LfL Seminar

Enabling community participation through teacher leadership
Marie Curie Fellowship

Huge potential of education to contribute to human and social development

High-scientific quality and interdisciplinary context

Network of scholars

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
TEACH-IN: Teacher leadership for school improvement

The TEACH-IN story

Communicative Methodology

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

Non-positional teacher leadership

Winny Baschon-Denzet, secondary teacher

Dr. David Frost, University of Cambridge
Teacher leadership for school improvement: community capacity building towards effective leadership, educational success and social cohesion

Teacher Leadership

Community

School improvement through SEAs

Teacher-in

Teacher leadership for school improvement: community capacity building towards effective leadership, educational success and social cohesion
Non-positional teacher leadership

HertsCam Network
International 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:

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

Educational transformation

Extended professionality

Knowledge building & advocacy

Workshops to support reflection, planning and discussion about leadership

Innovation-friendly professional cultures in schools

Support for teacher leadership

Inspirational narratives of teacher leadership

Tools for reflection, planning and sharing

A programme of network events and an Annual Conference

Guidance on study / inquiry

Certification / academic awards

International connections and partnerships
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

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The strong Balkan dimension because of the support from the Open Society Foundation in Belgrade
### Situation in 2010

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- **15 countries**
- **700 teachers**
- **45 secondary schools**
- **70 primary / elementary schools**
- **13 NGOs**
- **9 universities**
Situation in 2010

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

Emerging rationale

Building more democratic and inclusive ways of life
## Situation in 2015

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Variable degrees of success in sustaining programmes
3. Examples of success stories from the Framework Programmes for Research

1. Solar Energy → 2. Coronary Heart disease
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
In the European Commission

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

  - 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

In the European Commission

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)

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
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
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)

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 provided 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)

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

Regional Synthesis Report
Advancing Participation and Representation of Ethnic Minority Groups in Education

David Frost
Anca Nedeľcu
Eugen Palade
Kosova Education Center
2010
UK

- Observations of network events and other activities

- Interviews

- Discussion groups
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)

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.

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

They asked colleagues to help identify information that would be helpful to put in a leaflet for grandparents to help them 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.
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
SKOPJE, Macedonia

**Schools in Macedonia**

**ITL Initiative**

![Graph showing the increase in schools in Macedonia from 2010-2011 to 2015-2016.](image)
VARNA, Bulgaria

‘Festivals’ of the ‘ITL Clubs’

Networking

Sharing knowledge
# MACEDONIA AND BULGARIA

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- 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