LfL Seminar

Enabling community participation through teacher leadership

Marie Curie Fellowship   CREA

Huge potential of
education to contribute
to human and social
development

High-scientific quality
and interdisciplinary
context

Network of scholars

CREA
COMMUNITY OF
RESEARCH ON
EXCELLENCE
FOR ALL

http://crea.ub.edu

The creation of new occupational patterns for cultural minorities

Strategies for inclusion and social cohesion in Europe from Education

Evaluating the impact and outcomes of European SSH research

Solidarity in European societies: Empowerment, social justice and citizenship

⌂ / Departments A-Z / Faculty of Education / Research / Research Projects / TEACH-IN: Teacher leadership for school improvement

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The Faculty of Education

TEACH-IN: Teacher leadership for school improvement

The TEACH-IN story

TEACH-IN
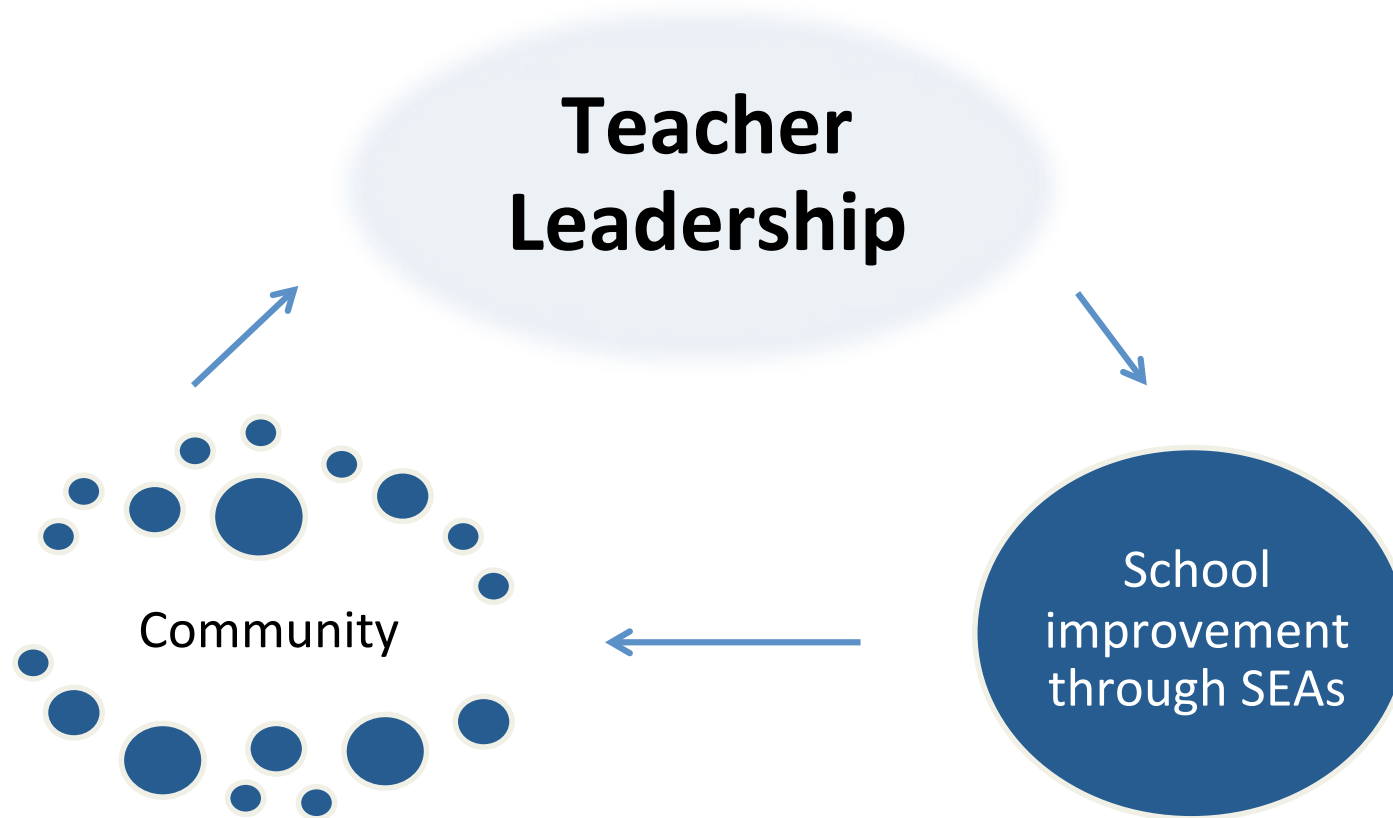
Teacher leadership
for school
improvement:
community capacity
building towards
effective leadership,
educational success
and social cohesion

Communicative
Methodology

Non-positional
teacher
leadership

Non-positional teacher leadership

If you truly want to understand something, try to change it
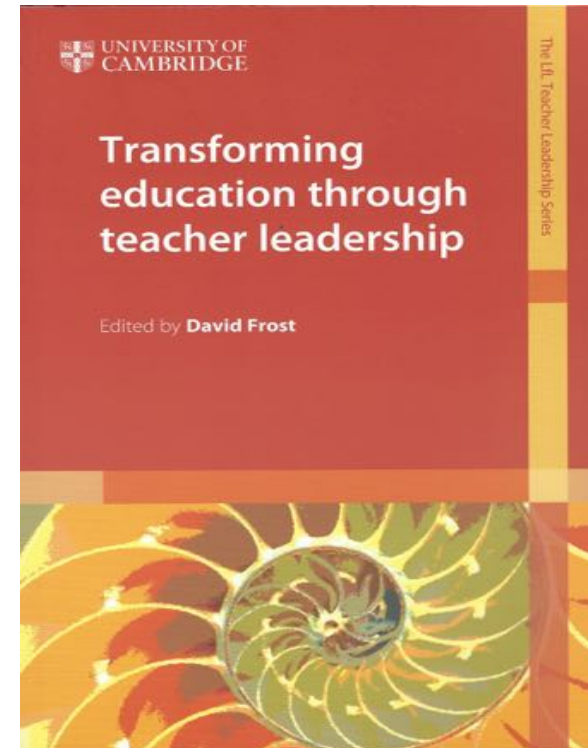
Kurt Lewin (1890-1947)

Non-positional teacher leadership

Any teacher or educational practitioner can be enabled to exercise leadership

Including those with positions of responsibility and those with none

Not 'informal leadership' – but strategic, deliberate and planned initiatives

What is leadership?

….providing direction and exercising influence. Leaders mobilize and work with others to achieve shared goals

(Leithwood & Rheil, 2003)

….a process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or organization

(Yukl, 2010: 21)

References:

Leithwood, K. & Riehl, C. (2003) *What we know about successful school leadership*, Philadelphia, PA: Laboratory for Student Success, Temple University.

Yukl, G. (2010) *Leadership in organisations*. (6th edition) Englewood Cliffs, NJ: Prentice Hall.
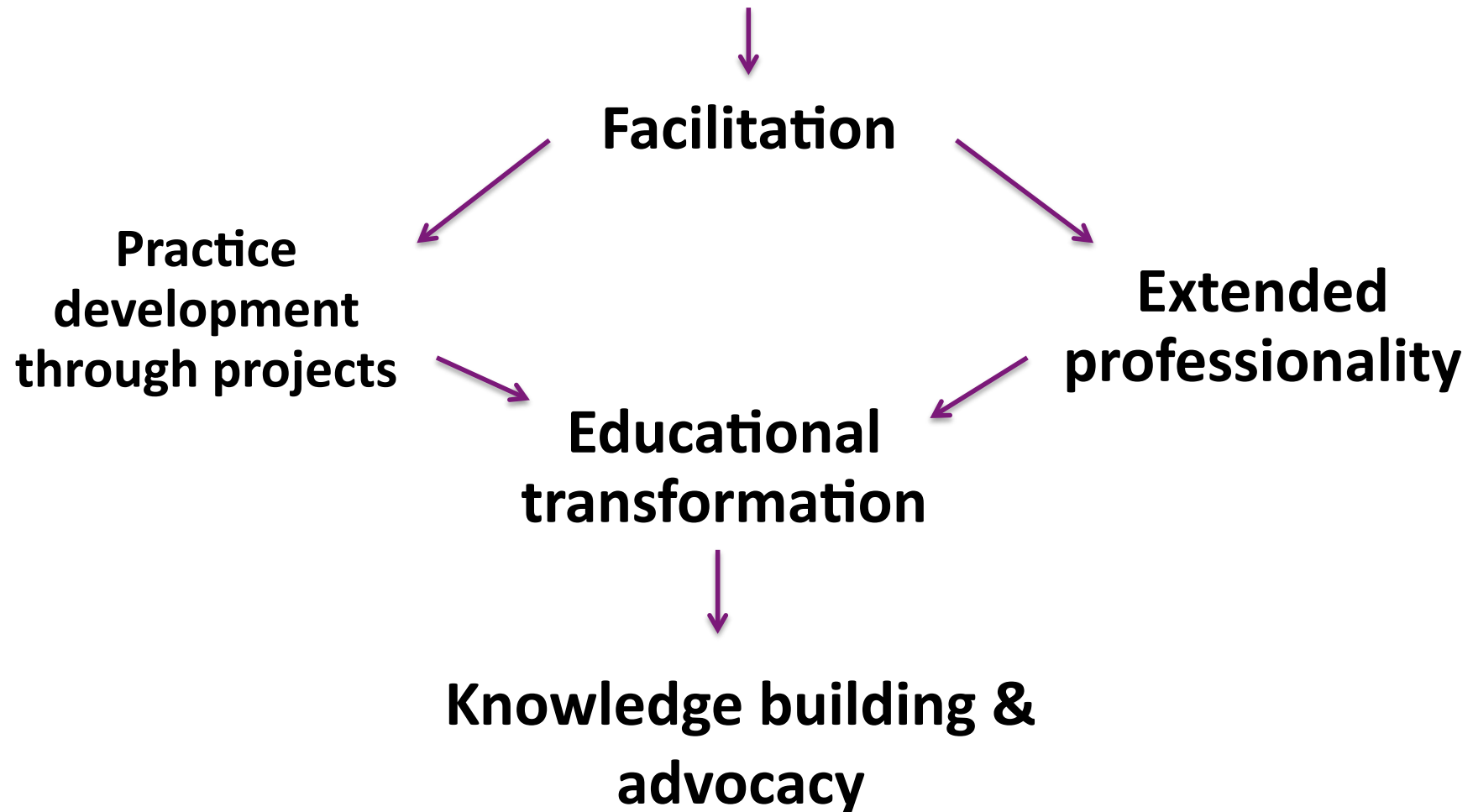
Leadership practice

- setting direction by building consensus about around vision and strategy

- developing teacher capacity through supervision, support and modelling

- building collective teacher capacity through collaborative processes

- creating organisational structures that favour collaboration

- strategic management of resources

(Leithwood and Jantzi, 2005)

Non-positional teacher leadership
A vision developed in a context

Facilitation

Practice development through projects

Extended professionality

Educational transformation

Knowledge building & advocacy

Frost, D. (2012) From professional development to system change: teacher leadership and innovation, *Professional Development in Education* (special issue on Teacher Leadership and Professional Development) 38 (2), 205-227.

HertsCam Network

International Teacher Leadership

Inspirational narratives of teacher leadership

Workshops to support reflection, planning and discussion about leadership

Tools for reflection, planning and sharing

Support for teacher leadership

Innovation-friendly professional cultures in schools

A programme of network events and an Annual Conference

Guidance on study / inquiry

International connections and partnerships

Certification / academic awards

HertsCam Network

International Teacher Leadership

Activities and programmes

TLDW
The Teacher-led Development Work programme – school-based

Leadership Seminars
For senior leaders

The MEd
The HertsCam MEd: Leading Teaching and Learning – a masters degree programme

Annual Conference
Organised and facilitated by teachers and showcasing teacher leadership in HertsCam and sister networks abroad

International networking
Participation in events in sister networks

Network Events
6 events each year hosted by schools, organised for teacher by teachers

School Self-Evaluation
Commissioned, teacher led evaluation projects

The International Teacher Leadership initiative (ITL)

Collaboration with colleagues in different countries

Sharing tools and strategies

Workshops for facilitators led by teachers

Adaptation and translation of materials locally

Monitoring and evaluation (2010-12)

Situation in 2010

International Teacher Leadership

Albania	Bulgaria	Bosnia and Herzegovina
Croatia (2 sites)	Greece	Kosovo
Macedonia	Montenegro	Moldova
New Zealand	Portugal	Romania
Serbia	Turkey	UK (2 sites)

The strong Balkan dimension because of the support from the
Open Society Foundation in Belgrade

Situation in 2010

International Teacher Leadership

Albania	Bulgaria	Bosnia and Herzegovina
Croatia (2 sites)	Greece	Kosovo
Macedonia	Montenegro	Moldova
New Zealand	Portugal	Romania
Serbia	Turkey	UK (2 sites)

15 countries   700 teachers   45 secondary schools

70 primary / elementary schools   13 NGOs

9 universities

Situation in 2010

International Teacher Leadership

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15 countries   700 teachers

45 secondary schools

70 primary / elementary schools

13 NGOs   9 universities

Emerging rationale

Building more democratic and inclusive ways of life

Situation in 2015

International Teacher Leadership

Bosnia & Herzegovina   Bulgaria

Croatia   Kazakhstan   # Macedonia

Moldova   Portugal   Serbia

Turkey   UK   Egypt

Palestine

Variable degrees of success in sustaining programmes

http://europa.eu/rapid/press-release_MEMO-11-520_es.htm?locale=fr

Added value of Research, Innovation and Science portfolio

Added value of Research, Innovation and Science portfolio
European Commission - MEMO/11/520   19/07/2011

3. Examples of success stories from the Framework Programmes for Research

1. Solar Energy

2. Coronary Heart disease

3. Planes

4. Alzheimer

5. Electric car

6. Micro-chip

7. Alpha mannosidosis disease

8. Architecture

9. Clinical partnership

10. INCLUD-ED (SSH)

SCIENTIFIC IMPACT

112
indexed articles

Authorships:
54 female researchers
24 male researchers

Among them:
27 senior
35 junior
16 PhD Students

Jonna Leinonen, Teacher

Marta Soler, CREA, Director Dr Harvard

Ania Ballesteros, 10 years old, student

Simon Busuttil, Member of the EU Parliament

Miranda Christou, INCLUD-ED researcher Dr Harvard

Includ-ED

2009 and 2011: European Parliament, Brussels

EUROPEAN PARLIAMENT

European Parliament resolution of 2 April 2009 on educating the children of migrants (2008/2328(INI))

Improving measures for integration: the Parliament stresses the need to integrate migrants and social categories (such as Roma people) in society. Integration must be based on the principles of equal opportunities in education, ensuring equal access to quality education. Any solutions –whether temporary or permanent- that are based on segregation must be rejected. Parliament also considers that, in order to improve integration into society of children of migrants, it is necessary to involve them in a wide range of extracurricular activities.

In the European Commission

Recognition of the role of education for the **integration of vulnerable groups**

⟹ COM(2011) 173: EU Framework for National Roma Integration Strategies

« *active participation of the parents of the Roma, to improve intercultural competences of teachers, to reduce segregation.* »

COM(2011) 455: European Agenda for the Integration of TCNs

COUNCIL OF THE EUROPEAN UNION

EN

Council conclusions on the social dimension of education and training

3013th EDUCATION, YOUTH AND CULTURE Council meeting Brussels, 11 May 2010

The Council adopted the following conclusions:

10. Promote successful inclusive education approaches for all pupils, including those with special needs, by making schools learning communities in which a sense of inclusion and mutual support is nurtured and in which the talents of all pupils are recognised. Monitor the impact of such approaches, in particular with a view to raising access and graduation rates of learners with special needs at all levels of the education system.

CONSILIUM
COUNCIL OF THE EUROPEAN UNION

Brussels, 7 June 2011 (OR. en)
10544/11
EDUC 100
SOC 424

LEGISLATIVE ACTS AND OTHER INSTRUMENTS
Subject: COUNCIL RECOMMENDATION on policies to reduce early school leaving

At the level of the school or training institution strategies against early school leaving are embedded in an overall school development policy. They aim at creating a positive learning environment, reinforcing pedagogical quality and innovation, enhancing teaching staff competences to deal with social and cultural diversity, and developing anti-violence and anti-bullying approaches. Intervention policies at the level of the school or training institution could include:

(1) Developing schools into learning communities based on a common vision for school development shared by all stakeholders, using the experience and knowledge of all, and providing an open-minded, inspiring and comfortable environment to encourage young people to continue in education and training.

European Commission
Education & Training

Main policy initiatives and outputs in education and training since the year 2000

Communication from the EC (January 2011). Tackling early school leaving: A key contribution to the Europe 2020 Agenda

Schools as 'learning communities' agree on a common vision, basic values and objectives of school development. It increases the commitment of pupils, teachers, parents and other stakeholders and supports school quality and development. 'Learning communities' inspire both teachers and pupils to seek improvement and take ownership of their learning processes. It creates favourable conditions also for reducing school drop-out and for helping pupils at risk of dropping out.

Tackling early school leaving: A key contribution to the Europe 2020 Agenda (pág.7)

EUROPEAN PARLIAMENT

European Parliament resolution of 9 March 2011 on the EU strategy on Roma inclusion (2010/2276(INI))

80. Calls on the Commission and the Member States to combat **every form of social and educational exclusion of the Roma** and to encourage all programmes that invest in education for Roma people;

84. Calls on the Commission to support **initiatives which have proved effective** in preventing any form of **segregation** and **prioritise inclusive projects that promote educational success and involve the participation of Roma families**

SOCIAL IMPACT

Social impact 1:
Reducing absenteeism and early school leaving

Social Impact 2:
Increase in school performance (performance rates)

Social Impact 3:
Expansion in number of schools implementing SEAs

Social impact 4:
Creation of employment in locations of extreme poverty

Successful Actions INCLUD-ED

Good practices:
Actions that obtain good results

Best practices:
Actions that obtain the best results

Successful actions:
The actions that obtain the best results in many diverse contexts

Successful Educational Actions

1. Interactive groups

2. Dialogic reading

Children's personal epistemologies:Capitalising children's and families' knowledge in schools towards effective learning and teaching

UNIVERSITY OF CAMBRIDGE   WOLFSON COLLEGE CAMBRIDGE

Final Conference of the European Research Project 'ChiPE':

The power of children's knowledge:
transformative effects in primary classrooms

Friday 6th March 2015, 12.45 - 4.30pm
Chancellor's Centre Wolfson College
University of Cambridge
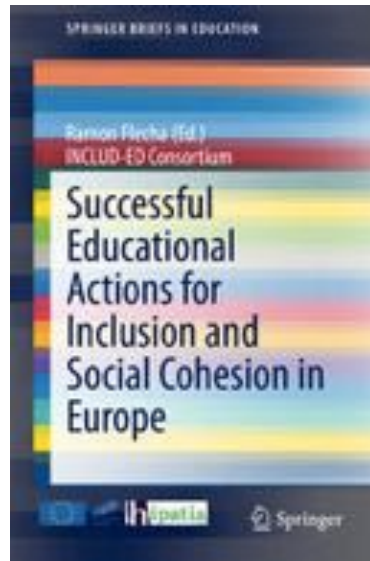
Chapter 5. Successful Actions through family involvement

- Family involvement in learning activities

- Family education: Dialogic literary gatherings

- Participation in school evaluations and decision-making
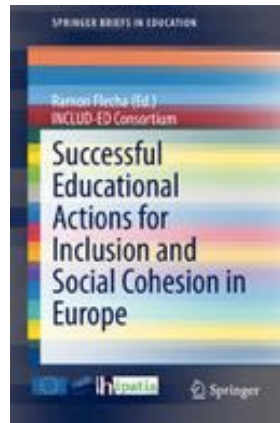
...in the framework of this project a relationship has been established with the HertsCam Network co-ordinated by David Frost at the University of Cambridge Faculty of Education. This network is founded on principles that resonate with those of INCLUD-ED in that it empowers teachers and other community members to take the initiative and exercise leadership in collaborative relationships.
(p. 75)

Flecha, R. (Ed.) (2015) *Successful educational actions for inclusion and social cohesion in Europe*. Dordrecht: Springer.

Types of family and community participation

1. INFORMATIVE. Parents are informed about school activities, school operations, and decisions that have been made. Parents do not participate in making these decisions. A common form of informative participation is a general parents' meeting

2. CONSULTATIVE. Parents have a limited impact on decision making. Their participation is based on consultation. They participate through the school's statutory bodies.

3. DECISIVE. Community members participate in decision-making processes by becoming representatives in decision-making bodies. Family and community members monitor the school's accountability in terms of its educational results.

4. EVALUATIVE. Family and community members participate in pupils' learning processes by helping evaluate the children's school progress. Family and community members participate in the assessment of school programs and the curriculum.

5. EDUCATIVE. Family and community members participate in pupils' learning activities, both during regular school hours and after school. Family and community members participate in educational programs that respond to their needs.

The reproduction of inequality

...the attitude of children to their school work is deeply affected by the degree of encouragement their parents give them and by their own level of emotional stability. The children who show few symptoms of emotional instability, and whose parents are ambitious for their academic success, have an increasing advantage... largely because they pursue their studies with greater vigour and concentration than the less-favoured children are prepared or able to do.

(Douglas, 1964: 97)

Research on home – school links

MacBeath, 1986; Bastiani, 1987; Wolfendale, 1992 consistently identified a problem with home-school collaboration

A deficit perspective

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When parents and teachers meet in the context of parents evenings, there is an asymmetry in the power balance, especially for parents whose school life had provide an unrewarding or even alienating experience.
(MacBeath et al., 2007: 15)

Research on home – school links

MacBeath, 1986; Bastiani, 1987; Wolfendale, 1992 consistently identified a problem with home-school collaboration

While social background continues to play a strong influential role, schools are not helpless in promoting educational and social mobility. In other words, there is a 'school effect' (MacBeath and Mortimore, 2001: 6)

When parents and teachers meet in the context of parents evenings, there is an asymmetry in the power balance, especially for parents whose school life had provide an unrewarding or even alienating experience (MacBeath et al., 2007: 15).

It is anticipated that parents should play a role not only in the promotion of their own children's achievements but more broadly in school improvement and the democratisation of school governance. The European Commission, for example, holds that the degree of parental participation is a significant indicator of the quality of schooling. (Desforges, 2003:7)

Research funded by government in the UK

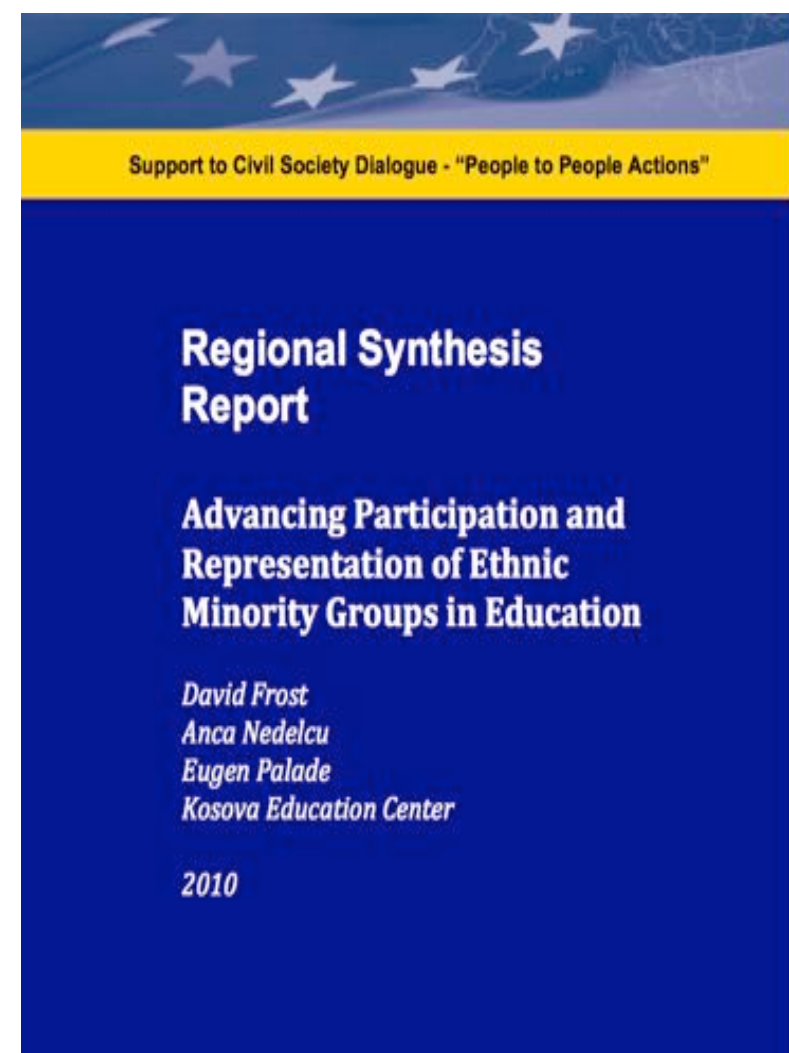A six point model to guide parental engagement as follows.

- authoritative parenting
- learning in the home
- beginning engagement with learning early
- staying engaged throughout school
- holding and passing on high aspiration
- taking an active interest in children's learning and education

(Goodall, 2013)

Parents' engagement with their children's learning and community participation in the life of the school?

Advancing Education Quality and Inclusion in South East Europe
Surveys of parents and school principals' views about school governance and social inclusion

The APREME project
Qualitative investigation of school practice

Sažet prikaz

FOND ZA OTVORENO DRUŠTVO - SRBIJA

Yoon Durbin
Gordana Miljević
Daniel Pop

roditelja u rad
istočnoj Evropi
avovi direktora

Brief Overview

FUND FOR AN OPEN SOCIETY - SERBIA

Yoon Durbin
Gordana Miljević
Daniel Pop

Parental Involvement in
South East European Schools
Principals' Views

CEPS

Support to Civil Society Dialogue - "People to People Actions"

Regional Synthesis
Report

Advancing Participation and
Representation of Ethnic
Minority Groups in Education

David Frost
Anca Nedelcu
Eugen Palade
Kosova Education Center

2010

UK

- **Observations of network events and other activities**

- **Interviews**

- **Discussion groups**

HertsCam Network

Annual Conference

25th April 2015

Seminar theme:

Working with parents and the community

We thought about opportunities for parents to move from involvement to engagement

Teacher

Teacher Led Development Work (TLDW)

The HertsCam
Teacher Led Development Work
programme

What is 'development work'?

Development work is strategic, focused, planned and deliberate, attempts to improve an aspect of professional practice through incremental steps largely featuring analysis, data collection, reflection and deliberation in collaborative contexts.

Example of a development project

Involving the grandparents

Involving the grandparents

Emma noted that many of the children at her school were being brought to school and picked up by grandparents. They seemed to be playing a key role in the children's care and learning. Emma was concerned that their experience of the school system might be out of date.

experienced. They asked colleagues to help identify information that would be helpful to put in a leaflet for grandparents to help then understand the school, the approach to curriculum and assessment. They then drafted this and sent it round for comment. They asked their students for comments and then invited a small group of grandparents to an after school meeting to look at a draft.

Finally Emma planned another event for the summer term which involved children in the planning. All members of staff were asked to contribute.

Involving grandparents at Holy Trinity School

Emma Devaly noted that many of the children at her school were being brought to school and picked up by grandparents. They seemed to be playing a key role in the children's care and learning, but was their experience of the school system out of date?

She decided to organise a 'Grandparents' Afternoon'. This started with a 'Welcome Assembly', where the children made short presentations (one from each year group), showing what they had learnt. Then, **grandparents spent time in the classrooms, taking part in activities that had been chosen and prepared by the children and their teachers**. Children showed their grandparents around the school and offered them refreshments (provided and served by the Parent Teacher Association). Children with no grandparents or whose grandparents were unable to attend **'adopted' someone else's grandparents**. Verbal feedback confirmed that everyone was delighted with the experience and grandparents said that they understood a bit more about what was happening in schools nowadays.

Tool 25
Action Planning
An illustrative example

Development Project Action Plan

Name: Danuska Zapata   **School:** St Timid's Primary School,

Concern or focus
I am concerned because many of our youngest children start school without having had any introduction to the world of books and words. From informal conversations with parents and colleagues it seems that many of them simply leave what they perceive to be learning to the school.

I want to develop strategies for drawing these parents into a partnership with the school so that the children are supported in their learning at home as well as in school.

Impact
I want to change the relationship between the school and its local community. I hope that, as a school, we can open up ways of working in partnership with parents. This means changing the culture, which at the moment is one in which it is assumed that many of our parents are irresponsible and anti-school.

The process
A series of conversations with individual mums to explore what they think about the school and their child's learning. Analyse what I learn from the conversations.

Make a presentation to the whole staff, including the teaching assistants to stimulate discussion about the issues / challenges we face. Through a workshop activity I will draw colleagues into reflection about our beliefs about parents and their aspirations for their children. I will ask for volunteers to join me in working on this challenge.

I will propose a social occasion where we invite families to join us for some kind of celebration. Perhaps a photo competition – best holiday picture or best baby picture – something that focuses on the children.

Another proposal will be that we ask the older children in the school to help organise events such as an exhibition of children's artwork and invite the parents to participate.

Tools and techniques
I need a set of themes and prompt questions for use with the initial conversations with mums. The Bubbles technique from the Evaluators Cookbook could be adapted for use when we get the parents in. We could put the speech bubbles round images of young children – perhaps using the photos of the children and ask parents to tell us what they hope for their children and then we could write these in the speech bubbles.

© David Frost, University of Cambridge 2008

ACTION PLANNING

I want to develop strategies for drawing these parents into a partnership with the school so that the children are supported in their learning at home as well as in school
(…)
I want to change the relationship between the school and its local community

Developing a whole-school plan to engage 'difficult to reach' parents

ITL COLLABORATIVE WORK

HertsCam Network   International Teacher Leadership

SKOPJE, Macedonia

Schools in Macedonia ITL Initiative
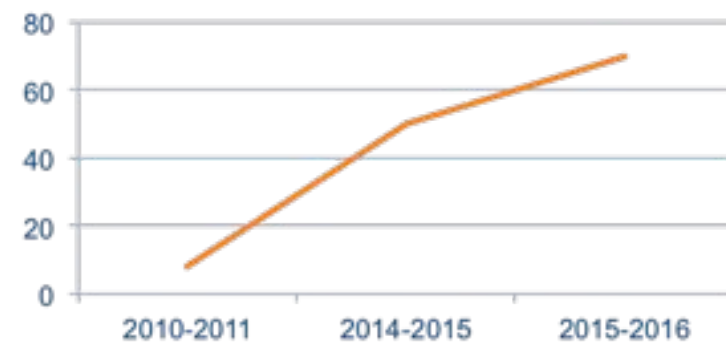
VARNA, Bulgaria

'Festivals' of the 'ITL Clubs'

Networking

Sharing knowledge

HertsCam Network

International Teacher Leadership

MACEDONIA AND BULGARIA

Teacher	Country
Angela	Macedonia
Milena	Macedonia
Isidora	Macedonia
Valentin	Macedonia
Aneta	Macedonia
Katerina	Macedonia
Silvana	Macedonia
Irena	Macedonia
Monika	Macedonia

Teacher	Country
Penka	Bulgaria
Elena	Bulgaria
Daniela	Bulgaria
Violeta	Bulgaria

- The case of Mirce Acev School (Skopje, Macedonia)
- The case of OU Grigor Prlicev-Ohrid (Orhid, Macedonia)
- The case of Levsky (Varna, Bulgaria)

Towards a more dialogic school-home relationship

You have the preconception that there is no one to get involved but **if you ask them***, they are going to be involved in the activity   that you ask for. Maybe not all of them, maybe just a few*

Angela (Macedonia)

At the end, they want to get involved. They are going to get involve, **if you ask them, explain** *which is going to be their task*

Penka (Bulgaria)

Participation in learning and classroom activities

*For example, when a parent has a certain profession, **they come to teach to kids** about their profession*
Aneta (Macedonia)

*I have a kid in the school and at the beginning he didn't know the language in which he was taught. So, **the parents came and translated***
Daniela (Bulgaria)

Being part of the school life, sharing knowledge

We knew what other schools developed. *And it became clear and we made "the school for parents" (..) And it happened (…) and we love it*
Daniela (Bulgaria)

They (parents) are welcome to **stay in classrooms**, *inside the   classrooms*
Isidora (Macedonia)

A vignette from Serbia

Jelena is young elementary school teacher who works in satellite classroom in a village where majority of students are Roma. Parents complained that their children do not have proper school yard; they felt discriminated against because the main school has very a well-equipped school yard. She talked to the school principal about this problem and together they decided to do something about it. They talked to parents and discovered that they wanted their children to have some quality leisure time. The lack of activities for children and youth leads to problems such as violence, alcohol and drugs abuse. They understood parents' fears and told them that the school would be willing to make a school yard, but they would need help from parents with such things as cutting the grass, cleaning the field, painting sports equipment and so on. Parents volunteered to help, so together with the teachers and students, they built a school yard. Jelena and the school principal suggested joint activities for parents and their children. This would provide opportunities for them to spend some quality time together and would strengthen parent-school cooperation. During the opening day of school yard, sports games were organised; parents were both organisers and participants in sports games together with their children and teachers.

- **Leadership dynamics**

- **Transforming the neighbourhoods**

- **Relationship with other leadership practices**

- **Role of dialogue**