

Leadership *for* Learning 2016 -17 Report



Welcome to the annual report for Leadership for Learning: the Cambridge network offering an overview of the initiatives and activities undertaken during 2016-17.

LfL principles and framework have continued to travel. Described by our school partners as essential school improvement tools in the two year research programme Cambridge Schools LfL Community (see p 3), they have also been central to work in various contexts around the world (see p 9).

Our work with Organisation for Economic Cooperation and Development (OECD) and Education International (EI) continued this year through our close links with the HertsCam network (see p 6).

We are delighted to be welcoming Pete Dudley, a long-standing network colleague, joining the Faculty in October 2017 and look forward to fruitful collaborations with him and our members around the world.

Finally we said goodbye officially to our close colleague David Frost, a founding member of the network, when he retired from the Faculty in December. We continue to value our links with David, the HertsCam and International Teacher Leadership network. (see p 6).

Our website continues to be the main contact hub for our research and projects. Do sign up to our regular ebulletins to keep in touch and join us at a Cambridge event if you can. Our website is currently being updated and will be completed in the near future.

Ruth Sapsed, on behalf of the LfL Management Team

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Being part of a supportive academic community buoys us up.

International School (Turkey)

Cambridge Schools Leadership for Learning Community (CSLfLC)

The LfL team has been working alongside a group of schools linked to Cambridge International Examinations (CIE) since September 2015. The aim was to explore as a community of supportive colleagues how the LfL principles and framework can guide school improvement plans in a wide range of contexts. This was a truly international cohort with schools based in India, Pakistan, Indonesia, Sri Lanka, as well as Cyprus, Turkey and the UK.

At the beginning of the process schools used data from both the LfL self-evaluation questionnaire for students and staff, and from their school 'portraits', to develop the project foci that they worked on for the duration of the project. There was the opportunity for ongoing dialogue among the schools and with the LfL team through participation in six webinars and reflective activities enabled via the CIE virtual learning platform. Each school was supported throughout the process by a critical friend who was also a member of the LfL development and research team.

Participants confirmed that the programme and using the LfL framework and principles enabled them to evaluate practice and values in their schools and implement change. For example, one school's project

was focused on embedding LfL into all their continuing professional development for their staff, whilst another developed more student-centred pedagogies across the whole school. As well as enabling schools to bring about significant change and establish sustainable improvement processes, the project provided further evidence of the applicability of the LfL framework in diverse settings internationally.

The project concluded in June 2017. Reports and research will be published later this year. The work built on an initial pilot phase run with other CIE schools from 2012- 2014. More about the project can be found on the CIE [website](#).

I should very much like to thank you and the team in Cambridge for having the courage to launch this international project, and for keeping all on track for the past two years - ambitious, inspiring and always helping us to think about classroom practice using the LfL principles.

Director of Studies from a participating school

Good Educational Read: seminar series

LfL concluded this two year seminar series in June 2017. Called A Good Educational Read, these sessions invited distinguished Cambridge colleagues to look back on their lives in educational research and reflect on the books that had influenced their thinking. This year the Good Educational Read seminars were supported by the Educational Leadership Policy, Evaluation and Change Academic group.

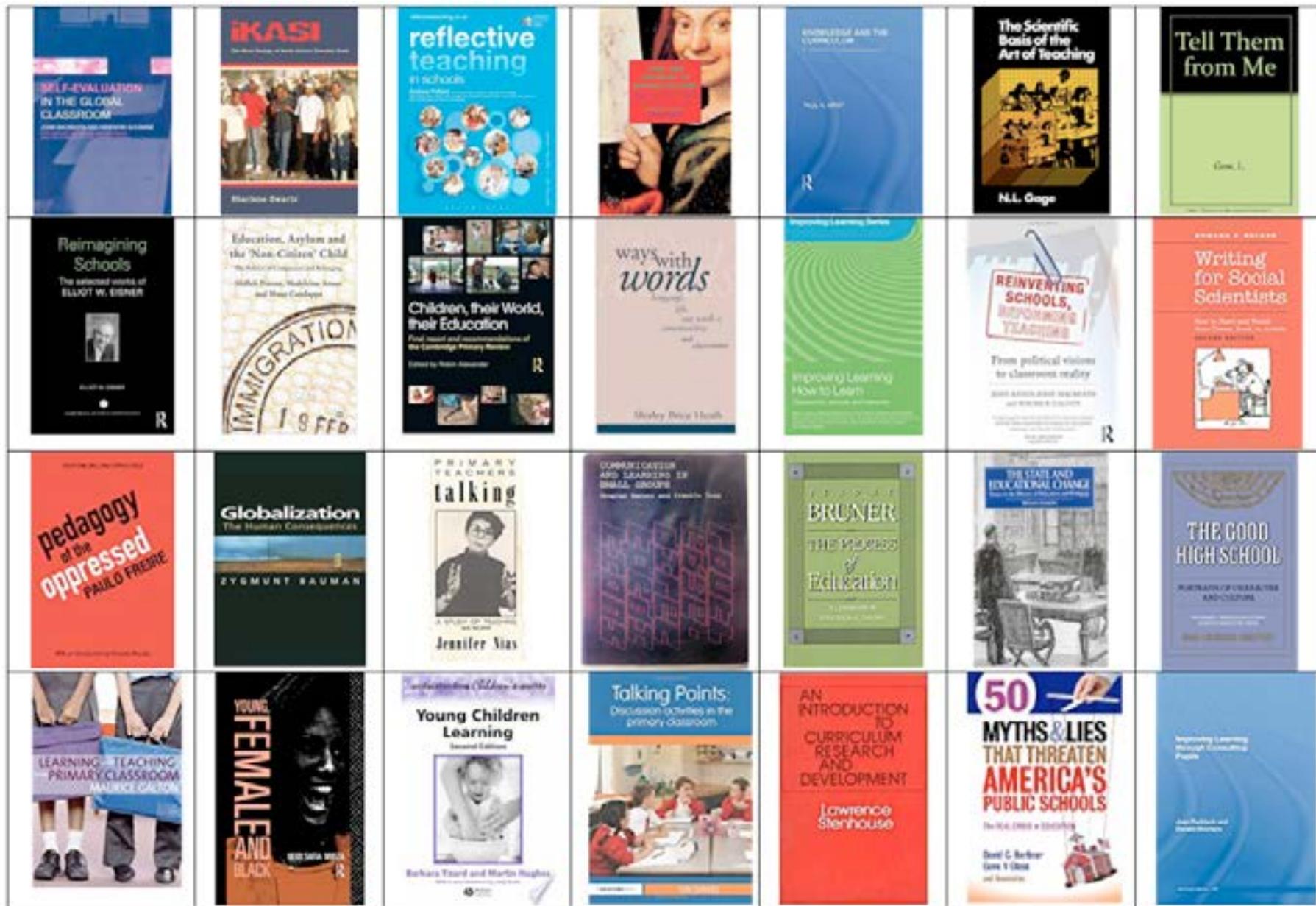
Presented informally as a conversation with either LfL's John MacBeath or Sue Swaffield, the seminars offered both an inspiring reading list and the chance to reflect on big educational themes in educational research.

Details of the texts chosen are available on the LfL [website](#). (Podcasts are also available for Raven password holders)

John MacBeath, June 2017
Madeline Arnot, March 2017
Andrew Pollard, November 2016
Neil Mercer, June 2016
Mary James, March 2016
Maurice Galton, January 2016
John Gray, June 2015

In their different ways and through their various disciplines, these seven Faculty of Education professors have all made internationally significant contributions to the field of education. Their selections of key texts had common themes - notably a concern with social justice and learning – and resonated very strongly with LfL's framework, principles and values.

Sue Swaffield

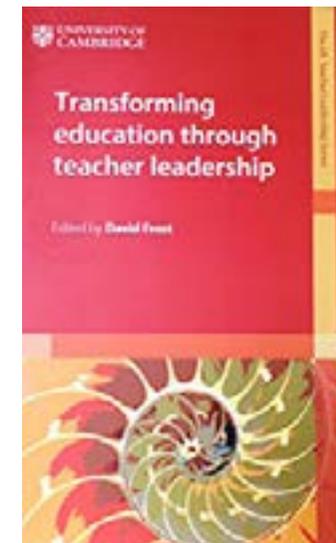




HertsCam and the International Teacher Leadership (ITL) initiative

In the past year (2016-17) HertsCam, a teacher network founded on LfL principles, has continued to flourish. It has fostered shared leadership in schools in the local region, supported the growth of teacher leadership programmes both in other parts of the UK and in other countries, and has been able to influence public discourse about school leadership and teacher policy.

Early in 2016, we were pleased to announce the translation of the book *Transforming Education Through Teacher Leadership* edited by David Frost into the Serbian language. The publication of this volume in Belgrade enabled access to it right across the Balkans. This was followed by translation of the same book into Russian (published June 2017) which has been distributed throughout Central Asia. A Kazakh version is also being produced. We are grateful to the Open Society Foundations and the Soros Foundation-Kazakhstan for supporting these initiatives.



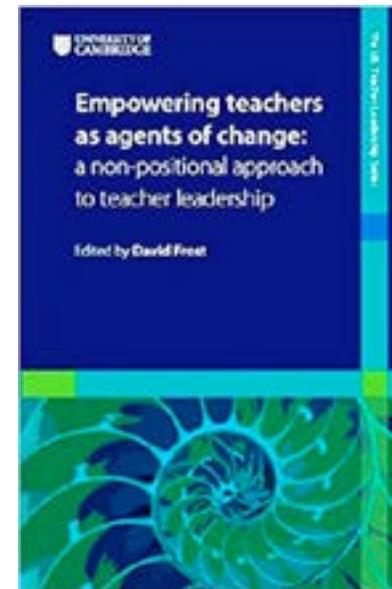
Lfl hosted a vital meeting on teacher well-being, stress and effectiveness. There were contributions from over 50 people, the majority of whom were practising teachers. The OECD were able to receive direct feedback on their proposed study and Education International was itself able to receive direct input on this area for its own work.

John Bangs, Education International

In March 2017, HertsCam collaborated with LfL and Education International in a project designed as a consultation for an OECD research group who were engaged with examining the relationship between teacher effectiveness, morale, well-being and self-efficacy. A group of teachers from HertsCam contributed to a seminar and met with the research team to explore this theme.

In May, the second book in the LfL Teacher Leadership series was published: *Empowering Teachers as Agents of Change: a non-positional approach to teacher leadership* edited by David Frost. It features many practising teachers as well as some researchers and policy commentators. The new book was launched at a major international event hosted by Education International in Rotterdam. A team from HertsCam led a workshop and publicised the book. Both books in the series are now available on [Amazon](#).

Following a successful series of network events in Hertfordshire, a team from HertsCam travelled to Taraz, Kazakhstan to participate in a network event in which teachers and school principals in that city came together to talk about their teacher-led development work projects. More about the HertsCam Network is available [here](#).



LfL in action around the world

LfL's international influence continues, in many forms and through various means. The Cambridge Schools LfL Community, and HertsCam's work have already been mentioned (on pages 3 and 6).

In March, Phil Poekert, the Assistant Director of the Lastinger Center for Learning at the **University of Florida** and a long standing support of the LfL network, invited John MacBeath to address an [International Teacher Leadership Conference](#). This two-day conference attracted more than 350 educators from around the world, who shared practice, perspectives and ideas in interactive workshops.

Our longstanding and proud association with education in **Ghana** saw Raymond Tangonyire, one of Sue's PhD students, spending six months conducting in-depth fieldwork. Ray is exploring the incorporation of LfL principles in schools that were introduced to LfL at the beginning of the LfL Ghana programme in 2009, focusing on two schools with particular challenges in terms of their intake and location.

Throughout the year Sue worked with an international school in **Switzerland**, supporting the development of their Assessment for Learning practices. The long-term relationship has enabled Sue to learn about the context and build trust with colleagues, sharing research and practical examples, using the 'tuning protocol' with teams of teachers, feeding back after classroom observations and asking provocative questions - all in the spirit of critical friendship.

Leadership for Learning is the bedrock of the **Educational Leadership and School Improvement masters course** at Cambridge. Students come from all around the world (see the map on page 11), and return to leadership roles strongly influenced by what they have learned during the year particularly in their critical thinking and application of the LfL framework and principles. Video clips of students' reflections are available [here](#).



LfL Resources and Publications

The LfL framework and principles are freely available to download and share on the LfL [website](#). There is also a collection of references for key LfL texts and papers available [here](#).

The network developed the LfL 'fan', an innovative hand held resource. This captures the key LfL principles and framework elements and supports dialogue and reflection in educational contexts. The fans are available to purchase via the LfL [website](#).

LfL contributed chapters to three new handbooks published by Springer this year:

Swaffield S. (2016) *Multilevel Leadership for Assessment for Learning, and the Potential of Critical Friendship*. In: Johnson G., Dempster N. (eds) *Leadership in Diverse Learning Contexts*. Studies in Educational Leadership, vol 22. Springer, Cham (Available electronically)

Swaffield S., Rawi R., O'Shea A. (2016) *Developing Assessment for Learning Practice in a School Cluster: Primary and Secondary Teachers Learning Together*. In: Laveault D., Allal L. (eds) *Assessment for Learning: Meeting the Challenge of Implementation*. The Enabling Power of Assessment, vol 4. Springer, Cham (Available electronically)

Swaffield S. (2017) *Supporting Headteachers in a Developing Country*. In: Maclean R. (ed) *Life in Schools and Classrooms*. Education in the Asia-Pacific Region: Issues, Concerns and Prospects, vol 38. Springer, Singapore (Available electronically)

MacBeath J. (2017) *Leadership for Learning: What Else Could Leadership Be For?*. In: Maclean R. (ed) *Life in Schools and Classrooms*. Education in the Asia-Pacific Region: Issues, Concerns and Prospects, vol 38. Springer, Singapore (Available electronically)

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
Lebanon
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
Trinidad
United States
Panama

South America

Argentina
Brazil
Chile
Colombia
Cuba
Dominican
Republic
Mexico
Nicaraqua
St Vincent and
the Grenadines
Trinidad &
Tobago

Australasia

Australia
New Zealand
New Caledonia

Asia

Afghanistan
Armenia
Azerbaijan
Bahrain
Bangladesh
Bhutan
Brunei
Cambodia
China
Hong Kong
India
Indonesia
Iran
Israel
Japan
Kuwait
Macao SAR
Malaysia
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
Senegal
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; [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](#).

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