

Leadership *for* Learning 2013–14 Report



Welcome to Leadership for Learning (LfL): the Cambridge Network's annual report for 2013-14.

The network continues to grow and make connections with colleagues across the world. Thanks to funding from the Economic and Social Research Council, we have been able to invest in new tools and resources to support these connections. More information on this is under the heading LfL Travels.

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 this year.

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

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, policymakers 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 policymakers and academics in the UK and internationally.

LfL Travels, a project funded by the Economic and Social Research Council, has highlighted just how far and deep the ideas encapsulated

in the framework and principles have reached. This year, we were able to develop new resources that can be used in a wide range of educational contexts to further support and develop conversations and thinking.

Teacher leadership initiatives have continued with our partners in the HertsCam Network, linked to the International Teacher Leadership project. The LfL framework has continued to be used in Ghana and with Cambridge International Examinations.

Many rich conversations on the challenge of a 'quality education for all' have been shared with our colleagues from the OECD, EI and OSF, as we have met regularly through the year to plan our 2014 event, which is to be held in October.

Finally the network has welcomed a fascinating range of visitors, as well as programmed our regular supper seminar series alongside other events and discussions in the faculty itself.

Introducing LfL initiatives & activities

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.

The 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 in order to promote LfL practice. Customisation of the fan (e.g. writing notes on the reverse side of the petals) is encouraged, as well as feedback to the LfL team.

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 continues in 2014-15.

Cambridge International Examinations is ‘the world’s largest provider of international education programmes and qualifications for 5 to 19 year olds’. As their Director for Education, Tristian Stobie, explained they are concerned with excellence in education and not just assessment. Discussions with the network looked for ways to help create and support communities of professional practice across clusters of ‘Cambridge’ schools in order to enhance student learning. A pilot project involving seven schools on three continents – Europe, Asia and Australasia – ran from December 2012 until mid 2014.

Schools were offered guidance materials and resources to help them work with the LfL principles and framework. A key part of this process was the LfL questionnaire seeking both staff and pupils perceptions of leadership and learning practices and about what they view as important for their schools. Over 1,000 students and 270 staff completed questionnaires that were analysed by the LfL team in Cambridge. Each school received detailed feedback enabling reflection on practice and values in relation to the five LfL principles, leading to the identification of a focus for development integrated with their school improvement plans.

Reflecting upon how we learn as professionals and as an organisation AND encouraging our students to do the same has enabled and enthused us to enhance leadership opportunities across the school.

Rygaards International School, Denmark

Cambridge Schools project with CIE

We undertake a lot of internal surveys already (course evaluations, student satisfaction feedback etc) but LfL offered an independent and neutral voice – a way to reassess ourselves.

The questionnaire felt very authentic. We liked that it was customised to teachers and students perspective – usually only relevant to one party but this could meet both needs.

Schools in the pilot have reported how the LfL framework and principles have enabled them to ‘think more strategically’ about professional development and student voice:

We have found that the kids being in charge of how they learn has been instrumental to great learning.

The questionnaire has now been developed into an online version and discussions continue with CIE on how to offer support to ‘Cambridge’ schools across the world.

More about the project.



Teacher leadership with HertsCam & international partners

The HertsCam Network has been a key LfL partner for a number of years, offering as it does a site for researching the sharing of leadership, one of the cornerstones of the LfL framework. Having achieved charitable status just before the start of the academic year, the HertsCam Network was in a good position to develop its programmes dedicated to enabling teachers to lead change and build professional knowledge. The Network continues to demonstrate that it is possible for teachers themselves to cultivate the environment and create the structures required to support teacher and school development. It also reaches out to international partners through the International Teacher Leadership initiative which was launched in 2008 to share ideas, tools and strategies with interested colleagues in other countries.

The HertsCam Teacher Led Development Work programme and the Leading Teaching and Learning masters course involved around a hundred and thirty-five teachers across approximately thirty schools. Their development projects were presented and discussed in teacher-led workshops at the five network events hosted by schools at intervals throughout the year. These events were all designed and facilitated by members of the network.

A highlight of the year for HertsCam was the Annual Conference held at the Faculty of Education in Cambridge. This major event was entirely organised by teachers in the network. The conference featured a keynote address by Professor Graham Donaldson from the University of Glasgow. His experience as Chief Inspector of Education for Scotland (2002-10) has enabled him to develop proposals about teacher professionalism that resonate well with the work of HertsCam. However the main part of the conference was the series of sixteen seminars led mainly by teachers in the network. Exceptions to this included one led by a group from a number of countries in the Middle East, including Egypt, Palestine and Morocco. A short film of this event can be viewed on the HertsCam website.

Later in the year, David Frost gave the keynote address at the TEAN (Teacher Education Advancement Network) annual conference. He drew from the work of HertsCam and the linked international work to argue that leadership is an important dimension of teachers' professional identity.



Papers about the non-positional teacher leadership approach were presented at the ECER 2013 conference in Istanbul in September. The International Teacher Leadership initiative symposium involved partners from Turkey, Serbia, Bosnia & Herzegovina and Portugal. The papers can be downloaded from the Teacher Leadership site. Later that month, David Frost spoke at the first teachers' network event under the umbrella of the 'Teachers Exercising Leadership' project coordinated by Professor Maria Assuncao Flores at the University of Minho. The event in the town of Viano do Castelo involved sixty or so teachers from various regions in Portugal.

David Frost also travelled to Barcelona to meet researchers at the Centre for Research on Theories and Practices for Overcoming Inequalities (CREA) to discuss possible collaborations. This was linked to the successful bid to the European Union on the part of Gisela Redondo-Sama for a Marie Curie Fellowship which allowed her to come to Cambridge for two years to study teacher leadership. Gisela subsequently joined David when he led a workshop at the Penn Centre for Educational Leadership and contributed to teacher leadership sessions at AERA in Philadelphia.

A highpoint of the international aspect of this work came in May 2014 when a team from HertsCam and Cambridge went to the University of Braga in Portugal to contribute to a research seminar and to help facilitate the final teachers' network event in the TEL project. The research seminar involved around 70 people including teachers, headteachers, university staff and research students. The focus was on the de-professionalisation of teachers in Portugal. However, on the second day teachers from all over Portugal gathered to share narratives about projects they had led. In spite of all the difficulties, these stories were full of hope.

The end of the academic year saw a lot of attention being paid to the writing and editing prior to the submission of the manuscript for the first book in the LfL Teacher Leadership series. At the same time preparations were being made to initiate new teacher leadership programmes in both Cairo, Egypt and Ramallah, Palestine.

More about International Teacher Leadership project
More about HertsCam
Teacher Leadership blog



This gathering is critical for OSF and our colleagues, as it places the concerns of teachers at the centre of the debate and focuses attention on the teacher-learner interface that is at the essence of education.

Aleesha Taylor, Deputy Director, Education Support Program
Open Society Foundations

Cambridge Seminars with OSF, EI & OECD

Our third seminar in this annual series has been planned during this year. 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.

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.

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

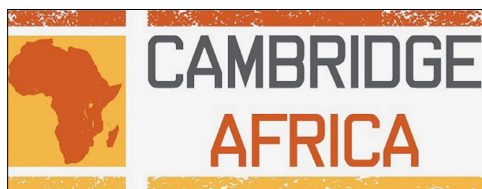
This seminar has the potential to be the most exciting yet... There are few if any fora, where organisations such as the OECD, EI, UNESCO, Universities, and government representatives can sit down together alongside practitioners and discuss how pedagogy, education quality and evaluation will be shaped 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 which will take place in the seminar.

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

The seminars are generously sponsored by the Open Society Foundations.

Reports and podcasts from Cambridge seminars, including The Future of the Teaching Profession (2012) and Sustaining Teacher’s Professional Growth (2013), are available here.



LfL Ghana with the Centre for Commonwealth Education

The Leadership for Learning (LfL) Ghana programme aims to improve the leadership capacity of headteachers and, in turn, to improve the quality of students' learning. It is based on the LfL framework including the five principles that have been introduced to educators throughout the country and work involves extensive collaboration with Ghanaian partners. Since 2009, over 3,000 headteachers have been directly introduced to LfL practice in workshops.

Endorsement and support from the Ministry of Education and the Ghana Education Service (GES) has helped to embed LfL as national policy. Indeed, LfL principles have been incorporated into the latest edition of the GES Headteacher Handbook making them essential guidance for every basic school in Ghana – over 18,000 in total.

The LfL Ghana programme is conducted in collaboration with the Institute for Educational Planning and Administration at the University of Cape Coast, Ghana. The focus this year was to support the programme's approach to monitoring and evaluation

by introducing the use of the 'Most Significant Change technique' through two workshops in Ghana. MSC involves the collection of stories about significant change from programme participants and stakeholders, and the selection through dialogue and the feeding back of the most significant of those stories in order to celebrate, document and continue to shape the programme. The four stories selected as the most significant overall can be read here and illustrate change at all three levels of the LfL model - pupil, teacher and school.

The work was supported by a grant from the Cambridge-Africa Alborada fund which builds research capacity in Africa.

The LfL network has also been supporting the Friends of Agona Asafo who are fundraising to set up a village community library. Donations collected at supper seminars since 2009 have helped the transformation of a piece of bare land into a fully equipped library.

More about LfL Ghana

Looking to the future

2014-15 will open with our third Cambridge seminar – *The 'quality education for all' challenge* – held in partnership with OECD, EI and OSF. We are looking forward to many challenging conversations with the invited delegates joining us from across the globe. There will be keynote presentations from Andreas Schleicher (OECD) and Pauline Rose (University of Cambridge Faculty of Education and former director of Education for All Global Monitoring Report).

The network will also be publishing *Transforming education through teacher leadership*, edited by David Frost. This book illuminates and exemplifies teacher leadership through authentic narratives by teachers working in a wide range of educational contexts both in the UK and internationally.

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 is important because at the heart of the book are teachers' voices and stories written in an engaging and accessible way.

It would be wrong to assume however that it is just a collection

of stories. It carries a theory about school leadership and school improvement, which is challenging.

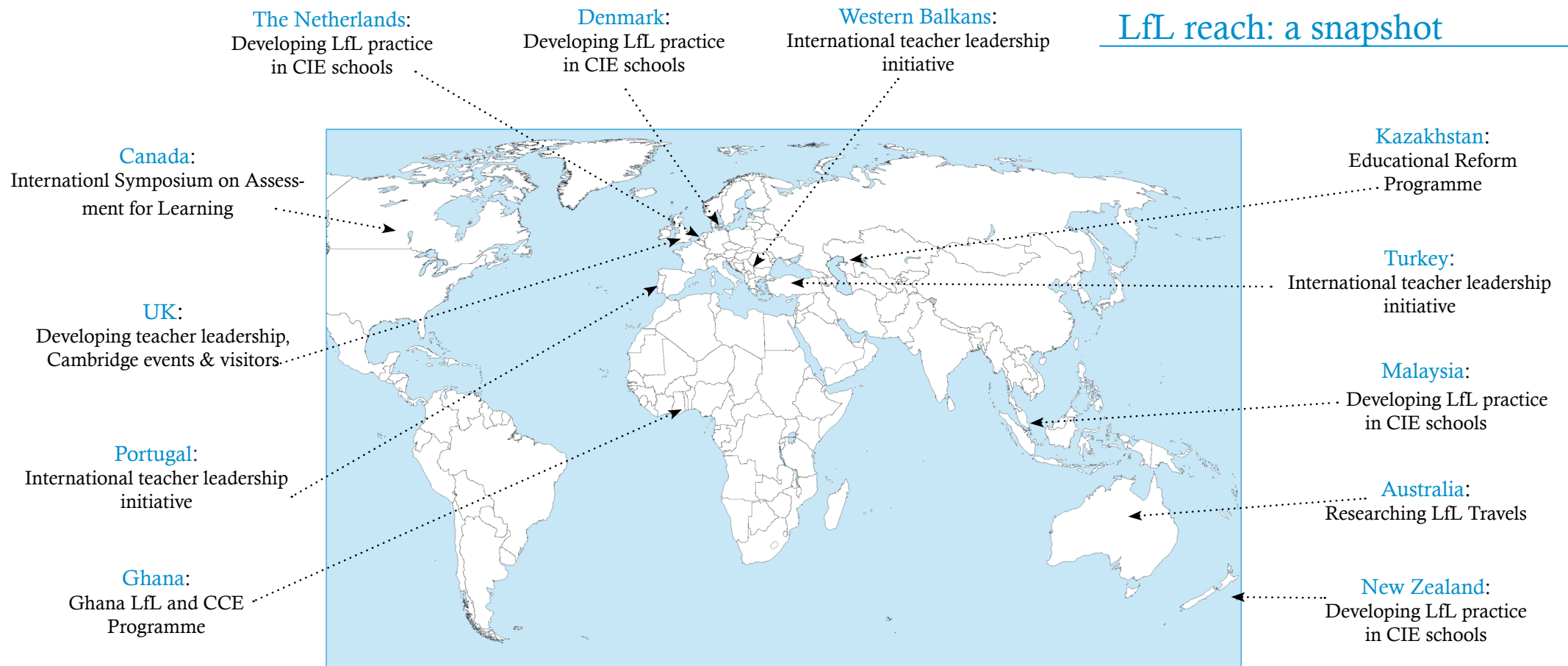
From the Foreword by Jo Mylles, Deputy Headteacher

In the UK, the network begins a programme of research on leadership co-operative schools, working in particular with the Aylsham cluster in Norfolk. We also expect to be working ever more closely with colleagues in Egypt and Palestine as they develop their own teacher leadership programmes. A follow-up audit is also planned to track the ongoing work in ten countries in the ITL network. Our learning from the pilot project with Cambridge International Examinations will inform plans for a new programme for schools in their global network.

Finally, our understanding on how and where LfL ideas have travelled will inform further publications.

It looks set to be a busy and rewarding year.

LfL reach: a snapshot



LfL membership in the world

Europe

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

North America

Barbados
Canada
Grenada
Jamaica
Puerto Rico

United States
Panama

South America

Argentina
Brazil
Chile
Colombia
Mexico
Trinidad &
Tobago

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

Palestine
The Philippines
Qatar
Armenia
Azerbaijan
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
Namibia
Malawi
Mauritius
Morocco
Nigeria
Seychelles
Somalia
South Africa
Tanzania
Tunisia

Zambia
Zimbabwe

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

LfL events

LfL programmes events to explore topical issues in education as they arise, offering practitioners, policymakers and academics an opportunity to gather for debate and reflection outside the constraints of reporting and scrutiny.

Supported by BELMAS, the LfL Supper Seminar series reflects the network's commitment to creating opportunities for learning and dialogue.

- Principals as Literacy Leaders in Primary and Secondary School Context with Emeritus Professor Neil Dempster and Professor Greer Johnson (Griffith University, Brisbane), October 2013.
- Cambridge University Festival of Ideas events and discussions, October 2013.
- A 'silent revolution': the growth of co-operative schools in the UK with Mervyn Wilson (Principal of the Co-operative College, Manchester) and Vanessa Scargill (Director of Business and Community Strategy at Aylsham High School and Coordinator of the The Aylsham Cluster Co-operative Trust), February 2014.
- The Expert Learner with Gordon Stobart, July 2014.

We also celebrated the publication of:

Education and Schooling: Myth, Heresy and Misconception by John MacBeath

Reflective Teaching in Schools (4th edition) by Andrew Pollard,

Teacher Leadership and Professional Development, edited by Alex Alexandrou and Sue Swaffield

Teacher Professional Development for Improving Quality of Teaching by Panayiotis Antoniou et al., selected by the Education Reform Sector of the Ministry of Education and Science of Mongolia to be translated into the Mongolian language

More about LfL events.

LfL collaborators

We have been privileged to work with:

British Educational Leadership, Management and Administration Society (BELMAS)
Cambridge-Africa Programme
Centre for Commonwealth Education (CCE)
Centre for Education Policy, Belgrade (CEP)
Cambridge International Examinations (CIE)
Children's University (CU)
Co-operative College
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)
Institute for Learning (IfL)
London Schools Network for Worshipful Company of Mercers
Netherlands Ministry for Education
Open Society Foundations (OSF)
Organisation for Economic Co-Operation and Development (OECD)
Sawston Village College, Cambridgeshire
University of Iasi, Romania
University of Minho, Portugal

LfL collaborators

The network also hosted study visits from:

- Ortun Secondary School, Norway (with Learning without Limits)
- Jagiellonian University and Centre for Education Development
- Meiram Kazenov, Headteacher from Nazarbayev Intellectual School network in Astana
- Rfah Alyami, researcher, Saudi Arabian Ministry of Education
- Griffith Institute for Educational Research, Australia

Sue Swaffield was appointed Adjunct Research Fellow in the Griffith Institute for Educational Research at Griffith University, Brisbane, Australia.

LfL have also been part of:

- International Symposium on Assessment for Learning, Canada (Sue Swaffield)
- Teacher Education Advancement Network annual conference in May 2014
- Achieving the Priorities of Teacher Education (David Frost's key note address)
- European Commission Seminar with Directorate-General for Education and Culture (Panayiotis Antoniou)
- a Teach Meet researching into Headteacher Performance management (Megan Crawford)

We were also proud to hear that Desmond Cox, an MEd student on the Educational Leadership and School Improvement route 2011-2013, was presented with the Erika Lovelady prize by Dr Alex Alexandrou, one of the prize trustees.

LfL information

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

Panayiotis Antoniou, University Lecturer

John Bangs, Honorary Visiting Fellow

Megan Crawford, Reader and Deputy Head of Faculty

David Frost, University Senior Lecturer

Caroline Jestaz, Administrator

John MacBeath, Emeritus Professor

Ruth Sapsed, Network Co-ordinator

Sue Swaffield, University Senior Lecturer



LEADERSHIP *for* LEARNING
The Cambridge Network

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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