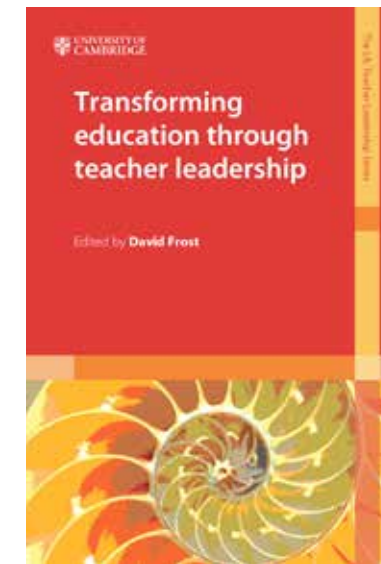
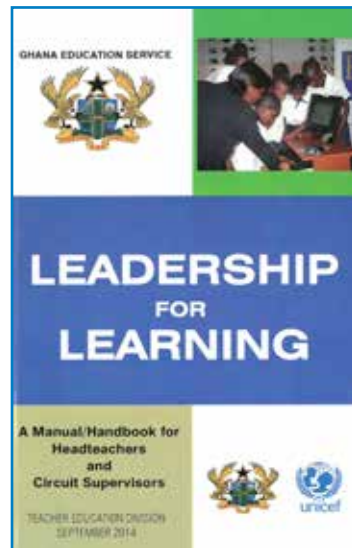


## Leadership *for* Learning 2014 -15 Report



**W**elcome to the Leadership for Learning: the Cambridge Network's annual report for 2014-15, an introduction to the network's initiatives and activities during the year.

Our year began with a dialogue with colleagues from across the world focusing on how 'quality education for all' can be addressed. It ended with final preparations for the launch of a new community of schools working collaboratively with the LfL framework and principles.

We are pleased to say that Leadership for Learning continues to inform practice and has become absorbed into the fabric of educational systems worldwide, as illustrated in this document. It has been 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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*The LfL Network is a vital approach because ideas, cultures and knowledge can travel through it. I met new people from different disciplines and backgrounds, including from England, Kazakhstan, Portugal, Spain, Morocco, Egypt and Palestine.*

Rfah Alyami, researcher at the University of Reading, studying educational reform in Saudi Arabia

The LfL network is concerned with the concepts of both leadership and learning and particularly with their connection. Our programme of events and seminars aims to strengthen the discourse on these ideas. The challenge of a 'quality education for all' was the topic of the third in our annual series of seminars held with OECD, OSF and EI. The event brought together practitioners, researchers and policymakers committed to enhancing the development of the teaching profession and influencing global policy (see page 9).

Much of our focus during the year has been on developing resources and tools to support others to work with our principles and framework. Our new publication, *Transforming education through teacher leadership*, was launched in September and has been shipped to colleagues around the world. It disseminates accounts from teachers themselves, as well as those who facilitate and support them to explicate a theory of non-positional teacher leadership and its role in educational transformation (see page 8).

Other LfL resources, such as the LfL fan, were also widely distributed, in particular to Ghana where our partnership work begun in 2009 continues to flourish with the production of a LfL manual for headteachers and supervisors (see page 10).

## Introducing LfL initiatives & activities

A new online version of the LfL self-evaluation questionnaire for schools was used for the first time in our research project with the Co-operative Schools Network, funded by British Academy/Leverhulme. We have long been struck by the similarity of values and principles that underpin both that of the Co-operative movement, which these schools are supporting, and those in our network. With over 1,000 members, it is the largest group of schools in England other than Church schools, bigger than any academy chain or local authority. The work will be reported on in 2015/16.

Preparation also began for a new programme with a community of Cambridge International Examination schools from around the world, who will be working with the LfL framework and principles and our new tools and resources to establish school development projects and share and reflect on this process online (see page 5).

As always, we have hosted a fascinating range of visitors and shared our work widely at conferences and events (see page 12) and through publications (see page 13).

## LfL travels

The network is committed to sharing Leadership for Learning work as broadly and deeply as possible, in order to achieve maximum impact for children, their educators and families around the world. With the support of funding from the Economic and Social Research Council Impact Acceleration Account Pilot Programme, we began this year to develop a number of both high and low-tech resources to disseminate and support LfL work.

Our work includes:

- identifying and documenting projects across the world that are working with the LfL framework and principles,
- scoping the impact of LfL in these settings,
- sharing knowledge from these and our own programmes through a range of new dissemination approaches.

The LfL Fan, produced as part of this focus on dissemination and support, is an innovative hand-held resource. It captures the key

principles and elements of the LfL framework on a series of ‘petals’ that can be arranged to stimulate debate and reflection. The fan can be used in educational contexts everywhere, and provides an easily accessible reminder of Leadership for Learning framework in order to promote LfL practice. We encourage customisation of the fan (e.g. writing notes on the reverse side of the petals) and welcome feedback about their use.

The prototype was tested with colleagues in Ghana and a number have been distributed to support schools associated with the LfL Ghana programme. Initial evaluations suggest it will be a very useful resource for colleagues working with the LfL ideas:

*Very neat design and informative strategies... I've found the fan really useful and plan to introduce it to my senior leadership team.*

Our commitment to the understanding and sharing of how the LfL principles and framework have travelled will continue in 2015-16.

More information about LfL travels.

*This exciting initiative is part of Cambridge's ongoing commitment to support schools on their journey of self-improvement and to facilitate international collaboration and the sharing of best practice.*

Tristian Stobie, Director, Education, Cambridge International Examinations

## Cambridge Schools project with CIE

Following our successful pilot project in 2012-2014 with Cambridge International Examinations (CIE) and seven of their international schools, work has begun on a second stage to develop a Cambridge Schools Leadership for Learning Community.

This phase will continue to build on our understanding of how schools can use the LfL framework to support development, which contributes to school improvement. It will explore the development of a community in a network of new schools from different contexts around the world, as they work with the LfL framework. This will serve as a model for wider participation in the future.

*One long-term change that has come out of this is that the staff team are all working towards collective goals. Prior to this project, we were working quite independently of each other. We were ready to set some new priorities, with learning and leadership in focus.*

Karen Bøttger, Vice-Head of International Department  
NGG International School, Denmark (Pilot project)

*Our focus is always to get all staff to work together, so shared leadership was chosen as our top principle to work on. An example of a project was part of this was learning to use iPads; we had a chain of learning among students and teachers. I hope the sharing and empowerment of knowledge among the teachers and students will continue.*

Wan Ainizah Ariffin, Principal  
MRSM Alor Gajah, Malaysia (Pilot project)

In the second stage, each school will receive support, training and collaborative tools and resources to enable them to critically evaluate and implement change in an area that is identified by them. Senior leaders from the schools will meet in Cambridge, in September 2015, to begin the process of working together.

More about the project.



*(Teacher leadership is) a vehicle for transforming the teaching profession into one of agency for educational change with potential to mobilise the largest force in the education sector to foster innovative and improved teaching practices that can improve learning and lead to a 'better world'.*

Amina Eltemamy and Hanan Ramahi  
doctoral students at the Faculty of Education

## HertsCam and the International Teacher Leadership initiative

**H**ertsCam and the International Teacher Leadership Initiative are key partners of the network and closely linked to the work of David Frost. Both are dedicated to building knowledge and understanding of shared leadership, one of the key LfL principles.

This was a momentous year for HertsCam, now an independent charity, in which they engaged with the international academic community, coordinated a rich programme of activity locally, collaborated with LfL on a significant new publication and established a major breakthrough for teacher leadership.

The charity established two significant new partnerships during this year. It will work with Herts for Learning, a company formed by the local authority in Hertfordshire to provide services to schools and to share resources and broadcast accounts of teachers' good practice and innovation. It also successfully negotiated a path through the rigorous validation process with another new partner, the University of Hertfordshire, enabling it to launch its own masters degree programme.

The design and development of this new masters programme is

entirely focused on non-positional teacher leadership and will be taught and managed by the team of experienced HertsCam teachers, led by Val Hill. David Frost passed on the role of network co-ordinator and direct of programmes to Val at this year's Annual Conference.

*This (new masters) is an extremely exciting development and one that flies in the face of much of the negativity surrounding teaching today. It sees the day-to-day practice of teachers as equal to any other academic field in terms of rigour and potential impact.*

Emma Kell, Masters tutor

Engagement with the international academic community included a symposium that featured no less than 12 voices from HertsCam and its international partners for ECER (the annual conference of the European Educational Research Association). Amina Eltemamy and Hanan Ramahi, doctoral students at the Faculty of Education and champions of teacher leadership in the Middle East, shared details of teacher leadership programmes they had recently launched in Cairo and Ramallah, respectively, and spoke of the transformative power of teacher leadership.



Colleagues from the five schools in Cairo – CairoCam – have since visited the Faculty of Education and spent time with John Henry Newman School where teacher leadership is well-embedded. The new LfL publication *Transforming education through teacher leadership* (see page 8) features chapters by many of these teachers and researchers with some of the conference papers are also available here.

David Frost teamed up with Tom Murphy, a teacher from Sir John Lawes School, Harpenden to lead a series of seminars at the Penn Centre for Educational Leadership, Pennsylvania. These sessions involved groups of District Superintendents, Teacher Leaders, Principals and aspiring Principals and focused on capacity building and shared leadership with the HertsCam/ITL non-positional teacher leadership approach foregrounded. It was also a good opportunity to compare the non-positional approach featured in the *Transforming education through teacher leadership* book, with the approach featured in a project led by John DeFlaminis at Penn, in which Distributed Leadership Teams are established and provided with a coach.

Gisela Redondo-Sama, a researcher from CREA attached to HertsCam for two years, also convened a symposium at AERA (American Educational

Research Association). CREA is a research centre dedicated to the pursuit of social justice and tends to draw on the Freirean dialogic methodologies.

The HertsCam annual conference, held in Cambridge each April, was a remarkable event this year. Keynote presentations were made by Jelmer Evers and Rene Kneyber, Dutch teachers who have co-edited *Flip the System* (Routledge). This book includes a chapter by John Bangs and David Frost, as well as material by teachers and notable academics, such as Andy Hargreaves and Pasi Sahlberg.

The programme of 16 seminars for the 180 teachers attending were all led and facilitated by teachers; many were based on teacher-led development projects and some focused on support for teacher leadership in sister networks around the world, including those in Palestine, Egypt and Macedonia.



*This is a book which deserves a wide audience. It cultivates optimism about teachers and what they can achieve in schools and their communities.... It carries a theory about school leadership and school improvement which is challenging.*

Jo Mylles, Deputy Headteacher

## An LfL publication: Transforming education through teacher leadership

The publication of this book arose because of the partnership between LfL and HertsCam. It built on, and took the place of, the Teacher Leadership Journal which LfL published between 2007 and 2012. A common aim for both the journal and this book was to showcase teachers' work as innovators and agents of change in their schools. To some extent, this is about sharing the details of practice development with other teachers, but more importantly it is about inspiring others to make the moral choices that change and improvement depends on.

What is distinctive about the book is that it also offers a theory about teacher leadership, but it does so in an unusual way. The exposition is embedded in the stories that constitute the substance of the book. The accounts of teacher leadership selected for inclusion collectively explicate a theory about teacher professionalism and educational transformation. In keeping with the spirit of teacher leadership, the Foreword was written by a teacher and the extract above appeared on the back cover.

Following its publication in October 2014, the book was celebrated and distributed throughout the world. Editing for a second in the LfL Teacher Leadership series is already underway and we look forward to its publication during 2016.

*Your book was joyful and such a celebration of teacher leadership. Your key lessons were especially helpful in targeting celebratory points and teacher's optimism came through every story and lesson.*

John Deflaminis  
Director of the Penn Center for Educational Leadership.

*The structure and content of the book is truly innovative. In a deceptively smooth and simple way it integrates the accounts and voices of teachers into a coherent whole. The approach to summarising the policy and practice messages from the story of each teacher into key lessons about teacher leadership serves two purposes. It enables the building of an incredibly rich picture of teacher leadership in practice and the creation of powerful policy messages for the building of teacher leadership as part of teacher policy. I particularly like the melding of the voices of teachers in England and teachers from other countries. They represent a true integration of theory and practice internationally. If you want to know about the living practice of teacher leadership, this is the book to go to.*

John Bangs, Education International

*This book is full of hope, utopia and high expectations towards all the students, no matter where they live or what culture they are, as they have the same right to education... this book is an inspiring work on the role of teachers as agents of change, showing that education is at the heart of social transformation that can provide a better life for our children's in the 21st century.*

Ramon Flecha, CREA



*We are very grateful for the space for reflection that Cambridge University affords, yet a reflection that is far from ivory tower. We take benefit from the Cambridge Seminars to inform our thinking, confront new ideas, and clarify key issues for our future work. It also gives us a platform to feed our thinking back to key international players in academia, and the worlds of policy and practice.*

Dirk Van Damme, Head of the Innovation and Measuring  
Progress Division OECD, Open Society Foundations

## Cambridge Seminars with OSF, EI & OECD

Our third seminar, in this annual series, was held in October. The modest title of ‘Cambridge seminar’ does not do justice to an event that has become a focal point for our work. It is in this annual conference, in Cambridge, that the ambitions of the LfL Network come to fruition, bringing together educators and policymakers from around the world to discuss and, hopefully shape, the direction of international policy in education.

‘Quality Education for All’ was the focus for our thinking this year. The seminar offered an opportunity to explore what this may mean in a policy world where ‘quality’ is too often a rhetorical gloss and ‘for all’ a huge challenge on a global scale. How to address these issues without institutional constraint or political preconception is a demanding proposition. Bringing together four international organisations and participants with many lifetimes of experience in academia and in international policymaking offered a daunting, but rich learning experience to think again; revisit and reframe our collective intelligence; and create space for the unimagined and channel it into a credible and powerful policy agenda.

The event included key note contributions from Professor Pauline Rose, University of Cambridge Faculty of Education, former Director of Education For All Global Monitoring Report, UNESCO and Andreas

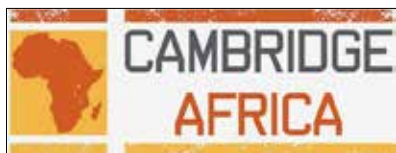
Schleicher, Director of the Directorate for Education and Skills of the Organisation for Economic Co-operation and Development (OECD).

*There are few if any fora, where organisations such as the OECD, EI, UNESCO, Universities, and government representatives can sit down together alongside practitioners and discuss how pedagogy, education quality and evaluation will be shaped in future. Recent initiatives, such as PISA 2012 and TALIS 2013, PISA for Development, the International Summits on the Teaching Profession and UNESCO’s Global Monitoring Report, coupled with the debate about how to achieve Education for All and the Millennium Development goals, add a policy urgency to the debates.*

John Bangs and Guntars Catlaks, Education International, with Birgitte Birkvad, European Trade Union Committee for Education

Our planning committee includes colleagues from Education International (the global federation of teacher organisations), the Organisation for Economic Co-operation and Development’s Centre for Educational Research and Innovation (OECD/CERI), and Open Society Foundations (OSF), which also generously sponsor those events.

Reports and podcasts from Cambridge seminars are available here.



## LfL Ghana with the Centre for Commonwealth Education

The Leadership for Learning Ghana programme aims to develop the leadership capacity of headteachers throughout Ghana and thus improve the quality of pupils' learning. Since its inception in 2009, the programme has been characterized by collaboration with, and leadership from, Ghanaian partners - notably exemplified this year by a new book.

*Leadership for Learning: a manual/handbook for headteachers and circuit supervisors* (illustrated on the front cover) was produced by the Ghana Education Service (GES) with support from UNICEF. It was written by a team that included colleagues from the Institute for Educational Planning and Administration (IEPA) at the University of Cape Coast, among them some of the original Professional Development Leaders who completed Faculty professional development certificates with Sue Swaffield and John MacBeath in 2009 and have supported the LfL Ghana programme ever since.

The book contextualizes the LfL framework to Ghanaian Basic schools and classrooms, showing what each of the five LfL principles mean in practice for headteachers, circuit supervisors, teachers, pupils, parents, and community members. This new 100-page publication complements

the LfL entries in the *GES 2009 Headteachers' Handbook*, going into much more detail, and is a very tangible illustration of the adoption and adaption of the LfL framework for Ghana's more than 20,000 public schools.

The initial 3,000 LfL fans (see page 4) were produced particularly with Ghana in mind, as they do not require internet access or electricity, neither of which can be relied on in many parts of the country. Fans were shipped to Ghana where IEPA has been distributing them to support continuing LfL workshops and developments.

The final LfL Ghana funding from the Commonwealth Education Trust via the Centre for Commonwealth Education was transferred to IEPA at the end of the year to be used for impact data collection. The original 124 LfL schools are being surveyed to gather information about changes in pupil attainment and teacher attitude since the introduction of LfL. Collection, analysis and reporting will be completed next year.

More about LfL Ghana

## Looking to the future

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**W**e will begin 2015-16 with a meeting in Cambridge of the school partners from around the world who will be working together for two years as the Cambridge Schools Leadership for Learning Community (see page 5). Alongside the development work inherent in this project we will be researching the process and support that enable schools in different countries to engage with LfL ideas.

Planning for the fourth annual seminar in collaboration with Open Society Foundations (OSF), the Organisation for Economic Cooperation and Development (OECD) and Education International (EI), which will take place in April 2016, is also well under way. The focus will be ‘Teachers, Teaching and the 2030 Agenda for Sustainable Development’.

We will continue to develop resources to support schools and colleagues in their work with the LfL principles and framework. There will be translations of *Transforming education through teacher leadership* as well as our next book in this series. We also plan to make the LfL self-evaluation questionnaire more widely accessible.

Our commitment to tracking and learning from how the LfL framework travels also remains, so please do keep in touch and let us know of any developments in your own work. We will be reporting on the Leadership in Co-operative Schools project and other projects working with the principles and framework during the year. Our Cambridge based seminars will continue to include more in our new series ‘A Good Educational Read’.

We look forward to welcoming as many as possible to the Faculty of Education during the year.

## LfL events & visitors

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LfL puts together a programme of events throughout the year in Cambridge to explore topical issues in education as they arise. These offer practitioners, policymakers and academics an opportunity to gather for debate and reflection outside the constraints of reporting and scrutiny.

The network organised the following events:

- ‘Regional School Commissioners and England’s school system: state-funded but developed and managed in private?’ by Warwick Mansell.
- ‘How Paulo Freire became an international curriculum author’ by Professor Maria Inês Marcondes, Pontificia Universidade Católica do Rio de Janeiro, Brazil.
- ‘Taking engagement to a new level in primary and secondary schools and the wider community’ with Learn to Lead.
- ‘Values-driven educational leadership’ with Dr Grzegorz Mazurkiewicz and Dr Roman Dorczak, Department of Educational Management, Institute of Public Affairs, Jagiellonian University, Poland.

- ‘A Good Educational Read’ with John Gray and John MacBeath.
- HertsCam Annual Conference, with keynote presentations from Jelmer Evers and Rene Kneyber, co-editors of *Flip the System* (Routledge).
- The Wolfson College Leadership Seminar Series.

The network also hosted visits from:

- CairoCam (colleagues from five Egyptian schools) coordinated by doctoral student Amina Eltemamy.
- Peter Crawley, Headteacher, St Hilda’s School, Gold Coast, Australia.
- Professor Maria Inês Marcondes, from the Pontificia Universidade Católica do Rio de Janeiro.
- Griffith Institute for Educational Research, Australia.

More about LfL events.

We were delighted to contribute to the following conferences and publications:

- ECER (the annual conference of the European Educational Research Association).
- AERA (American Educational Research Association).
- The National Association of British Schools Annual Conference, Spain.
- Penn Centre for Educational Leadership, Pennsylvania.
- The Cambridge Assessment Network International Study Programme.
- Professional Development in Education Symposium, Vrije Universiteit, Amsterdam.
- 25th annual AAIA (Association for Achievement and Improvement through Assessment) conference, Bournemouth.
- Education Policy Centres Network Meeting, Belgrade.
- Teacher Leaders events in Skopje, Macedonia, and Varna, Bulgaria.

We celebrated the publication of:

*Transforming education through teacher leadership* by David Frost (published by LfL).

*Flip the System*, edited by Jelmer Evers and René Kneyber, which includes a chapter by John Bangs and David Frost (published by Routledge).

A paper in *Educational Management Administration and Leadership* 42 (5) 701-717: Malakolunthu, S., MacBeath, J. and Swaffield, S. (2014): Improving the quality of teaching and learning through 'Leadership for Learning': Changing scenarios in basic schools in Ghana.

*InForm no 17: LfL Travels* (October 2014), edited by Sue Swaffield, Neil Dempster, David Frost and John MacBeath (published by LfL)

*Inclusion: statements of intent*, a report by Maurice Galton and John MacBeath (published by National Union of Teachers).

## LfL Links

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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)

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

The HertsCam Network

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

Institute for Learning (IfL)

Jagiellonian University and Centre for Education Development, Poland

Learning without Limits

Leicester University

London Schools Network for Worshipful Company of Mercers

Møller Centre, Churchill College, University of Cambridge

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

Play Doctors

Pontificia Universidade Católica do Rio de Janeiro, Brazil

The National Association of British Schools in Spain (NABSS)

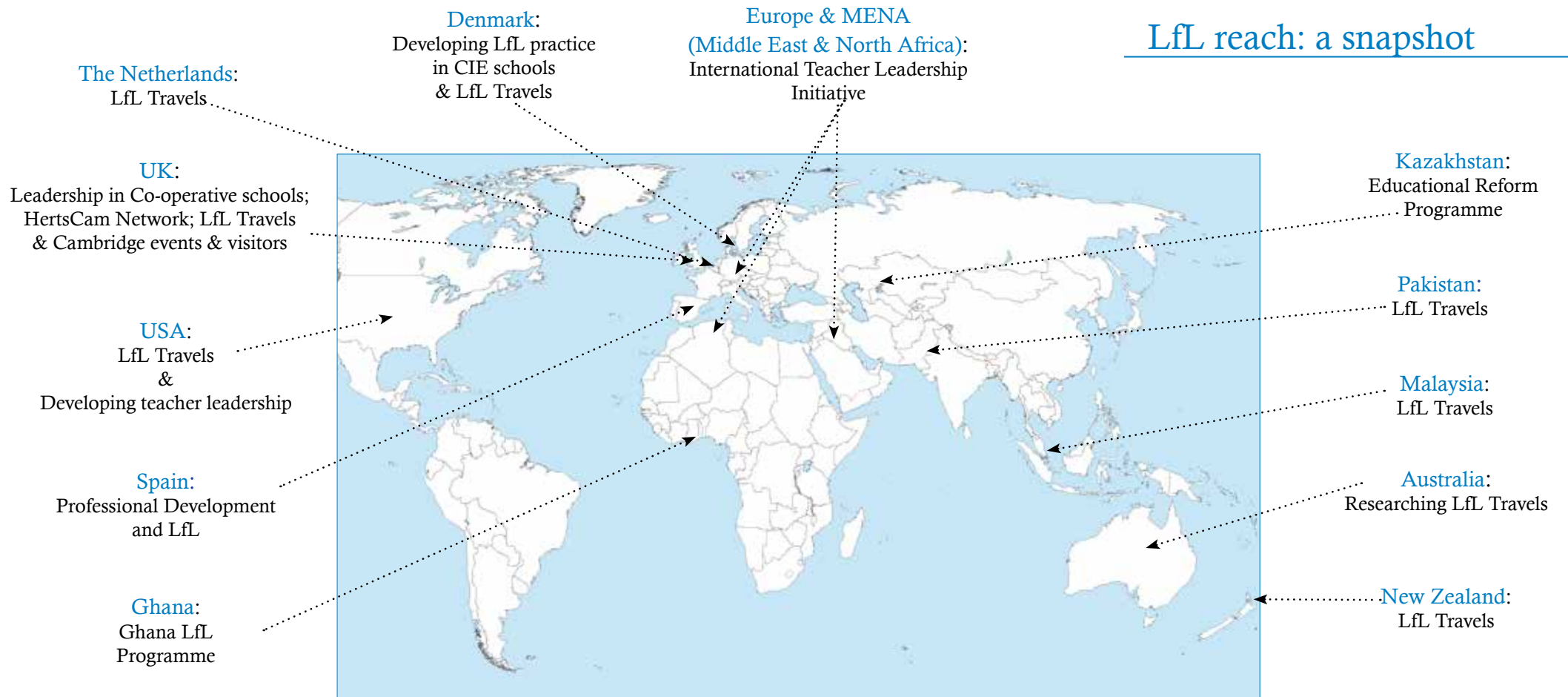
Open Society Foundations (OSF)

Organisation for Economic Co-Operation and Development (OECD)

Sawston Village College, Cambridgeshire

Wolfson College, University of Cambridge

## LfL reach: a snapshot





## LfL membership in the world

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### 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  
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

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

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Leadership for Learning is coordinated by a management team that includes: Panayiotis Antoniou, University Lecturer; 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](http://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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