



Wolfson College, Cambridge

Enhancing professionalism through teacher leadership

Dr David Frost

Member of the Board of Trustees, HertsCam Network
and
Emeritus Fellow, Wolfson College, Cambridge

**Principals and Deputy Principals Association
National Conference
Co. Meath
November 2018**

C A M B R I D G E



Wolfson College

Cambridge



www.wolfson.cam.ac.uk

An international meeting place

Practical experience and research since 1988



A network in
England



Collaborating with
colleagues in 16 other
countries

What is HertsCam?



- an independent organisation with charity status
- Managing Group
- Steering Committee
- Board of Trustees
- TLDW (Teacher Led Development Work) programme (1 year)
- MEd programme (2 years)
- Networking Programme (5 Network Events, an Annual Conference)
- International Teacher Leadership (ITL) initiative
- Advocacy and publications

**What does the literature tell us
about school leadership?**

What is leadership?

Leadership can be conceptualised as ‘providing direction and exercising influence’ (Leithwood & Rheil, 2003).

Most definitions of leadership reflect the assumption that it involves a process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or organization.

(Yukl, 2010:21)

6 key ideas

from

**the literature on leadership
and school improvement**

1. The goal of leadership is transformation

Research shows that leadership actually makes a difference to effectiveness as measured by the assessment of learning outcomes (e.g. Hallinger & Heck, 1996; Leithwood *et al.*, 2004). But, leadership for effectiveness is not necessarily leadership for transformation.

Transformational leadership - vision-building, direction-setting, restructuring the organisation, developing staff and curriculum and engaging with the external community (Bass, 1985; Day & Sammons, 2013).

“All transformational approaches to leadership emphasize emotions and values (Yukl, 1999) and share in common the fundamental aim of fostering capacity development and higher levels of personal commitment to organizational goals on the part of leaders’ colleagues. Increased capacities and commitments are assumed to result in extra effort and greater productivity”

(Leithwood & Jantzi, 2006: 204).

2. Leadership should be seen as a practice

Position / title / status / authority are resources.

Leadership practice comprises behaviours and activities such as:

- influencing and inspiring others
- taking the initiative and setting direction
- offering support/ service
- holding others to account
- modelling learning behaviour
- valuing / encouraging helpful behaviour

Practice can be developed. It doesn't depend on personal traits.

Raelin, J. A. (2011) From leadership-as-practice to leaderful practice, *Leadership* 7

3. Leadership, in educational contexts should focus on what happens in classrooms

'Instructional leadership' – the American term (Blase & Blase, 2000)

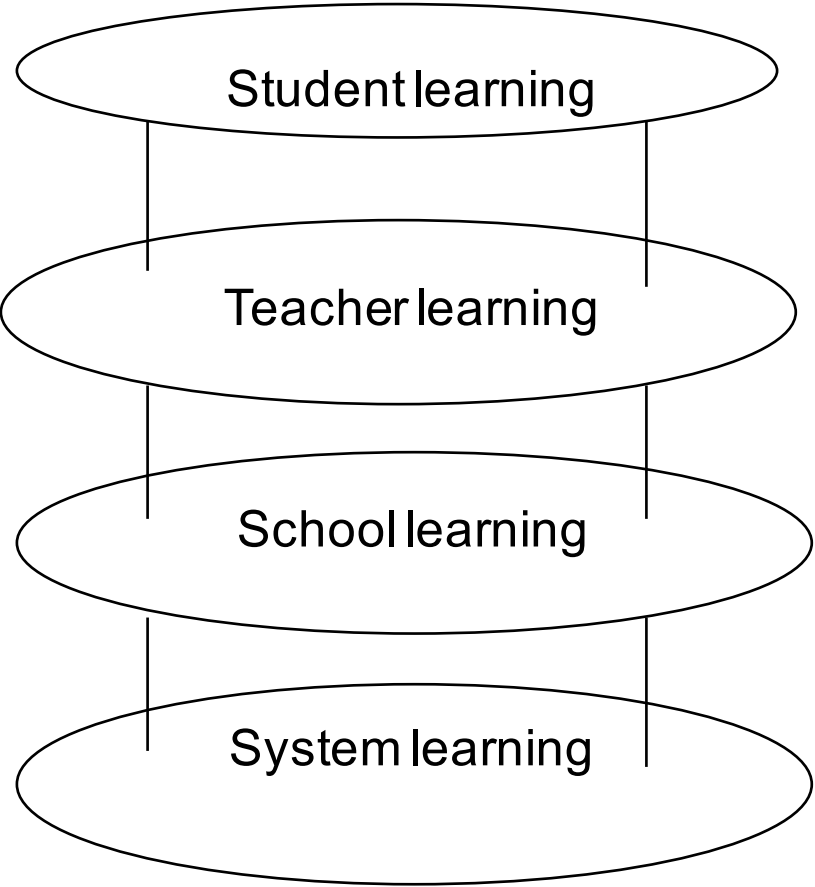
'Leadership for learning' – from the Cambridge team:

MacBeath, J. and Dempster, N. (eds) (2009) *Connecting Leadership and Learning: Principles for Practice*. London: Routledge.

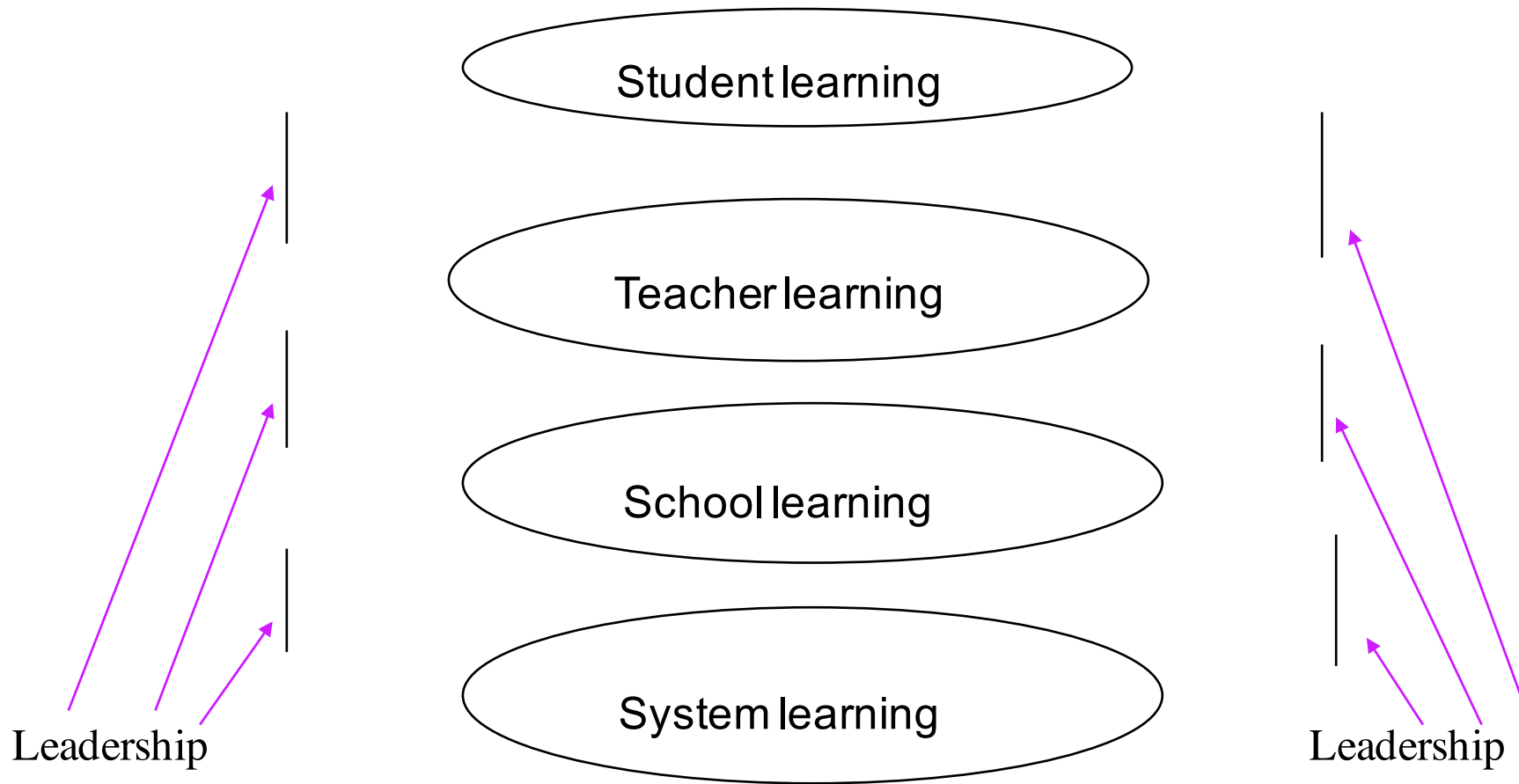
MacBeath, J., Dempster, N., Frost, D., Johnson, G. and Swaffield, S. (2018) *Strengthening the Connections between Leadership and Learning: Challenges to Policy, School and Classroom Practice*. Abingdon, Oxon: Routledge.

Leadership for learning practice involves:

1. Maintaining a **focus on learning** as an activity
2. Creating **conditions favourable to learning** as an activity
3. Creating a **dialogue** about LfL
4. The **sharing of leadership**
5. A **shared sense of accountability**



The role of leadership in a learning community



4. Leadership practice should focus on culture building

Organisational change is a lever to impact on collaboration, commitment and coherence.

School principals need to take action to change the professional culture in their schools (Lieberman, 1988).

“The only thing of real importance that leaders do is to create and manage culture - the unique talent of leaders is their ability to work with culture” (Schein, 1985).

5. Leadership is distributed

Principals can delegate authority and responsibility

But they can't distribute leadership.

Woods, P. A. and Roberts, A. (2013b) 'Leadership is distributed'. A Videoscribe presentation.

www.youtube.com/watch?v=J5F0MnrDSpY

Principals can build the conditions that enable leaderful practice (Raelin, 2011)

Principals can enable and orchestrate leadership to maximise its effect and achieve coherence.

6. Teacher leadership

a good rhetorical device with a variety of usages, for example:

- the activities / practice of someone who has a formal position as a teacher leader
- the activities / practice of someone who has a formal leadership role such as 'Head of the Science Department' or 'Literacy Coordinator'

In HertsCam we use it to refer to the exercise or practice of leadership by teachers – any teacher, all teachers.

The approach pivots on the idea of teachers' professionalism

Education
reform

Teachers'
professionalism

**Teacher
leadership**

School
improvement

Democracy

About educational reform

Where is the teacher in reform strategies?

In the 1980s, Susan Rosenholtz wrote a paper with the title:

'Education reform strategies; Will they increase teacher commitment?'

In the 1990s Michael Fullan reinforced this idea when he said:

'Managing moral purpose and change agency is at the heart of productive educational change'.

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

About school improvement

Routes to improvement

- Tactics (quick fix, surface intervention)
- Strategies (skills focused, serial initiatives)
- Capacity building (fundamental, learning at all levels)

Gray et al. (1999)

Their research indicated that the schools that improved steadily over time were those which had adopted capacity building approaches.

One way to think about building capacity...

The learning organisation

Learning organisations are:

...organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.

Senge, P (1990)

The Fifth Discipline: the art and practice of the learning organisation

Another way to think about building capacity....

The school as a community of learners and leaders

..in a learning community, individuals feel a deep sense of empowerment and autonomy and a deep personal commitment to the work of the school. This implies that people in the school form not just a community of learners but also a community of leaders.

(Mitchell and Sackney, 2000: 93 'Profound School Improvement')

Teachers'
professionalism

Professionalism

is about the quality of service and about the status and esteem of the members of the profession.



TREAT
US AS
PROFESSIONALS
PAY US AS
PROFESSIONALS

FAIR PAY FOR TEACHERS MUT
FAIR PAY FOR TEACHERS MUT
FAIR PAY FOR TEACHERS MUT

FAIR
PAY
FOR
TEACHERS

All professions are
conspiracies against the laity

(George Bernard Shaw, 1906)

Professionalism or professionalism?

Professionalism is about the quality of service and about the status and esteem of the members of the profession

Professionalism is about the way we do it:
the skills, attitudes, scope of responsibility/ judgment
/ decision making, the nature of the accountability,
the kind of knowledge and approach to knowledge
creation

Eric Hoyle, 1972

Professionalism is the key

“Reform which addresses key issues of professional identity, commitment and change is more likely to meet the standards of raising recruitment and retention agendas more efficiently than current efforts which, though well intentioned, appear from empirical data to be failing to connect with the long term learning and achievement needs of teachers and students.”

(Professor Chris Day, 2007: 609)

Alternative modes of professionalism

Individualistic – focused on classroom practice	Focus _____	Collegial, a member of a learning community
Compliant, implementation	Orientation _____	Being agential, innovation
Standards, rules, Ofsted outcomes	Drivers _____	Principles, moral purpose, inquiry
Well trained, informed and uptodate	Knowledge _____	Knowledge creator, inquiry
Being led	Leadership _____	Providing leadership

Extended professionalism

A teacher who sees themselves as:

- collegial, a member of a learning community
- agential, engaging in innovation
- guided by educational principles and sense of moral purpose
- discovering how to improve through evaluation and review
- creating professional knowledge through development work and networking
- seeking to influence others by exercising leadership

Why teachers must become change agents

Moral purpose and change agency... are natural allies... moral purpose — or making a difference — concerns bringing about improvementseducators need the tools to engage in change productively. Moral purpose keeps teachers close to the needs of children and youth; change agency causes them to develop better strategies for accomplishing their moral goals.

(Fullan, 1993)

About democracy

A democratic way of life

John Dewey

Democracy and Education:
an Introduction to the Philosophy of Education

“The key-note of democracy as a way of life may be expressed, it seems to me, as the necessity for the participation of every mature human being in formation of the values that regulate the living of men together: which is necessary from the standpoint of both the general social welfare and the full development of human beings as individuals.”

A democratic way of life

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“The foundation of democracy is faith in the capacities of human nature; faith in human intelligence and in the power of pooled and cooperative experience.”

Democratic values

Participation

Voice

Tolerance

Reason

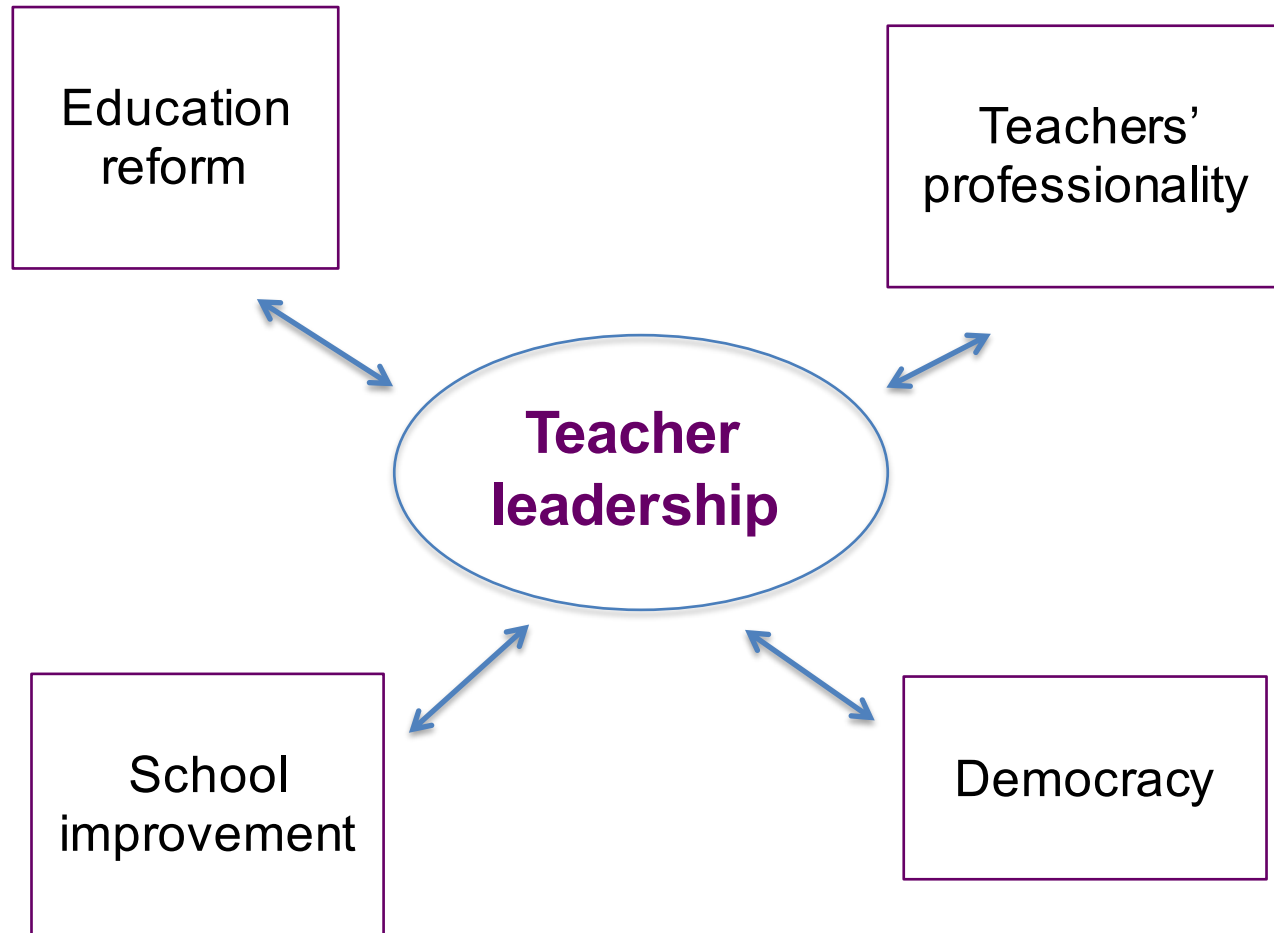
Inclusion

Mutual influence

Shared responsibility

It seems to me that HertsCam has at its core democratic values which challenges those with power and influence in schools to commit themselves to liberating the talents and agency of teachers who can then support students' learning.

(A headteacher)



The key variable in educational success is the quality of teaching

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)

But what kind of support is needed?

Typical approach to teacher leadership in the UK

Schools have complex organisational structures with formal roles assigned, usually tied to academic subjects or pastoral care responsibility. Teachers with these roles and responsibilities are expected to exercise leadership in order to ensure that the work of the team gets done and to the right standard.



Non-positional teacher-leadership

An inclusive approach - all professional educators invited to exercise leadership

This requires support and enablement through facilitation.

It contributes to the development of 'professional learning community' culture and the capacity for continuous improvement.

It promotes extended or enhanced professionalism.

The question of authority / mandate

The authority derived from a designated role is just one resource

Everyone has access to moral authority

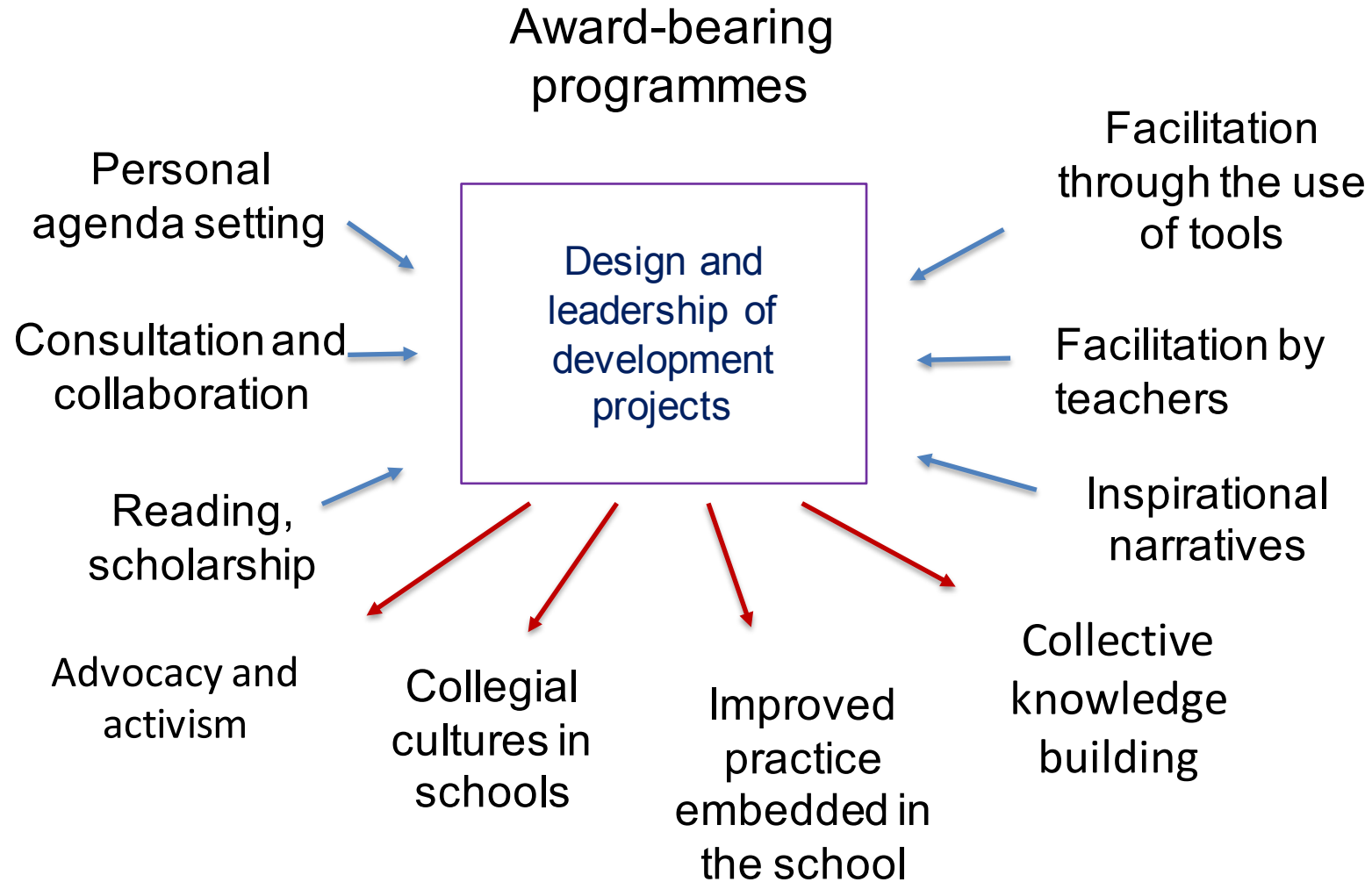
The confidence to take the initiative is vital

The skills to enable and manage collaboration and collective deliberation are key

See Thomas Sergiovanni

http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199202_brandt2.pdf

The HertsCam / ITL approach

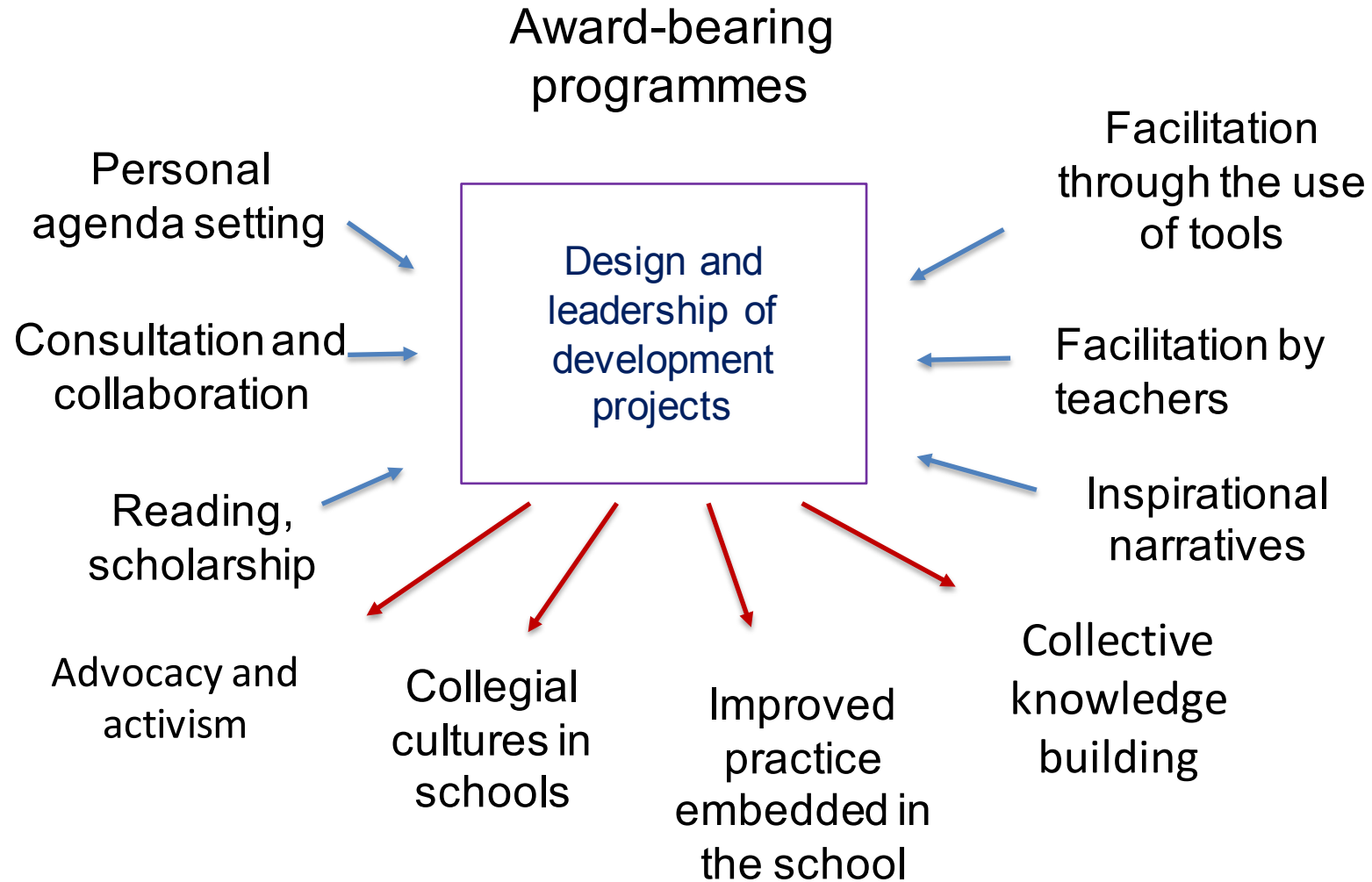


Core programmes

The Teacher Led Development Work programme

The MEd in Leading Teaching and Learning

The HertsCam / ITL approach



The teacher-led development work methodology

- Leadership of processes of development work
- Projects – a focus, over one academic year
- A step-by-step approach
- Support and guidance from experienced teachers
- The use of tools to scaffold reflection, deliberation and planning
- Certification
- Knowledge building through networking

Development work

strategic, focused and deliberate action intended to bring about improvements in professional practice. It takes the form of collaborative processes featuring activities such as consultation, negotiation, reflection, self-evaluation and deliberation which take place in planned sequence.

The teacher-led development work methodology

- Leadership of processes of development work
- **Projects – a focus, over one academic year**
- A step-by-step approach
- Support and guidance from experienced teachers
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What is a project?



- Focused on a specific concern
- Time bounded
- A design to match the context
- Documented

Lyndsay's project

Lyndsay's project subverts the traditional roles of teacher and students by inviting teachers to be taught by students to play a musical instrument. The aim was to use the learning of musical instruments as a basis for dialogue about learning. Lyndsay invited all her colleagues and interested students to an informal lunch at which she outlined her vision. 33 colleagues joined the project. The students worked hard to prepare lessons. Teachers enjoyed the learning. They shared their triumphs and frustrations with colleagues and students. This is a powerful tool through which teachers can reflect on, and examine, their own learning habits.

A small team of students carried out observations and interviews with teachers. Colleagues shared the progress of their learning with the wider school community through an Instagram account. They uploaded pictures and captions to capture their progress. There was also a lot of interest from the community via the school's twitter account.

The first year of the project culminated in an ensemble performance at a school concert, but the project is about the journey rather than the end result. Mainly, the learning was about learning itself.

First Lessons



Engaging with the Challenge so far

First post on the Instagram account



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A step-by-step process

Clarifying values and concerns



Agenda for change



Negotiating with colleagues



Action planning



Negotiating with colleagues



Development work



**Professional
knowledge building**

The teacher-led development work methodology

- Leadership of processes of development work
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- **The use of tools to scaffold reflection, deliberation and planning**
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Tools for supporting TLDW

The Facilitators' Guide

A collection of strategies and tools
organised into 6 session folders on the team
website

Session 2

The suggested aims and scope of this session are expressed as a series of questions from the perspective of the participants:

1. How has my concern/focus/agenda developed?
2. How have my ideas shifted as a result of consultation?
3. What have I learnt through my reading?
4. What will be the process of my development work? What kinds of tools and techniques could I use to lead the process of development?
5. How can enquiry support the development process I want to lead? What kinds of tools and techniques could I use to bring evidence to the development process?
6. What am I learning about leadership?
7. What am I learning about learning?

Strategies and tools to help address the questions

Guidance on activities, strategies and tools is provided in relation to each of the questions above.

1. How has my concern/focus/agenda developed?

Suggested activities

Activity: Discussion about developing concerns/agendas

Tutors need to support participants in re-focusing on their professional concern, focus or agenda and reviewing how it may have developed since the previous group meeting.

Tool 22 – Professional concerns

Use this tool to re-focus the group on the type of professional concern which teachers bring to teacher-led development groups. After a discussion, participants should complete the statement of their own concern as they now understand it at the bottom of the sheet. Tutors should then support participants in thinking about the sort of process which they might lead to do something about this concern. You will return to this later in this session.

Facsimiles and examples



Tool 22 Professional concerns Illustrative examples

How to help silent pupils access learning

I am concerned about pupils who do not attract attention in the classroom. They do not constitute an obvious problem for the teacher. They are compliant and get on with the tasks set, but their learning is limited because they do not participate in discussions, ask questions or volunteer to answer the teachers' questions.

I want to develop strategies to help these pupils to get the best out of their classroom experience and perhaps build their capacity to participate in the social learning process.

Developing learning to learn strategies

I am concerned that my students are not developing the capacity for lifelong learning. They seem to depend on me and my colleagues to tell them how to learn. When they get to the 6th form, they flounder.

I want to develop techniques that we can use to help students learn how to reflect on and evaluate their own learning strategies so that they can become more independent as learners.


Developing a partnership with parents in the Early Years context

I am concerned because many of our youngest children start school without having had any introduction to the world of books and words. From conversations with parents it seems that many of them simply leave what they perceive to be learning to the school.

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.

What is your concern?

Formats like this provide structure and guidance for dialogue and planning.

Tool 26 

Action Planning
A format

Development Project Action Plan

Name: _____ School: _____

Concern or focus
Say what do you want to make a difference to.

Impact
Say how you think the project might have impact (see Planning for Impact)?

The process
Say what the elements of the process might be and the sequence of the activities. Say who will be involved in the process. Specify the timescale if possible.

Tools and techniques
Say what specific tools you might use to support the activities you will lead.

© David Price, University of Cambridge 2008

Tools

Formats

Facsimiles

**Guide
sheets**

Vignettes

The teacher-led development work methodology

- Non-positional – any member of the school's staff can do it
- Leadership of processes of development work
- Project focused – a focus, over one year
- A step-by-step approach
- Support and guidance from experienced teachers
- The use of tools to scaffold reflection, deliberation and planning
- **Certification**
- Knowledge building through networking

The Certificate recognises achievement and can be used to achieve credit within other academic programmes.



The teacher-led development work methodology

- Leadership of processes of development work
- Projects – a focus, over one academic year
- A step-by-step approach
- Support and guidance from experienced teachers
- The use of tools to scaffold reflection, deliberation and planning
- Certification
- **Knowledge building through networking**

Networking and knowledge building

Peer-peer dialogue

Narratives of processes of change

Critical friendship and comparison

Balance between scholarship and practical wisdom

Knowledge in the flow of discourse
(not classified, categorised, not role specific, not measured)

The moral dimension

A programme
for one of the
5 HertsCam
Network
Events this
year.



HertsCam Network Event: Robert Barclay Academy

Tuesday 13th November 2018, 4:30 - 6:00pm

Programme

A warm welcome to the second network event of the year. This event provides an opportunity for people, who are at different stages with their TLDW or MEd projects, to come and share their development work through poster display and discussion groups. It is a valuable opportunity to find out about the impact of their projects and the next steps they are planning to sustain this impact.

We would like to thank Robert Barclay Academy for hosting and in particular Rav Phagura, Assistant Headteacher organising the event, Emma Anderson and Paul Barnett for coordinating and Hollie Bolter for the administration.

4:00 pm	Refreshments, registration and signing up for workshop
4:30 pm	Welcome & Introduction: Paul Barnett Network Manager
4:35pm	Addresses: Headteacher of Robert Barclay Academy Ced de la Croix
4:45pm	Rav Phagura Assistant Headteacher
4:55pm	ITL David Frost, Launch of TL in Morocco
	Notices:
5.00pm	Sheila Ball, TLDW Programme Leader
5.05pm	Session 1: Posters & networking
5.35pm	Session 2: Workshops
6.00pm	Finish

SESSION 1: POSTER DISPLAYS

1	<p>Developing strategies that can be employed to fill the vocabulary gap Amanda Marshall, The Broxbourne School, marshalla@broxbourne.herts.sch.uk</p>
2	<p>Developing strategies to support children to recognise their feelings and manage their emotions? Layla Hewitt, Fleetville Infants, Layla.h@fleetvilleinfants.herts.sch.uk</p>
3	<p>Developing strategies to engaging Students in Mathematics Josie Pinder, The Broxbourne School, Pinderj@broxbourne.herts.sch.uk</p>
4	<p>Developing strategies to promote active listening Lindsay Hooley, Dundale, l.hooley@dundale.herts.sch.uk</p>
5	<p>Do group activities/teamwork help to improve boys social skills and competence in child initiated learning? Jessica Rowley, Bovingdon Primary Academy, jrowley@bovingdonacademy.org.uk</p>
6	<p>Developing strategies to help our students improve their emotional intelligence to prepare them for online and digital concerns Dave Presky, Aspire Trust, dpresky@gmail.com</p>
7	<p>Developing strategies to promote play in the SLD setting Kate O'Neil and Amanda Hayter</p>
8	<p>Developing strategies to help students make progress, regardless of background, starting points or needs Helen Burton Robert Barclay Academy, H.Burton@robertbarclayacademy.co.uk</p>
9	<p>Developing strategies to improve the perception/attitude towards music as an academic subject Emily Nicolas Robert Barclay Academy, E.Nicolas@robertbarclayacademy.co.uk</p>
10	<p>Developing strategies to improve participation in PE leading to 100% uptake Hannah Nolan Robert Barclay Academy, H.Nolan@robertbarclayacademy.co.uk</p>
11	<p>Developing strategies to improve engagement with extra-curricular subjects through cross curricular collaboration Sam Skinner Robert Barclay Academy, S.Skinner@robertbarclayacademy.co.uk</p>
12	<p>Developing strategies to improving bounce-back-ability at Robert Barclay Academy Sarah Robert Barclay Academy, S.Roberts@robertbarclayacademy.co.uk</p>
13	<p>Developing strategies to ensure tracking systems enable academic GAPS to be addressed Dean Leon Robert Barclay Academy, D.Leon@robertbarclayacademy.co.uk</p>
14	<p>Developing strategies to increase woodwork skills Sally Hutchings and Nikki Smith Wormley Primary School, shutchings@wormleyprimary.co.uk, nsmith@wormleyprimary.co.uk</p>
15	<p>Developing strategies to help parent's understanding of the importance of gross motor play Sara Wollaston-Smith, Wormley Primary School, swollaston-smith@wormleyprimary.co.uk</p>
16	<p>ANXIETY. With your setting in mind, what does this word mean to you? Jess Chapman, Holwell Primary School, jess.chapman@holwell.herts.sch.uk</p>

SESSION 2: WORKSHOP

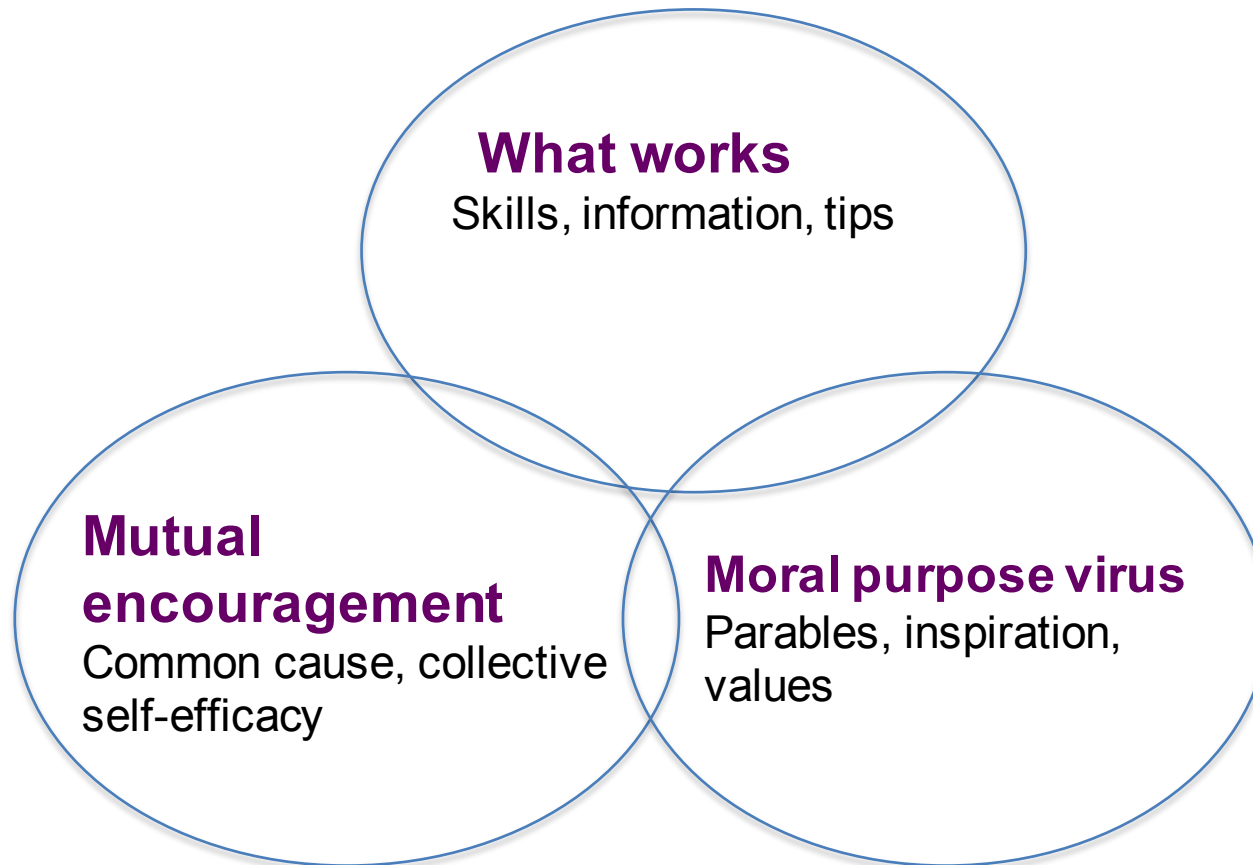
Room	
A1	Developing strategies to enthuse and engage pupils in the 'boring' bits of the curriculum JHN Lisa Naylor and Lizze Jack, The John Henry Newman Catholic School, NaylorL@jhn.herts.sch.uk and JackL@jhn.herts.sch.uk
A2	Developing strategies to enable quiet pupils to demonstrate enquiry skills Aimee Bennett, The John Henry Newman Catholic School, BennettA@jhn.herts.sch.uk
A3	A project to evaluate the methods of intervention on underachievement used in year 11. Ben Creasey, Robert Barclay Academy, Ben.Creasey@robertbarclayacademy.co.uk
N3	Developing cross curricular activities in collaboration with other departments to bring about a learning ecosystem. Nex Gujara, Robert Barclay Academy, N.Gujara@robertbarclayacademy.co.uk
Library	Developing strategies to improve the literacy skills of Pupil Premium students. Annabel Hart, Robert Barclay Academy, A.Hart@robertbarclayacademy.co.uk
6 th Form	Developing strategies to improve Mental Health and Wellbeing Awareness in School Sarah Tweedell Robert Barclay Academy, S.Tweedell@robertbarclayacademy.co.uk
Hall	Developing strategies to improving the engagement of students in writing during Art lessons Emma Molloy, Queens School, Molloyem@queens.herts.sch.uk







What are we transferring through networking?



Knowledge building in a social context cannot be separated from the nurturing of values and dispositions



Advocacy and activism



Sheila, a secondary school teacher from Royston, leads a workshop for new TLDW facilitators in Tiznit, Morocco – Oct.2018.

Sheila Ball is Programme Leader for the HertsCam TLDW programme.



Lucy, a secondary school teacher from St Albans, is coaching Mohamed

Hannah, a primary deputy headteacher from Watford, is coaching Rahim



The International Teacher Leadership initiative (ITL)

Collaboration with colleagues in different countries

Sharing tools and strategies

Workshops for facilitators led by teachers

Adaptation and translation of materials locally

Monitoring and evaluation (2010-12)



**International Teacher Leadership project
Team Conference**

Rachev Hotel Residence, Arbanasi
Veliko Tarnovo, Bulgaria
27th-29th October 2011

Portrait of the meeting



The meeting was hosted by OSI Sofia and funded by the Centre for Education Policy, Belgrade.



**The International Teacher Leadership
(South East Europe)
Project**

Team Meeting

29th-30th October 2010

Hotel Radika
Mavrovo, Macedonia

Portrait of the meeting



Corinth 2009



**Second meeting
of the
Research and Development Team
of the
International Teacher Leadership project**



**University of Peloponnese
(Πανεπιστήμιο Πελοποννήσου)
Department of Social and Educational Policy**

**Korinthos Campus
9th-10th May 2009**



Hosted by
Prof. Giorgos (George) Bagakis

OPEN SOCIETY INSTITUTE

Situation in 2010



Albania

Bulgaria

Bosnia and Herzegovina

Croatia (2 sites)

Greece

Kosovo

Macedonia

Montenegro

Moldova

New Zealand

Portugal

Romania

Serbia

Turkey

UK (2 sites)

The strong Balkan dimension because of the support from the Open Society Foundation in Belgrade

Situation in 2010



Albania

Bulgaria

Bosnia and Herzegovina

Croatia (2 sites)

Greece

Kosovo

Macedonia

Montenegro

Moldova

New Zealand

Portugal

Romania

Serbia

Turkey

UK (2 sites)

15 countries

700 teachers

45 secondary schools

70 primary / elementary schools

13 NGOs

9 universities

Situation in 2010



Albania

Bulgaria

Bosnia and Herzegovina

Croatia (2 sites)

Greece

Kosovo

Macedonia

Montenegro

Moldova

New Zealand

Portugal

Romania

Serbia

Turkey

UK (2 sites)

15 countries 700 teachers

45 secondary schools

70 primary / elementary schools

13 NGOs 9 universities

Emerging rationale

Building more democratic and inclusive ways of life

Situation in 2018



Bosnia & Herzegovina

Bulgaria

Croatia

Kazakhstan

Macedonia

Moldova

Portugal

Serbia

Turkey

UK

Egypt

Palestine

Kazakhstan

Morocco

The 6 key ideas about leadership

1. Leadership and transformation

Leadership should seek to transform, not merely maintain the status quo.

2. Leadership as practice

Position, authority, power, title and status are merely resources. What really counts are leadership behaviours and activities.

3. Leadership and learning

Leadership practice should focus on the quality of learning.

4. Leadership and culture building

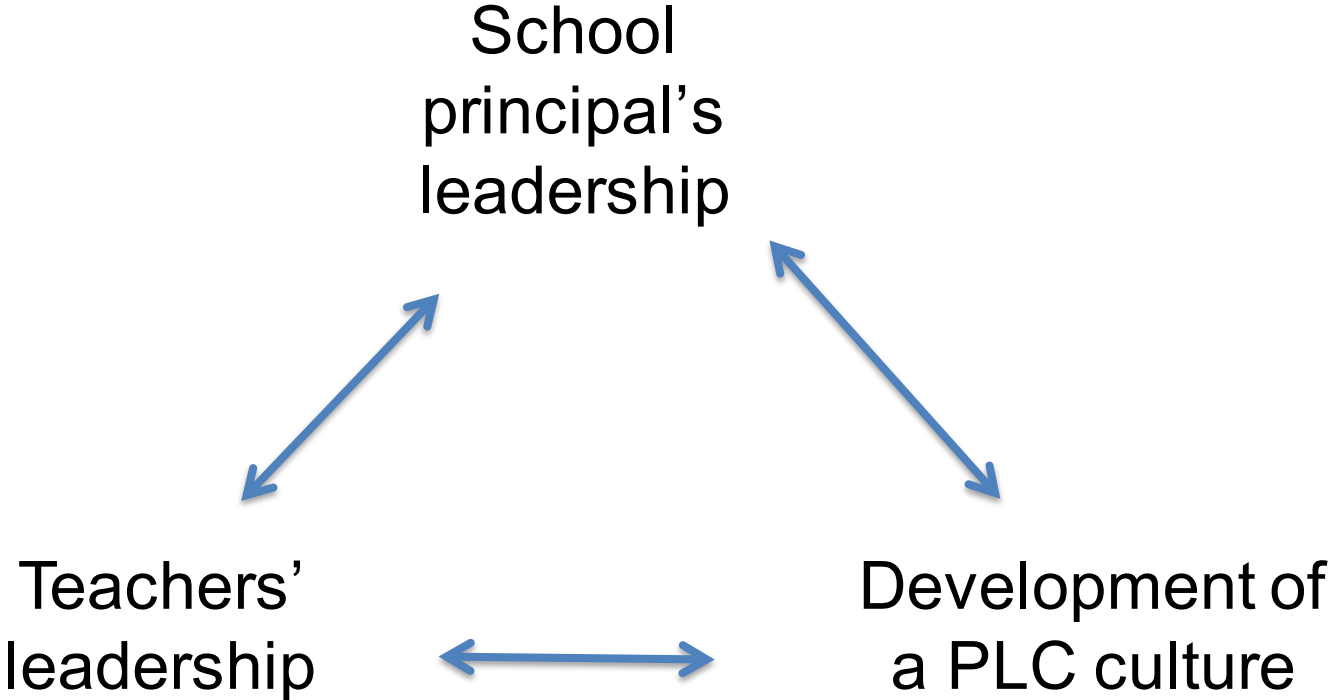
Arguably, the most important task for the CEO is culture building but everybody can contribute to this.

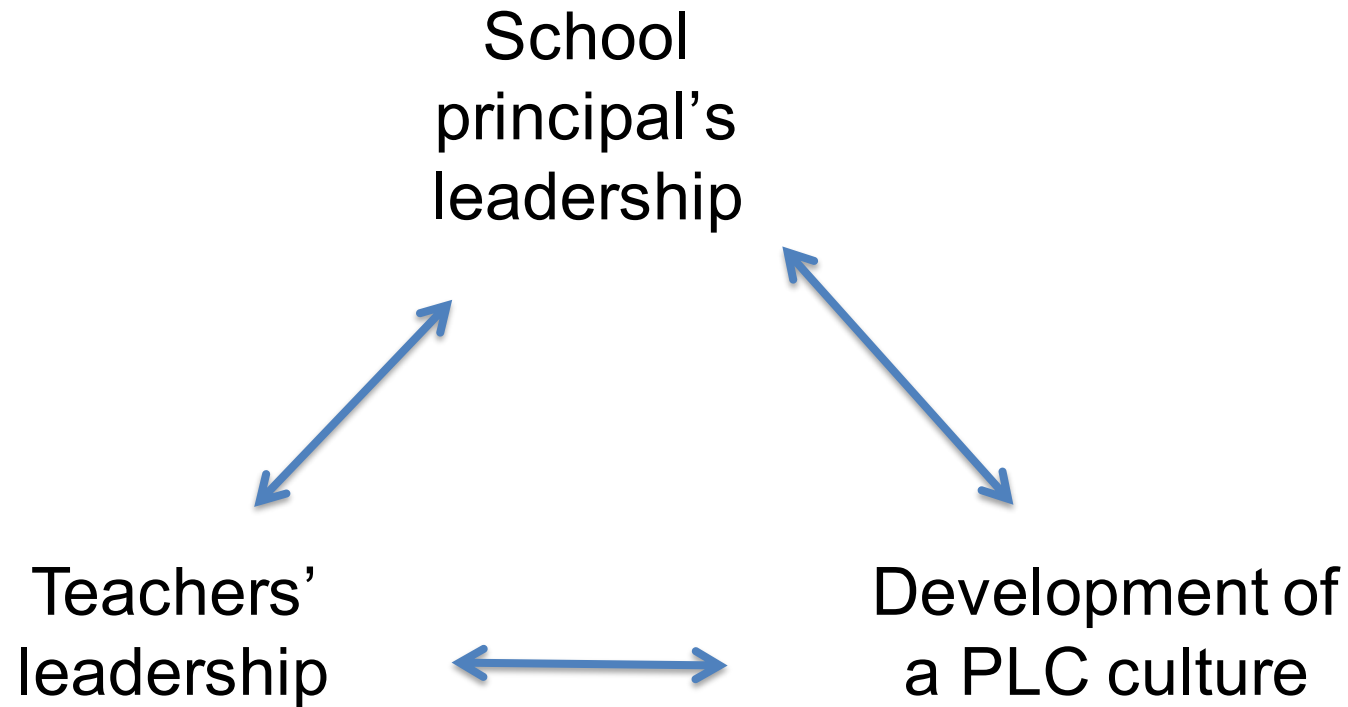
5. Leadership is distributed

Nothing happens without many people taking action, preferably in concert.

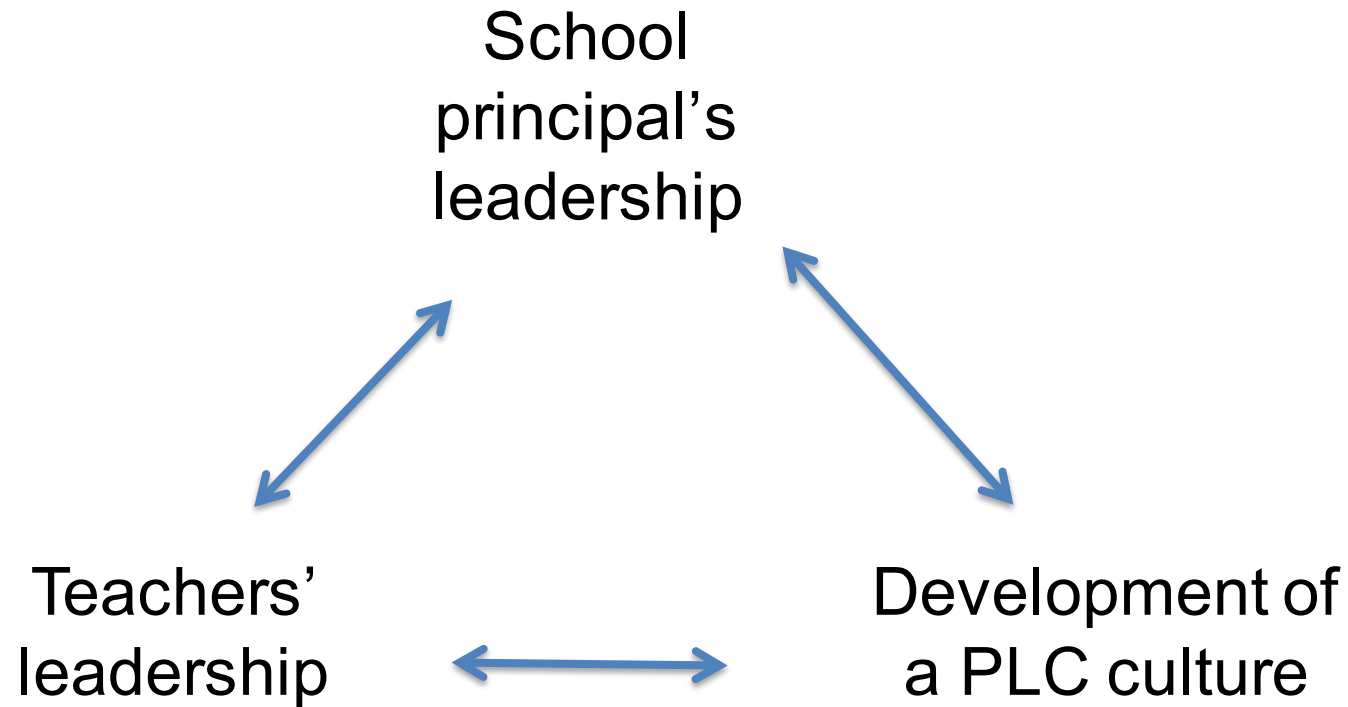
6. Teacher leadership

Leadership exercised by teachers, with or without mandate, position, authority or power, can bring about change / improvement and build capacity for the future.



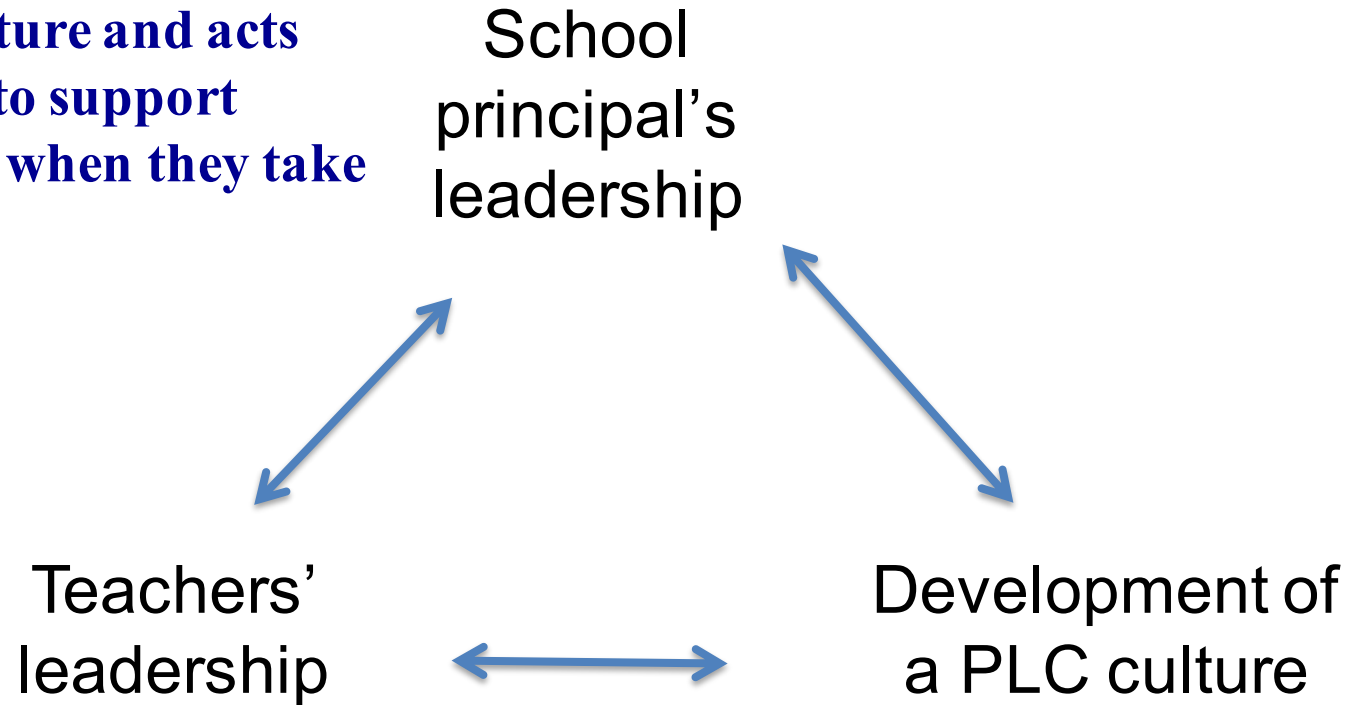


Teachers initiate and lead development work which helps the principal to achieve the goals of reform and contributes to changing the culture



Teachers initiate and lead development work which helps the principal to achieve the goals of reform and contributes to changing the culture

The school principal takes steps to cultivate a PLC culture and acts directly to support teachers when they take the lead.



Teachers initiate and lead development work which helps the principal to achieve the goals of reform and contributes to changing the culture.

The school principal takes steps to cultivate a PLC culture and acts directly to support teachers when they take the lead.

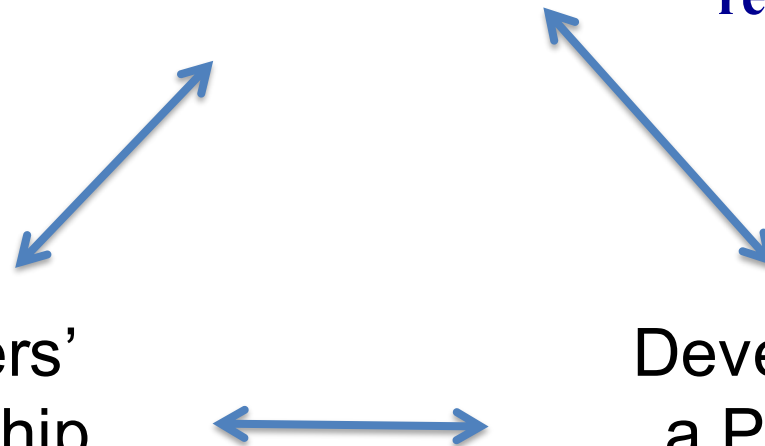
School principal's leadership

As the PLC culture grows, teachers are more able to lead and the school principal is more able to achieve the goals of reform.

Teachers' leadership

Development of a PLC culture

Teachers initiate and lead development work which helps the principal to achieve the goals of reform and contributes to changing the culture.



The challenge for senior leaders

to promote teachers' self-efficacy

to enable teachers to have a voice and contribute to school development

to enable teachers to develop leadership skills

to cultivate a culture in which collaboration, reflection, inquiry and mutual leadership flourish

to build 'relational trust'

to enable teachers to build professional knowledge together

The TLDW programme has undoubtedly been the most significant that we have been involved with. To see a group of staff with a vast range of experience (and two of them non-teaching staff) take ownership of issues, which they feel passionate about and develop them in dialogue with other colleagues, has been tremendous.

(A deputy headteacher)

TLDW has helped to break down barriers and hierarchies within the school. It is uplifting to see young and less experienced staff leading the learning of those with considerable years of service and rewarding to witness the engagement of non-teaching staff in the course. It has brought an even greater sense of common purpose and teamwork, and extended the ownership of the school's agenda.

(A headteacher)

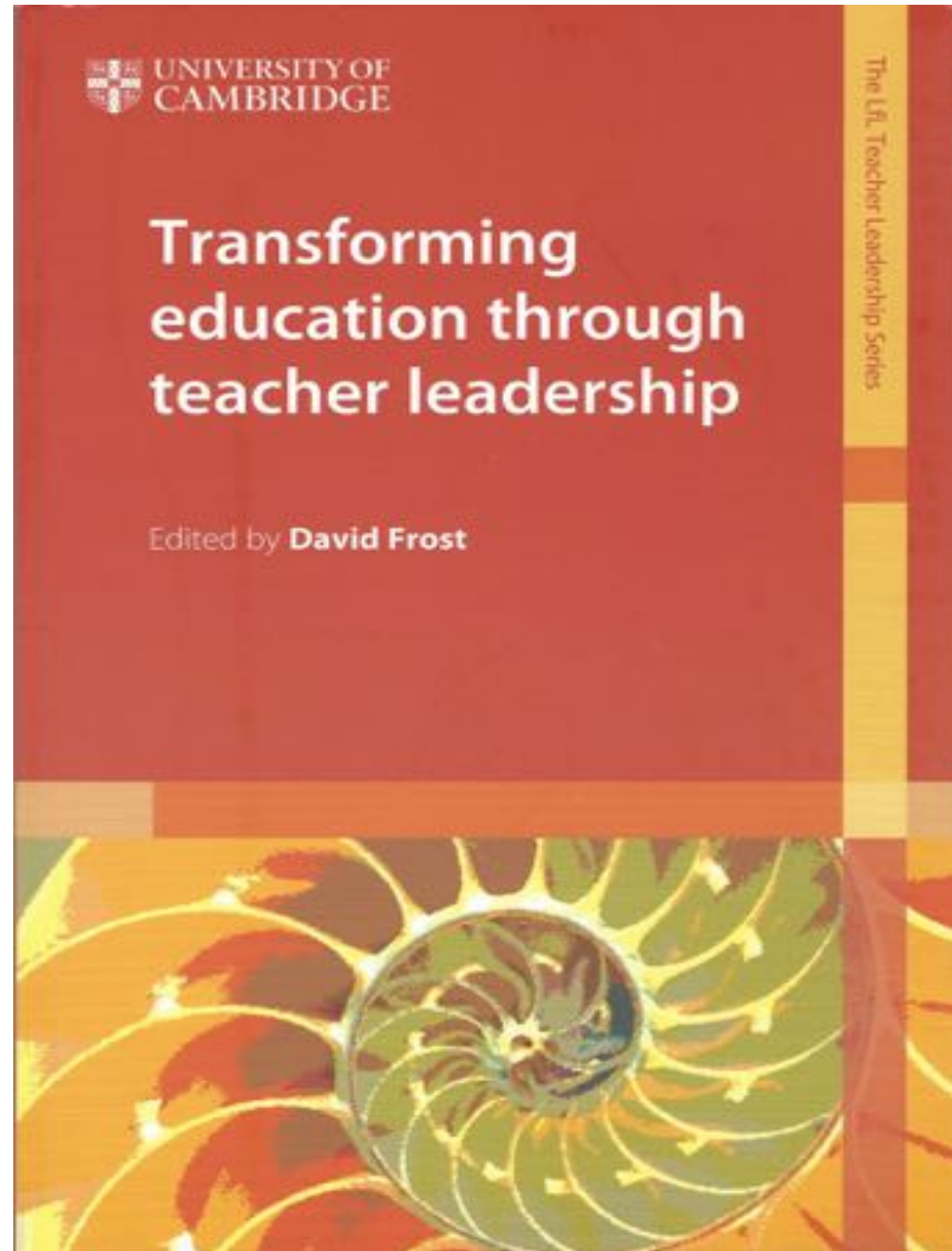
It seems to me that HertsCam has at its core democratic values which challenges those with power and influence in schools to commit themselves to liberating the talents and agency of teachers who can then support students' learning.

(A headteacher)

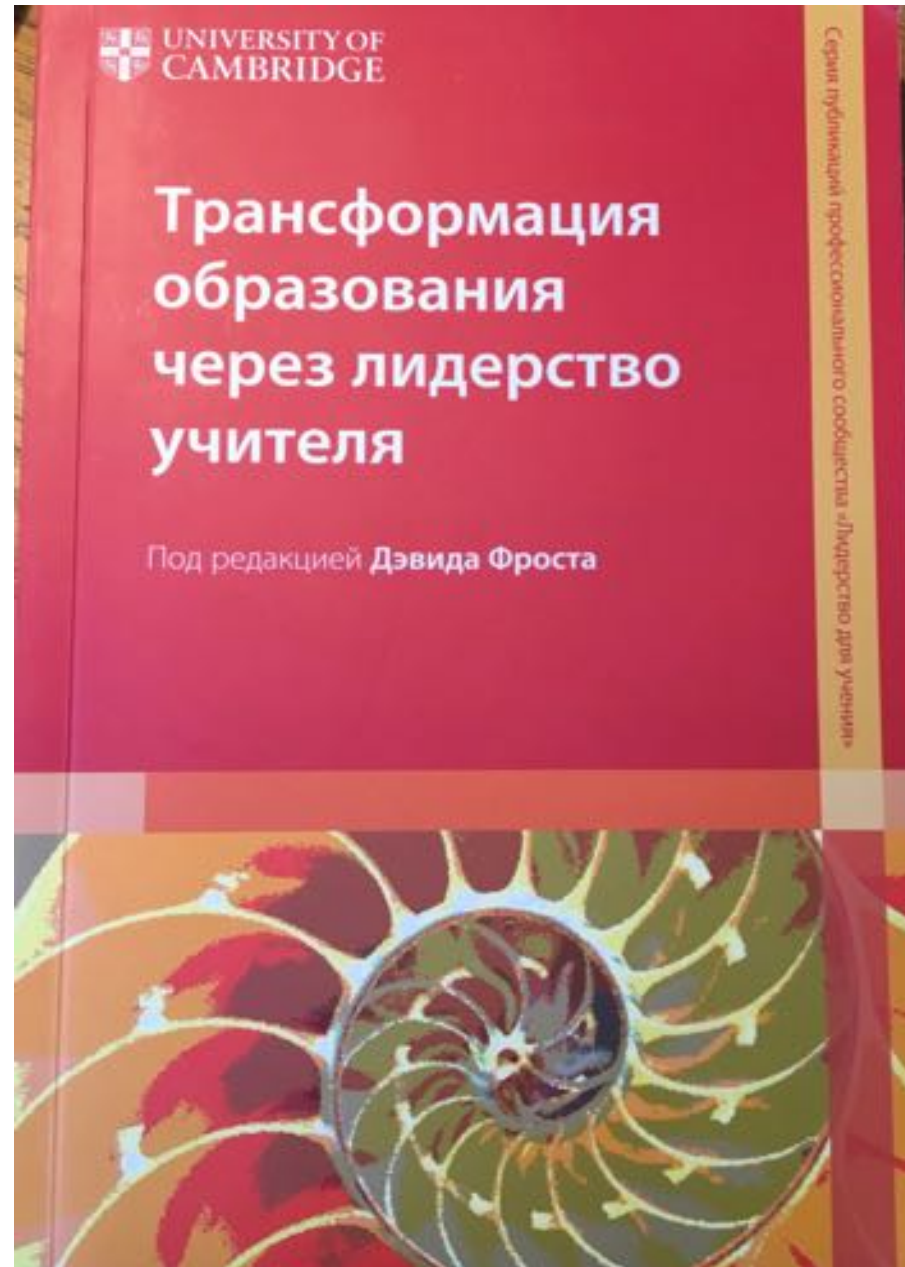
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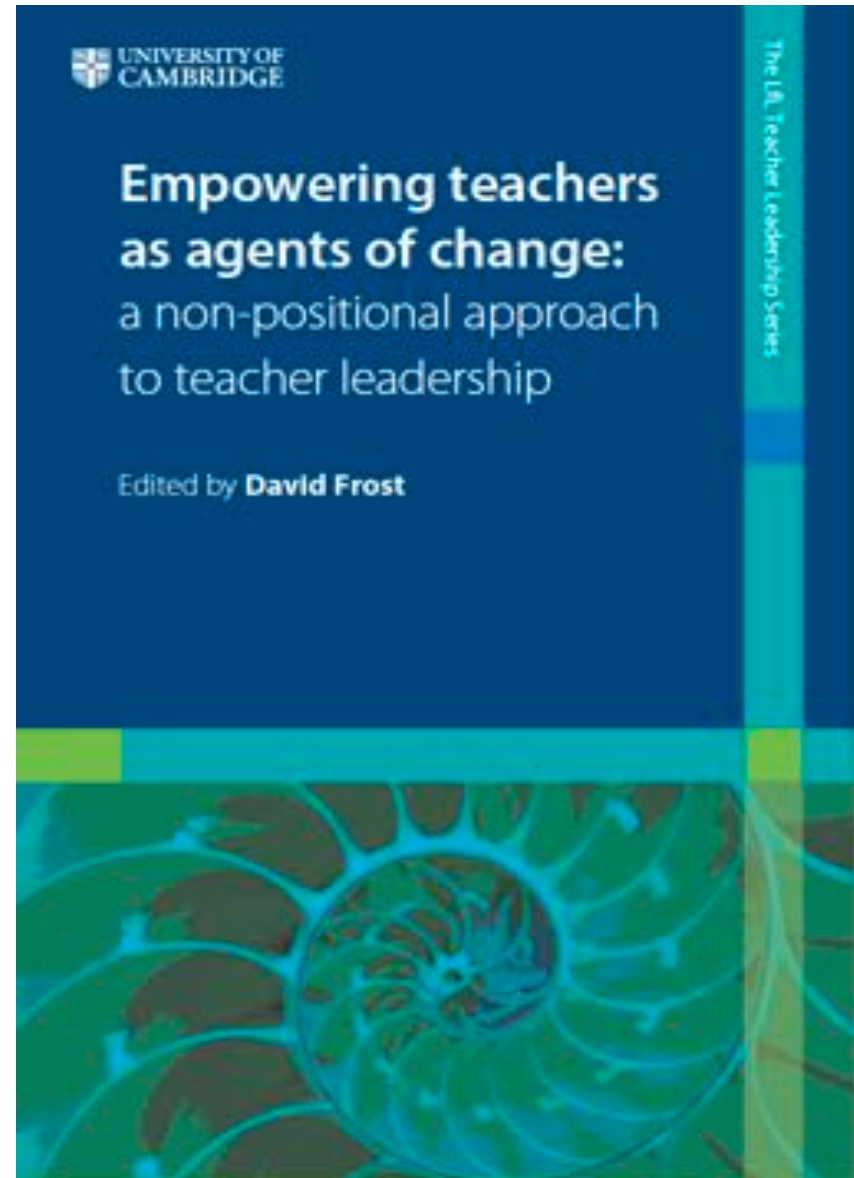
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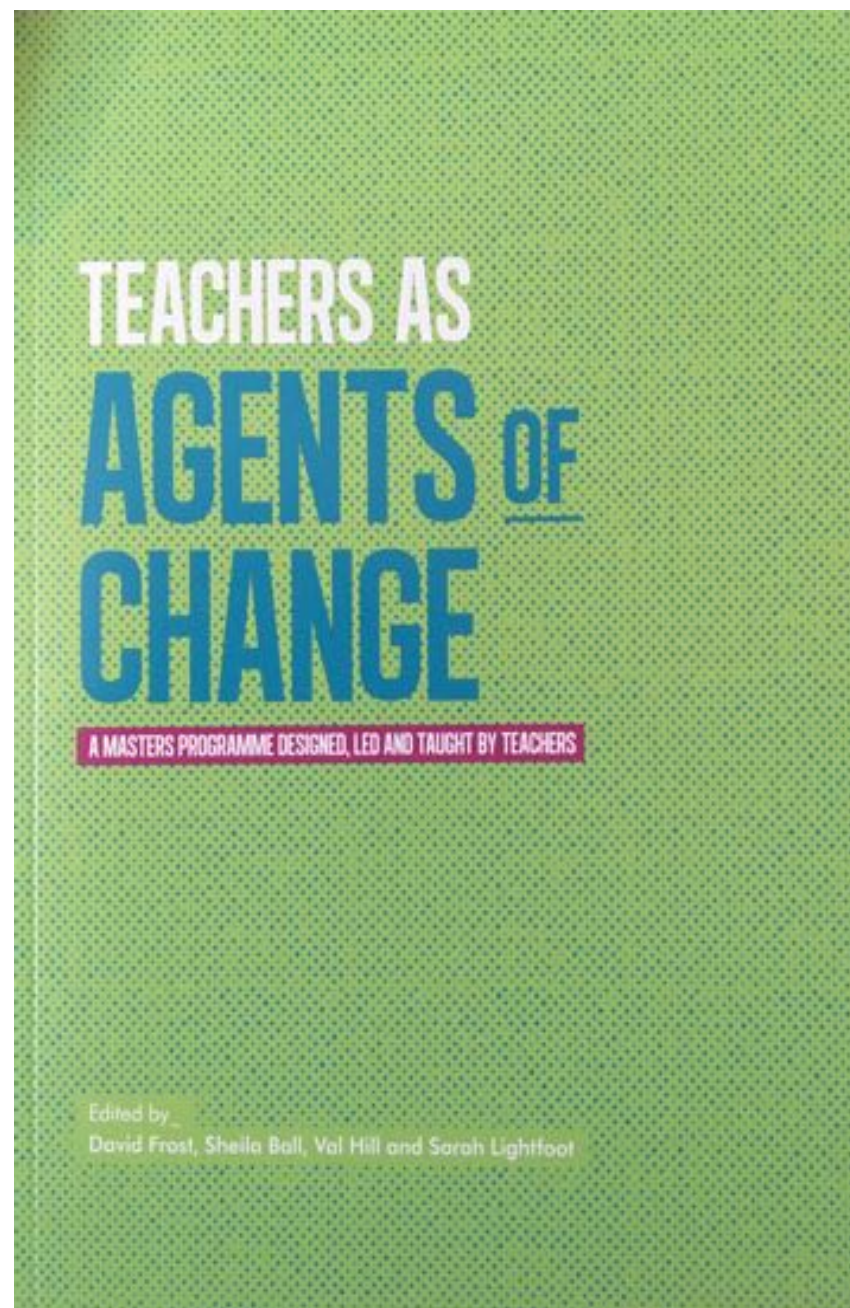
'Teachers As Agents of Change' edited by David Frost, Sheila Ball, Val Hill and Sarah Lightfoot.

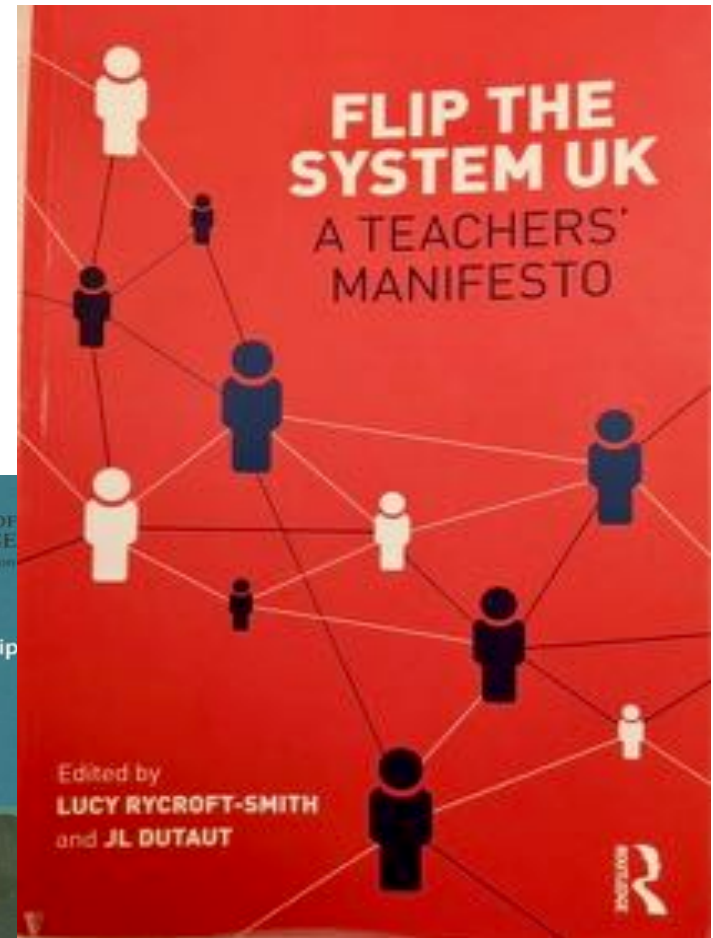
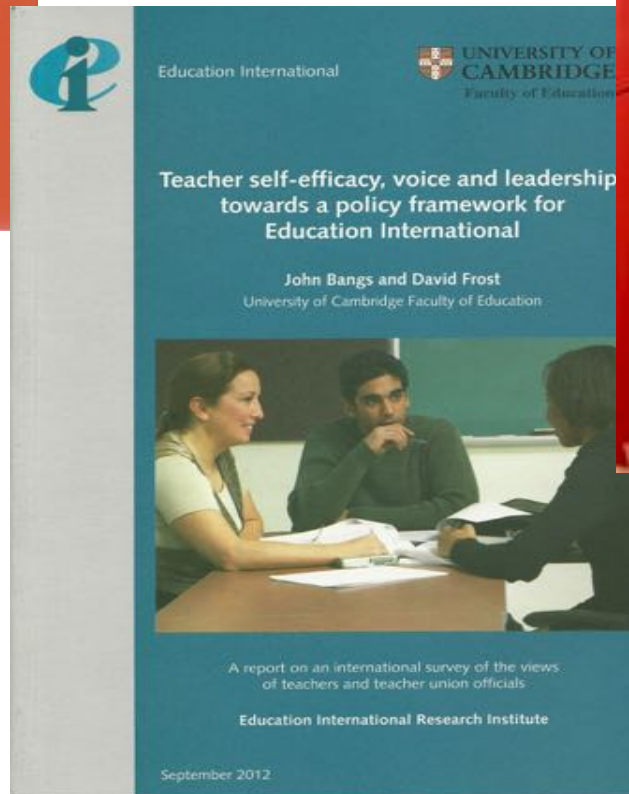
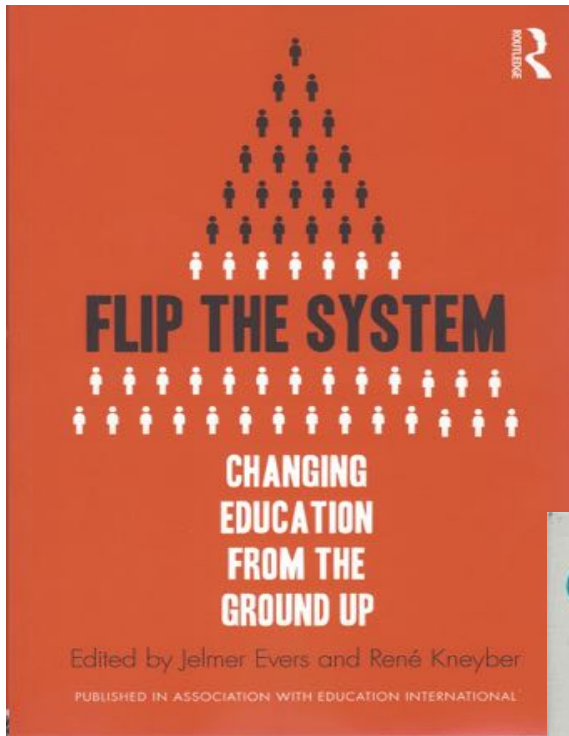
Showcasing the projects designed and led by the sixteen teachers who began the HertsCam 'MEd in Leading Teaching and Learning' in 2015 and completed it in 2017.

This book demonstrates and illustrates that the potential for educational renewal and transformation lies within the teaching profession itself.

This is available as an e-book. It can be freely downloaded here:

www.hertscam.org.uk





HertsCam can host visits and our connection to Wolfson College means that our visitors always have a place to stay.

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