ICSEI 2016

A symposium

The empowerment of teachers as agents of change

Convener: David Frost

Contributors:
Sarah Lightfoot, Val Hill, Gisela Redondo-Sama and Hanan Ramahi

Apologies:
Claudette Anderson and Gordana Miljevic
The teacher leadership rhetoric

Teachers really can:

• lead innovation;
• build professional knowledge;
• develop the capacity for leadership,
• influence their colleagues and the nature of professional practice in their schools.

However, what is abundantly clear is that teachers are only likely to do these things if they are provided with appropriate support.

Sustaining support for non-positional teacher leadership and developing practices for community participation

Symposium
The Empowerment of Teachers as Agents of Change
Glasgow, 6-9 January 2016
Conceptualisations of teacher leadership

- **Principals’ support for teacher leadership** (Hallinger & Heck, 1996; Blase & Blase, 2004)
- **Principal’s support for teacher leadership** (Hallinger & Heck, 1996; Blase & Blase, 2004)
- **Interactions of leaders, followers and their situation** (Spillane, Halverson & Diamond, 2004)
- **Teacher leaders** (Spillane & Min Kim, 2012; Foster, 1986; Reitzug, 1994; Neumerski, 2012)
- **Aptitudes and particular dispositions of certain people with the potential to lead** (Borko, Wolf, Simone & Uchiyama, 2003; Newmann, King & Youngs, 2000)
- **Professional development programmes** (Darling-Hammond, Bullmaster & Cobb, 1995; Youngs & King, 2002)
A theory of non-positional teacher leadership explicated through practitioners’ narratives

Teachers can

- lead innovation
- build professional knowledge
- develop their leadership capacity
- influence colleagues and practice in their schools

...if they have supportive structures and strategies
Non-positional teacher leadership

Development projects by teachers regardless their position…

“The outcomes of such development projects is **school improvement**, which is commonly understood in terms of increased levels of student attainment, but what is important is the **practice development** that contributes to improvement” (Bangs & Frost, 2015: 102)

Non-positional teacher leadership
Non-positional teacher leadership

Research visits to Macedonia and Bulgaria

- the aim of the visit
- definition of “themes”
- ...

Interviews and group discussion with teachers and facilitators
Non-positional teacher leadership

ITL COLLABORATIVE WORK
Non-positional teacher leadership

SKOPJE, Macedonia

Schools in Macedonia
ITL Initiative

HertsCam Network
International Teacher Leadership

Faculty of Education
Non-positional teacher leadership

VARNA, Bulgaria

‘Festivals’ of the ‘ITL Clubs’

Networking

Sharing knowledge
Teacher leadership that mobilises communities

Teacher Leadership

Community

School improvement
Teacher leadership that mobilises communities

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- The case of Mirce Acev School (Skopje, Macedonia)
- The case of OU Grigor Prlcev-Ohrid (Orhid, Macedonia)
- The case of Levsky (Varna, Bulgaria)
Towards a more **dialogic school-home relationship**

You have the preconception that there is no one to get involved but *if you ask them*, they are going to be involved in the activity that you ask for. Maybe not all of them, maybe just a few

Angela (Macedonia)

At the end, they want to get involved. They are going to get involve, *if you ask them, explain* which is going to be their task

Penka (Bulgaria)
Participation in learning and classroom activities

For example, when a parent has a certain profession, they come to teach to kids about their profession.

Aneta (Macedonia)

I have a kid in the school and at the beginning he didn’t know the language in which he was taught. So, the parents came and translated.

Daniela (Bulgaria)
Being part of the school life, sharing knowledge

_We knew what other schools developed._ And it became clear and we made “the school for parents” (...) And it happened (...) and we love it

Daniela (Bulgaria)

_They (parents) are welcome to stay in classrooms, inside the classrooms_

Isidora (Macedonia)
Teacher leadership that mobilises communities

Annual Conference
25th April 2015

Seminar theme:
Working with parents and the community

We thought about opportunities for parents to move from involvement to engagement

Teacher
Teacher leadership that mobilises communities

Teacher Led Development Work (TLDW)

Involving the grandparents
Involving grandparents at Holy Trinity School

Emma Devaly noted that many of the children at her school were being brought to school and picked up by grandparents. They seemed to be playing a key role in the children's care and learning, but was their experience of the school system out of date?

She decided to organise a 'Grandparents' Afternoon'. This started with a 'Welcome Assembly', where the children made short presentations (one from each year group), showing what they had learnt. Then, **grandparents spent time in the classrooms, taking part in activities that had been chosen and prepared by the children and their teachers.** Children showed their grandparents around the school and offered them refreshments (provided and served by the Parent Teacher Association). Children with no grandparents or whose grandparents were unable to attend **adopted** someone else's grandparents. Verbal feedback confirmed that everyone was delighted with the experience and grandparents said that they understood a bit more about what was happening in schools nowadays.
Teacher leadership that mobilises communities

ACTION PLANNING

I want to develop strategies for drawing these parents into a partnership with the school so that the children are supported in their learning at home as well as in school

(...)
I want to change the relationship between the school and its local community
Developing a whole-school plan to engage ‘difficult to reach’ parents
Teacher leadership that mobilises communities

Marta Soler, PhD by Harvard
Joana Leinonen, Primary teacher
Ania Ballesteros, student
Wincey Boachie-Donkor, secondary teacher
Dr. David Frost, University of Cambridge

Communicative Methodology

Teacher leadership for school improvement: community capacity building towards effective leadership, educational success and social cohesion

Non-positional teacher leadership
Teacher leadership that mobilises communities

Teacher Leadership for Inclusive and Diverse Societies

Division K - Teaching and Teacher Education
Section 2: Teacher Leadership
Within and Beyond the Classroom
Reforming Palestinian Education from the Bottom Up: Teacher Leadership for Emancipation

Interim results from an intervention in one school in Ramallah, Palestine
Palestine
Emancipatory education

• Counter-hegemonic
• Enables critical thinking
• Raises awareness of the root causes that lead to social, economic and political exclusion
• Facilitates meaningful knowledge building that relates to local realities
• Collectively empowers oppressed peoples to transform their living conditions
• Pedagogic tools include dialogue, reflection, collaboration, engagement and action
Critical Pedagogy

‘pedagogy which must be forged with, not for, the oppressed (whether individuals or peoples) in the incessant struggle to regain their humanity. This pedagogy makes oppression and its causes objects of reflection by the oppressed, and from that reflection will come their necessary engagement in the struggle for their liberation’

(Freire, 1970, p. 48, *Pedagogy of the Oppressed*)
Teacher leadership: the non-positional approach

The non-positional approach views leadership as a form of strategic influence exercised by all teachers. Hence TL is not exclusive to hierarchical structures or delegated roles. All teachers are invited to collectively mobilise their creative forces through a deliberate, self-directed activity to create change at the professional, organisational and policy levels. Rooted in principles and based on strategies that involve activities and tools, leadership activity leads to teacher empowerment, self-efficacy and professional transformation.  

(Frost, 2012)
Palestine

- Education historically controlled by foreigners
- In 1994 Palestinians inherit an antiquated and dysfunctional education system
- Education reconstruction internationally funded, bearing unrelated programmes and foreign agendas
- Reform efforts of limited impact and effectiveness
- Change viewed as requiring outside intervention
One school in Ramallah

• Founder and director of a KG – secondary school in Ramallah

• Familiar with Western and Arab education systems and socio-cultures

• Moral imperative to enable authentic learning, development and growth

• Dissatisfied with teacher preparation, and professional development and learning

• Start with teachers, transfer to students, entire school and beyond
Teacher leadership

'Teachers really can lead innovation; teachers really can build professional knowledge; teachers really can develop the capacity for leadership, and teachers really can influence their colleagues and the nature of professional practice in their schools. However, what is abundantly clear is that teachers are only likely to do these things if they are provided with appropriate support.'

(Frost, 2011: 57)
Teacher-led development work

The TLDW programme supports teacher leadership through:

• belonging to a school-based group
• participation in a series of workshops
• using tools for reflection and planning
• certification through a portfolio of evidence
• internal support from senior leadership
• participation in the network

(Frost and Durrant, 2003)
Emergent themes

Opportunities

• Enhanced agency
• Collaboration
• Transformative learning
• Beginnings of socio-cultural emancipation
• Relatedness
• Change in teaching practice

Challenges

• Availability of time
• Shift to process-led development / learning
Enhanced agency

Our society doesn’t allow us to think on our own or express our individual thoughts. All of a sudden I’m going to solve my own problems. I’m the owner of the idea and the solution... I’m doing this for the first time.
Enhanced agency

I’m not used to doing something and evaluating it for myself. Usually, we’re used to being asked to do something by someone and to have someone else evaluate it. For me to change in the way I find information on my own makes me re-evaluate my confidence... this will give me inner strength.
Collaboration

Now we feel like a team. When we run into each other we ask about each other’s progress. We learn from each other.

I am actually working with my colleagues to improve my practice. This is new and a great thing.
Transformative learning

A major transformation has taken place in my thinking. The idea now has to emanate from me and not be ready made from elsewhere. This for me is the biggest thing I now feel that I can face any problem.
Emancipation

It’s like someone who was shackled and this program (TLDW) removed these restraints and opened the door for me to work freely. I will obtain outcomes that I want without being afraid ...
Relatedness

This is the first time that I have a problem that concerns me and I’m working on finding a solution for it... Now I feel the need to search for a solution that is better than what’s available, which suits my needs.
Change in teaching methods

I started thinking that we need to involve students in the learning process. How do I get them to become part of the lesson, not just me explaining things to them... I never thought that they could suggest a new method... Before the programme I didn’t know how to do this.
Time as limitation

It’s time. The project needs time. And what with work, it gets tight. But it’s not the project pressuring me.

As a project it’s not difficult. However, in our circumstance the limitation of time is creating the biggest challenge, as we’re employees.
Process-led learning

I don’t know if I’m working right. There continues to be a lack of confidence on the personal level because this is the first project I work on where I conduct the inquiry and search for the information, and evaluate my work.
What next

• How to *sustain* teacher empowerment

• How to *embed* teacher leadership

• How to *legitimise* emancipatory learning
Thank **YOU** for coming
A breakthrough in support for school and teacher development: a profession-led masters programme

Val Hill, Sarah Lightfoot, David Frost and Gisela Redondo-Sama

with
Sheila Ball, Tracy Gaiteri, Clare Herbert, Jo Mylles and Paul Rose

A paper presented within the symposium: The empowerment of teachers as agents of change

at
ICSEI 2016
Glasgow 6-9th January
It’s the teacher stupid!

How do we address the crisis of education?

Of all the factors that make a difference,

“An education system is only as good as its teachers. Unlocking their potential is essential to enhancing the quality of learning. Evidence shows that education quality improves when teachers are supported – it deteriorates if they are not”.

(UNESCO, 2014, p. i)
Layers of teacher effectiveness

Know-how and repertoire

Adaptive expertise

Moral purpose and commitment

Strategic nouse
Strategic nous

Moral purpose without change agentry is martyrdom; change agentry without moral purpose is change for the sake of change. In combination, not only are they effective in getting things done, but they are good at getting the right things done.

(Fullan, 1993: 3)
Professionality is the key

(Hoyle, 1974)

the teacher sees themself as:

• a member of a professional community
• agential, an innovator
• guided by educational principles and moral purpose
• a creator of professional knowledge
• exercising leadership

Agency - Collegiality
Can this sort of ‘extended professionality’ be cultivated?
The HertsCam MEd
Leading Teaching and Learning
What makes our MEd distinctive?

1. Its institutional context is an organisation that is run by teachers

2. The programme is taught entirely by practicing teachers

3. It is transformative because it is based on development rather than research

4. It is taught according to particular pedagogical principles

5. It is embedded in a network
1. Its institutional context is an organisation that is run by teachers.
What is HertsCam?

- An independent organisation
- Charity status
- Governed by Steering Committee which includes representatives who are teachers on our programmes and headteachers of schools in the network
- Trustees: David Frost (Cambridge) plus Chris Ingate and Claire Robins (headteachers)
- A network with the TLDW programme, Network Events, an Annual Conference, international activities
- Teacher leadership is a core commitment
2. The programme is taught entirely by practicing teachers
The Teaching Team

Teachers – experienced and currently serving as classroom teachers

Scholar practitioners – research, study, engagement in public discourse

Senior leaders – experienced facilitators of professional development and school improvement processes

Experience of supervising and teaching on the programme when it was with Cambridge
3. It is transformative because it is based on development rather than research
Development work is:

strategic, focused, planned and deliberate, attempts to improve an aspect of professional practice through incremental steps largely featuring analysis, data collection, reflection and deliberation in collaborative contexts.

This is not a research methodology
4. It is taught according to particular pedagogical principles
Our ‘pedagogical principles’

1. Cultivating moral purpose

2. Enabling participants to lead development projects

3. Building community in which critical friendship can flourish

4. Enabling reflection on experience through dialogue

5. Critical narrative writing - scholarship illuminates problem solving

6. Conceptual tools that deepen understanding of how to develop practice

7. Professional knowledge building through networking locally and internationally
Principle 1:

The cultivation of moral purpose as a dimension of extended professionality

Clare Herbert, on the left, is a primary school headteacher and she is the academic supervisor of Deb Harris who is a senior leader at a different primary school.
The moral purpose contract

Beginning with the invitation to apply for a place

The interview -

Reinforced at every opportunity in workshops

“You might expect a masters course to be entirely devoted to participants’ own learning but this programme is different. On this MEd you are expected to lead the development of practice in your school and contributed to knowledge building in the professional community by participating actively in the network. Is that OK with you?”
Principle 2:

Enabling the development of professional practice through the design and leadership of development projects

Here Neil, a senior member of staff in a special school, explains his project design to another participant on the MEd programme.
Principle 3:

Scaffolding the development of the learning community in which enhanced social capital allows critical friendship to flourish
Principle 4:

enabling reflection on experience and thinking through participation in dialogic activities
Protected time for reflection
Principle 5:

building the capacity for critical reflection and narrative writing in which scholarship illuminates problem solving in professional contexts
Jo Mylles, one of the teaching team on the masters, leads a workshop about writing which is both academically valid and about the teachers’ own experience of leading change.
Principle 6: Facilitation and support through the use of discursive and conceptual tools that deepen understanding of themes relevant to the development of educational

These topics are not the content to be taught but a resource that helps course participants to make sense of their development work.

The Leadership for Learning Topic Framework

**Topic group A: Leadership and professionality**
- Topic 1 - Teacher leadership, innovation and knowledge building
- Topic 2 - Teacher-led development work
- Topic 3 - The concept of leadership
- Topic 4 - Professionalism, professionality and professional cultures

**Topic group B: Organisations and change**
- Topic 5 - Models of change and innovation
- Topic 6 - Schools as organisations: structures, roles and cultures
- Topic 7 - Schools as learning communities: voice, participation and leadership
- Topic 8 - Community, governance and accountability

**Topic group C: Pedagogy**
- Topic 9 - The concept of learning
- Topic 10 - Learners: variables and needs
- Topic 11 - The framework of curriculum and policy
- Topic 12 - The school as a learning environment

**Topic group D: Project design**
- Topic 13 - Practice development: project design and planning
- Topic 14 - Practice development: impact and legacy
- Topic 15 - Practice development: tools for reflection and deliberation
- Topic 16 - Practice development: tools for inquiry
Knowledge domains as a resource
The Leadership for Learning Topic Framework

**Topic group A: Leadership and professionality**
Topic 1 - Teacher leadership, innovation and knowledge building
Topic 2 - Teacher-led development work
Topic 3 - The concept of leadership
Topic 4 - Professionalism, professionality and professional cultures

**Topic group B: Organisations and change**
Topic 5 - Models of change and innovation
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Topic 10 - Learners: variables and needs
Topic 11 - The framework of curriculum and policy
Topic 12 - The school as a learning environment

**Topic group D: Project design**
Topic 13 - Practice development: project design and planning
Topic 14 - Practice development: impact and legacy
Topic 15 - Practice development: tools for reflection and deliberation
Topic 16 - Practice development: tools for inquiry
Principle 7:

Building professional knowledge and fostering mutual inspiration through the organisation of networking and opportunities for international engagement.

A group of teachers from HertsCam participated in a network event in Braga last year.
5. It is embedded in a network

Six Network Events each year

An Annual Conference

Publications – newsletters etc

An Annual Dinner

TLDW programme - 130 teachers in 20 schools

TLDW Tutor Team – 25 members

International partners
Progress report

What data do we have?

Consultation with students on the previous version of the programme (Cambridge)

Observation and interview data collected by Gisela, EU Marie Curie Research Fellow attached to HertsCam

David now in observer role – giving feedback to the team

Feedback from participants collected in December

Feedback from Teaching Team in December
Twilight Sessions

What is distinctive about our programme?

Jo then takes over and refers us to the idea of professional cultures. She makes detailed reference to the input in the previous session by Paul Rose about the use of tools for analysing school culture....She introduces a new tool for ‘examining the culture in your school’.....Participants are asked to use the tool to reflect on the professional cultures in their own schools and then share in pairs, then on the table.

Jo debriefs this discussion activity and asks for contributions from the class. For example Mable points out that aspects of each of the A, B & C cultures are evident in her school. Jo interprets and builds on Zareena’s point and highlights the distinction between social capital and intellectual capital. The beauty of this is that Jo, as a serving practitioner, can respond from a base of shared experience and understanding of school reality as well as familiarity with the Topic Framework of this programme.
Feedback from participants

I particularly like the course because it is teacher led which enables us to have specific guidance from experienced teachers who know what challenges we face every day. As they are practising teachers they empathise with us.

there is an excellent level of understanding and support by those running the course (for example I feel the twilight sessions at the end of a long day are pitched just right and expectations are high but reasonable!)

Discussing ideas and 'the way schools work' through a more analytical perspective has been illuminating and refreshing.

Reading around leadership and organisational structures is helping the fog to clear. My school is in the middle of a massive culture change that is impacting on all members of the school community. It is great to read that this is inevitable and whilst it happens in every institution the uniqueness of each setting will bring its own particular challenges.

Working with colleagues from a range of settings as an MEd cohort is invaluable.
Teaching team feedback

I have to keep reminding myself that this is innovative as it seems entirely natural and appropriate to me that MEd programmes should be led by those people who are grounded in schools and who are also scholarly. The links between theory and practice can be authentically engaged with and teachers can be properly supported, through our approach of the teacher-led development process, to make a difference in their schools.

As a senior leader in a school the benefits are two-way: my work with the MEd is enriched by my practice of leading a large, successful school and the reflection and analysis I do with MEd students benefits my work back in school. Being able to bring in literature as well as cite examples of theory in action brings an authenticity and confidence to my practice in both realms.
Challenges

Development of the team and succession planning

Competing demands – time and efficiency

Using digital / web-based technology
Aspirations

To develop the scale and impact of the programme in our region

To launch an international version of the programme

To demonstrate to policy makers that it is worth ‘creating the space for agency’
To order this book please use the URL below:

https://www.educ.cam.ac.uk/centres/lfl/
Our conference papers will soon be available here:

**Teacher Leadership website**
www.teacherleadership.org.uk

You may also want to look at our other sites:

**The HertsCam MEd website**
www.hertscammed.com

**The HertsCam website**
www.hertscam.org.uk