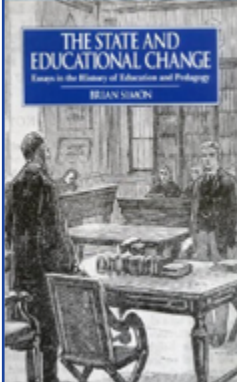


Leadership *for* Learning 2015 -16 Report

A Good Educational Read – LfL Seminar



9: Some Problems of Pedagogy, Revisited*

Twelve years ago I published an article which aimed to highlight the historical neglect of pedagogical studies in England. Entitled 'Why? Pedagogy in England?' this set out to analyse the reasons for the neglect. I argued that these were linked with the traditions, practices and outlook of the dominant schools historically, the 'public' schools on the one hand, and those of the elementary schools on the other. The public schools placed their major emphasis on character formation rather than on intellectual or cognitive development, a standpoint clearly reflected in their scepticism as regards teacher training (which they resented). Their objective was to produce leaders for a country with an imperial role. The elementary schools, on the other hand,

LEARNING TOGETHER



NETWORKING

⑧ Education as a human right

DIALOGUE

Welcome to the annual report for Leadership for Learning: the Cambridge, an overview of the network's initiatives and activities during the year 2015-16.

It has been a year focused on supporting dialogue between colleagues in many different ways (see p6). In particular, we hosted the fourth in the series of gatherings of colleagues from across the worlds of policy, research and practice (see p4). These seminars explore issues relating to the future of the teaching profession and our focus in this year's was the impact of the new sustainable development goals. Many in this network have been able to attend all four of these events enabling the quality of the debate and ongoing organisational and institutional relationships to become deeper and more far-reaching.

We continue to reach out to colleagues and partners around the world working with the LfL framework and principles and to find ways to build knowledge together. These are shared through our website which also hosts many of our publications and details of the LfL resources we offer. Do sign up to our regular bulletins to keep in touch and join us at a Cambridge event if you can.

It continues to be a pleasure and privilege to work with so many inspiring partners and colleagues.

Ruth Sapsed, on behalf of the LfL Management Team

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Being part of a supportive academic community buoys us up.

Bilkent International School (Turkey)



In the last ten years over 800 schools in England have aligned themselves with Co-operative Movement values and principles – values and principles that have considerable resonance with those of the Leadership for Learning Cambridge network. We have been developing links for some time, including a seminar in 2014, and more recently secured a small British Academy / Leverhulme grant to study the little researched area of leadership in Co-operative schools.

Through questionnaires and interviews with teachers, headteachers and governors we explored perceptions of leadership, leadership practices, and comparisons with co-operative values and LfL principles in a Co-operative Trust consisting of a secondary school and its feeder primary schools.

The schools formed their Co-operative Trust in response to a responsibility and desire to cement and sustain collaboration among their family of schools, and are characterised by the ethic of everyone working together for the benefit of all children in the community. The Co-operative values and principles, although rarely verbalised as such, were evident in reported practices, and there was a very strong sense of mutual trust and shared values. Teachers' and headteachers' values and practices reflected

Leadership in Co-operative Schools

LfL principles, while the research also revealed some tensions concerning shared leadership arising from the establishment of formal Trust structures.

This work was presented at the International Congress for School Effectiveness and School Improvement (January 2016) in Glasgow – near to New Lanark where 200 years earlier Robert Owen, considered the founder of the Co-operative Movement, set up a pioneering school or 'Institute for the Formation of Character'. It was also shared at the Co-operative Education Conference in March, and will feature in a BELMAS (British Educational Leadership Management and Administration Society) Research Interest Group in the autumn. A publication proposal is under consideration for a journal special issue considering the implications of the rapid growth of co-operative schools in England.

<http://www.co-operativeschools.coop>

(This seminar offers) a great opportunity for a discussion that I rarely have in my country

Feedback, April 2016

The Cambridge Seminars, 2011-16

In a managerialist policy climate the founding of the Leadership for Learning Network in 2000 was ground breaking, locating learning as the primary and essential focus of leadership and leadership as a shared activity extending to all members of schools and their communities. The term leadership for learning has over nearly two decades become commonplace but I have been fascinated to see how these principles and the framework have brought a unique perspective and vitality to these recent policy development initiatives, hosted both here at Cambridge but also internationally.

Professor John MacBeath , University of Cambridge

When 'Leadership for Learning the Cambridge Network' was formed in 2000 within Cambridge University's Faculty of Education, the aim was to engage in and facilitate educational discourse that would transcend institutional, geographical and disciplinary boundaries. Over the ten-year period following the launch of LfL, connections and relationships were built through a variety of collaborative projects. In the early part of 2011, conversations between key individuals in a number of organisations including Open Society Foundations (OSF), Education International (EI) and the Centre for Educational Research and Innovation (CERI / OECD) led to the idea of holding

a seminar in Cambridge in order to share expertise and explore the themes and issues that were addressed in the first International Summit on the Teaching Profession (ISTP) held in March 2011 in New York.

A planning group was formed. Central to this group was John Bangs because of his multiple roles, which included being an honorary research fellow at Cambridge, a Senior Consultant with Education International and chair of the OECD Trade Union Advisory Committee's Working Group on Education, Training and Employment Policy. The planning group also included: David Frost, Caroline Jestaz, John MacBeath, Ruth Sapsed, and Sue Swaffield from LfL; David Istance from OECD; Aleesha Taylor, Hugh MacClean and Mary Metcalf from OSF; and Guntars Catlaks and Birgitte Birkvad from EI. Some members of this group had participated in the New York international summit (ISTP), which was informed by the OECD report *Building a High-Quality Teaching Profession: lessons from around the world*. A pattern was established that would be repeated for subsequent annual summits offering the Cambridge Seminars as opportunities to both digest the outcomes of the previous ISTPs and to prepare for the next by exploring ideas for which delegates to those summits would be advocating:

The planning of all four seminars has been underpinned by the same principles – to bring together policy makers, academics and practitioners to share dialogue on the most pressing issues facing the teaching profession. Contributors have committed to joining the whole event (we have always met for a day and a half at the Möller Conference Centre within Churchill College, part of the University of Cambridge) and whilst a number of keynote speakers are programmed, we have prioritised the need to create opportunities for everyone to make contributions.

As we reflect on these series of four seminars held over the last five years, we are particularly proud of the unique space these meetings have offered for the four global organisations involved in planning the seminars to work together, each of which has its own distinct vision and mission. They have built a strong community of policy makers, academics and practitioners from across the world who have gathered regularly to debate key issues together. Whilst a number of participants have attended all four seminars, we have worked hard together to increase the diversity and representativeness of the group. Feedback over the years has stressed the value of these conversations for the many colleagues who rarely have opportunities for such frank and open discussions

in their own countries. Our website now hosts a rich bank of documentation from these seminars in the form of podcasts, reports and links and we look forward to working with our partners to plan where this community next focuses its energies.

About our partners:

Education International (EI) is the world’s largest federation of unions, representing thirty million education employees in about four hundred organisations in one hundred and seventy countries and territories across the globe.

The Centre for Educational Research and Innovation (CERI/OECD) is a part of The Organisation for Economic Co-operation and Development (OECD). Its mission is to promote policies that will improve the economic and social well-being of people around the world.

Open Society Foundations (OSF) work ‘to build vibrant and tolerant societies whose governments are accountable and open to the participation of all people’.

Dialogue LfL Style

I have been a member of the Cambridge Leadership for Learning group for many years. Whatever role I have been in myself at the time - local authority, research student at the Faculty or in policy - LfL events have provided a regular opportunity to engage with other excellent leaders and thinkers across the education sector and importantly, to learn from what they have been learning themselves. Presentations by leaders at LfL seminars are deliberately not slick, 'performances'. They are candid, authentic, reflective, and often hard hitting conversations that reveal the struggles and dilemmas of leadership as much as the achievements. So these events always give me ideas and help to reflect upon and to contextualise my own current struggles and dilemmas - and hopefully do a better job as a result.

Pete Dudley, Director of Education, London Borough of Camden

I travelled from the Brecon Beacons in Wales for a number of the LfL seminars in 2015/16. I gained a great deal from the wide range of events but I think my favourite series were those entitled "A Good Educational Read". These sessions gave a real opportunity to gain insight into texts and the thinking of well respected academics who discussed their favourite educational books. The evenings were witty, informative and warmly received, capturing how academics interact intellectually and socially with ideas in their field. They were evenings of placing value on sharing and, when I drove back through the snow or rain soaked mountains of Wales the next day, I certainly had been given a great deal to contemplate. Thank you for these memorable experiences.

Arlene Pryce, Cardiff Metropolitan University

The third of our five principles is 'Dialogue' which is described in the LfL framework as an approach to practice in which:

- LfL practice is made explicit, discussable and transferable
- there is active collegial inquiry focusing on the link between learning and leadership
- coherence is achieved through the sharing of values, understandings and practices
- factors which inhibit and promote learning and leadership are examined and addressed
- the link between leadership and learning is a shared concern for everyone
- different perspectives are explored through networking with researchers and practitioners across national and cultural boundaries.

The various seminar series we have hosted in Cambridge during this year have enabled us to continue to both honour and continue to think more deeply about working with these values and aspirations in practice. The Cambridge Seminar series are a particular example of approach to dialogue and are discussed in more detail on p4.

The network's current seminar series A Good Educational Read invites distinguished colleagues, nearing the end of their careers, to share eight books that have informed their work and made an impact on them. Following our first last year with Professor John Gray, we have been delighted to host three more this year with Professors Mary James, Maurice Galton and Neil Mercer in conversation with either John MacBeath or Sue Swaffield. Offering fascinating insights into these extraordinary lives spent in education, the seminars have also served to remind new generations of researchers of significant books worth revisiting, or discovering for the first time. The reading lists for each can be found here (podcasts are also available for Raven password holders).

The network also continued to host an occasional seminar series taking advantage of opportunities to reflect with colleagues on their particular research areas that link to our work. These included discussions on Enabling community participation through teacher leadership with Dr Gisela Redondo from University of Barcelona's Centre of Research in Theories and Practice (CREA) and Students as agents in pedagogical change with students and their teachers from

Passmores Academy in Essex. The roundtable discussion facilitated by these students included the memorable reflection from one student that the opportunity to take part in student-led observations of teaching and learning opportunities across the school had influenced her to think she would like to be a teacher herself.

Finally the network also continued to host supper seminars. This year's series included Hospital Wood Library where Cambridge Curiosity and Imagination, an enterprising charity with connections to the Faculty and local settings, hosted a discussion with partners from schools, the community and public health to explore opportunities for creative learning for children when working with socially engaged artists.

The network was also delighted to work with colleagues in the Learning without Limits team to host a termly seminar for educators in their network interested in working with their principles and frameworks.

Cambridge Schools Leadership for Learning Community

Cambridge International Examinations is grateful to the Faculty for leading the Cambridge Schools Leadership for Learning Community. One of the challenges we face working with over 10,000 schools in 160 countries is developing communities of professional practice that support learning and share the extensive variety of our schools' experiences. As an organisation we are committed to helping schools understand themselves as learning organizations and improve their practice. The LfL framework is perfect for this in the way it identifies important principles that are universal while recognizing that how these are engaged with and developed must have a local flavour specific to every school. We hope that this initiative will help us develop more extensive online communities in the future built around online resources and online and face to face blended professional development opportunities.

Tristian Stobie Director, Education, CIE

After our initial pilot project back in 2012 – 14, we were delighted to host colleagues from the first 14 schools to become members of this new network. They joined us for a two day seminar in Cambridge in September 2015. Travelling

from USA, the Indian subcontinent, Malaysia, Cyprus and Turkey as well as the United Arab Emirates, this group represented a truly international gathering.

Since returning to their schools, these seminar participants have established project teams in each of their own schools to support colleagues in considering how the LfL principles and framework can guide school improvement plans. Each school has used data from both the LfL self-evaluation questionnaire for students and staff (completed in this phase by over 5000 students and 900 staff) and from their school 'portraits' to develop the project foci they are working on for the duration of the project.

Schools are supported by 'critical friends', a programme of regular webinars and through the ongoing dialogue and reflection activities enabled via the CIE virtual learning platform. This project concludes in June 2017 and we are currently planning how the network can continue to integrate additional new schools from the global CIE network interested in working with LfL on school improvement plans.

Within the confines of this community, we all have a lot to gain from opening the window on our schools and from sharing our development aspirations. It is a private space after all and it is increasingly clear that we have issues in common and, collectively, I think we can share possible solutions.

David Frost, LfL Research team

Our work with LfL has encouraged us to reflect on practices in the school in a structured way, which is extremely significant. I look forward to implementing changes in terms of CPD in order to empower our teachers and consequently improve what we offer our students as well. In particular, it was very pleasing and even unexpected to see how open staff were to our findings and to our ideas about change and development. We were concerned that we might be met with some resistance but on the contrary, there is enthusiasm.

The LfL project has developed a research environment and dialogue amongst our staff that is evident from the lesson plans and ideas brought forward and shared by teachers.

Feedback from current schools in the network, 2016



(This new translation of Transforming education through teacher leadership) helps to address the chronic lack of adequate literature on non-positional teacher leadership in local languages. It offers a wealth of ideas on the improvement of teacher professionalism, teaching-learning quality and the collaborative school culture.

Gordana Miljevic (translator, Centre for Education Policy, Belgrade)

HertsCam and the International Teacher Leadership initiative

HertsCam Network is an LfL partner organisation which continues to flourish as a site dedicated to building knowledge and understanding of shared leadership, one of the key LfL principles. The idea of non-positional teacher leadership, which is at the heart of all HertsCam activity, has attracted attention from many parts of the world. This led in 2008 to the launch of the ITL initiative through which sister networks were established, many of which continue to thrive. In 2015-16 activity has been vibrant both locally and internationally.

The reach of 'Transforming education through teacher leadership' (published by LfL in 2014 as part of the LfL Teacher Leadership Series) has been particularly striking with copies travelling widely, including to Iceland, the Netherlands, Greece and Japan most recently. June saw the publication in Belgrade of a Serbian version translated by our partners at the Centre for Education Policy. A Russian version is also currently in development with the second volume in this series planned for 2016/17.

ECER 2016, the annual meeting of the European Educational

Research Association, held in Budapest in September, provided a good platform for the work of HertsCam/ITL. Within a double session symposium convened by David Frost, ten members of the international network made presentations and facilitated dialogue with researchers from all around the world. Papers prepared for the event are available here.

September also saw the beginning of the new HertsCam's Masters degree programme validated in the summer of 2015. This was an historic moment, being what we believe is the first time that such a degree programme has been led by practicing teachers. It is the embodiment of the principle that teacher leadership should beget teacher leadership.

A HertsCam/ITL symposium at the CARN conference in Braga featured presentations which included teachers at the forefront of the development of the new HertsCam masters programme; Gisela Redondo-Sama, an EU Marie Curie Research Fellow, and the Teach-Ed project examining the synergy between the CREA Include-Ed project community focused work; Hanan Ramahi and her teacher



leadership programme in Ramallah, Palestine; and Professor Assuncao Maria Flores, University of Minho, Portugal, telling the story of the 'Teachers Exercising Leadership' project.

The HertsCam Teacher Led Development Work programme this year involved around 120 teachers across twenty-five schools. A lively networking programme involved six network events hosted by schools, enabling network members to come together to tell stories about their leadership of development projects and engage in knowledge building involving critical friendship and discussion.

The ICSEI 2016 conference in Glasgow in January provided a further opportunity for HertsCam to engage with the academic community. David Frost convened a symposium of the colleagues featured at the CARN conference together with a new member of the group, Gulmira Kanayeva, who is launching a teacher leadership programme in Kazakhstan.

The subject of non-positional teacher leadership featured at another event in January entitled 'Empowering Teachers to Empower the World'. This was hosted at the RSA in London with the support of Education International and Ashoka Change Makers.

At the American Educational Research Association's annual conference in Washington DC in April 2016, David Frost and Gisela Redondo-Sama led a symposium focused on teacher leadership and community empowerment. There were also presentations from colleagues from the CREA network: one featuring teachers working to empower members

of the Roma community and another about teachers working with Moroccan mothers in a disadvantaged community in Spain. The symposium was chaired by John Deflaminis, the Executive Director of the Penn Center for Educational Leadership at the University of Pennsylvania.

Nested within the AERA conference was the Teacher Leadership Congress, an annual event for academics, teachers and others who share a common interest in supporting teacher leadership in its many forms. The event involved around 60 people from around the world who wanted to share practice and debate the policy issues surrounding teacher leadership. David Frost represented LfL and the HertsCam Network.

The HertsCam programme continued to thrive throughout the Summer (Easter) Term, culminating in the Annual Conference in which 160 teachers came together to share their stories and to debate three major themes: collaborative professionalism, teacher leadership and knowledge building.

More about the HertsCam Network



LfL in Ghana

We are delighted to maintain links with the LfL Ghana programme, which is now firmly in the hands of colleagues at the Institute for Educational Planning and Administration (IEPA) at the University of Cape Coast and at the Ghana Education Service.

Congratulations to Dr Rosemary Bosu, one of the original Professional Development Leaders who worked with Sue Swaffield and John MacBeath from 2009 to introduce LfL, on her appointment as the Director of IEPA. During the year Sue meet with Rosemary at IEPA, as well as with colleagues at Unicef, to discuss continuing developments and possibilities for LfL Ghana. Congratulations also to Professor George Oduro on his election as Pro Vice-Chancellor of the University of Cape Coast. George's vision initiated LfL Ghana, his leadership was instrumental in its establishment, and he remains a great support.

In the second part of the year John and Sue wrote workshop materials on the LfL principles for a programme of professional development underway in all Colleges of Education in Ghana. This is part of the work of a UK aid funded programme Transforming Teacher Education and Learning (T-TEL) which aims to produce better trained teachers in Ghana. The

materials were trialled in Ghana at the end of the year in preparation for use by all college of education tutors during 2016-17.

On a much smaller scale, but nonetheless important, one of Sue's PhD students, Raymond Tangonyire, has spent the first year of his doctoral studies preparing to undertake case studies of a few of the original Ghana LfL schools. He returns to Ghana in September for fieldwork to learn more about the detail of successful implementation of LfL.

<https://ucc.edu.gh>

<http://www.t-tel.org>

LfL Links and Publications

We were delighted to contribute to the following conferences:

European Educational Research Association Conference, in Porto, Portugal

2016 International Congress for School Effectiveness and Improvement (ICSEI), Glasgow, Scotland

Annual Conference of the American Educational Research Association, Washington, US

2016 Co-operative Education Conference, Manchester, UK

We hosted visitors from:

The Russian universities of Ural Federal, Tomsk and Saratov

Educational leaders from Brazil

Hong Kong

We celebrated the publication of:

The Serbo-Croat translation of *Transforming education through teacher leadership*, published by LfL in 2014.

We have been privileged to work with:

British Educational Leadership, Management and Administration Society (BELMAS)

Cambridge-Africa Programme

Cambridge Assessment

Centre for Commonwealth Education (CCE)

Centre for Educational Policy, Belgrade

Centre for Research in Theories and Practices for Overcoming Inequalities (CREA), University of Barcelona

Cambridge International Examinations (CIE)

Cambridge University Russian Society

Co-operative College

Network of Education Policy Centres (NEPC)

Education International (EI)

Griffith Institute for Educational Research, Brisbane, Australia

Institute for Educational Planning and Administration, University of Cape Coast, Ghana (IEPA, UCC)

The HertsCam Network

Leicester University

Møller Centre, Churchill College, University of Cambridge

Penn Center for Educational Leadership at the University of Pennsylvania, USA

Open Society Foundations (OSF)

Organisation for Economic Co-Operation and Development (OECD)

Wolfson College, University of Cambridge

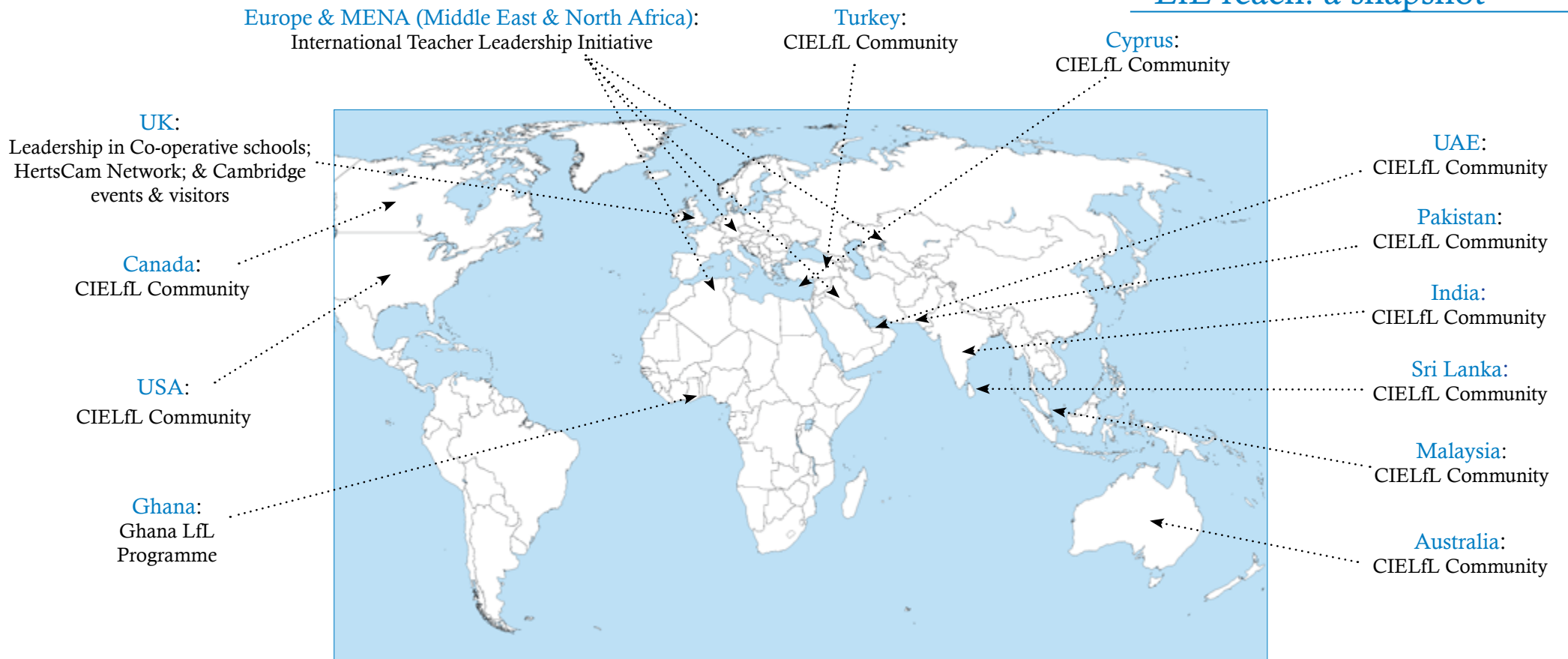
And our colleagues from the Faculty of Education:

Cambridge Educational Dialogue Research Group (CEDiR)

Research for Equitable Access and Learning (REAL)

Learning without Limits (LwL)

LfL reach: a snapshot



LfL membership in the world

Europe

Albania
Andorra
Austria
Belgium
Bosnia &
Herzegovina
Bulgaria
Croatia
Cyprus
Czech Republic
Denmark
Finland
France
Faroe Islands
Germany
Gibraltar
Greece
Hungary
Iceland
Ireland
Italy
Kazakhstan
Kyrgyzstan
Lithuania
Luxembourg
Macedonia
Malta
Monaco
Montenegro
Netherlands

Norway
Poland
Portugal
Romania
Serbia
Slovenia
Spain
Sweden
Switzerland
Ukraine
United Kingdom

North America

Barbados
Canada
Grenada
Jamaica
Mexico
Puerto Rico
United States
Panama

South America

Argentina
Brazil
Chile
Colombia
Mexico
Trinidad &
Tobago

Australasia

Australia
New Zealand
New Caledonia

Asia

Afghanistan
Armenia
Azerbaijan
Bahrain
Bangladesh
Bhutan
Brunei
China
Hong Kong
India
Indonesia
Iran
Israel
Japan
Kuwait
Lebanon
Malaysia

Macao SAR
Nepal
Oman
Pakistan
Palestine
The Philippines
Qatar
Russia
Saudi Arabia
Seoul
Singapore
South Korea
Sri Lanka
Taiwan
Thailand
Tonga
Turkey
United Arab Emirates
Vietnam

Africa

Burkina Faso
Cape Verde
Ethiopia
Egypt
Ghana
Kenya
Lesotho
Malawi
Mauritius
Morocco
Namibia
Nigeria
Seychelles
Somalia
South Africa
Tanzania
Tunisia

Uganda
Zambia
Zimbabwe

*Please contact us if you are part of the
LfL Network and we have not listed
your country*

LfL Information

Leadership for Learning is coordinated by a management team that includes: John Bangs, Honorary Visiting Fellow; David Frost, University Senior Lecturer; Caroline Jestaz, Administrator; John MacBeath, Emeritus Professor; Ruth Sapsed, Network Co-ordinator; and Sue Swaffield, University Senior Lecturer.

Leadership for Learning sends out regular bulletins with news on current research and opportunities to engage. If you would like to receive them, please click [here](#) and fill in the Join us form. LfL publications and resources can be accessed via the LfL website: www.educ.cam.ac.uk/centres/lfl

You can also follow LfL on Twitter: [@LfLCambridge](https://twitter.com/LfLCambridge)

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