

Leadership *for* Learning 2012-13 Report



Welcome to Leadership for Learning (LfL): the Cambridge Network's annual report for 2012-13. It's been an extraordinary year for the network, extending our reach to colleagues on every continent: from Kazakhstan to Chile, Denmark to Australia, Ghana to Malaysia through various initiatives.

We are proud of how Leadership for Learning has informed practice and been absorbed into the fabric of educational systems worldwide, and present this document as an illustration of the network's initiatives and activities.

Ruth Sapsed, on behalf of the LfL Management Team

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Introducing LfL initiatives & activities

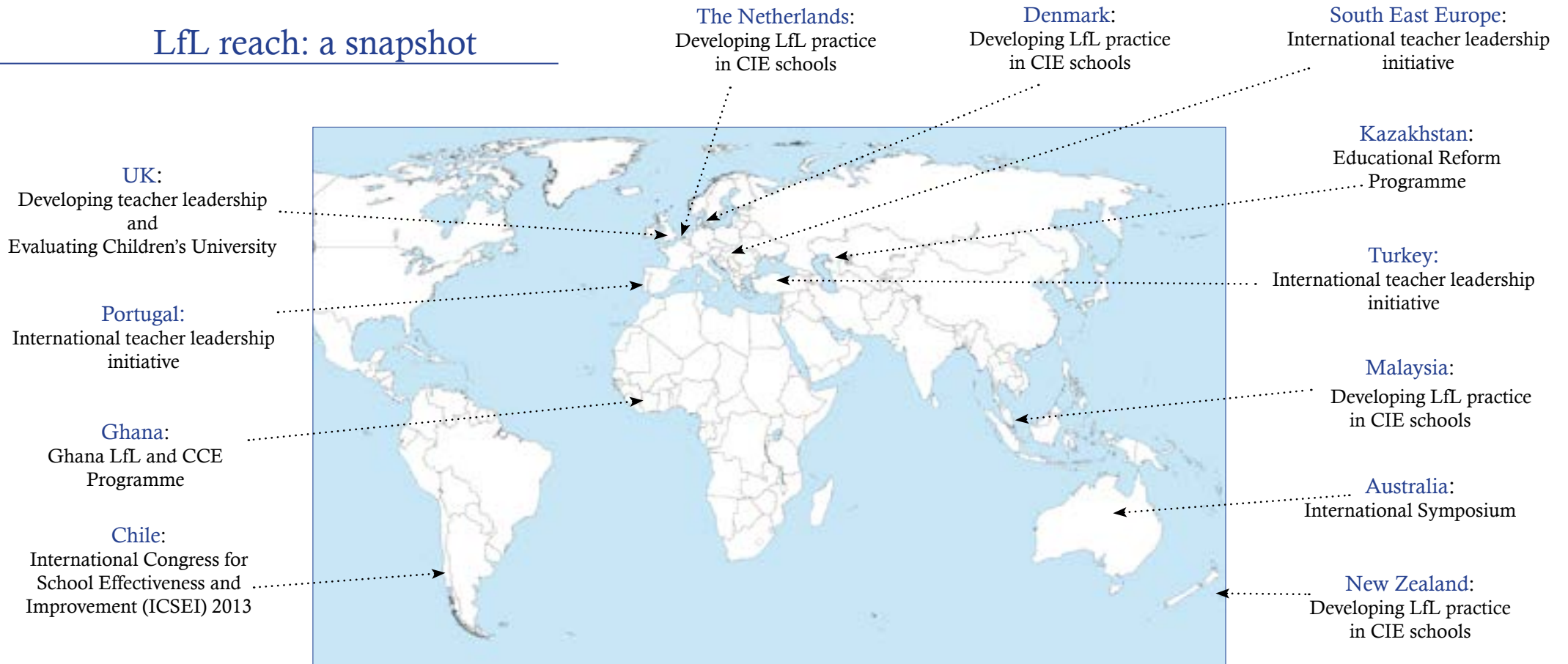
Leadership. Learning. Two ideas at the heart of education. Both are complex, open to widely differing interpretations and the subject of continuing debate among academics, policy-makers and practitioners. Leadership for Learning is concerned with both concepts and particularly with their connection, seeking to understand and promote leadership in education that supports learning. We offer a conceptual framework and set of principles for practice that goes far beyond the obvious work of institutional leaders to the less transparent and too little celebrated work of teachers, pupils and others.

When we established ourselves as a values-based network in 2001, our vision was to consciously maintain an outward looking orientation, directing attention to the activity of leadership in a variety of locations and in many differing guises. This has led us to work closely not just with schools and teachers but also with policy-makers and academics both in the UK and around the world.

The focus on teacher leadership continues to flourish through our work with HertsCam and the International Teacher Leadership initiative and also with headteachers in Ghana through our shared work with the Centre for Commonwealth Education.

We will continue to coordinate and host the international seminar series on teachers' professional growth with colleagues from the Open Society Foundations (OSF), the Organisation for Economic Co-operation and Development (OECD), and Education International (EI), whilst also developing our relationship with Cambridge International Examinations (CIE) by building and supporting a network of schools focused on leadership and school improvement. Our links to the extraordinary phenomenon that is the Children's University also continue to thrive.

LfL reach: a snapshot



*I was struck by how we are in different parts of the world,
but have the same interests in shared leadership.*

Mdm Wan Ainizah binti Ariffin
Principal of MRSM Alor Gajah, Malaysia

Cambridge schools pilot project with CIE

Building on existing links, LfL has strengthened its partnership with Cambridge International Examinations (CIE), itself another part of the University. This project supports seven CIE schools in four countries (Malaysia, New Zealand, Denmark and The Netherlands) in their endeavour to improve professional practice and enhance student learning, and is designed as a pilot, before opening the opportunity to many more schools worldwide.

Participating schools share a desire to:

- review, question, and develop their professional practice, especially in relation to leadership and learning
- use and contribute to research about leadership for learning
- participate in networking

The process to date has networked the schools both in real time through the University's Adobe Connect pilot programme and through CamTools (a virtual learning environment). Sue Swaffield (in Cambridge) and Suseela Malakolunthu (in Malaysia) have supported the schools both in person and online. The schools have created school portraits and shared

insights into leadership and learning in their own settings aided by Panayiotis Antoniou and an LfL questionnaire undertaken by their own students and teachers.

Throughout this current year, each school will be identifying its own focus for development, picking up on a particular element of the LfL framework and sharing learning from these through the network as the project progresses. A report will be produced in summer 2014 with the view to extending the model to other CIE schools worldwide.

CIE is delighted to be working with the Faculty and supporting our schools improve practice through the leadership for learning framework. CIE is increasingly becoming involved with supporting educational school improvement initiatives beyond our traditional assessment and curriculum speciality. We are also committed to supporting the Faculty to gather and disseminate research based best practice.

Tristian Stobie, CIE Director, Education.

More about the Pilot



I have shared this (Teacher Leadership) video with other UN Youth Representatives online in order to raise awareness of the critical roles that teachers play.

(Blog comment)

Teacher leadership with HertsCam & international partners

One of the cornerstones of the LfL framework of values and principles is the sharing of leadership, which has been explored in relation to the professional identity of teachers. The HertsCam Network, a key LfL partner, has been a site for development over many years.

The distinctive approach adopted is 'non-positional' teacher leadership which assumes that all teachers have the capacity to exercise leadership and this can be cultivated with appropriate tools and strategies, including academic certification.

In 2012-13, the HertsCam network continued to grow with a vibrant masters route and the Teacher Led Development Work programme, which facilitates school-based support groups. There are network events throughout the year, hosted by schools and organised by network members, to enable teachers from a variety of schools to come together to share accounts of their leadership

of development work and build professional knowledge together. All programmes are facilitated by members of the HertsCam Tutor Team, a group of 25 or so experienced teachers skilled in supporting teacher and school development.

This year, HertsCam also became a charitable company with its own website, in order to share ideas about teacher leadership and draw attention to innovative work in the field of teacher leadership.

The journal – Teacher Leadership – has recently morphed into a blog. This throws the spotlight on teachers' development work both locally and across the world.



The International Teacher Leadership initiative was launched in 2008 in order to share ideas, tools and strategies with interested colleagues in other countries. The initiative attracted support from Open Society Foundations and subsequently the Centre for Education Policy in Belgrade. The non-positional teacher leadership approach offered a means to promote democratic values and inclusion.

Having collaborated with teams in 14 other countries, a report on a two-year research and development programme was published in 2011. Since then, a range of activities have been undertaken internationally.

In 2012/13, for example:

- David Frost and a HertsCam teacher gave a presentation and led workshops at the University of Iasi, in Romania, designed to enable a group of academics and teachers to work out how to form their own teacher leadership initiative (November 2012).
- A Romanian team visited the Faculty. This included a doctoral student researching the way teachers' professional learning arises from the way schools in HertsCam operate, their organisational culture and processes (December 2012).

- The Centre for Education Policy's conference in Subotica, Serbia, gave participants from Croatia, Macedonia, Bosnia & Herzegovina, Serbia and the UK an opportunity to share their experience with an international audience (November 2012).
- A HertsCam team led workshops at an event at the University of Minho, Portugal, to help launch a teacher leadership programme (February 2013).
- Network events in Fruska Gora, Serbia and in Mostar, Bosnia & Herzegovina, brought teachers from HertsCam and the other ITL countries together to recognise, celebrate and learn from their achievements in leading change and improvement in their schools (May/June 2013).

The most recent paper from ITL, 'A case of educational reform from the ground up: involving ethnic minority parents in the life of the school in South East Europe', was published in the *Improving Schools* journal.

More about International Teacher Leadership project



We're doing everything... PowerPoints, information, simplicity, basically trying to make it interesting so that others will learn... We talked about it together and now we teach it – it's great because it was our idea and now we're planning and running it.

Secondary school students
West London Academy on running Artclub for younger children

Children's University

Created in 2007, the Children's University (CU) is a powerful exemplification of the LfL principles of a focus on learning and conditions for learning. Children's learning is not necessarily a result of formal teaching and the ongoing evaluation work undertaken by LfL has demonstrated how it can be inspired in environments as diverse as museums, art galleries, sporting venues, and community sites. These are all validated by the CU as having structured programmes to excite and sustain childrens' desire to learn.

Opportunities to learn outside the classroom are a distinguishing aspect of the Children's University. The 2,750 validated CU learning destinations include stately homes (such as Chatsworth House in Derbyshire), heritage and museums (such as Doncaster Minster), Arts and Science centres, urban trails, the BBC and Houses of Parliament. Passports give entry to learning destinations and merit a stamp for every validated learning hour, leading to graduations after 30, 60, 90 and 120 hours. By March 2013, a quarter of a million passports had been issued.

Each local Children's University has a link with a higher education institution and is encouraged to appoint its own Chancellor. Graduations take place in universities very often presided over by the Vice Chancellor himself/herself, handing out certificates to children begowned and wearing tasseled mortar boards. St John's College, Cambridge, hosted the first Cambridgeshire graduation event this year for students and their families from Thomas Clarkson Academy in Wisbech.

John MacBeath contributed to the House of Lords reception earlier this year, whilst our publication *InForm 14* gives a more extended overview of the work.

More about the Children's University

The value of the seminar is very high. It gave us the chance to develop a shared reflection on teacher professionalism from various points of view, involving actors acting in different areas of education systems.

(Participant feedback)

Annual seminars with OSF, EI & OECD

February 2013 saw the second of these seminars organised in partnership with Open Society Foundations (OSF), Education International (EI), and the Organisation for Economic Co-operation and Development (OECD). These seminars bring together practitioners, researchers and policy-makers committed to enhancing the development of the teaching profession.

The first seminar, originally planned as a unique event, was built around a paper by John MacBeath – *The Future of the Teaching Profession* – commissioned by EI. The agreement to hold a second event this year demonstrates a shared recognition from our partners that LfL: The Cambridge Network is ideally placed to facilitate dialogue around the system-wide teacher policies that are so vital to the success of education in every country.

The seminars have been deliberately organised immediately prior to the International Annual Summits on the Teaching Profession. Each seminar was designed to strengthen the discourse on the future of teaching and teachers, which the Summits focus on at a government and teacher organization level. For this reason

the seminar planning group for the 2013 event also included representatives from the Netherlands Ministry who hosted the 2013 Summit. The 2013 seminar on Sustaining Teachers' Professional Growth was planned to complement areas explored at the first seminar on the Future of the Teaching Profession. A report entitled *Teacher's Self-efficacy, Voice and Leadership* (Bangs and Frost, 2012) was highlighted at this event and subsequently published by Education International (EI). The seminar examined how governments, school communities and wider societies alongside teaching professions can create the optimum conditions for sustaining teachers' professional growth so vital to enhancing the learning of children and young people.

A range of documents from these two seminars, including reports and background papers and also podcasts of all the main presentations, are available here. Plans for a 2014 Seminar are currently underway.

LfL Ghana with the Centre for Commonwealth Education

Leadership for Learning is the focus of a significant and ambitious programme to develop the leadership capacity of headteachers throughout Ghana. In its fourth year, the emphasis has been on professional development for District Training Officers, and on trialling text messaging as a sustainable low-cost means of communication and networking.

At the Faculty of Education, LfL Ghana is supported by the Centre for Commonwealth Education. Responsibility for the whole programme is now almost completely in the hands of colleagues at the University of Cape Coast, who work closely with the Ministry of Education and the Ghana Education Service, demonstrating sustainability of this programme.

Our publication *InForm 13* shares the journey of the LfL Ghana programme from its inception in 2009 through dialogue with 15 Ghanaian educators who became LfL Professional Development Leaders, to its current place as national policy with over 3,000 headteachers already involved.

With CCE, we were delighted to host visits from Professor Yaw Ankomah, Associate Professor George Oduro and Dr Alfred Ampah-Mensah from the University of Cape Coast earlier in the year. Asare Johnson, a PDL from the north of Ghana, was a visiting scholar in July. Sue Swaffield also presented *School leadership in post-conflict contexts: a Ghanaian snapshot* at the 26th International Congress for School Effectiveness and Improvement (ICSEI) in Santiago, Chile, and the research on mobile phone texting at the 13th International Educational Technology Conference (IETC) in Kuala Lumpur, Malaysia.

The work feature in two new books published by Routledge: *A Common Wealth of Learning: Millennium Goals Revisited* and *School Level Leadership in Post-Conflict Societies*.

More about LfL Ghana

Looking to the future

Twelve years on from the 'LfL: Carpe Vitam' project, members of the original team from Griffith University recently joined us in Cambridge to review where and how the framework of ideas and principles generated in that research have travelled. With evidence submitted from across the globe, a new series of events and publications are planned to highlight the reach and impact of the framework and explore its ongoing relevance to educators and researchers worldwide.

With contributions expected from every major continent across the world, we will not only be illustrating and celebrating the global influence of LfL on policy and practice, but, even more importantly, taking the thinking forward. Analysis of LfL work in different contexts is beginning to reveal significant themes and innovative processes.

The LfL website will also be one of the expert sites linked to *Reflective Teaching*, an online resource and book series edited by Andrew Pollard.

In the future we will continue to promote the values and principle of leadership for learning and to learn more about ways to operationalise them in the widest possible range of policy and practice settings. We will seek further opportunities to collaborate with practitioners, policy-makers and researchers around the world in research and development initiatives in order to build knowledge about leadership for learning.

Our approach has always been to develop relationships and establish partnerships. We will build on this in the future both by travelling to distant places and hosting visits here, in Cambridge. Our goal is to nurture and extend the dialogue through which knowledge is created and subjected to the test of practicality.

LfL membership in the world

Europe

Albania	Hungary	Portugal
Andorra	Iceland	Republic of
Austria	Ireland	Ireland
Belgium	Italy	Republic of
Bosnia and	Kazakhstan	Macedonia
Herzegovina	Kyrgyzstan	Romania
Bulgaria	Lithuania	Serbia
Croatia	Luxembourg	Slovenia
Cyprus	Republic of	Spain
Czech Republic	Macedonia	Sweden
Denmark	Malta	Switzerland
Finland	Monaco	Ukraine
France	Netherlands	United Kingdom
Germany	Norway	
Gibraltar	Poland	

North America

Barbados
Canada
Grenada
Jamaica
Mexico
Puerto Rico
Trinidad
United States

Panama

South America

Argentina
Brazil
Chile
Colombia

Australasia

Australia
New Zealand
New Caledonia

Asia

Afghanistan
Bangladesh
Bhutan
Brunei
China
Hong Kong
India
Indonesia
Iran
Israel
Japan
Kuwait
Lebanon
Malaysia
Nepal
Oman
Pakistan

The Philippines
Qatar
Russia
Saudi Arabia
Seoul
Singapore
South Korea
Sri Lanka
Taiwan
Thailand
Tonga
Turkey
United Arab Emirates
Vietnam

Africa

Cape Verde
Ethiopia

Egypt
Ghana
Kenya
Lesotho
The Republic of Namibia
Mauritius
Morocco
Nigeria
Seychelles
Somalia
South Africa
Tanzania
Tunisia
Zambia
Zimbabwe

Don't hesitate to contact us if you are part of the LfL Network and we have not listed your country

LfL events

LfL has traditionally programmed events to explore topical issues in education as they arise, offering practitioners, policy-makers and academics an opportunity to gather for debate and reflection outside the constraints of reporting and scrutiny. Now supported by the British Educational Leadership, Management and Administration Society (BELMAS), the LfL Supper Seminar series reflects the network's commitment to creating opportunities for learning and dialogue :

- *Improving practice through partnerships between universities and practitioners: Experiences in the UK and USA* with Ros McLellan, Richard Byers, David Frost, Carol Holliday and Sue Swaffield from the Faculty of Education, University of Cambridge, and Lonnie Rowell from the University of San Diego (November, 2012)

- *Teacher's Self-efficacy, Voice and Leadership* with John Bangs and David Frost (December 2012)

- *The National Curriculum Review: What is going on?* with Professor Mary James and Peter Barnes (January 2013)

- *The Headteachers' Roundtable: Shaping policy and practice from within education* with headteachers Rob Campbell and Tom Sherrington (May 2013)

We also celebrated the publication of:

A Common Wealth of Learning: Millennium Development Goals Revisited, edited by John MacBeath and Mike Younger and published by Routledge.

Professional Development in Education (a special edition on teacher leadership and professional development), edited by Alex Alexandrou and Sue Swaffield and published by Routledge.

Teachers Learning: Professional Development in Education, edited by Colleen McLaughlin and published by Cambridge University Press.

Teacher's Self-efficacy, Voice and Leadership by John Bangs and David Frost and published by Education International.

LfL collaborators

We have been privileged to work with:

British Educational Leadership, Management and Administration Society (BELMAS)
Centre for Commonwealth Education (CCE)
Centre for Education Policy, Belgrade (CEP)
Cambridge International Examinations (CIE)
Children's University (CU)
Education International (EI)
Griffith Institute for Educational Research, Brisbane, Australia
Headteachers' Roundtable
The HertsCam Network
Institute for Educational Planning and Administration, University of Cape Coast, Ghana (IEPA, UCC)
Netherlands Ministry for Education
Open Society Foundations (OSF)
Organisation for Economic Co-Operation and Development (OECD)
University of Iasi, Romania
University of Minho, Portugal



LEADERSHIP *for* LEARNING
The Cambridge Network

LfL information

Leadership for Learning is coordinated by a management team that includes:

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John MacBeath, Emeritus Professor

Ruth Sapsed, Network Co-ordinator

Sue Swaffield, University Senior Lecturer

LfL contact details

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

If you would like to share your views on the various articles posted on the Teacher Leadership blog, don't hesitate to add them at the bottom of each post. If you would like to receive the latest Teacher Leadership posts straight to your inbox, please [click here](#) and follow the instructions.

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

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