



**LEADERSHIP** *for* **LEARNING**  
The Cambridge Network



**UNIVERSITY OF  
CAMBRIDGE**

**Faculty of Education**

## **Sustaining Teachers' Professional Growth: A Report**

Møller Centre, Churchill College, University of Cambridge



18<sup>th</sup> – 19<sup>th</sup> February 2013



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# Acknowledgements

Second in a series, this event was planned by Leadership for Learning: the Cambridge Network (LfL) together with Education International (EI), 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). An invitation-only event, the delegates included a range of academics and policy-makers from across the world together with local practitioners.

This document offers a record of the contributions and discussions. Points made in small table discussions have been summarised and themed.

The seminar was made possible with the generous support of Open Society Foundations.

It was overseen by a planning group drawn from the partners initiating the seminar. Members of the planning group included: John MacBeath, Sue Swaffield, Ruth Sapsed, Katie O'Donovan and David Frost (LfL) with Peter Gronn (Faculty of Education); John Bangs, Guntars Catlaks and Birgitte Birkvad (EI); David Istance and Dirk Van Damme (OECD); Mary Metcalfe and Aleesha Taylor (OSF) and Hans Ruesink (The Netherlands Ministry).

Many thanks are owed to Ruth Sapsed and Katie O'Donovan who organised the event.

This document should be referenced in the following format:

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# Introduction

This seminar is the second in a series which brings together practitioners, researchers and policy-makers who are committed to enhancing the development of the teaching profession. After the success of the 2012 seminar on the Future of the Teaching Profession, the agreement to hold a second demonstrates a shared recognition that system-wide teacher policies are vital to the success of education in every country.

The timing of the seminars is not accidental, organised as they are immediately prior to the Annual Summits on the Teaching Profession. The seminars are intended 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 this year's seminar planning group of Open Society Foundation, LfL: the Cambridge Network at the University of Cambridge, Education International, and the Organisation for Economic Co-operation and Development also included representatives from the Dutch Ministry which is hosting the 2013 Summit.

The 2013 seminar on Sustaining Teachers' Professional Growth was intended to pursue in greater depth some of the areas explored at last year's seminar on the Future of the Teaching Profession. It 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. It was intended that the seminar would focus on the characteristics of enabling environments for such growth. Participants would be able to draw on the outcomes of the seminar in whatever context they are working, including at the 2013 Summit.



As in 2012, the event was designed to maximise the involvement of participants. The presentations in the two days of the seminar are designed to stimulate discussion in both the plenary and small group sessions.

This year's seminar, as with last year's, is made possible by the generous support of the Open Society Foundations.



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# Links

The LfL site

[www.educ.cam.ac.uk/centres/lfl/researchanddevelopment/policy/cambridgeseminars/](http://www.educ.cam.ac.uk/centres/lfl/researchanddevelopment/policy/cambridgeseminars/)

offers links to:

- podcasts from each session
- papers provided for delegates
- background documents

A twitter summary can also be found at:

<http://storify.com/ruthsapsed/sustaining-teachers-professional-growth-2>



## Background documents

MacBeath, J. (2012) *The Future of the Teaching Profession*, 2012. Brussels: Education International.

MacBeath, J. with Frost, D., O'Donovan, K., Sapsed, R. and Swaffield, S. (2012). *The Future of the Teaching Profession Seminar, 16<sup>th</sup> – 17<sup>th</sup> February 2012: A Record of the Discussion*. Leadership for Learning: the Cambridge Network: University of Cambridge.

MacBeath, J. (2013). *The Future of the Teaching Profession: a summary of issues from the 2012 Cambridge seminar*, Leadership for Learning: the Cambridge Network: University of Cambridge.

Bangs, J. and Frost, D. (2012). *Teacher self-efficacy, voice and leadership: towards a policy framework for Education International*. Brussels: Education International.

Figazzolo, L. (2013) *The use and misuse of teacher appraisal: An overview of cases in the developed world*. Education International.



# Programme presentations and podcasts

**Monday 18<sup>th</sup> February 2013**

## Framing the themes of the seminar

The podcast can be viewed at: <http://sms.cam.ac.uk/media/1423775>

The seminar began with welcomes and introductions, followed by framing contributions from each of the partners starting with Leadership for Learning: The Cambridge Network, then the event sponsors Open Society Foundations, followed by Education International, OECD, and for this year's seminar, The Netherlands Ministry who are hosting the 2013 summit.

Peter Gronn, Head of Faculty of Education, University of Cambridge

John Bangs, Senior consultant, EI and Honorary Visiting Fellow, University of Cambridge

David Frost, LfL

Mary Metcalfe, OSF

Guntars Catlaks, EI

Dirk Van Damme, OECD

Hans Ruesink, The Netherlands Ministry

## Session 1. Policy Focus: Governments and Teaching Profession creating optimum conditions

The podcast can be viewed at: <http://sms.cam.ac.uk/media/1423800>

The presentations on the first afternoon considered the seminar topic 'Sustaining Teachers' Professional Growth' from the perspective of policy. Maureen McLaughlin, Hans Ruesink and John Bangs were the speakers (Maureen contributing via Skype because, unfortunately, she was incapacitated and unable to travel). Table discussions followed the presentations.

Panel members:

**Maureen McLaughlin, Senior Advisor to the Secretary and Director of International Affairs, US Department of Education**

This presentation spoke about what has been learned from the first two International Summits and their impact on U.S. policy to elevate and enhance the teaching profession. It also introduced the RESPECT project; RESPECT being the acronym for Recognizing Educational Success, Professional Excellence and Collaborative Teaching.

Background papers are available on the LfL website.

## **Hans Ruesink, Netherlands Ministry**

This presentation focused on policy approaches to tackling teacher shortages and improving the position and quality of teachers in the Netherlands between 2007 and 2012.

Background papers are available on the LfL website.

## **John Bangs, Senior Consultant-Education International**

This presentation reflected briefly on the conditions for sustaining and enhancing teacher self-efficacy drawing on the studies *Teacher self-efficacy, voice and leadership; towards a policy framework for Education International* (Bangs and Frost, 2012) and *The Future of the Teaching Profession* (MacBeath, 2012). It also linked to a new survey on teacher appraisal practices in OECD countries carried out by EI consultant Laura Figgazolo and reflected on the current conditions surrounding the evaluation of teachers and their contribution to coherent country teacher policies. It explored the challenges and opportunities facing this year's International Summit on the Teaching Profession, particularly with respect to the questions it addresses:

- How is teacher quality defined by policy-makers, the teaching profession and society? What standards are set and by whom?
- How is teacher quality evaluated? What are the systems in place and how are the evaluations carried out?
- How do evaluations contribute to school improvement and teacher self-efficacy? What impact can be expected on teaching and learning from teacher evaluation?

## **Tuesday 19<sup>th</sup> February 2013**

### Session 2. Teacher Focus: teachers' voice and teacher leadership

The podcast can be viewed at: <http://sms.cam.ac.uk/media/1423825>

Tuesday morning considered the seminar theme from the perspective of teachers. John MacBeath framed the whole morning, followed by contributions from Ron Thorpe, Tünde Kovacs, Lawrence Ingvarson and Dirk Van Damme. Ron sadly was ill so his paper had been distributed to participants for prior reading and was summarised by Sue Swaffield who was chairing the session. Table discussions followed the presentations.

## **John MacBeath, Professor Emeritus, University of Cambridge**

John MacBeath focused on questions of voice and leadership, both of which he suggested could be weak or strong. He drew attention to policy, cultural and professional contexts, and referred to Hofstede's dimensions of culture. A suggestion from Tony Townsend turned attention to the conditions for sustaining human growth in any context as another way into thinking about the seminar topic. John introduced and made connections to the Leadership for Learning five



principles, developed through an international research and development project and subsequently used and tested in many countries and contexts. He referred to each of the principles: a focus on learning; the conditions for learning; dialogue; shared leadership; and shared sense of accountability.

Panel members:

**Ron Thorpe, President and CEO, National Board for Professional Teaching Standards**

One key attribute of all professions is that the members of each profession define the key terms for practice. In order to move teaching to this place, education needs to develop a similar ethos. Moreover, teachers and the constellation of other educators, whose job it is to support teaching and learning, need to have such an expectation as a habit of mind. This presentation focused on professional development as it exists along a coherent trajectory starting in pre-service and continuing through accomplished levels. The National Board for Professional Teaching Standards is leading an effort to build such a continuum using its standards and backward-mapping them through to the first day of formal preparation. Specific topics included engaging teachers in the creation of standards of accomplished practice, determining what evidence of student achievement should be included in measuring teacher effectiveness, and using videos and reflective papers created by accomplished teachers as the core of teacher development.

A background paper is available on the website.

**Tünde Kovacs-Cerović, OSF and Belgrade University**

Tünde spoke from her perspective as a member of the Open Society Foundations Education Support Programme team. Focusing on ‘Constructing spaces for teacher professional growth’, she talked about the complexity of the teacher’s professional identity which encompasses social and political responsibilities as well as more technical dimensions. She emphasised the importance of teacher agency in relation to the development of a civil society. She drew from a wide range of projects such as ‘Development of regional teacher competencies framework in South Eastern Europe’, ‘Peer training and coaching for inclusive education in Serbia’, and ‘Collaboration with the Forum for African Women Educationalists (FAWE)’ to explore questions about teachers’ participation in policy formation. She highlighted the way that OSF has ‘capitalised on the facilitative role’ of civil society organisations such as NGOs and teacher associations to mobilise teachers’ capacity. The collaborations that arise from such initiatives are unpredictable but often fruitful. She concluded that some teacher-led actions are successful in influencing policy and, in some cases, governments capitalise on such actions, but there are no guarantees. The important thing is that complete mobilisation is needed – involving all agencies and institutions.

**Lawrence Ingvarson, Principal Research Fellow, Australian Council for Educational Research**

This presentation focused on the challenge of developing a system for recognising and rewarding accomplished teachers operated by the teaching profession, with a focus on recent Australian experiences. It drew on the experience of several countries that have sought to reform teacher career structures and pay systems so that there is a closer alignment between career progression and developing expertise as a teacher. It outlined an emerging system for professional development based on profession-defined standards and values. Over the past twenty years or so,



teacher associations in several countries have demonstrated that the profession has the ability to reach a consensus on teaching standards without imposing uniformity of teaching style. These standards indicate that the profession can lay down long-term professional development goals for its members based on research and successful professional practice. With this capacity, the teaching profession now has the credentials to provide its own standards-based professional learning and certification system. The emerging system has the potential to overcome major limitations in traditional systems of professional learning for teachers: the lack of clarity about what teachers should get better at; the lack of incentive to attain high teaching standards, and the low level of ownership and control teachers have over the professional development system.

A background paper is available on the LfL website.

**Dirk Van Damme, Head of Division of the Centre for Educational Research and Innovation (CERI), OECD**

The presentation on ‘Teachers’ professional growth: a collaborative ambition’ was based on the recent TALIS/CERI publication *Teaching Practices and Pedagogical Innovation* (OECD, 2012), more specifically, the analysis of collaborative practice. The research literature tells us that, if teaching is becoming a profession – especially a ‘knowledge’ profession – five characteristics of professional learning communities should be realized at a high level: cooperation, a shared vision, a focus on learning, reflective inquiry, and the de-privatisation of practice. TALIS has collected data on all these dimensions, whereby cooperation was distinguished in a softer variant (exchange) and a stronger one (teach jointly). Latent profile analysis allowed to distinguish profiles of teachers and their level of activity (mean factor score) on each of the six dimensions. ‘Teach jointly’ came out as the dimension which separated profiles the most in nearly all TALIS countries, suggesting that this was the most difficult and contested form of collaborative professional practice. Then, de-privatisation of practice also separated profiles in half of the TALIS countries, and ‘reflective inquiry’ also in a few countries. Only Korea was an exception to this pattern, with little separation on collaborative practice – suggesting that this is a much less contentious issue in Korea – but with more separation on ‘shared vision’. Furthermore, multi-nominal multi-level regression analysis showed that teachers who participate more in collaborative practice can be considered to be more ‘professional’. They use more diverse teaching practices; they report higher levels of self-efficacy; they receive more feedback and appraisal, more specifically for innovative teaching; they report being more involved in professional development (PD) outside school, especially PD which is in itself collaborative. And they report being more engaged in mentoring. Teacher level relations were found to be far more significant than school level factors, which is congruent with the small share that the school level captures in the distribution of total variance for most TALIS variables. In conclusion, the presentation stressed the point that developing the teacher profession as a professional learning community with high levels of collaborative practice, seems to be the hardest but definitely most necessary step to take in the professionalization process. Hence, professional growth can only be realized through collaborative practice and collective action.

The OECD report ‘Teaching Practices and Pedagogical Innovation’ is available on the LfL website.

## Session 3. Practice Focus: examples from four countries

The podcast can be viewed at: <http://sms.cam.ac.uk/media/1423847>

This session in the afternoon of the second day focused on illuminative accounts of practice from the UK (Chris Ingate and Val Hill), Ghana (George Oduro), The Netherlands (Susanne Winnubst and Simon Verwer) and Bosnia-Herzegovina (Ivona Čelebičić). These were all practice-focused and, in some cases, presented by practitioners.

Panel Members:

### **Chris Ingate and Val Hill, Birchwood High School, Herts, UK**

Birchwood is a good example of a state (public) secondary (high) school in which teachers' professional growth is integral to the work of the senior leadership team. The extent to which this has been successful accounts for the remarkable level of improvement the school has enjoyed over the past seven years. It has grown in size along with a steady pattern of improvement as indicated by the usual attainment measures. This presentation is based on data collected very recently by an independent researcher through interviews with teachers and senior staff. The portrait is enriched by a consideration of data collected and presented in many teachers' reports produced in the context of a certificated programme led by the school, in collaboration with the University Faculty of Education, over a period of several years. The presentation identified the factors that appear to have contributed to teachers' professional growth and describes some of the key strategies used by the senior leadership team to sustain this. It was argued that these approaches to professional learning have led both to higher levels of teacher effectiveness and, at the same time, higher levels of morale and staff wellbeing.

### **George Oduro, Associate Professor, University of Cape Coast, Ghana**

Ghana's In-service Education and Training (INSET) programme provides an example of a teacher support mechanism within an African context that is impacting on teachers' professional growth and development. Drawing on examples from two INSET initiatives: the Leadership for Learning programme and JICA-Ghana's Mathematics teaching initiative, the presentation examined factors that have contributed to the success of INSET practices in the country. It also reflected on the political context within which institutions involved in implementing INSET programmes operate and on the challenges associated with the sustainment of benefits of INSET initiatives. It concluded by arguing that benefits associated with the INSET programme and other available teacher support mechanisms in the country can only be sustained if they are managed with little political manipulation.

### **Susanne Winnubst, Teacher in the Department of Military, Security and Police, The Netherlands**

Susanne is a teacher at ROC A12, a College in Ede where there are more than 100 professions taught. She teaches in the Military, Security and Police Department where students are studying to become professional soldiers, security guards and policemen. This presentation elaborated on the particular skills teachers need to develop. Awarded "Teacher of the Year 2011" in the Netherlands, Susanne visited many other schools during 2012 to explore the professionalization of

teachers. She studied Psychology at the University. Her book describes the experiences of a teacher in a humorous way.

### **Simon Verwer, Teacher at Hyperion Lyceum and and Exellius, The Netherlands**

This account focused on Eerst de Klas, a Teach First-a-like program in the Netherlands, and its contribution to the improvement of teacher quality and system performance. A suggestion was made at the end of the talk to conduct an international, comparative study about these kinds of trainee programmes.

Simon's article recalling his experience of the seminar is available at:  
<http://www.scienceguide.nl/201302/the-right-glasses-to-look-with.aspx>

### **Ivona Čelebičić, proMente Social Research, Bosnia-Herzegovina**

The Teacher leadership support program 'Teachers as agents of change for education without prejudice' is a project aimed at enhancing the quality of education processes as an important part of modern, multicultural sustainable society providing equal education for all children, regardless of their ethnic background and belonging and in accordance with their special educational needs. This project is primarily focused on the professional education of teachers through strengthening their ability to introduce and lead changes in their everyday work, thereby influencing the development of school context. Through this program, teachers develop and lead their project whose basic theme and message is "Equal rights and education for all!". Teachers' projects are developed in such a way that, through their own professional education, teachers contribute to the development of positive and non-discriminatory school environments and promote affirmative messages of tolerance, acceptance of differences, basic human rights, moral and human values for all. An important component of the support program is knowledge-building and sharing through web pages on regional level and realization of two network events.

Reports on the ITL project are available at:  
[www.educ.cam.ac.uk/centres/lf/researchanddevelopment/teachers/itl/](http://www.educ.cam.ac.uk/centres/lf/researchanddevelopment/teachers/itl/)

## Closing remarks

The podcast can be viewed at: <http://sms.cam.ac.uk/media/1423875>

Representatives of the organisations who had been part of the planning group made presentations in which they reflected broadly on the themes of the seminar. These final inputs enabled the group to achieve a degree of synthesis with regard to the learning over the course of the seminar, but also provided further provocative ideas for future consideration.

Mary Metcalfe, OSF  
Hans Ruesink, The Netherlands Ministry  
John MacBeath, LfL  
John Bangs, EI  
David Istance, OECD

# Outcomes from participants' discussions

Notes taken during the group discussions were made on sheets which began with the following unfinished sentence:

## ***Environments that sustain teachers' professional growth are characterised by...***

The LfL team analysed the notes in order to identify characteristics of environments that sustain teachers' professional growth. Ten themes emerged and have been used to group those characteristics.

1. Professional autonomy
2. Dialogue and reflection
3. Shared leadership
4. Values of inclusivity and community
5. Flexible and diverse approaches to support for professional learning
6. Norms of self-evaluation and enquiry
7. Leadership for capacity-building
8. Collaboration
9. Structures and tools that support career development
10. Knowledge-building

## 1. Professional autonomy

### ***Environments that sustain teacher professional growth are characterised by...***

- conditions that reflect local cultural and economic realities
- multiple techniques and tools for evaluating teacher effectiveness
- accountability measures that do not have a distorting effect on professional self-efficacy
- a great degree of control by teachers over the nature of their professional practice and its regulation
- benchmarks for measuring quality which are flexible and culture-sensitive
- freedom from political interference for school principals
- control for teachers over the direction of their own professional development
- a low level of visibility of the state
- control over entrance to the profession being governed by agreed professional standards
- everyone being involved in the observation of practice

## 2. Dialogue and reflection

### ***Environments that sustain teacher professional growth are characterised by...***

- strategies that strengthen teachers' and school principals' critical perspectives
- opportunities for dialogue between teachers
- opportunities for dialogue between teachers and parents / community members

- opportunities for dialogue between school principals
- opportunities for dialogue between education professionals and policy-makers
- a dialogue that is focused on learning
- the availability of time for teachers to engage in reflection and discussion about professional standards and expectations
- strategies to enable teachers to participate in discussion about their professional practice
- partnerships between universities and schools that enable student teachers to learn through practice and related dialogue and reflection
- the shared assumption that taken-for-granted assumptions about practice can be challenged

### 3. Shared leadership

#### ***Environments that sustain teacher professional growth are characterised by...***

- an acceptance of the value of teacher subsidiarity
- teacher leadership in various forms
- the facilitation of the human agency of teachers
- strategies that nurture teachers' professional concerns and interests
- a balance between the value of teacher-led initiatives and the context of agreed standards

### 4. Values of inclusivity and community

#### ***Environments that sustain teacher professional growth are characterised by...***

- opportunities to express 'voice' regardless of seniority or position
- an emotional support for new entrants to the profession
- strategies to amplify the teacher voice
- shared and explicit principles for practice
- a sense of community in which all members are valued
- a respect for teachers being shown in a variety of ways

### 5. Flexible and diverse approaches to support for professional learning

#### ***Environments that sustain teacher professional growth are characterised by...***

- a well-developed and well-resourced support for teachers' professional development
- the acceptance of the validity of different approaches to professional learning
- professional learning being a cultural norm
- senior leadership teams or administrators enabling the sharing of practice across the school
- encouragement and support to engage with professional learning opportunities
- opportunities for and expectations that teachers will contribute to the professional learning of student teachers

- opportunities for and expectations that teachers will contribute to the professional learning of their colleagues and teachers in other schools
- teacher unions providing support for professional and organisational development
- change arising from teachers' own concerns rather than from exhortations from 'wandering gurus'
- professional development programmes that focus on classroom practice
- modelling by senior leaders and all staff of professional learning

## 6. Norms of self-evaluation and enquiry

### ***Environments that sustain teacher professional growth are characterised by...***

- teacher self-evaluation and peer-evaluation
- a 'no-blame culture' where mistakes and failures are seen as learning opportunities
- school self-evaluation strategies that are based on a broad conception of learning outcomes
- strategies that enable teachers to 'de-privatise' their practice
- support for classroom enquiry
- guidance and support for reflective practice
- a commitment to enabling teachers to learn through their own enquiry
- a norm that classrooms are open and that it is acceptable and desirable to see colleagues teaching

## 7. Leadership for capacity building

### ***Environments that sustain teacher professional growth are characterised by...***

- long-term capacity-building strategies
- positive interventions to make teaching an attractive occupation and schools attractive workplaces
- an 'aligned discourse' between governments and teachers' organisations
- leadership being seen as an essential dimension of learning
- senior leadership teams (or administrators) who facilitate the development of a shared strategic vision
- deliberate culture-building focused on high expectations and high levels of support
- an emphasis on leadership practice rather than leadership style and traits
- a distinction between the functions of management and that of leadership
- leadership that enables schools to function as professional learning communities

## 8. Collaboration

### ***Environments that sustain teacher professional growth are characterised by...***

- collaboration being a dominant mode of development and problem-solving

- collective professionalism
- shared responsibility for the nature and quality of educational provision for all the children in the school
- structures that promote collaboration
- collegiality
- collaborative endeavour being the source of inspiration

## 9. Structures and tools that support career development

### ***Environments that sustain teacher professional growth are characterised by...***

- agreement about what teachers can expect of each other
- professional standards that are generated and accepted by teachers
- forms of performance evaluation that are seen to be valid by both teachers and principals
- a period of induction for new entrants to the profession
- opportunities for career development that do not involve abandoning classroom practice
- forms of registration and certification which encourage professional growth

## 10. Knowledge-building

### ***Environments that sustain teacher professional growth are characterised by...***

- a recognition that professionalism is about beliefs, values and knowledge as well as skills
- knowledge-building through networking beyond the school
- networking widely through means such as 'social media'
- access to sources of formalised professional knowledge
- access to research-based knowledge
- an expectation that teachers engage in theory-building in the form of principles for practice
- knowledge-building approaches in which universities and practitioners are collaborators
- professional knowledge that is provisional and grounded in evidence and experience of practice

The ideas listed above exhibit a close correspondence with the Leadership for Learning principles presented during the seminar on one of John MacBeath's slides. These are summarised below:

### **Leadership for learning practice involves:**

1. maintaining a focus on learning as an activity
2. creating conditions favourable to learning as an activity
3. creating a dialogue about LfL
4. the sharing of leadership
5. a shared sense of accountability

These principles are set out in detail and at:

<http://www.educ.cam.ac.uk/centres/lfl/about/carpevitam/index.html>



# Finally – from the LfL team

Following the final session of the conference, remaining members of the planning team met to reflect on the seminar. The general impression was that the event had been enormously successful in at least three respects. First, it had clearly enable participants to clarify their thinking about the how and why of sustaining teachers' professional growth. Second, it had effectively informed us all on a wide range of perspectives and expertise. Third, it contributed to our development as a network. We resolved to produce a record of the event in record time particularly in the light of the forthcoming '2013 International Summit on the Teaching Profession' in Amsterdam on 13-14<sup>th</sup> March. It was agreed that the record would be simple and would use material produced in preparation for our seminar with clear links to podcasts and the addition of an analysis of the outcomes of the discussion activities. We hope that this document has achieved that.

It was also our impression that there is overwhelming enthusiasm for sustaining the network and reconvening for a further seminar in Cambridge in 2014 and that the partners involved in the planning process would first explore their institutional position, with a view to arranging a planning meeting in the summer.

On behalf of the host organisations, we would like to offer sincere and profound thanks to all those who participated in the seminar and contributed presentations and papers.



# Appendix 1. Event Programme

## Monday 18<sup>th</sup> February 2013

12.30pm Registration and buffet lunch

### Monday afternoon, 1.30 – 5.45pm

Chaired by John Bangs (EI)

Welcome	Peter Gronn, Head of Faculty of Education, University of Cambridge
Setting the seminar context	John Bangs, Senior consultant, EI, and Honorary Visiting Fellow, University of Cambridge
Framing the themes of seminar	LfL, OSF, EI, OECD and Netherlands Ministry
Policy Focus: Governments and Teaching Profession creating optimum conditions	Panel members: <ul style="list-style-type: none"> <li>• Maureen McLaughlin, Senior Advisor to the Secretary and Director of International Affairs, US Department of Education</li> <li>• Hans Ruesink, Netherlands Ministry</li> <li>• John Bangs, Education International</li> </ul>
Table discussions followed by plenary, facilitated by Anthony Mackay, Chair, Australian Institute for Teaching and School Leadership	

### Monday evening, 7.00pm

Drinks reception hosted by OSF, followed by buffet dinner

## Tuesday 19<sup>th</sup> February 2013

### Tuesday morning, 9.00am – 12.30pm

Chaired by Sue Swaffield (LfL)

Framing	John MacBeath, Professor Emeritus, University of Cambridge
Teacher Focus: teachers' voice and teacher leadership	Panel members: <ul style="list-style-type: none"> <li>• Ron Thorpe, President and CEO, National Board for Professional Teaching Standards</li> <li>• Tünde Kovacs, Professor Educational Psychology and Education Policy, Belgrade University</li> <li>• Lawrence Ingvarson, Principal Research Fellow, Australian Council for Educational Research</li> <li>• Dirk Van Damme, Head of Division of the Centre for Educational Research and Innovation (CERI), OECD</li> </ul>
Table discussions followed by plenary, facilitated by Ron Thorpe, President and CEO, National Board for Professional Teaching Standards	

### Tuesday afternoon, 1.30 – 5.00pm

Chaired by Aleesha Taylor (OSF)

Practice Focus: examples from 4 countries	Panel Members: <ul style="list-style-type: none"> <li>• Chris Ingate and Val Hill, Birchwood High School, Herts, UK</li> <li>• George Oduro, Professor, University of Cape Coast, Ghana</li> <li>• Susanne Winnubst and Simon Verwer, Teachers in The Netherlands</li> <li>• Ivona Čelebičić, proMente Social Research, Bosnia and Herzegovina</li> </ul>
Table discussions followed by plenary, facilitated by Dirk Van Damme, Head of Division of the Centre for Educational Research and Innovation (CERI), OECD	
Closing remarks from planning organisations	