A symposium at ECER 2014
1-6 September 2014, Porto, Portugal

Changing teacher professionality:
research and practical interventions in Europe and beyond

Convener: David Frost, University of Cambridge
Chair: Gordana Miljevic, Centre for Education Policy, Belgrade
Discussant: Rocio Garcia-Carrion, University of Cambridge
Gordana Miljevic

Centre for Education Policy, Belgrade
Transforming Education Through Teacher Leadership
A theory of non-positional teacher leadership explicated through practitioners’ narratives.
Non-positional teacher leadership: 
the miracle of the perpetual motion machine

David Frost (Dr)  
University of Cambridge  
and  
The HertsCam Network
Non-positional teacher leadership
A vision developed in a context

Facilitation

Educational transformation

Knowledge building & advocacy

Extended professionality

Practice development through projects
Non-positional teacher leadership
A vision developed in a context

Facilitation
- a self-sustaining network
- support from peers
- shared leadership cultures
- tools & techniques
- local & international
- certification

Educational transformation
- improvement
- practice development
- organisational capacity
- knowledge in situ
- social justice

Practice development through projects
- individual concerns
- moral purpose / values
- design / planning
- dialogue & collaboration
- learning about learning & leadership

Extended professionalism
- leadership capacity
- scholarship
- scope of responsibility
- enhanced agency
- moral purpose
- international identity

Knowledge building & advocacy
- dialogic / collective
- narratives / publication
- moral purpose / inspiration
- participating in public debate

Extended professionality
- leadership capacity
- scholarship
- scope of responsibility
- enhanced agency
- moral purpose
- international identity
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Transforming Education Through Teacher Leadership

A theory of non-positional teacher leadership explicated through practitioners’ narratives.
Improving the participation of ethnic minority families in schools through teacher leadership

Ivona Čelebičić
proMente Social Research, Sarajevo

and

Jelena Vranješević
Belgrade University, Serbia
The role of Teacher Leadership in the Project: *Education for just society*

Ivona Čelebičić, proMENTE social research, B&H
Jelena Vranješević, Faculty of Philosophy, Belgrade University, Serbia
The Future Begins with Me – Education for a just society

Vision:

*Change in educational system in B&H which reflects values of a equal and just society, through:*

- building trust and partnerships among students
- improving *capacities of* teachers, school management and policy makers
- influencing systemic changes in curricula
Partner schools
Leadership is the capacity to translate vision into reality.

-Warren G. Bennis

www.leadershipquotes.biz
From vision to reality: Why TL?

- Introduces new role of teachers (knowledge creators vs. knowledge transmitters)
- Courage to experiment with different ideas – teacher as researcher
- Active cooperation with colleagues, students and local community – building allies
- Long life professional development - through constant changing and improving practice
- Active participation in decision making process – influencing educational policies
Schools in the project
Transforming Education Through Teacher Leadership
A theory of non-positional teacher leadership explicated through practitioners’ narratives.
Questions / issues?
Teachers with a Capital ‘T’ in Kyrgyzstan: moral purpose, self-efficacy and resilience

Nurbek Teleshalyev
University of Cambridge
The context of Kyrgyzstan

- Teachers’ salaries amount only to about 60% of the average wage (OECD, 2010)

- Pre-service teacher training accepts pupils with the lowest scores (Silova, 2009)

- Teaching is supplemented with other ways of earning income such as farming and small trade (Niyozov and Shamatov, 2006; Silova, 2009)

- The transition rate from universities to schools is only 17 per cent (UNICEF, 2011) and 49 per cent in 2003 (Brunner and Tillett, 2007)
It is important for me to treat a human being equally, to find a common language with people, not to be mean and consider myself superior. With my pupils I do the same - I find a common language with them, I talk to them as equal people, I understand their problems and I make them share the truth with me without being shy. For example, my pupils confess that they were not able to do homework without being afraid.

(Ainura, Semetey School)
My male pupils were extorted by 11\textsuperscript{th} graders once and I did not know what to do. My pupils started to miss lessons and were accused by parents and other teachers but I thought that there was something serious happening with them other than missing lessons. I thought which side I should take? I risked supporting my pupils and the only person who supported me was my husband who works in the police. I asked him to help me very carefully because my pupils trusted only me. My husband appreciated that I supported my pupils. In the end all parties participated and the 11\textsuperscript{th} graders were found guilty of extortion. Of course, it did not stop there because 11\textsuperscript{th} graders continued to beat my pupils and I told them that they should walk in groups to protect themselves. They are university students now and they often visit me to talk to me. They tell me secret stories and I found that they trust me and I trust them.

\textit{(Chinara, Seitek school)}
What did I learn?

The self-efficacy and resilience of teachers are built around their moral purpose.

Teachers are well-respected and recognised by their colleagues.

Family members play a crucial role to help teachers show resilience and commitment.

Teachers feel appreciated for their expertise and professional achievements in their communities.

Teachers were mentored by more experienced colleagues.

Teachers with a capital ‘T’ had high quality pragmatic pre-service teacher training (pedagogical practice), which enabled them to shape their purpose in lives. It also positively influenced them to become teachers.

High ethical standards and work discipline are among attributes of teachers with a capital ‘T’.

Teachers expect support from school leaders to unite all teachers in school and address the problems of pedagogy and upbringing. It is important that issues of individualisation are addressed and collaboration between teachers is encouraged.

Teachers ask for supportive school environment in their schools to be able to address the needs of their pupils.

Experience of Teachers with a capital ‘T’ can be applied more strategically for teacher retention and the recruitment of novice teachers.
....All of their time and space are foggy slum. 
So blot their maps with slums as big as doom.

Unless, governor, TEACHER, inspector, visitor, 
This map becomes their window and these windows
That shut upon their lives like catacombs,
Break O break open 'till they break the town
And show the children green fields and make their world
Run azure on gold sands, and let their tongues
Run naked into books, the white and green leaves open
History is theirs whose language is the sun.

(An Elementary School Classroom in a Slum by Stephen Spender)
Teacher morale and professionalism in Portugal

Maria Assuncao Flores

University of Minho, Braga
The Portuguese context

Challenging circumstances - economic, financial and political level

Impact on education and teachers’ work (salary cuts, higher taxes, etc.)

High level of unemployment – teacher surplus

Changes in the policy context (school governance, educational policy, teacher career, school curriculum, teacher education, teacher appraisal, etc.)
The research project

3 year research project [January 2011 - June 2014]

funded by the Foundation for Science and Technology

Intervention – teachers invited to participate in a programme aimed to enable them to exercise leadership to improve the conditions of teaching and learning in their schools (66 teachers in total)
Outcomes of the project

Key findings

External factors: policy initiatives, lack of recognition of teachers’ work, role of the media, deterioration of working conditions, etc leading to lack of motivation, low morale and job dissatisfaction

Internal factors: care, commitment, strong professional values, collaboration with peers as well as support from the intervention project through the development of leadership strategies help them to maintain hope and resilience.

And

The teachers transformed themselves, their practice and their colleagues’ practice. They inspired others to follow in their footsteps.
A new book

Professionalism and teacher leadership

by

Maria Assuncao Flores
The impact of international connections on teacher Identity

James Underwood
University of Cambridge & Northampton University
The context

• A doctoral study focusing on the impact of international networking on the professional identity of teachers.

• My perspective - 20 yrs as a teacher, teacher union activity, work for the British Council and links with the International Teacher Leadership initiative

• Analysis of data from interviews with British teachers who have networked with teachers from the Balkans

• Exploring the extent to which these teachers share a common professional identity – does it constitute a professional community?
The main ideas

Many teachers seek and build professional communities that exist beyond the boundaries of their own workplace. One way in which they do this is by choosing to become engaged in international projects.

However, teachers who perceive themselves as belonging to this community of outward looking and innovative teachers, define themselves as having distinct values in comparison to those that they work with but who do not engage with others outside their own workplace.

This raises a significant challenge to the acknowledgement of a global community of teachers.
Questions / issues?
Teacher leadership: an alternative approach to teachers’ professional development in Romania

Mona Chiriac
HertsCam Network and a school in Kuwait

Livia Ostafe
freelance academic

Gianina Masari (Dr) & Elena Seghedin
Al. I. Cuza University of Iași, Romania
The Romanian CPD context

Financial issues - teachers in Romania are poorly paid and schools do not have a budget for CPD, though each has a CPD coordinator.

Centralist system - Romanian schools are centralised; the local educational authority holds the budget as it also holds a database with all teachers and their level of professional development.

Participation in professional development activities is low, teachers have to pay for training courses (TALIS, 2013).

Low levels of other support eg reduced teaching time, days off, study leave, salary supplements (TALIS, 2013).

Different understanding of leadership / different positions of responsibility / different experience of leadership.

The ‘heroic leader’ model - headteacher is the one with ‘the last word in decision making’ (primary school teacher), or the ‘one who decides what is good or if the ideas of others are good’.
An alternative – teacher leadership

A work in progress at this stage - offering schools an opportunity for professional development and collaboration as teacher leadership

In June 2014 - a double seminar (one for kindergarten and primary teachers; one for secondary and high school teacher)

Teachers (50 participants) high level of interest

A headteacher wants to implement a teacher leadership programme in their school
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Researching teacher leadership and its impact on school improvement

Gisela Redondo Sama (Dr)
University of Cambridge
and CREA
University of Barcelona
The TEACH-IN story

Communicative Methodology

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

Non-positional teacher leadership
### Preliminary Results on Literature Review

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**“TEACHER LEADER”**

**NON-POSITIONAL TEACHER LEADERSHIP**

*Mount Grace, secondary school*
Introducing teacher leadership to the middle east:
starting with Egypt and Palestine

Amina El Temamy and Hanan Ramahi
University of Cambridge
Egypt and Palestine: common challenges among the teaching profession

- Historical: reverence for foreign concepts remnant of western colonialism
- Political: absence of democratic and participatory tradition of decision making
- Economic: ailing economy leading to low teacher salaries
- Socio-cultural: lack of agency, reactive mentality
- Professional: underdeveloped and undervalued
Non-positional teacher leadership in the Middle East

• Locally informed teacher reform strategy that frees developing and emergent education systems from foreign influence

• Enhances participatory and shared leadership

• Cost-effectiveness facilitates development

• Empowers teachers to take responsibility to improve teaching practices and lead innovation; a form of ownership

• Effective professional development strategy that also reinstates status to the teaching profession
Reflections

Rocio Garcia Carrion (Dr)
University of Cambridge
and
CREA
University of Barcelona
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Open discussion
Closing remarks

David Frost and Gordana Miljevic
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