

Leadership for Learning 2017 -18 Report



Welcome to the annual report for Leadership for Learning: the Cambridge network. Shared here is an overview of the initiatives and activities that took place during 2017-18.

A highlight of this year was the publication of 'Strengthening the Connections between leadership and learning' (p 4). Coming 10 years after the publication of the first LfL book, it marked a significant milestone for the important work undertaken by the network and offered an opportunity to elaborate and extend many key conversations and connections. Many thanks to all those in the network and beyond who have already taken it up and championed the key messages for policy makers and school leaders.

We are also delighted to be working with our colleagues at The Lastinger Center, University of Florida, and the journal Professional Development in Education on a new a new symposium to be held in Cambridge in June 2019. 'Leadership for Professional Learning: common challenges, shared solutions' (p7) is shaping up to be an important event for anyone leading and enabling sustainable professional learning cultures and we look forward to welcoming colleagues old and new to Cambridge.

The LfL website is the main contact hub for our news, research and projects. There are also regular newsletters for members with information about our latest news and events so you can keep in in touch and join us at Cambridge when possible.

I have been the co-ordinator for the network since 2011 but am now leaving to concentrate on Cambridge Curiosity and Imagination. It has been an amazing opportunity to work with so many extraordinary and passionate colleagues throughout the network. Thank you.

Ruth Sapsed, on behalf of the LfL Team

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Being part of a supportive academic community buoys us up.

International School (Turkey)

I have enjoyed reading 'Connecting Leadership and Learning: Principles for Practice'. It has been the most fascinating read [...] I've seldom read a 'textbook' which I've found so pragmatic and yet thought-provoking.

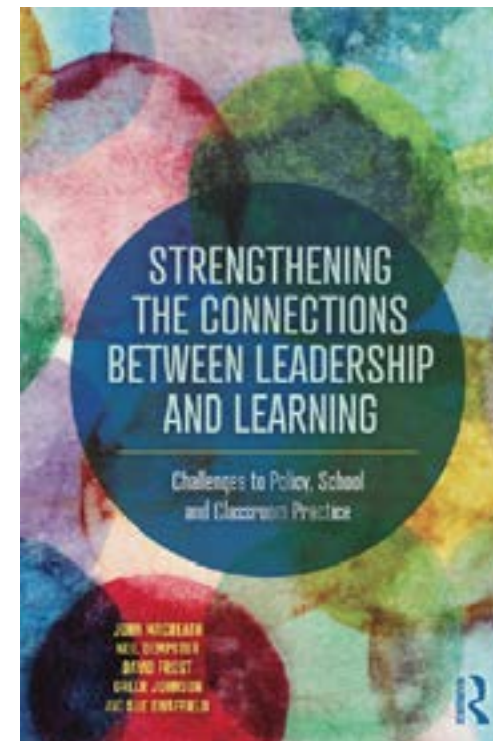
Lead English teacher in a secondary school

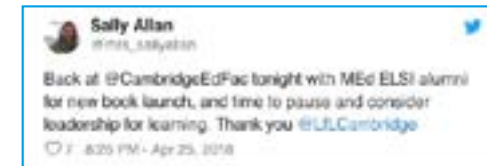
New publication: Strengthening the Connections between Leadership and Learning

We were very excited to announce the publication of a new LfL book 'Strengthening the Connections between Leadership and Learning'- 10 years after the original text setting out the Leadership for Learning framework and principles.

Examining a decade of research and practice, the book makes the case for a radical reappraisal of leadership, learning and their interrelationship in educational policy. Discussing whether policy direction is progressively constraining the professionalism and initiative of teachers and school leaders, it challenges conventional understanding and argues for thinking differently about the way to lead learning.

The book clarifies, extends and refines LfL principles and practices, and their contribution to ameliorating some of the difficult conditions encountered in the contemporary educational policy environment. It starts by discussing the direction and influence of current education policy and its subsequent consequences; chapters then move on to explore the framing values informing LfL work, particularly focusing on what they imply for commitments to social justice, children's rights and breadth in student learning, and considering how to create favourable conditions for learning.





Identifying a disconnect between seminal principles and the nature of day-to-day practice, 'Strengthening the Connections between Leadership and Learning' challenges school policy and practice at national and local levels. It is an essential read for postgraduate students, especially those in leadership in education, as well as for teachers and policymakers in schools. You can find this book on Routledge.

We were thrilled to see so many of you and meet some new members at the book launch. If you couldn't join us in person, or would like to re-visit this interesting event, film footage is [online](#).



Links with the Lastinger Center, Florida

Over the year we have continued to build on our links with the Lastinger Center at the University of Florida, that focuses on teaching and learning, and its Director Phil Poekert.

Phil visited Cambridge and spoke at an LfL Supper Seminar in March titled 'Chutes and Ladders: Supports and Challenges to Teacher Leadership Development'. Phil posited that the development and practice of teacher leadership is directly aided and inhibited by the conditions for learning that exist within a school setting and the policy context in which it operates. His seminar drew on the creation of the Teacher Leadership for School Improvement graduate degree program at the University of Florida and the subsequent theoretical model for teacher leadership development that emerged from its implementation in contexts across the State. Noting that external support from a university and philanthropy were key facilitators, the presentation entertained the question: if external support seems necessary, what hope do we have of institutionalizing teacher leadership within schools?

Phil subsequently worked closely with the LfL team on an InForm publication.



Leadership for Professional Learning: common challenges, shared solutions

We were delighted to announce the forthcoming international symposium on the 17th and 18th of June 2019 at the Møller Centre in Cambridge, UK. International perspectives on professional learning (including teacher leadership) will be explored with a focus on leading and enabling sustainable professional learning cultures. Participants will share their experiences, identify common challenges and seek creative solutions. It will be an opportunity to share innovations, research and dilemmas, and to contribute to a range of professional and academic outputs, through collaborative and supportive dialogue.

Taking the view that leadership is an activity that can be exercised by anyone, regardless of status, the symposium will convene a diverse, international group of educational leaders. This will include anyone who influences and shapes policy and practice, including students, teachers, coaches, teacher educators, academics, school and system leaders, policy influencers and policy makers, and funders.

The symposium builds on work by the three lead organizing partners:

- The Leadership for Learning Network at the University of Cambridge (<http://www.educ.cam.ac.uk/networks/lfl/>)
- The journal Professional Development in Education (<http://www.tandfonline.com/loi/rjie>)
- The Lastinger Center, University of Florida (<http://www.lastingercenter.com>)

For more information, how to register your interest and submit a proposal, please visit the website: <http://lflsymposium.org> and [click here](#) to register your interest.



Flattening the Hierarchy at Passmores Academy

We have been delighted to hear about the extraordinary work on school improvement led by teacher Stephanie Hill and her students at Passmores, a secondary school in Essex, UK. Together they have been learning how to create effective dialogue about learning across the school.

Steph created a student learning community (SLC) in her secondary school and the students, whose numbers have now grown to 28, have taken different roles but have all been engaged in dialogue with teachers and in leading twilight professional learning sessions for teaching staff. A group also joined a research day at the University of Cambridge Faculty of Education, and a poster presentation by at the BELMAS (British Educational Leadership Management and Administration Society) conference.



The vision for this work was drawn from Steph's MEd (ELSI route) thesis research into the value of teacher learning communities (TLC) within schools (Stoll & Fink, 1996; Hargreaves, 2010). She focused on the connections that are made within schools between teachers, between teachers and students, between the students themselves, and among all stakeholders in an organisation. Steph explored the value of such communities and questioned whether the positive impact the SLC appeared to be having was real or tokenistic. Specifically, it examined whether a SLC model of student agency could be a meaningful and sustainable model for school improvement.

...the SLC [student learning community] has contributed to changing the professional culture of the school by encouraging the mutual learning of students and teachers and providing spaces where teachers and students can discuss learning in practical and dynamic ways.

Stephanie Hill, Passmores Academy

Steph wrote for our InForm publication, where she introduced the student learning community she created at Passmores, detailed how it developed in her school, and highlighted a selection of key findings and recommendations as a result of her research. The students have taken different roles but have all been engaged in dialogue with teachers and in leading twilight professional learning sessions for teaching staff. This InForm is available to [read online](#) or [download here](#).



they have experienced, in schools or beyond them. Have these initiatives been successful? How and why are they working? Can we collaborate in order to develop a more meaningful SLC model across schools in the UK and beyond? Please email the network at lfl@educ.cam.ac.uk.

The SLC group recently spent the day in Cambridge learning about life here as a student and working with the network and colleagues Rikka Hoffman and Sara Baker.

Steph's research is on-going and she is looking to connect with other similar initiatives. We would be very interested to hear from educators and researchers about student agency initiatives that



LfL in action around the world

LfL's international influence continues, in many forms and through various means. Most prominent this year has been the work taking place in Switzerland, Ghana and Singapore.

Geneva, Switzerland

Sue Swaffield's work supporting the development of Assessment for Learning (AfL) in an international school in Switzerland continued through the first part of the year. Teachers invited her into their classrooms to share and later discuss how they were putting AfL principles into practice.

Sue was an active participant in the lesson and gave me some great ideas on how I could follow up on my lesson.

Sue really took the time to understand the activity that was taking place.

She was very detailed in her feedback, and gave good suggestions.

Ghana

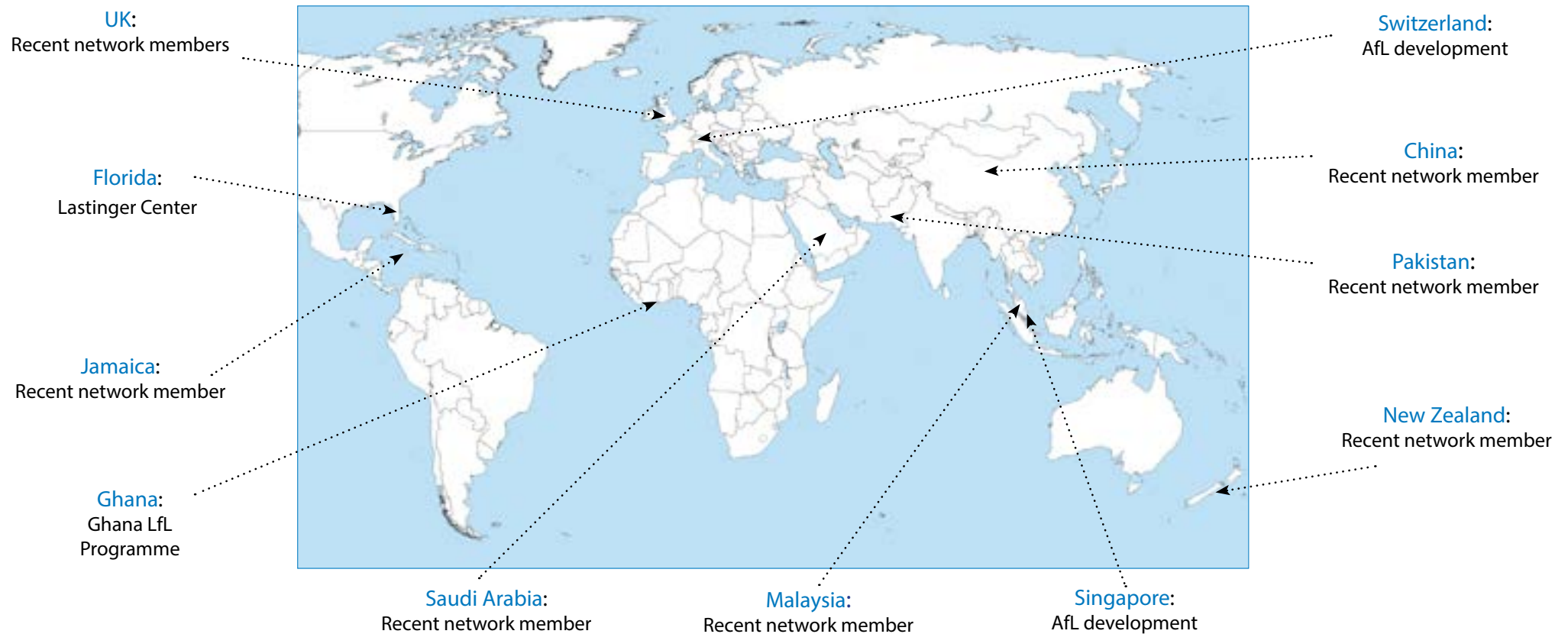
Raymond Tangonyire spent the year completing his PhD studying the processes that accounted for the successful incorporation of

Leadership for Learning in two schools in Ghana. The findings reveal that despite the ubiquity of household poverty, youth unemployment and paucity of infrastructure, committed headteachers were able to work with teachers, parents and community leaders to make a real and lasting difference to the learning and lives of young people. Ray concluded that the successful incorporation of the LfL principles was driven by four practices: the stakeholders understood the principles based on their contextual realities; believed in their understanding; taught what they believed in; and practised what they taught.

Singapore

LfL was represented at the International Congress for School Effectiveness and Improvement held in Singapore in January. John MacBeath and Neil Dempster presented the work behind 'Strengthening the Connections between Leadership and Learning', while Sue and a former PhD student Roszalina Rawi shared research on 'three principles as a common language for developing Assessment for Learning'. Sue remained in Singapore for another week as a Visiting Academic at the National Institute of Education teaching two AfL masters classes, having discussions with NIE and ministry colleagues, leading an in-school seminar on LfL and renewing contact with ELSI alumni.

LfL reach: highlighting new members



LfL membership in the world

Europe

Albania
Andorra
Austria
Belgium
Bosnia & Herzegovina
Bulgaria
Croatia
Cyprus
Czech Republic
Denmark
Faroe Islands
Finland
France
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
Cuba
Dominican Republic
Grenada
Jamaica
Mexico
Panama
Puerto Rico
St Vincent and the Grenadines
Trinidad & Tobego
United States

South America

Argentina
Brazil
Chile
Colombia
Nicaraqua

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 and supported by a team that includes: [Sue Swaffield](#), University Senior Lecturer; [John MacBeath](#), Emeritus Professor; [Ruth Sapsed](#), Network Co-ordinator; [David Frost](#), Fellow at Wolfson College; [John Bangs](#), Honorary Visiting Fellow; and Joy Giannaros, LfL Network Assistant.

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](#).

Leadership for Learning is the bedrock of the Educational Leadership and School Improvement [masters course](#) at Cambridge. Students come from all around the world, 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](#).

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