Enhancing professionalism through teacher leadership

Dr David Frost

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and
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Principals and Deputy Principals Association
National Conference
Co. Meath
November 2018
Wolfson College
Cambridge

www.wolfson.cam.ac.uk

An international meeting place
Practical experience and research since 1988

HertsCam Network
A network in England

International Teacher Leadership
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 in 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”

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.

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:


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**
Student learning

Teacher learning

School learning

System learning
The role of leadership in a learning community

- Student learning
- Teacher learning
- School learning
- System learning

Leadership
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.


[www.youtube.com/watch?v=J5F0MNrDSpY](http://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’ professionality
Teacher leadership

- Education reform
- Teachers’ professionalism
- 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 agentry 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’ professionality
Professionalism is about the quality of service and about the status and esteem of the members of the profession.
TREAT US AS PROFESSIONALS

FAIR PAY FOR TEACHERS
All professions are conspiracies against the laity

(George Bernard Shaw, 1906)
Professionalism or professionality?

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

Professionality 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
Professionality 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 professionality

**Focus**
Individualistic – focused on classroom practice

**Orientation**
Compliant, implementation

**Drivers**
Standards, rules, Ofsted outcomes

**Knowledge**
Well trained, informed and up to date

**Leadership**
Being led

Collegial, a member of a learning community

Being agential, innovation

Principles, moral purpose, inquiry

Knowledge creator, inquiry

Providing leadership
Extended professionality

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 agentry... are natural allies... moral purpose — or making a difference — concerns bringing about improvements ... educators need the tools to engage in change productively. Moral purpose keeps teachers close to the needs of children and youth; change agentry 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)
Teacher leadership

- Education reform
- Teachers’ professionality
- School improvement
- Democracy
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?
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 professionality.
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

Design and leadership of development projects

Award-bearing programmes

Facilitation through the use of tools

Facilitation by teachers

Inspirational narratives

Collective knowledge building

Improved practice embedded in the school

Collegial cultures in schools

Advocacy and activism

Reading, scholarship

Consultation and collaboration

Personal agenda setting
Core programmes

The Teacher Led Development Work programme

The MEd in Leading Teaching and Learning
The HertsCam / ITL approach

Award-bearing programmes

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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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• Certification

• Knowledge building through networking
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
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
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
- Projects – a focus, over one academic year
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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.
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
4:35 pm Addresses: Headteacher of Robert Barclay Academy Ced de la Croix
4:45 pm Rav Phagura Assistant Headteacher
4:55 pm ITL David Frost, Launch of TL in Morocco

Notices:
5.00pm Sheila Bait, TLDW Programme Leader
5.05pm Session 1: Posters & networking
5.35pm Session 2: Workshops
6.00pm Finish
### SESSION 1: POSTER DISPLAYS

|   | Developing strategies that can be employed to fill the vocabulary gap  
  Amanda Marshall, The Broxbourne School, marshalla9@broxbourne.herts.sch.uk |   | Developing strategies to support children to recognise their feelings and manage their emotions?  
  Lyna Herrell, Fosseville Infants, Lyna.h@fossevilleinfants.herts.sch.uk |
|---|---|
| 3 | Developing strategies to engage Students in Mathematics  
  Josie Pinder, The Broxbourne School, Pinderj35@broxbourne.herts.sch.uk |
| 4 | Developing strategies to promote active listening  
  Lindsay Healey, Dundale, teambridge@dundale.herts.sch.uk |
| 5 | Do group activities/teamwork help to improve boys social skills and competence in child initiated learning?  
  Jessica Roweley, Bovingdon Primary Academy, jrowley@bovingdonacademy.org.uk |
| 6 | Developing strategies to help our students improve their emotional intelligence to prepare them for online and digital concerns  
  Dave Preskey, Aspire Trust, dpreskey@gmail.com |
| 7 | Developing strategies to promote play in the SLD setting  
  Kate O'Neil and Amanda Hayter |
| 8 | Developing strategies to help students make progress, regardless of background, starting points or needs  
  Helen Burfitt, Robert Barclay Academy, h.burfitt@robertbarclayacademy.co.uk |
| 9 | Developing strategies to improve the perception/attitude towards music as an academic subject  
  Emily Nicolas, Robert Barclay Academy, E.Nicolas@robertbarclayacademy.co.uk |
| 10 | Developing strategies to improve participation in PE leading to 100% uptake  
  Hannah Nolan, Robert Barclay Academy, H.Nolan@robertbarclayacademy.co.uk |
| 11 | Developing strategies to improve engagement with extra-curricular subjects through cross-curricular collaboration  
  Sam Skinner, Robert Barclay Academy, S.Skinner@robertbarclayacademy.co.uk |
| 12 | Developing strategies to improving bounce-back-ability at Robert Barclay Academy  
  Sarah Robert, Barclay Academy, S.Roberts@robertbarclayacademy.co.uk |
| 13 | Developing strategies to ensure tracking systems enable academic GAPS to be addressed  
  Dean Leon, Robert Barclay Academy, D.Leon@robertbarclayacademy.co.uk |
| 14 | Developing strategies to increase woodwork skills  
  Sally Hutchings and Nikki Smith, Wormley Primary School, shutchings@wormleyprimary.co.uk, nsmith@wormleyprimary.co.uk |
| 15 | Developing strategies to help parent's understanding of the importance of gross motor play  
  Sara Wollaston-Smith, Wormley Primary School, sowollaston-smith@wormleyprimary.co.uk |
| 16 | ANXIETY. With your setting in mind, what does this word mean to you?  
  Jess Chapman, Holwell Primary School, jess.chapman@holwell.herts.sch.uk |
## SESSION 2: WORKSHOP

<table>
<thead>
<tr>
<th>Room</th>
<th>Topic</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>A1</td>
<td>Developing strategies to enthuse and engage pupils in the ‘boring’ bits of the curriculum</td>
<td>Lisa Naylor and Lizzie Jack, The John Henry Newman Catholic School, <a href="mailto:LisaN@john.herts.sch.uk">LisaN@john.herts.sch.uk</a> and <a href="mailto:LizaJ@john.herts.sch.uk">LizaJ@john.herts.sch.uk</a></td>
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<tr>
<td>A2</td>
<td>Developing strategies to enable quiet pupils to demonstrate enquiry skills</td>
<td>Aimee Bennett, The John Henry Newman Catholic School, <a href="mailto:BennettA@john.herts.sch.uk">BennettA@john.herts.sch.uk</a></td>
</tr>
<tr>
<td>A3</td>
<td>A project to evaluate the methods of intervention on underachievement used in year 11.</td>
<td>Ben Cressey, Robert Barclay Academy, <a href="mailto:Ben.Cressey@robertbarclayacademy.co.uk">Ben.Cressey@robertbarclayacademy.co.uk</a></td>
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<tr>
<td>N3</td>
<td>Developing cross curricular activities in collaboration with other departments to bring about a learning ecosystem.</td>
<td>New Gujermo, Robert Barclay Academy, <a href="mailto:N.Gujermo@robertbarclayacademy.co.uk">N.Gujermo@robertbarclayacademy.co.uk</a></td>
</tr>
<tr>
<td>Library</td>
<td>Developing strategies to improve the literacy skills of Pupil Premium students.</td>
<td>Annabel Hart, Robert Barclay Academy, <a href="mailto:A.Hart@robertbarclayacademy.co.uk">A.Hart@robertbarclayacademy.co.uk</a></td>
</tr>
<tr>
<td>6th Form</td>
<td>Developing strategies to improve Mental Health and Wellbeing Awareness in School</td>
<td>Sarah Tweedale, Robert Barclay Academy, <a href="mailto:S.Tweedale@robertbarclayacademy.co.uk">S.Tweedale@robertbarclayacademy.co.uk</a></td>
</tr>
<tr>
<td>Hall</td>
<td>Developing strategies to improving the engagement of students in writing during Art lessons</td>
<td>Emma Molloy, Queens School, <a href="mailto:Molloyem@queens.herts.sch.uk">Molloyem@queens.herts.sch.uk</a></td>
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What are we transferring through networking?

**What works**
Skills, information, tips

**Mutual encouragement**
Common cause, collective self-efficacy

**Moral purpose virus**
Parables, inspiration, values

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

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)
The International Teacher Leadership (South East Europe) Project

Team Meeting
29th-30th October 2016
Hotel Radika
McCova, Macedonia

Portrait of the meeting

Corinth 2009
Second meeting of the Research and Development Team of the International Teacher Leadership project

University of Peloponnese
(Technological Institute)
Department of Social and Educational Policy

Kranidi Campus
6th-10th May 2009

Hosted by
Prof. George (Georgos) Higakis

Portrait of the meeting
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
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Emerging rationale

Building more democratic and inclusive ways of life
<table>
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<tr>
<th>Bosnia &amp; Herzegovina</th>
<th>Bulgaria</th>
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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.
School principal’s leadership

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.
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.

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

As the PLC culture grows, teachers are more able to lead and the school principal is more able to achieve the goals of reform.
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)
Advocacy through publications
Published in 2014

Featuring 20 teachers as authors

Transforming education through teacher leadership

Edited by David Frost
Translated into Russian and Serbian
Published in 2017

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