.
- In Euroclio, we spoke about teachers’ professionalism, capacity, responsibility knowledge, network, skills and to be those who implement change. Now I know this is Teacher Leadership
- Participatory style of guiding the project process is not only fun but also very effective
- Researchers are involved in real engagement with teachers, schools and education besides ‘just’ theory. Concrete steps we need to take in reaching the goal. Process of empowering teachers
What more support do I need?

- It’s OK at the moment but I do hope that we will be able to set a date for another meeting next year.
- Organising a ‘critical friendship visit’ to help to better motivate the teachers in the programme
- I am more than satisfied with support by my mentor Amanda and I hope it will stay like that
- Time and efficient consultation in case of some problems, questions. Thank you!
- Enough time for using and analysing the materials
- For ITL to continue in a sustainable way with a wider shared responsibility among the projects groups (Association?)
- More conversation about planning
- Support in organization and co-ordination of the process
- How to manage the changes – skills and knowledge. How to integrate ITL in our system. Meetings like this one about networking, evaluation project, etc
- Money, more common meetings
- It would be important to clarify the core issues and methodology of the ITL project in order to have a common framework and a more articulated and sustainable/integrated report of ITL as a whole project
- Clarify the role of action research in ITL
- Technical support, access to CamTools. I would like to see what happens in other schools from other countries. Recognition of the efforts and work
- Learn more about other countries procedures
- Clear description of the situation each country with positive and negative points
- Your courage to continue with the positive energy. Funding for the sustainability for the project – more people getting involved!
- Networking
- I need some guidelines and support for publication for my own development.
- I need support by my mentor and Cambridge team about preparing session, and preparing network event in next semester and evaluation, and develop the skills which I need to help teachers.
- Support from our mentor in clarifying/advising how to work in our country.
- Details needed on budget lines in the OSI Agreement. They are a bit too general and we are not sure which activities could go under which headings, which costs are eligible etc. It would be helpful if we could get Guidelines from the OSI/Cambridge/Step-by-Step
- Training of mentors, monitoring and self-evaluation training

Closing remarks

At the close of the conference Gordana said a few words. She expressed satisfaction with the considerable achievement of all the country teams and with the way we have worked together in this conference.
David thanked Suzana, Kika and Majda for their hard work in organising the event and everybody for their time and effort. He gave special thanks to his colleagues in the Cambridge team who have given so freely of their energy, time and ingenuity.

At the close of the conference we went outside into the bright sunshine for a group photograph.

And then to Ohrid – the experience was not over.