

EFFeCT

European Methodological
Framework for Facilitating Teachers'
Collaborative Learning



Collaborative Teacher Learning: Cases from the HertsCam Network

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Introduction

The cases in this report – from the UK and Bosnia – provide accounts of innovative and successful ways of teachers working collaboratively and exercising leadership to enhance their own learning and development and that of their students.

The cases have been assembled for the European Methodological Framework for Facilitating Collaborative Learning for Teachers (EFFeCT) project. Our project partners have also assembled and contributed cases from their countries. The project partners comprise: Tempus Public Foundation (Hungary); University of Jyväskylä (Finland); National Centre for Education (Latvia); National Institute for Continuous Professional Development (Czech Republic); University of Hertfordshire (UK); Mary Immaculate College (Ireland). EFFeCT is funded by the European Union and runs from November 2015 to April 2018. The project aims to improve the policy and practice of teacher learning in innovative ways and to enhance opportunities for teachers' collaborative learning by promoting networking and professional collaboration between teachers, teacher educators, researchers and other educational stakeholders.

The cases in this report consist of nested case studies, distributed across different levels of the school education system: school (1); local (1); regional (2); and national/international (1). As nested cases studies, they are parts of a larger whole (the HertsCam Network) and have an integrity and meaning through that identity, over and above the individual characteristics of each case¹.

The HertsCam Network is a not-for-profit organisation which aims to support teacher and school development through programmes that enable teachers and other education practitioners to exercise leadership for the purposes of practice development, collaborative school-based innovation and knowledge building. Further information about HertsCam is given in Appendix 1.

A participatory approach was taken to the case studies. The process was informed by well-established traditions of co-operative research with practitioners, such as PALAR (participatory action learning and action research) (Denis and Lehoux 2009: 367, Zuber-Skerritt 2011), bridging the researcher/practitioner divide. This meant, for example, discussing in-depth with representatives of the HertsCam Network the aims of the case studies and potential sources of data generated within and by the Network, and seeking from them participant validation of our interpretative analysis. It also involved ourselves as researchers consciously integrating a critical, questioning approach into our examination of information sources and into our collective discussions of the research process and emerging findings, and sharing and discussing critical questions with representatives of the Network. In this way we sought to ensure there was reflexivity in the participatory research process (Denis and Lehoux 2009: 368). Further details on the methodology are given within each case below.

¹ See Thomas (2011) on types of case studies including nested case studies.

Cases were chosen where they appeared to show evidence of the criteria agreed by the EFFeCT project partners, summarised in the box below.

participative professionalism - reflecting a participatory or democratic model of professionalism involving leadership that is shared and enacted by teachers and other stakeholders as active agents of change (co-leadership), mobilisation of their knowledge and expertise, and considered interpretation of policy by teachers and others rather than unreflective policy implementation; in this model, the teacher is not a 'technician who simply "delivers" the curriculum' but 'a professional who helps to create it... in a process that is creative, critical and active'²

deep level collaboration - displaying characteristics such as mutual support; a cohesive culture and strong team identity; discussion and critical examination of pedagogy, educational aims and ways of enhancing teachers' practice; and working creatively together to provide new holistic ways to support learning, children and families³

equity - advancing social justice in its different aspects: developmental (fair opportunities for learning and growth), participative (fair opportunities to be heard and contribute to decision-making), cultural (absence of cultural domination, non-recognition and disrespect), distributive (absence of unjustified socio-economic inequalities and deprivation)⁴

deep learning - advancing holistic learning, including the dimensions of education identified by Biesta (2009): 'qualification' (knowledge, skills, understanding, dispositions and judgements for practice, such as a particular craft, profession or other activities involved in family and community life); 'socialisation' (becoming a member of a group, community or organisation, such as the teaching profession or other groupings {e.g. the student community} within the school and the wider community in which it is located; 'subjectification' (developing as an individual with some independence from the groups, communities or organisations into which the person is socialised, with an ability to think critically and independently)⁵

The cases show how teachers and other stakeholders can use their energy, commitment and positive agency to effect change. The detailed accounts of practical collaboration show how teachers can build their identity as teacher leaders, both individually and collectively, and the positive impact on teachers' and students' learning. They underline the importance of supportive cultures and institutional frameworks for collaborative action. The cases in this report and those generated by partner countries have been compared for similarities and differences and are being used to help design a European resource bank to support collaborative teacher learning.

² Frost, D. (2006: 20)

³ Vangriegen et al (2015: 27) in their literature review concluded that deep level collaboration is rare: '[D]eep level teacher collaboration seemed to be less frequent as teachers often tend to restrict collaboration to a focus on practical affairs. Consultation with colleagues is often restricted to discussing ideas and materials, planning teaching activities, the nature and content of testing, and the pace and content of teaching. Discussing aspects of the didactics of teaching, problems teachers meet in their daily practice, observing each other in the classroom, discussing each others' functioning, and critical examination of teaching seemed to be rare'.

⁴ For further information on this four-fold scheme, see Cribb and Gewirtz (2003), Woods (2012), Woods and Roberts (2013).

⁵ Our thinking on deep learning draws from a range of work that includes Forde et al (2015), Frost and Roberts (2011), Woods and Roberts (2015), Woods and Woods (2009).

Case Study 1: Teacher-led Development Work

Context

This is a school-level case: teacher-led development work that takes place in schools.

In the HertsCam model, teacher leadership is conceptualised as the process whereby teachers

‘clarify their values, develop their vision of improved practice and act strategically to set in motion processes in which colleagues are drawn into activities such as self-evaluation and innovation’ (Hill, 2014).

Teacher leadership is pursued through the teacher-led development work (TLDW) model (Frost, 2013)

‘in which leadership is enacted by collaborating with colleagues, gathering and interpreting evidence in order to stimulate and support reflection, evaluation, deliberation and decision-making. The desired outcome is improvement rather than mere understanding’ (Hill, 2014).

The case is made up of data collected from three stories of teacher-led development work. In the TLDW programme, teachers who wish to effect change come together as a group and are guided by a facilitator to work through a number of key steps to support them in leading projects to effect improvement (Hill, 2014). They are:

- Step 1 The teacher clarifies their professional values
- Step 2 They identify a concern
- Step 3 They negotiate with colleagues to explore that concern
- Step 4 They design and produce an action plan for a development project – a process of change
- Step 5 They negotiate with colleagues to refine the practicality of the project

Facilitators of teacher-led development work groups are experienced members of the network who have attended an induction programme to prepare for their role as TLDW tutors. They use shared tools, such as facsimiles, workshop guides and proformas, developed by the Network, to guide discussion. New tutors are supported in their role through visits and coaching from more experienced facilitators within the Network, where appropriate.

Facilitators use tools and techniques to model and guide the process of undertaking development work. Teachers produce a portfolio of evidence of their development work, of what they and others did and of the impact their activity had. It is important that teachers can effect changes in practice. However, teachers also need to share the story of their development work in order to continue to build the knowledge store of what HertsCam teachers know. This sharing and shaping is facilitated through the holding of regular

Network Events, where all the TLDW participants, tutors and those undertaking the master's programme come together to present their stories in workshops and join in discussion groups. Stories are also shared on the HertsCam Network's website and through its regular publication of newsletters, journals and books.

Methodology

This case study analyses the teacher-led development work undertaken by three teachers in three schools. The data which illuminates the teacher-led development work presented in this case study were naturally-occurring, that is, the data were already in existence in the field. We were attracted by the rich record the data gave of the development projects we sought to understand (Potter, 2002). This record took the form of stories of teacher-led development work projects, accessed from two sources. Two of the stories on which this case is based appear in the journal *Teacher Leadership*. The third story appears in the book, *Transforming education through teacher leadership*. These publications include both short stories of teacher-led development work, written by the editors on behalf of the teachers who lead the projects described, and brief articles, written by teachers and edited by the publication editors. The three stories focused on here were edited by David Frost, former Director of Programmes for the HertsCam Network.

We were interested in cases which best met two sets of criteria: process criteria (participative professionalism; deep level collaboration) and impact criteria (equity; deep learning). We were also interested in the facilitators and barriers to such processes and their impact and the context of the case. In common with much qualitative inquiry, our purposes were best served by focusing on a relatively small sample. A purposive sampling approach seemed appropriate to allow us to fulfil our aims (Patton, 2002). This allowed us to strategically select stories we believed would provide information-rich cases. When skim-reading a number of stories, the three selected for this case study appeared to contain accounts that would throw light on the process and impact criteria that are indicative of the collaborative teacher learning we seek to highlight.

Initial analytical notes were written on each story, organised under the headings shown in Appendix 2. These were then subjected to further analysis, across all three stories, leading to the critical commentary below. The case study also drew from planned meetings about the case studies: there were two exploratory and planning meetings with co-ordinators of the network in which the aims of the study, information on the masters and other aspects of the network were discussed and collected, as well as a focus group to explore questions arising from the analysis and discuss our interpretative analyses of the case studies⁶.

⁶ Two meetings were held (on 7/12/15 and 15/3/16), between the researchers (Amanda Roberts and Philip Woods {both meetings}, and Leo Chivers {first meeting}), David Frost (former Director of Programmes, HertsCam, and senior lecturer, University of Cambridge, UK) (both meetings) and Val Hill (Director of Programmes, HertsCam, and Assistant Headteacher, Birchwood School, Hertfordshire, UK) (first meeting). A focus group took place at the University of Hertfordshire on 25th April 2016, involving the researchers (Amanda Roberts and Philip Woods), David Frost, Sarah Lightfoot (deputy team leader of the MEd programme) and Gisela Redondo-Sama (Marie Curie Postdoctoral Research Fellow, University of Cambridge).

Limitations of the method in relation to the case study of teacher-led development work are acknowledged. For example, triangulation of the data constituted by the stories was not feasible for the purposes of the case study by seeking views of colleagues and students in the schools concerned.

Practice

The first story gives an account of Gertie Bustard's development work, which took place at her school, Edwinstree Middle School, in Buntingford in the UK (Bustard, 2012). Her development work focused on developing an approach to turn reluctant boys into published writers. Gertie was determined to find a strategy to impact both on the enthusiasm of boys in her class and also on whole-school policy and practice in supporting writing development. She developed an approach which allowed the boys to drive their own writing development, through planning activities in a working group with the boys as equal members. The boys had an influence on what they were to write and why. The combination of increased student voice and a focus on writing for a purpose was transformative, with students increasing both their writing activity and confidence.

The second story tells how Marie Metcalfe used her teacher-led development work to raise awareness of language and cultural diversity at her school, Sacred Heart Primary School in Battersea, London, UK (Metcalfe, 2014). Marie felt that a focus on children's first language would help to affirm the children's cultural background and develop their self-esteem. She therefore developed a number of language-awareness initiatives. These included a 'Language of the Month' project in which assemblies and displays focused on a particular language and the introduction of coffee mornings for particular language-speakers to encourage parents to become more involved in the life of the school. The impact of these initiatives on social cohesion is explored in Marie's story.

The third story gives an account of Helen Gosnell's development work which focused on the initiation of collaborative projects between Sir John Lawes School and schools in the developing world (Gosnell, 2008). Helen worked with Zambian teachers and teachers within her own school to develop cross-school curriculum projects for her own students and students in Zambia. These projects involved, for example, students in Year 10 collaborating with students in Zambia to explore nurse migration using primary and secondary data sources. Another project involved Year 7 students making a collage featuring key UK landmarks, geographical areas of interest and national traditions to share with Zambian students. Helen worked alongside colleagues within and outside of her school to share what she was doing and the impact of her work. The establishment of a Global Working Group within Helen's school ensured that collaborative projects became embedded in the life of the school.

Participative professionalism

Participative professionalism, as it is here defined, reflects a participatory or democratic model of professionalism. Such professionalism includes co-leadership by teachers or other stakeholders, mobilisation of their knowledge and expertise, and the proactive interpretation and enactment of policy. Various aspects of participative

professionalism are illustrated through a critical analysis of the three stories which make up this case. Teacher leadership in action is a central linking thread. Gertie, Marie and Helen did not hold leadership positions within their schools. They were classroom teachers who initiated development projects which were then used to underpin whole-school improvement. The concept of *initiation* is important here and is integral to the linking thread of teacher leadership in action. These teachers did not simply contribute to the implementation of an idea which had its genesis with school leaders. Instead, they designed their own approach to solving a problem they personally saw as an issue and, in so doing, demonstrated a high level of participative professionalism.

The stories have another interesting connection. In all three, non-positional leaders demonstrate their ability to mobilise not only their own knowledge and expertise but also that of their fellow teachers and other stakeholders, to assure the success of their development project. Gertie's involvement of her colleagues was not surprising, given that the development of boys' interest and skill in writing had been identified as a whole school improvement target and that colleagues had agreed to try to work collaboratively to find a way forward. However, her move to involve her students could be seen as more unexpected. She invited boys of varying writing abilities to form a working group with her to develop alternative writing support strategies. This choice of approach demonstrates her understanding of the motivational power of democratic, distributed practice. Gertie treated the boys as equals in the quest for answers to their reading issues. This approach enabled Gertie to shift the usual power balance between teachers and students and to share the quest for answers to the reading issues experienced in her school.

Marie mobilised parents to support her in achieving the aims of her project. She invited them to a number of coffee mornings so that they had the opportunity to develop closer links with one another and with the school. Parents began to come to school to support learning in active ways, such as taking part in cookery lessons and hearing children read. Sadly, Marie has died since completing her development work. However, her story continues to inspire teachers internationally through its publication and its use by facilitators when leading teacher-led development work groups all over the world. The way in which this story has travelled reflects a participatory, organic professionalism. By this, we mean professionalism based on practical wisdom, a wisdom which has a natural pattern of growth, fuelled by inspiration and therefore relevant in diverse contexts.

Helen began her development work by liaising with teachers from Ndeke High School in Zambia to develop cross-school curriculum projects for her own students and Zambian students. The participative professionalism evidenced in this story can operate across cultures and continents, if it has at its centre a common desire to support student learning. Helen wished to extend the scope of her development work to involve other colleagues in her own school. She therefore sought formal structures to support the school's capacity for future global projects. One such structure was the Global Working Group which she set up to enable her to work alongside colleagues to establish numerous global projects across the school. This initiative was to some degree facilitated by the policy environment, captured in the Government's White Paper (DfES, 2004), which aimed to enable schools in England to establish partnerships with schools in the developing world.

Evidence suggests that the HertsCam TLDW programme provides effective support for the development and demonstration of participative professionalism. All three stories evidence the way in which teacher knowledge and enterprise can be mobilised through the exercise of moral purpose. Val Hill, current Director of Programmes for HertsCam, reflects that this moral purpose is not that secured through national policy initiatives and training, however, but through teachers, supported by the TLDW programme, re-conceptualising the nature of professional practice to include 'the enactment of pedagogical principles through enhanced professionalism' (Hill, 2014:75-6). Both the teachers featured and the other stakeholders they involved were passionate about positively influencing an aspect of education in which they had a personal stake. The essence of distributed leadership is evidenced here, through the sharing not simply of tasks but of the opportunity to initiate actions driven by moral purpose.

The opportunity for teachers to lead projects which arose from their own beliefs and values facilitates participative professionalism. The degree to which such personal values can promote depth of collaboration is explored in the next section.

Deep level collaboration

There are many indicators of deep level collaboration in the three stories which make up this case. Deep level collaboration, as used here, is collaboration which displays characteristics such as a cohesive culture and a strong team identity. It is further characterised by mutual support and the creative development of new and holistic ways to support the learning and development of children and families.

An examination of the impetus for developing deep level collaboration provides a logical starting point in an exploration of its nature and impact. In all three stories, an individual's determination is the driving force. Gertie's story evidences her resolve to find an effective strategy to impact both on the enthusiasm of boys in her class and also on whole-school policy and practice in supporting writing development. Marie was equally resolute in her desire to raise the awareness of language and cultural diversity in her school. Before becoming a teacher, Helen had worked in the Voluntary Service Overseas (VSO) programme. She was posted to Kitwe, in Zambia. When she returned home she resolved to use her new connections to enhance the learning of children both in Zambia and England.

In all three cases, the teachers realised that they could achieve their aims more effectively if they worked with others. However, this was not the surface level collaboration which is often the result of including collaborators late in the life of a project. Instead, all three teachers invited their collaborators to join them in the initial thinking and planning, to join them in shaping the project.

For Gertie, this deep level collaboration meant issuing her invitation to her students to form a working group with her to plan and explore writing support strategies. Students were here constructed as equal collaborators through involving them in the process, rather than the product of her development work. She therefore reduced the power imbalance which can exist in school improvement projects, with students constructed as data sources rather than

project members (Roberts and Nash, 2009). The working group offered the boys the opportunity for deep level collaboration, on which they thrived. The discovery of the efficacy of this collaborative way of working led to student-staff collaborative working in other curriculum projects in Gertie's school. Her sharing of her work at a HertsCam Network event spread the potential impact further still.

Parents similarly often cast themselves as outsiders in the work of a school, finding it difficult to connect with their children's learning. Marie wanted to find a new way to encourage parents to become involved in the life of the school and believed a focus on children's first languages might help to achieve this and to support the learning of English and literacy skills in general. She invited the children's families to come to the school to contribute to a display about their language and culture, including some key words which the parents had translated. In this way, parents collaborated as experts, contributing something additional to the project which could not have existed without them. The display was an authentic reflection of cultural diversity, as represented by members of the community, rather than a display produced entirely by a teacher, reflecting children and parents' experience through a more distant lens. The combination of parents', students' and teachers' contributions to this project led to a new, holistic way of learning for the children, their families and the teachers within the school.

Helen's story also illustrates multi-level collaboration. Firstly, she collaborated with international development organisations, both to organise her VSO and to support the development projects she initiated once back home. Secondly, she collaborated with her Zambian colleagues whom she had met during her VSO posting. Finally, she shared the example of her own project at staff meetings to stimulate the involvement of colleagues in her school who then designed their own projects. These new projects included:

- The development of a Design and Technology project, undertaken in the UK and in Zambia, which used re-cycled materials to support student understanding of the importance of sustainable resources
- The production of video footage from Zambia which was used to develop a series of lessons about access to water; a series of role plays involved students in simulating public meetings to discuss what should be done about water shortage
- The development of a dance by Year 10 students on the theme of 'Movement of people around the world', accompanied by a Zimbabwean musician
- The organisation of an International Day by the Global Working Group.

Gertie, Marie and Helen all had individual interests in an area of practice they wished to improve. The level of ownership of the projects which their collaborators showed may therefore seem surprising on one level as the agenda was not their own. However, all three teachers appear to have tapped into areas which were recognised and valued by others. The impetus for the project may have come from one person but the projects quickly became collaboratively owned. The participative nature of the development work is further explored in the section below.

Equity

Equity, as it is used here, references activity which advances developmental, participative, cultural and distributive justice. It is activity which seeks, either through its processes or outcomes, to enhance equality. There are many examples of such activity in the three stories which make up this case study.

The development of equality was both a key factor in the success of Gertie's writing development project and also a clear impact of it. Ideas for writing development came not only from Gertie but also from the group. The boys' insistence on the importance of writing for a purpose set a new direction for the development of writing support activities. The boys advanced participation still further when they invited all the other children in their class to feed back to them about the benefits of the new approaches to teaching writing which were being introduced. They gave each child a post-it note to write on, so that all were encouraged to participate. Having benefitted from their own increased sense of agency, it is interesting to note that the boys were then keen to extend this experience to their peers.

Marie's project similarly focused on equality in its implementation and desired outcomes. Over half the students in her school spoke English as an additional language, with 29 first languages being spoken. In the implementation of the language awareness project, everyone's knowledge and contribution was equally valued, whatever their role in the project. The resulting increased understanding of languages and cultures was influential in increasing social cohesion in this multi-cultural school.

Helen had a personal commitment to advancing equity and distributive justice. Initially evidenced through her work in the VSO programme, this commitment continued through the initiation and enactment of her development work. Her beliefs about the value of such work echoed what she read on the One World Linking Association website (UKOWLA, 2006). She strongly related to the Association's view of the mission of international development work as challenging stereotypes, supporting the development of empathy and understanding and valuing diversity. Helen saw collaboration with colleagues in her own school, with teachers in Zambia, and with her own and Zambian students as vital in promoting equality of access to the project and its outcomes. She achieved these multiple levels of collaboration although her story does not give a detailed analysis of the impact of this particular strategy.

These projects were clearly equitable in their conception and activity. However, they may well have had more far reaching impact on how participative and distributive justice is understood in these three schools. Senior leaders in Helen's school believe the project to have had a deep impact on both present and future equality, promoting student belief in their agency and their ability to make a difference through social action. This belief is supported by student activity. Some students, for example, interviewed Gordon Brown (former UK prime minister) about the 'Every child needs a teacher' campaign. Others visited Kenya to make a film for the 'Global Campaign for Education'. Students were here acting agentially to tackle inequality and injustice. The teacher-led development work

project had allowed them to both plan and undertake actions which they believed would make a difference.

Helen extended her work beyond her school by organising a conference entitled 'Developing the global perspective in the curriculum' which 35 teachers attended and through organising a series of master classes for Year 9 pupils in local schools, culminating in a presentation by students to other students and parents. Helen thus became an advocate for the development of equity. Through engaging teachers and students in a range of schools in international development work she sought to promote certain ideas and ways of thinking which she believes have a positive influence on promoting an understanding of others. In so doing, she sought to secure wider impact on equality.

In Marie's school, teachers acknowledged the positive effect of the 'Language of the month' project on children's pride in their cultural heritage, an impact which could potentially have far-reaching effects on children's sense of positive identity and learning. Gertie's project had a profound impact on the degree to which children acted as partners in pedagogic development. The students are not afraid to tell their teacher if a teaching strategy is not working well and will suggest alternatives. The impact of the teacher-led development work on learning is explored further below.

Deep learning

The concept of deep learning implies a broad understanding of learning, encompassing, in Biesta's (2009) terms, a variety of functions comprising qualification (knowledge, skills, understanding and dispositions which allow someone to do something), socialisation (becoming members of a particular social, cultural and political order) and subjectification (developing as an individual in the communities in which one is socialised). All three types of learning are exemplified in the stories which make up this case.

Qualification

The development of additional knowledge, skills, understanding and dispositions is well-evidenced through the three stories which make up this case. Gertie, for example, was amazed by the levels of maturity demonstrated by her students when working together on developing writing. Not only did the students make fantastic, innovative suggestions but the new approach to learning had a dramatic impact on students' attainment as demonstrated through teacher assessments. This appeared to be accounted for by both skills development and a change of disposition towards writing. Boys were now developing an interest in writing, with some now writing for the sheer joy of it. The exploratory approach which they now took to writing development allowed for a variety of ways in which to plan, discuss and execute their writing which had a direct impact on their understanding, enjoyment and success as learners.

In Marie's project, the students and teacher shifted their role from learner and imparter of knowledge to co-learners. The success of this approach in terms of enhancing learning led to a range of other language-focused projects such as children watching films and writing reviews in their own language.

Student feedback on Helen's teacher-led development work similarly indicates deep learning from this project. It has enabled students to understand in a profound way the nature and impact of poverty and issues facing the developing world.

Socialisation

Gertie, Marie and Helen all became members of a particular, and new, social and cultural group through undertaking their teacher-led development work. Gertie and Helen were members of a teacher-led development work group within their schools. Their joining of such a group marked them out as a certain type of professional, one who wishes to take an active role in school improvement and in the building of professional knowledge. Marie was a member of a Learning Circle, a group sponsored by the National Union of Teachers (NUT). The group met at the NUT's London headquarters with the similar aim of supporting teachers from schools across the capital in taking the initiative to lead development work in their schools.

A feature of the HertsCam programme is networking, generally facilitated through regular Network Events and an Annual Conference⁷. Network Events take place after a school day between 4.30 pm and 6.30pm. They are hosted by schools in the network and all the workshops are led by teachers. In these workshop sessions, teachers discuss their projects and share ideas about how to address their professional concerns. Gertie's story talks of the importance of sharing with a community of teachers engaging in teacher-led development Work at a Network Event. The enthusiasm of others for Gertie's work, and their determination to try it out in their own schools, enhanced Gertie's sense of her own wider professionalism (Hoyle, 1975).

The socialisation aspect of learning did not just apply to the teachers who led development work however. Gertie in particular aimed to promote learning which socialised her students into an alternative image of childhood, where there was meaningful activity outside of the technology-dominated world they inhabited through a reliance on screen-based entertainment and learning. Her story shows that she had some success in this aim, with some previously reluctant readers giving up their time at home to complete stories for a class book.

Subjectification

Biesta's (2009) concept of subjectification reminds us that it is important to develop as an individual in the communities into which one is socialised. The enhancement of individual agency is a clear focus of the development projects which make up this case. In Gertie's story, for example, the boys were encouraged to develop not just as writers responding to a given task but as free and authentic authors of their own stories, producing narratives of their own experiences which they went on to publish as a class book.

Through this, students identified themselves as active co-producers⁸ in the learning experience rather than as passive subjects. The students' positive response to this way of

⁷ See Case Study 4.

⁸ See <http://studentasproducer.lincoln.ac.uk/blog/>

working meant that Gertie developed a clear confidence in them as learners, which allowed her to give them the freedom to shape that learning experience. This in turn impacted on students' confidence not only as writers but as learners across the curriculum.

Marie's story also raises some interesting questions regarding the development of children as individuals within a school which has its own culture and norms. Children clearly bring their own cultures and norms into a school setting, yet these can be subjugated by the 'way of being' deemed appropriate within the school community. Marie's story shows her attempts to use language to value alternative cultures through the development of curriculum-based multi-language activities, giving children and their parents the opportunity to retain their individuality by adding to the richness of the learning community. Children's sense of agency was also enhanced, as was their pride in their cultural heritage. Feedback from parents demonstrated the impact which deep level collaboration had (Metcalf, 2014:21):

My son got really interested in our language and wanted me to get some books on it.

It has made them feel really proud of their language. They are really keen to show off.

This valuing of and learning from alternative cultures similarly underpins Helen's story.

Facilitating factors

The role of the senior leadership team in facilitating the action and impact of teacher-led development work is underlined strongly by Marie. She wrote this in her portfolio (Metcalf, 2014:22):

It has been more successfully taken up by some teachers than others but with the continued support of the senior management team it is being encouraged and all staff have adopted the use of a (languages) display board and the morning greeting (in the language of the month).

Helen was also supported in her work by senior leaders whereas in Gertie's school, the leader of literacy took an active interest in her work and tried some of Gertie's approaches in her own classroom.

The structures for teacher-led development work provided through the HertsCam Network clearly have a significant influence on the success of the development work described by the three teachers. The stories themselves also facilitate development work however. They are read by other teachers and inspire and encourage them to identify their own concerns and, through strategic, collaborative action, to amend them.

Barriers

Barriers to the impact of the teacher-led development projects reported in this case are on one level project-specific. Helen, for example, faced frustrating delays in receiving resources and feedback from her Zambian collaborators. There were also communication

problems arising from language, with both students and staff struggling to understand the Zambian English used in the video footage their colleagues sent to them.

A more general barrier to the effectiveness of teacher-led development work could be seen to be the policy context in which it took place. This is not mentioned in the stories themselves but rather in written commentaries on teacher-led development work by those leading the HertsCam team. Val Hill, for example, talks of the relentless focus on 'high stakes testing, performance related pay and other instruments of incentivisation' (Hill, 2014:75), instead of a focus on mobilising teachers' moral purpose and scaffolding their agential action which, she argues, would have much greater effect on quality of education and students experience. It could be argued that there are also facilitating factors in the English policy context, such as an increased promotion, at least rhetorically, of increased teacher innovation and autonomy and a school-led school system. However, this is not mentioned in either the stories themselves or in the HertsCam team's written commentaries.

Conclusion

Within the HertsCam Network, teacher leadership is enacted through teacher-led development work. Here, teachers focus on an issue which matters to them. They collaborate with colleagues to plan and lead change processes, gather and interpret evidence of the impact of what they have done, and share their enhanced understanding with others. In so doing, they inspire colleagues to also work to change things for the better.

The concept of distributed leadership draws on the proposition that leadership in organisations is the outcome of the actions and interactions of the people within the organisation, rather than on the actions of one or more designated leaders (Woods and Roberts, 2016). Teacher-led development work demonstrates this proposition in action. Here, teachers initiate activity based on their moral purpose and their determination to effect meaningful change for teachers and students. The three teachers featured in this case study had the support of other teachers – their TLDW tutors – in effecting change. In so doing, these TLDW tutors also demonstrated teacher leadership in action, adding another layer to the understanding of the concept.

The stories of TLDW work are inspirational. However, they are also brief, approximately 800 words in length. It is difficult in such a short piece to fully explore how long-term impact of teacher-led development work projects can be evidenced.

Case Study 2: A multi-school teacher-led development work (TLDW) group

Context

This is a local level case, involving a multi-school teacher-led development work group⁹.

To set the scene for this case, we recap the defining points of the HertsCam model and of teacher-led development work (TLDW) outlined at the beginning of the previous case. Teacher leadership is conceptualised as the process whereby teachers

‘clarify their values, develop their vision of improved practice and act strategically to set in motion processes in which colleagues are drawn into activities such as self-evaluation and innovation’ (Hill, 2014).

This is pursued through the TLDW model (Frost, 2013)

‘in which leadership is enacted by collaborating with colleagues, gathering and interpreting evidence in order to stimulate and support reflection, evaluation, deliberation and decision-making. The desired outcome is improvement rather than mere understanding’ (Hill, 2014).

In the TLDW programme, teachers who wish to effect a change come together as a group and are guided by a facilitator to work through a number of key steps to support them in leading projects to effect improvement (Hill, 2014). They are:

- Step 1 The teacher clarifies their professional values
- Step 2 They identify a concern
- Step 3 They negotiate with colleagues to explore that concern
- Step 4 They design and produce an action plan for a development project – a process of change
- Step 5 They negotiate with colleagues to refine the practicality of the project

Facilitators of TLDW groups are experienced members of the network who have attended an induction programme to prepare for their role as TLDW tutors. They use shared material, such as facsimiles, workshop guides and proformas, developed by the Network, to guide discussion. New tutors are supported in their role through visits and coaching from more experienced facilitators within the Network, where appropriate.

Facilitators use tools and techniques to model and guide the process of undertaking development work. Teachers produce a portfolio of evidence of their development work, of what they and others did and of the impact their activity had. It is important that teachers

⁹ The research for this case was also supported by a University of Hertfordshire grant for research into ‘Enhancing Participation through Distributed Leadership for Equity and Learning’ (a SSAHRI {Social Science Arts and Humanities Research Institute} Research Grant 2015-2016, held by Dr Amanda Roberts).

can effect changes in practice. However, teachers also need to share the story of their development work in order to continue to build the knowledge store of what HertsCam teachers know. This sharing is facilitated through the holding of regular Network Events, where all the TLDW participants, tutors and those undertaking the master's programme come together to present their stories in workshops and join in discussion groups. Stories are also shared on the HertsCam Network's website and through its regular publication of newsletters, journals and books.

Case study 2 is made up of data collected to illuminate the way in which a multi-school teacher-led development work group can support the development of participative professionalism and deep level collaboration and impact on equity and deep learning.

Methodology

As noted above, we were interested in cases which best met defined process criteria (participative professionalism; deep level collaboration) and impact criteria (equity; deep learning). We were also interested in the facilitators and barriers to such processes and their impact, as well as the context of the case. A small, purposive sampling approach seemed appropriate to allow us to fulfil our aims (Patton, 2002). This allowed us to strategically select a TLDW group which we believed would provide an information-rich case.

This case study analyses a multi-school TLDW group. Secondary data sources were used such as papers and an evaluation of the HertsCam Network (detailed in the references). The researcher also led a session for TLDW group members who were asked by the researcher to make a collage to represent leadership in their setting. This activity was video-recorded. The completed collages were photographed¹⁰. This activity was designed to be mutually beneficial. TLDW group members are asked to comment on their developing understanding of leadership through the programme in the portfolio of evidence which they submit for assessment. Video recordings were transcribed and themed according to the particular areas of interest of the EFFeCT research project, as detailed above. A copy of their collage photograph was sent to each participant. Participants were also given the opportunity in the TLDW session to undertake some writing about what they were learning about leadership, on a proforma designed for this purpose. This piece of writing will form an item of evidence in their portfolio.

This case study also drew from planned meetings about the case studies: there were two exploratory and planning meetings with co-ordinators of the network in which the aims of the study, information on the masters and other aspects of the network were discussed and collected, as well as a focus group to explore questions arising from the analysis and discuss our interpretative analyses of the case studies¹¹.

¹⁰ See Appendix 3 for a visual record of the 11 collages.

¹¹ Two meetings were held (on 7/12/15 and 15/3/16), between the researchers (Amanda Roberts and Philip Woods {both meetings}, and Leo Chivers {first meeting}), David Frost (former Director of Programmes, HertsCam, and senior lecturer, University of Cambridge, UK) (both meetings) and Val Hill (Director of Programmes, HertsCam, and Assistant Headteacher, Birchwood School, Hertfordshire, UK) (first meeting). A focus group took place at the University of

Limitations of the method in relation to the case study of the multi-school TLDW group are acknowledged. These include the fact that it was not possible in the time available to interview individual members of the group to ascertain in greater depth their views of the TLDW group itself and the impact of their teacher-led development work in their settings.

Practice

In 1999, a partnership was formed between the University of Cambridge Faculty of Education and the Hertfordshire Local Education Authority to develop research-informed practice within Hertfordshire schools. This led to the introduction of a two-year, part-time MEd course for teachers¹², based on an assumption that teacher practice would be transformed through the development of their knowledge-base. Although successful, the question of the impact of the master's course was raised by colleagues at Hertfordshire Local Education Authority. They sought evidence that the course was having an impact on the educational community of Hertfordshire, rather than simply on the teachers who attended (Frost et al., 2006). The review occasioned by this question led to the gradual reform of the master's programme. It also led to the introduction of an additional, certificate level of provision, delivered through teacher-led development work groups held in Hertfordshire schools. The impetus for this programme came directly from a Hertfordshire school, Sir John Lawes School, where Jo Mylles, an Assistant Headteacher and MEd graduate, wished to use teacher-led development work as part of the senior leadership team's culture building strategy (Mylles, 2006).

David Frost's earlier work (1995; 2000) explores the interface between teachers' professional learning and the imperative for improvement, faced by schools as organisations which must work to some degree to national imperatives. Teacher-leadership appeared to provide a way forward. This was not the version of teacher-leadership which designates a small team of teachers as teacher-leaders, an approach dominant in the USA and Australia (see (Katzenmeyer and Moller, 2001; Crowther *et al.*, 2002) and in the UK through its focus on positional leadership (see Naylor *et al.*, 2006). Instead, the HertsCam Network chose to build on Hoyle's (1975) concept of extended professionalism and argued for:

'... an approach to teacher leadership, which does not assume that leadership is linked with positions in the organisational hierarchy of the school. Instead it recognises the potential of all teachers to exercise leadership as part of their role as a teacher. We believe that all teachers and education practitioners have some leadership capacity. After all, leadership is a dimension of being human.' (Hill, 2014: 74).

Hertfordshire on 25th April 2016, involving the researchers (Amanda Roberts and Philip Woods), David Frost, Sarah Lightfoot (deputy team leader of the MEd programme) and Gisela Redondo-Sama (Marie Curie Postdoctoral Research Fellow, University of Cambridge).

¹² See Case Study 3: HertsCam MEd – Leading Teaching and Learning

This case study explores the extent to which this capacity for leadership is enabled and fostered through one multi-school Teacher-led Development Work group.

A multi-school TLDW group: contextual information

This multi-school TLDW group is held at a Nursery School in Hertfordshire which has recently been awarded Teaching School status. The Headteacher of the school herself completed the MEd programme in 2002. This host school is geographically within a few miles of the settings of all TLDW participants. The group is facilitated by Sarah Lightfoot, deputy-director of HertsCam Programmes, supported by another MEd graduate. 14 participants make up the group. There is a range of roles represented: Early Years Practitioners (4), Early Years Teachers (2), Primary School teachers (2), Nursery School teachers (4), Pre-School leader (1) and Teaching Assistant (1). A range of settings is also represented: Maintained Nursey Schools (4), Maintained Primary Schools (4), Community Pre-Schools(1) and Children's Centre (1). Nine of the 10 settings are engaging with a TLDW programme for the first time; 1 setting has previously engaged with another TLDW group.

This is the first TLDW group which has brought together practitioners who have a focus on the Early Years. David Frost reports that some practitioners have previously suggested that the TLDW approach to practice-development and knowledge-building would not be effective in a primary setting. The language of TLDW, which talks of action planning, strategic intervention and teacher agency, was seen as potentially problematic. The way in which participants understood such elements of leadership practices, and its impact on their view of themselves as professionals, was therefore of particular interest.

Participative professionalism

Participative professionalism, as it is here defined, reflects a participatory or democratic model of professionalism. Such professionalism includes co-leadership by teachers or other stakeholders, mobilisation of their knowledge and expertise, and the pro-active interpretation and enactment of policy.

The structure of the Teacher-led Development Work programme itself embodies participative professionalism. Meetings are held at the end of the school day, to facilitate attendance by professionals in all roles. Sessions include activities which help participants to develop a focus for and plan their development projects. A process of values clarification is facilitated by one such activity in the first TLDW session. This exercise is important in its confirmation of participants' agency and the freedom to focus on the development of an aspect of practice which they feel passionate about.

Participants seemed to relish the opportunity afforded them to lead development, particularly when working collaboratively with others. Participant 1 gave a very clear example of her perceived role in the leadership of her development work as she described what she had depicted in her collage.

These are my teachers who I work with in my setting, the teachers and the TAs [teaching assistants], and they've all got their own ideas. They throw their ideas into the magical wind which moves up through this adventurous path and it gets here to me who mixes it all up and then has an explosion of an idea here and then it comes back down through my body here and it is whipped up into a circle, a bit like a wedding band, it never stops, and everything we have all thought comes together. Then I as the leader kind of do something with it.

(Extract from commentary on Collage 1, Appendix 3, by collage-maker, Participant 1)

The theme of deep level collaboration is explored in greater detail in the section below. What is of particular interest here is the responsibility which this participant takes both for the leadership of the project and its impact. This sense of responsibility was noted by another TLDW group member.

There is quite a lot of expectation on you because you are pulling all of this together somehow.

(Comment on Collage 1, Appendix 3, by TLDW group member)

Other participants saw other members of the community as involved in co-leadership. Participant 3 talked of the leadership opportunities given to children within her setting.

The biggest impact that other people in the school have been able to see it on at the moment is the leadership we have given to our children on our outdoor area ... We have children who lead ... it started with our forest school and it has filtered out to different things.

(Extract from commentary on Collage 3, Appendix 3, by collage-maker, Participant 3)

Group participants saw children's leadership as fundamental to Early Years' work. The fact that Early Years' educators plan learning opportunities around children's areas of interest was offered as evidence of the pervasiveness of children's leadership. Such leadership is not of the sort facilitated by teacher-led development work groups however – it does not include planned, strategic action to effect change nor does it rely on the enacted, facilitated agency of the children. However, it remains an interesting insight into TLDW participants' views of the appropriate boundaries and purpose of distributed leadership and the opportunities it offers to initiate actions driven by moral purpose.

The opportunity for teachers to lead projects which arose from their own beliefs and values facilitates participative professionalism. The degree to which such activity can promote depth of collaboration is explored in the next section.

Deep level collaboration

Deep level collaboration, as used here, is collaboration which displays characteristics such as a cohesive culture and a strong team identity. It is further characterised by mutual support and the creative development of new and holistic ways to support the learning and development of children and families. Participant 10 summarises how listening to and

building on the ideas of others strengthens the potential impact of a teacher-led development work project.

So although my project was yoga it came from doing some training in another subject and then listening to what people said about children's attention being lower so sometimes the ideas don't just come from me they come from lots of other things.
(Extract from commentary on Collage 10, Appendix 3, by collage-maker, Participant 10)

A key tenet of teacher-led development work is such collaboration, working alongside others to develop practices which are owned by all. Participant 1 is keenly aware of her responsibilities in this.

I'm supposed to be the leader so I'm listening to all of the ideas and then regurgitate it out in a way that everybody is happy with.
(Extract from commentary on Collage 1, Appendix 3, by collage-maker, Participant 1)

This understanding demonstrates a commitment to deep level collaboration in order to secure ways forward which support the learning of children and families. However, it challenges the concept of individual agency through an acknowledgement of the impact of the agendas of colleagues and of the organisation. These multiple agendas are further highlighted by Participant 1 below.

I am the one who is trying to find out what my Early Years Manager wants, my teacher wants, the children want and come up with something which suits everyone and is also child initiated so watching what the children are interested in, so it is down to me to make it work because that's my role.
(Extract from commentary on Collage 1, Appendix 3, by collage-maker, Participant 1)

The complexities of the participative nature of the development work are further explored in the following section.

Equity

Equity, as it is used here, references activity which advances developmental, participative, cultural and distributive justice. It is activity which seeks, either through its processes or outcomes, to enhance equality.

The structure and ways of working of a teacher-led development work group are themselves underpinned by a commitment to equity and to a belief that leadership capacity is not limited to those holding named leadership positions (Hill, 2014). Any educational practitioner can be part of a TLDW group. Widening possible participation to anyone who works in a professional, educational community demonstrates HertCam's commitment to supporting the leadership capacity which is a characteristic of human beings (Hill, 2014). As explored in the contextual information above, a wide variety of roles were represented in the multi-school TLDW group. However, participants reported that they worked together

effectively across schools and roles in this group, supporting one another to achieve their individual goals. A discussion around Collage 4 included an interesting comment on how this equity of value should be mirrored in settings.

I feel in a nursery setting you go in and you shouldn't be able to tell one role from another because everybody is working together for the same end.

(Comment on Collage 4, Appendix 3, by TLDW group member)

However, hierarchical leadership structures in some settings are seen to hamper this vision of distributed leadership across roles.

School are very much a business and you've got to have that strong leader but sometimes I find that these here need more of a voice, more of an input and to have that recognised whether it is good or whether it is bad and to have all the cogs working because sometimes you can get the cogs working here and if it is not a two-way process sometimes these cogs stop working and you start getting a little bit of jittery.

(Extract from commentary on Collage 5, Appendix 3, by collage-maker, Participant 5)

This participant saw leadership in her setting as defined by a hierarchy. Whilst accepting this, she felt that 'these here', the teachers and teaching assistants, were not working as effectively as they might due to a lack of equity of value. Other participants concurred with the hierarchy of role-based value in settings, whilst recognising the emancipatory power of learning.

I think that is really interesting because the only reason my headteacher sent me here is because they say they value their TAs and they no longer want to see them at the bottom. They want us to become leaders and to use initiative and to drive things forward ourselves.

(Comment on Collage 5, Appendix 3, by TLDW group member)

The impact of such learning is explored in further detail below.

Deep learning

The concept of deep learning implies a broad understanding of learning, encompassing, in Biesta's (2009) terms, a variety of functions comprising qualification (knowledge, skills, understanding and dispositions which allow someone to do something), socialisation (becoming members of a particular social, cultural and political order) and subjectification (developing as an individual in the communities in which one is socialised). All three types of learning are exemplified in this case.

Qualification

There is some evidence of the development of additional knowledge, skills, understanding and dispositions through undertaking teacher-led development work. Participant 10 for

example is clear that learning has taken place and is equally convinced of its collaborative nature.

We put our roots down, we suck up all that knowledge and learning and we add to the layers and then we branch out in our different ways but they all intertwine. So although my project was yoga it came from doing some training in another subject and then listening to what people said about children's attention being lower so sometimes the ideas don't just come from me they come from lots of other things.

(Extract from commentary on Collage 10, Appendix 3, by collage-maker, Participant 10)

Participant 7 also underlines the collaborative nature of learning but in her case underlines a potential hierarchy of learning, based on role.

The learning cascades down but also it goes up and it goes across, because there are leaders at every different level and different staff are there with their different roles and responsibilities so it interlinks but we have a leader who leads, who drives the centre and drives the school forward but everybody's part of it.

(Extract from commentary on Collage 7, Appendix 3, by collage-maker, Participant 7)

Socialisation

The TLDW group participants all became members of a particular, and new, social and cultural group through undertaking their teacher-led development work. Their joining of such a group marked them out as a certain type of professional, one who wishes to take an active role in school improvement and in the building of professional knowledge.

A feature of the HertsCam programme is networking, generally facilitated through regular Network Events and an Annual Conference¹³. Network Events take place after a school day between 4.30 pm and 6.30pm. They are hosted by schools in the network and all the workshops are led by teachers. In these workshop sessions, teachers discuss their projects and share ideas about how to address their professional concerns.

Some participants in the multi-school TLDW group were reluctant to share their learning in this way. They felt that it was too exposing or that they did not have the qualifications so to do. This feeling may have been engendered by a curtailed understanding of the appropriate scope of development opportunities in some settings.

Other people in the school from other phases see the teachers as the leaders and they say things to us like, why do you TAs come to your phase meetings, our TAs don't come to our phase meetings or why are your TAs here on INSET days? Our TAs aren't here on INSET days so they do still see that teachers are the leaders but actually we've got leadership running all the way through and it goes up and down...

(Extract from commentary on Collage 3, Appendix 3, by collage-maker, Participant 3)

¹³ See Case Study 4.

Others welcomed networking events as great opportunities to share their developing knowledge and understanding.

Subjectification

Biesta's (2009) concept of subjectification reminds us that it is important to develop as an individual in the communities into which one is socialised. The enhancement of individual agency is a clear focus of teacher-led development work.

In some settings the availability of development opportunities has historically been influenced by role.

She is starting to recognise this now and some of the TAs are starting to go on courses but for a long time they haven't been so their feelings of self-worth were low. It is coming up – don't get me wrong, I think she is a strong leader, but in terms of ... I don't know It's hard and I think it has to be up and down. It's not an easy task.

(Extract from commentary on Collage 3, Appendix 3, by collage-maker, Participant 3)

This is acknowledged by Participant 3 as inequitable, with its impact on individual feelings of self-worth similarly highlighted.

Facilitating factors

The role of the headteacher in facilitating the action and impact of teacher-led development work is underlined strongly by some of the multi-school TLDW participants. In some cases, the headteacher has explicitly encouraged the development of distributed leadership through teacher-led development work.

The head was very keen for me to come on this and lead these colleagues.

(Extract from commentary on Collage 5, Appendix 3, by collage-maker, Participant 5)

Some headteachers have provided personal support and encouragement to colleagues unsure of their ability to succeed on the programme.

I think sometimes we are dragged kicking and we think, it is not for me, it is not for me, but sometimes our head has the vision and she is like, you can do it. And sometimes within myself there can be resistance, I think, oh, I don't know if I can do this.

(Comment by TLDW group member in general discussion)

Other saw the development of colleagues as part of a strategic plan to distribute leadership across the school.

My headteacher sent me here because she does want it to be planted and she does want TAs to lead.

(Comment on Collage 5, Appendix 3, by TLDW group member)

The use of the word 'sent' is interesting here. This participant was extremely positive about the leadership in her setting and about the sense of agency which teacher-led development work had fostered in her. However, the power of the head to command, to send colleagues on development programmes rather than asking them to attend, is apparent here.

Barriers

A general barrier to the effectiveness of teacher-led development work may be seen to be the policy context in which current TLDW projects are being developed. This was not mentioned by members of the TLDW group. However, Early Years is coming under unprecedented national scrutiny. National headlines have focused on cost, capacity, accessibility and quality of early education and childcare (Ofsted, 2015). Such a context potentially challenges the emancipatory power of teacher-led development work.

Conclusion

Within the HertsCam Network, teacher leadership is enacted through teacher-led development work. Here, teachers focus on an issue which matters to them. They collaborate with colleagues to plan and lead change processes, gather and interpret evidence of the impact of what they have done, and share their enhanced understanding with others. In so doing, they inspire colleagues to also work to change things for the better.

In conceptualising non-positional teacher leadership (Figure 1), David Frost indicates the relationship between the various elements which he argues act together to bring about educational transformation and the building of knowledge (Frost, 2014a).

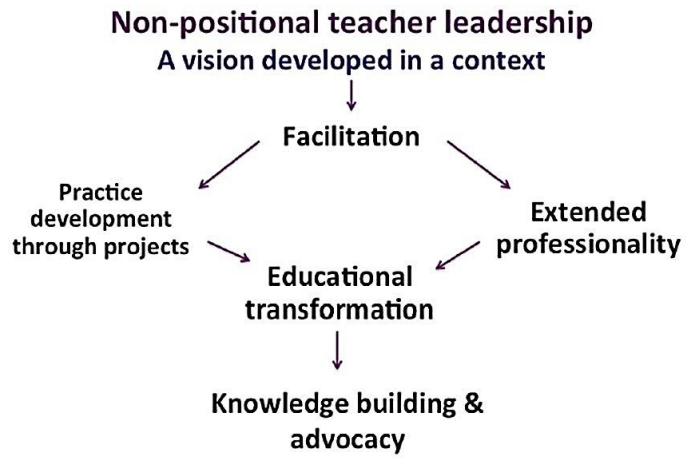


Figure 1: Non-positional teacher leadership (Frost, 2014a)

Further development of this case study will critique the degree to which the evidence gained from the multi-school teacher-led development work group supports this conceptualisation.

Case Study 3: The HertsCam MEd – Leading Teaching and Learning

Context

The HertsCam MEd in Leading Teaching and Learning is an integral part of the HertsCam Network. Case study 3 is classed as a regional level case.

The MEd has existed since the beginning of the HertsCam network and first started recruiting in 1999. The Master's programme reflects the aims and principles of the network and 'developed ways of working in keeping with a partnership-based approach, for example employing graduates of the MEd as supervisors and contributors to the taught programme' (Frost et al 2016: 4). Between 1999 and 2013, 253 students were recruited, of which 215 (85%) graduated (Appendix 4). Since 2015, University of Hertfordshire has re-validated the MEd and awards the master's degrees.

The life of the HertsCam MEd can be divided into two phases of development. Phase 1, which includes its foundation, lasted from 1998 to 2014, during which time it was run in partnership with the University of Cambridge. The relationship with the University of Cambridge changed over this period. A paper by the network explains that 'when the University raised fee levels and insisted that it was not legitimate for practitioners to teach on the masters course, the [HertsCam] Committee took the bold step of bringing the relationship with Cambridge to a close and looking for a more suitable academic partner' (Frost et al 2016: 4). This led to phase 2, the current phase. In 2014-15, the programme was reviewed and designed as a master's taught entirely by school teachers and the programme re-validated by the University of Hertfordshire. Further detail is given in the section on 'Practice' below.

Methodology

The data examined for the purpose of the case study of the HertsCam MEd were primarily secondary sources, such as papers and an evaluation of the HertsCam network and information from the HertsCam website (detailed in the references). The case study also drew from planned meetings about the case studies: there were two exploratory and planning meetings with co-ordinators of the network in which the aims of the study, information on the masters and other aspects of the network were discussed and collected, as well as a focus group to explore questions arising from the analysis and discuss our interpretative analyses of the case studies¹⁴.

¹⁴ Two meetings were held (on 7/12/15 and 15/3/16), between the researchers (Amanda Roberts and Philip Woods {both meetings}, and Leo Chivers {first meeting}), David Frost (former Director of Programmes, HertsCam, and senior lecturer, University of Cambridge, UK) (both meetings) and Val Hill (Director of Programmes, HertsCam, and Assistant Headteacher, Birchwood School, Hertfordshire, UK) (first meeting). A focus group took place at the University of Hertfordshire on 25th April 2016, involving the researchers (Amanda Roberts and Philip Woods), David Frost, Sarah Lightfoot (deputy team leader of the MEd programme) and Gisela Redondo-Sama (Marie Curie Postdoctoral Research Fellow, University of Cambridge).

The purpose of the examination was to analyse, in terms of the criteria of good practice (participative professionalism, deep level collaboration, equity and deep learning, plus factors helping and hindering the good practice):

- the stated aims, rationale, pedagogic principles of the masters programme
- the topics and focus of the masters programme (to consider to what extent they provide indicators of deep learning and advancing equity)

Limitations of the method in relation to the case study of the MEd are acknowledged. We recognise that the secondary data examined should not be approached as objective representations. This is not to assert that straightforwardly objective representations are possible. Rather, we are recognising that the publications and papers constituting the secondary data are created by the HertsCam Network and are the outcomes of numerous decisions about how to present the network and its activities. They provide partial though nevertheless illuminating insights into the latter. It is important to recognise, therefore, that triangulation of the secondary data was not feasible for the purposes of the MEd case study. For example, it was not possible in the time available to analyse directly the content of these produced by the programme, to interview students or to seek views on the impact of masters projects from colleagues and school students.

Practice

As noted above, the HertsCam Network runs the MEd. Teachers from the network undertake the teaching on the masters programme and degrees are awarded by the University of Hertfordshire. Prior to validation of the revised masters programme by the University, the HertsCam teaching team followed 'a rigorous process of re-examining [the programme's] principles, re-designing, explaining from scratch, [and] reaffirming our practice' (Hill 2016: 6). For its part, the University followed the standard assessment procedure set out in its *Validation Handbook* (University of Hertfordshire 2015).

The average recruitment throughout the MEd's existence has been 20 (253 between 1999 and 2013), with an average of 17 reaching graduation (215 in the same period) (Appendix 4, and Wearing 2011: 29). It was noted in 2011 that (Wearing 2011: 29):

- approximately twice as many secondary as primary teachers had participated in the programme
- only four were from nursery and infant schools and seven from special schools
- students also included 10 LA advisors or consultants.

The new phase of the MEd began recruitment in April 2015 and secured a cohort of 16 teachers (7 from primary school, 9 from secondary schools) (Hill 2016: 11).

Teachers undertake the MEd part-time over a two-year period. The local authority (Hertfordshire County Council) used to provide funding to cover the fees for the programme until about five years ago. Currently schools pay the bulk of each teacher's fee registered for the MEd in their school, the teachers meeting the balance themselves¹⁵. A not-for-profit

¹⁵ The annual fee in 2016 was £2,975.00 (HertsCam 2016: 6).

company offering school improvement services in Hertfordshire and beyond - Herts for Learning - gives a grant to provide bursaries to MEd students¹⁶.

The programme consists of four sequential modules (Table 1) which enable the MEd student to plan and lead a development project that makes a difference to the quality of teaching and learning in their school or other setting and to base this project in a critical appreciation of relevant literature, concepts and domains of knowledge. Integral to the programme is enabling the MEd students to discuss their projects with other programme participants and a wider range of colleagues at HertsCam network events (HertsCam 2016: 3).

<p>Module 1: The analysis of institutional contexts for development work (30 credits) This module enables participants to engage in an initial exploration of their professional context in order to negotiate an agenda for practice development. This analysis will be illuminated by relevant literatures and conceptual frameworks introduced in the programme sessions.</p>
<p>Module 2: Improving teaching and learning: exploring starting points for development (30 credits) This module enables participants to explore the nature of pedagogy and examine in depth a particular aspect of professional practice drawing on relevant literatures and conceptual frameworks introduced in the programme sessions.</p>
<p>Module 3 Planning development project: project design (60 credits) This module enables participants to design and plan a development project. This involves the clarification of the focus of the project, analysis of the organisational context and the establishing of collaborative relationships on which leadership of the project will depend.</p>
<p>Module 4 Leading a development project (60 credits) This module enables participants to lead a development project that makes a difference to the quality of teaching and learning in the school or relevant setting. Critical reflection and the writing of a final report will contribute to our understanding of the leadership of change in organisations.</p>

Table 1: Modules of MEd (HertsCam 2016: 2)

The rationale for the MEd is clear and distinctive, being described as a 'masters degree programme which is owned by and taught by serving teachers and designed to empower teachers and other educational workers as agents of change' (Frost et al 2016: 1) and as world-leading: 'We have what we think is the world's first masters programme taught entirely by teachers for the benefit of teachers and schools' (Hill 2016: 6). The aim of developing a type of professionalism is explicit. The programme

¹⁶ Information on Herts for Learning is available at: <http://www.hertsforlearning.co.uk>. The contribution from Herts for Learning amounted this year to £15,000, enabling a bursary of £500 per student to be provided.

seeks to promote and actively cultivate a particular type of professionalism... whereby a teacher's professional identity has these dimensions:

- a member of a professional **community** rather than an individual practitioner;
- **agential**, engaging in innovation rather than complying with prescription from above;
- guided by educational **principles** and sense of moral purpose rather than by standards, rules and externally defined deficits;
- being a **creator of professional knowledge** through inquiry, development work and networking rather than relying on initial training and continuous updating provided by expert outsiders;
- seeking to influence others by **exercising leadership** rather than simply being led.

(Frost et al 2016: 2-3; emphases added)

The distinctiveness of its provision is the result of the following key characteristics:

- Its institutional context is an organisation that is run by teachers
- The programme is taught entirely by practicing teachers
- It is transformative because it is based on development rather than research
- The teaching of the programme is based on a pedagogy for empowerment
- It is embedded in a network

(Frost et al 2016: 4)

Teacher leadership and development work are central concepts:

The design draws on the tradition of 'non-positional teacher leadership' (Frost, 2014) and 'teacher-led development work' (Frost & Durrant, 2003; Frost, 2013; Hill, 2014) in which it is assumed that teachers can be enabled to lead change and improvement through the medium of a well-planned, time-bounded development project.

(Frost et al 2016: 6)

Development work is defined as (op cit: 6):

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.

(Frost et al 2016: 6)

The pedagogy of the MEd (Wearing 2011: 30) reflects the approach of the network and is encapsulated in a set of pedagogic principles which are shown in Table 2.

1. The cultivation of moral purpose as a dimension of extended professionalism
2. Enabling the development of professional practice through the design and leadership of development projects
3. Scaffolding the development of the learning community in which enhanced social capital allows critical friendship to flourish
4. Enabling reflection on experience and ideas through participation in dialogic activities
5. Building the capacity for critical reflection and narrative writing in which scholarship illuminates problem solving in professional contexts
6. Facilitation and support through the use of discursive and conceptual tools that deepen understanding of themes relevant to the development of educational practice
7. Building professional knowledge and fostering mutual inspiration through the organisation of networking and opportunities for international engagement

Table 2: Pedagogic principles (Frost et al 2016: 7-8)

The teaching team is entirely made up of practitioners. At the time of writing (April 2016), they are: Val Hill, Assistant Headteacher at Birchwood High School (MEd Course Director and team leader), Sarah Lightfoot (Deputy team leader), Tracy Gaiteri and Clare Herbert (both primary headteachers), Jo Mylles, Sheila Ball and Paul Rose (members of senior leadership teams in other secondary schools in the region) (Frost et al 2016: 5).

Participative professionalism

Participative professionalism is evident as explicit and central features of the constitution of the MEd, as shown in the rationale discussed in the previous section. The programme is aimed at developing the kind of professionalism that involves active, ongoing agency in bringing about innovation, creating professional knowledge and exercising leadership, and undertaking this agency as a member of a professional community rather than individualistically. In this way, the master's is committed to developing a professional identity in which the practice of distributed leadership is a defining feature.

The pedagogic principles (Table 2) provide a framework that helps to promote participative professionalism. What this means for the student in the master's is given some specificity in in principles 2 (designing and leading development projects) and 4 (participation in dialogic activities). The principles inform the practice of the network and its master's programme. For example, events that MEd participants are involved in are designed so as to discourage the adoption of transmission modes of passing on knowledge and the reduction of professional learning to the sharing of 'top tips'.

What we observe in our network events is teachers telling stories about their leadership of development projects and facilitating discussion by asking the other teachers in the room for advice or comparable experiences.
(Frost et al 2016: 9)

The development of an identity as a participative professional embracing distributed leadership is part of the learning which is examined under 'Deep Learning' below. In that section, how the pedagogic principles address the socialisation and subjectification dimensions of learning (Biesta 2009) is detailed, as well as the 'universal professionalism' that is promoted by international networking (Frost et al 2016: 10).

Deep level collaboration

As with participative professionalism, the pedagogic principles provide a framework that reinforces deep level collaboration. This is particularly evident in principle 3 (development of the programme as a learning community), the centrality of development projects (cited in principle 2) and the place of critical friendships (cited in 3) (Table 2). These crystallise the programme aim of creating a cohesive culture and a shared identity, systematically encouraging and facilitating mutual support and providing a framework for working together in creative ways. These are all features of deep level collaboration. They also describe the kind of participative culture, enabling institutional structures and an open social environment that are integral to distributed leadership in an organisation (Woods 2015, Woods and Roberts 2015).

Relevant to the depth and sustaining of collaboration is the fact that the programme is embedded in the wider network of HertsCam. This is manifested in specific ways. Wearing's (2011: 31) evaluation observes that participation 'in the MEd gives a sense of belonging to a community in which goals, standards and values are shared'. Students take part in activities such as the twilight sessions (p30) and residentials (p31). They are active members of the HertsCam network of people who come together at

HertsCam Network Events, an Annual Conference and an Annual Dinner. These events also include teachers who are enrolled on the Teacher Led Development Work (TLDW)... programme and those who have completed either the TLDW or the MEd in the past. A proportion of the required 'attendance' for the masters is taken up with participation in these events.
(Frost et al 2016: 8-9).

Events are conducted in ways which encourage collaboration that draws participants together with a sense of shared purpose - a collective sense of empowerment that is indicative of deep level collaboration. Within the communal activities of the network

we see practitioners creating and reinforcing a sense of common cause in which they offer each other challenge and support and develop shared beliefs about

recurring concerns. This builds collective self-efficacy (Bangs & Frost, 2015; Bandura, 1995) which is the sense that 'people like us can do this sort of thing'. (Frost et al 2016: 9)

This is how one student linked her membership and activities within the HertsCam community and her learning.

For me not only being part of the MEd cohort, but also working with a variety of teachers in school and leading discussion groups at the HertsCam Network events, has moved my own knowledge and practice forward considerably. (MEd Year 2, 2011, quoted in Wearing 2011: 32)

Evaluations and feedback to HertsCam have found the community feel and activities to be positive, though there may be potential issues of inclusion that are yet to be examined, which are referred to in the next section. Limitations of interconnecting via technology have been found. In the 2011 evaluation, it was noted that 'Experiments using the 'on-line forum' and the 'chat room' have had limited use and success' (Wearing 2011: 34).

Equity

Equity does not appear explicitly in the pedagogic principles (Table 2), but it might be seen as implicit in principle 1 on moral purpose which states that the programme is taught 'on the basis of a shared understanding that improving the life chances of the young people in our schools is our central purpose' (Frost et al 2016: 6). An example reinforces this. Participants in HertsCam community activities for the MEd programme are asked at the start of their involvement to reflect on their professional concerns (p10):

... when they rehearse these with other teachers it raises questions of equity and justice. For example, a teacher leading a workshop might begin their narrative with something like: 'I was concerned that there was a group of students who seemed always to be on the margins of classroom discussion and even in small group activities seemed to be passive'. The effect is to spread the virus of moral purpose through mutual encouragement to identify and face issues which are essentially moral ones.'

The decision about what issue or problem a teacher's MEd study should address is for the teacher to make, and the right and responsibility to do this is central to the programme. A critical examination of the topics and approaches to addressing equity in master's projects would be illuminating. The HertsCam Network is sending us a list of the topics to enable us to do this. Its results will provide evidence to inform future project decisions by teachers and might have implications for the pedagogy of the programme..

Another aspect of equity is access to and inclusion of teachers and other potential participants in the MEd programme. Some issues were indicated in the evaluation by HertsCam. As noted above, secondary school teachers are more likely to be participants; and approximately twice as many secondary as primary teachers had participated in the

MEd, with very small numbers from nursery, infant and special schools (Wearing 2011: 29). In recent years, the numbers of secondary and primary teachers taking up studies has become more balanced. Data are not available to see if other factors might be associated with differences in participation, such as gender, ethnicity or subject area.

Deep learning

The MEd and TLDW programmes are intended to have learning and other impacts upon teachers (individually and collectively as a profession), school students and the community. The outcomes of master's projects should contribute to organisational learning too, by embedding collaboration and pedagogic dialogue within the development processes of the school. In other words, the MEd is intended to act as a catalyst for change by encouraging positive changes in the enduring cultures and habits of interaction in schools. How these intended impacts are visualised by the programme is shown in Appendix 5.

Deep learning and the MEd is discussed in three sub-sections: the nature of intended learning, using Biesta's (2009) dimensions of learning; the impact on teachers' and school learning; and the impact on school students' learning.

Dimensions of learning and the pedagogic principles

The pedagogic principles (Table 2) provide a framework that promotes different kinds of learning by those who take the programme. The principles can be understood in terms of Biesta's (2009) dimensions of learning: socialisation (becoming part of a group or community, such as the teaching profession or a particular type of professionalism), subjectification (developing as a person with the ability to think critically and independently of the communities into which the person is socialised), and qualification (the knowledge, skills, understanding and judgement that enable a person to undertake a practice). Each of the pedagogic principles will lead to interpretations in practice that contribute to all three dimensions of learning. However, Table 3 suggests in which dimension each of the principles is likely to make most impact, and illustrates how the intention of the MEd is to advance learning across these dimensions.

1 - developing as a professional involves understanding and appreciating its moral purpose	qualification/socialisation
2 - enabling the development of professional practice through the design and leadership of development projects	qualification
3 - scaffolding the development of the learning community in which enhanced social capital allows critical friendship to flourish	socialisation
4 - enabling reflection on experience and ideas through participation in dialogic activities [indicating that it is through dialogue that a professional learns]	qualification/socialisation
5 - critical reflection [so developing independent thinking as well as being part of a community]	qualification/subjectification
6 - deepening understanding of themes relevant to the development of educational practice	qualification
7 - building professional knowledge and fostering mutual inspiration through the organisation of networking and opportunities for international engagement	qualification

Table 3: Pedagogic principles mapped against Biesta's (2009) dimensions of learning

A further aspect to the impact on professional identity - i.e. an additional aspect to the socialisation dimension - is the international networking. Research, undertaken by a doctoral student at the University Cambridge

indicates that this seems to build a sense of what might be called **universal professionalism** whereby teachers come to see themselves as belonging to a wider, global professional community (Underwood, 2014).
(Frost et al 2016: 10; our emphasis)

Teacher and school learning

An evaluation undertaken by the HertsCam Network in 2011 (Wearing 2011: 34) categorised the impact of the programme under the headings of professional development, school improvement and knowledge building, as follows:

professional development (p35)

Teachers talked about

- having more knowledge about school leadership
- being able to develop others
- having skills to plan whole school projects

Tutors also report significant impact on their own professional development.

school improvement (p35-37)

- Most projects support whole school development and the school improvement plan.
- They usually seek to have a direct impact on the quality and outcomes of students' learning

- Projects focusing on support programmes for professional learning are a popular option, e.g. looking at the impact of a TLDW group

The evaluation concludes that 'Most MEd participants projects have helped to foster a positive learning culture and improvement in attainment in their schools' (p38).

knowledge building (p37-38)

- It is common for participants to share knowledge through workshops on school training days or by presenting and discussing their work at network events. 'One teacher's project focused on early intervention strategies for pupils identified with mathematical difficulties. The strategies she adopted have now extended to other schools.' (p37)
- A data base of project titles, summaries etc. is kept centrally and is accessible online.
- A few teachers have been able to share/exchange knowledge through the International Teacher Leadership (ITL) initiative¹⁷.

The learning of capabilities to work in and support the network is a part of experiencing the master's, and this learning feeds back into the continuing operation of the network.

A characteristic feature of the network is that the expertise to facilitate its activities has grown within the network itself. Tutors have typically graduated from the MEd. They often move on to support new groups in other schools.

(Wearing 2011: 16)

The way in which the MEd enables teachers to develop their learning and to have a ripple effect beyond the individual MEd student is illustrated in numerous personal and interpersonal stories that have been generated within the programme. The MEd, and other HertsCam development work, involves the construction by teachers of stories or narratives of the change they are making through their development projects. This is central to the HertsCam approach, because story construction enables the complexities, interactions, progress over time and multiple impacts to be captured, as well as the agency of teachers. One of the practitioner tutors on the MEd programme explains that MEd students are given

the structure and the support to think about those various aspects of impact and to plan for that. So it's not about 'I'm just going to do these few activities and see what will happen'. We are encouraging them to be strategic and to be aware of all those different aspects that might be impacted and how.

(Sarah Lightfoot, focus group, 25.4.16, Rec2:18.23-18.44)

A Marie Curie Postdoctoral Research Fellow, based at the University of Cambridge, is carrying out research into the HertsCam Network. She summarises what she has observed about the use of stories and the contribution of dialogue.

¹⁷ The ITL initiative is case study 5 in the UK EFFEct case studies.

In the observations and the short interviews that we did in the annual conference or with the MEd students, the stories they are sharing, it's amazing how during this kind of conversations teachers realise how others are having an influence on their own practice and it's through dialogue that these thoughts and these insights many teachers realise that they are doing things; by sharing the knowledge that they realise they are doing this but maybe they were doing this before but as the conversation is being developed and the dialogue is growing they realise that they are doing more things than they could imagine before. They mention how they could develop further practices and how the network events and the moments to share their experience could be a moment to open new horizons and to further explore more initiatives and how teachers realise that they are having this impact and this change in their own practice but also influencing and inspiring others. So the stories underpinning this process as agents of change is relevant and excellent in terms of how these conversations, teachers realise that they are leading this change together and they are sharing the experience and they could go beyond what they expected in the past when they started as teachers. And this is happening also with teachers from different positions - teachers who have been in different schools for 20 years, or may be for a year, or 5 years - but it's not depending on the time they are acting or leading change, it's how they could open more their minds to this kind of dialogue.

(Gisela Redondo-Sama, focus group, 25.4.16, Rec2:50.47-53.16)

Examples of stories are offered here through which the socialisation, subjectification and qualification dimensions of teacher learning are threaded. Stories highlighting student learning are set out in the following sub-section.

This headteacher (of a primary school) explains one impact of the MEd on learning through the way it affected the running of staff meetings:

As I progressed through the MEd course I became more excited about the links between educational theory and classroom practice and this affected my leadership approach. Sharing literature became a part of staff meetings, helping colleagues to think about and modify practice. Practical matters were relegated to a communications book. Every staff meeting became an inset [teacher development] opportunity to focus on learning and teaching.

(Tracy Gaiteri, in HertsCam 2011: 5)

An assistant headteacher in a secondary school explains 'how doing the MEd had enabled him to 'talk in a more convincing way' about his strategies for leading teaching and learning which has in turn supported so much change and improvement being led by his colleagues' (Paul Rose, in HertsCam 2011: 6). Starting with the MEd, this led to advising the school's headteacher to begin the TLDW programme in the school. By 2011, the school's TLDW programme had enabled over 50 teachers to undertake classroom experimentation and lead innovation. It helped teachers and non-teaching staff 'to develop the language and inclination to raise questions about practice and to embrace new ideas from whatever source', and gave staff 'a framework to pursue their own interests' and make visible 'what

teachers have to offer in terms of their engagement with innovation' often leading to promotion and career development (Paul Rose, in HertsCam 2011: 5).

A senior leader beginning the MEd was similarly an important catalyst for change at another secondary school (Chris Ingate, in HertsCam 2011: 6). He sees this as leading to the situation where we 'now have a school where dialogue about teaching and learning is the norm and teachers see it as part of their professional role to lead changes in practice that lead to improved student outcomes' (op cit: 7).

In another school, by 2011 19 members of staff had taken the MEd with identifiable benefits (Paul Barnett, in HertsCam 2011: 7-8). Asked in 2011 how participation in the MEd had helped members of staff to be more influential and effective in their professional roles, the deputy headteacher explained that doing the MEd

had enabled them to develop their intellectual edge and to have confidence in their ideas and leadership practice. Almost all of the projects undertaken had focused on aspects of teaching: for example, assessment for learning, raising girls' self-esteem, coping with the emotional challenge of teaching, learning preference profiling, careers education, developing thinking skills and so on. All of these had contributed to tangible improvements in classroom practice and pupil learning. (p8)

The assessment by the University of Hertfordshire of the programme involved interviewing past MEd students. The university panel commended the programme as 'visionary' in its 'aims to inspire teachers to engage in the moral purpose of education' and as being characterised by 'an articulate student body who are a testament to the transformative and empowering nature of the programme' (Academic Services 2015).

Student learning

A variety of aspects of student learning is addressed by the MEd and development work in the network.

The development work undertaken by teachers within the HertsCam Network usually seeks to have a direct impact on the quality and outcomes of students' learning. This may be directly focused on attainment for example by focusing how to enable students to understand a particular concept in Physics or to become more adept at solving mathematical problems; it may equally be a matter of developing strategies to enable students to learn about how to become better learners or to enable them to develop a more positive attitude to school and learning in general.

(HertsCam 2011: 9)

The importance of giving accounts of change as stories or narratives was highlighted above. One of the practitioner tutors on the MEd programme explains:

...all of these stories are putting flesh on the facts and figures that teachers are required to provide in school through their assessment procedures. And I think that one thing I know from lots of conversations with headteachers is that those stories are what impress their Ofsted visitors [national school inspectors] - that they can provide the facts and figures but they say, but this is the work that goes behind that change. This group of under-achieving children who've suddenly made this progress, this is the reason why. It provides that human quality, I think, to those facts and figures.

(Sarah Lightfoot, focus group, 25.4.16, Rec2: 16.17-17.00)

Some brief accounts of examples are given below, covering in turn the following topics: reversing disaffection (HertsCam 2011: 9); developing creativity in the classroom (p11); developing new learning processes and impacting upon the whole school's development (p12); engaging with parents illustrating how impact can extend to the community (p13); and early intervention strategies on maths illustrating building professional knowledge across schools (p14).

Sophie Brace was an Advanced Skills Teacher at Barnwell School, Stevenage when she joined the HertsCam MEd in Leading Teaching and Learning. She was keenly aware that for some boys their disaffection was a severe barrier to learning, particularly within Science. This problem became the focus of Sophie's MEd project which she began by identifying the worst cases of underachievement. The boys in her target group seemed completely negative about their learning and behaved badly as a consequence. Sophie experimented with strategies including a 'personalised learning' approach and 'group mentoring'. The project had a significant impact on the target group of students but perhaps more important was the impact on colleagues in other subject areas. Sophie approached colleagues and invited them to participate in a discussion group which led to a mutual observation arrangement focusing on ways to improve relationships with disaffected students. This project has had a positive ripple effect throughout the school.

Andrew Whiteway was a teacher of English at The Barclay School, Stevenage when he joined the TLDW programme. His first development project focused on creative approaches to teaching poetry in which he drew his colleagues into discussions aimed at a review of strategies using visual and musical resources to stimulate students' imaginations. He gathered feedback from students in order to evaluate these new strategies. Andrew then joined the HertsCam MEd and his next project focused on developing the use of innovative multi-media. Again he drew his colleagues into a process of collaboration and extended the dialogue beyond the school through blogging and the use of twitter.

Heather Mollison is Head of Science at Birchwood High School. She joined the TLDW group at her school and her project helped the department to develop

exam revision techniques for students. She then joined the MEd and co-led the introduction of the Building Learning Power approach. This involved training 20 colleagues in the use of these techniques for developing students' learning capacity. The study helped Heather to develop her own confidence and leadership capacity. The project made a substantial contribution to whole school development.

Mark Kingston participated in the HertsCam MEd. His development project focused on improving the school's relationship with parents. A first practical step was to rent a room in the local community centre and invite parents to join him and colleagues – the Headteacher and the extended schools' team for coffee one Friday morning. In an informal setting parents were invited to make comments about school life generally. Their comments tended to be about contact, information sharing and wanting to feel part of their children's education. They were very enthusiastic about a bi monthly opportunity to meet with the Head, as well as monthly evening or early morning surgeries. They also explored building bonds with parents through a range of activities including joint charitable ventures and teacher and staff days out. One good idea that emerged from this was an event to celebrate the completion of Year 7. The focus on the parents of Year 7 would build a new culture and relationships from the bottom up.

Maria's project at Lawrence Haines SpLD Base in Watford has been very influential in the County. Her MEd project focused on early intervention strategies for pupils identified with mathematical difficulties to stop them developing negative attitudes towards mathematics. Her school now has strategies and systems in place to support pupils with significant mathematical difficulties and the 'ripple' effect has extended to other schools through discussion with colleagues who have used the school's project as a starting point for reflection on their own practice. One of the ways Maria shared her development work was through a network event held at a primary school in St Albans.

A further example is written up by a teacher (now a headteacher) as a book chapter (Rawlings 2014). Her MEd project concerned the use of 'talk for learning', with the aim of developing a ' "dialogic" approach that would become part of the teaching and learning repertoire in our classrooms' (p63). Reflecting the HertsCam way of working collaboratively with colleagues, she set up a 'Talk for Learning Development Group' with three other teachers. The project followed the following stages: experimenting with practice, gathering and using evidence, and collaborating to manage change. The experience of one of the teachers (Claire) in the group illustrates how the project enabled both pupil and professional learning. Eight weeks into the project, lesson observations were made and a lesson by Claire was video recorded:

On the recording it was interesting to hear pupils building on each other's ideas, clarifying what had been said and making the decisions. Claire and I transcribed

these discussions to gain an insight into the nature of the pupils' dialogue. We saw evidence of pupils asking each other questions, being constructively critical and giving reasons for opinions. Some pupils clearly enjoyed using the dictaphones and were keen to 'show off' what they knew. Following the lesson and reflection on the recording, Claire made the following entry in her log.

It was fascinating going around the groups and listening to them discussing the task. They all seemed to take the task seriously and made a good effort to talk about the issue involved. Some children who don't contribute much to whole class discussion were much happier volunteering their views in smaller groups. Some who struggle more with their written explanations did well with their verbal contribution.
(Claire, TLD, 9 November)

Following the observation, Claire continued to use strategies and tools such as the dictaphones to encourage dialogue within the classroom. Therefore the collaborative approach in a supportive environment was enabling Claire to develop a more dialogically orientated classroom community... Claire was certainly beginning to lead developments within her classroom and share success with colleagues. (Rawlings 2014: 69)

Facilitating factors

A key contextual factor that promoted the HertsCam MEd and the distinctive form it takes is the partnership from which it emerged. That is, it was the product of a university (the University of Cambridge) that had established an active network with schools, school leaders and teachers with a commitment to leadership for learning, and a relationship with a local authority (Hertfordshire County Council). Involved in the origins of the MEd were academics who were committed to creating a different kind of MEd for teachers that put into practice a pedagogy and approach to research that was based on an active professional agency. Crucial too was the leadership given to the early and later development of the MEd by a university academic (Dr David Frost) who could formulate a sustained framework and distinctive intention for the masters and communicate this to others.

A capacity for flexibility in response to changing circumstances and for learning and adapting was a crucial factor. Over time the HertsCam partnership underpinning the MEd changed in response to the pressures on both the local authority, with funding being diverted directly to schools, and the University of Cambridge, with the impact of the University's aspirations as an intensive research institution. The MEd was able both to review and develop itself as a programme run by the HertsCam Network and to find a new academic institution (the University of Hertfordshire) to validate and award the degrees. The availability of an external institution open to the spirit and way of working of the MEd and possessing the academic capital to provide appropriate scrutiny and award legitimacy is an essential factor in understanding how the MEd has been able to develop and be sustained.

Other important facilitating factors include the larger framework of the HertsCam Network in which the MEd sits. For example, the practice and pedagogical principles of HertsCam are embedded in its whole approach - to activities such as the TLDW and network events. The commitment and energy of the teachers and other participants in the programme are key factors too, as is the openness of school leaders to incorporate and support teachers in taking the masters.

Barriers

Some of the changes to which the MEd programme has had to respond, referred to in the previous section, can be seen as barriers that needed to be overcome. The changing priorities of the University of Cambridge, for example, led to fees being raised and an insistence by the university that it was not legitimate for practitioners to teach on the masters. This led to the decision by the HertsCam Network to end the relationship with that university and to seek another academic partner, which was a challenge.

Teachers' fees for the MEd have been mostly met by schools in recent years and it is recognised that the programme is dependent on schools continuing to be able to do so.

Conclusion

The HertsCam MEd is a distinctive programme that enables teachers and others to develop an active participative professionalism in which educators from any part of the conventional school hierarchy can initiate and lead change collaboratively. It promotes in a practical way non-positional distributed leadership. The programme has led to hundreds of projects created and led by teachers that have and are making a difference to the quality of teaching and learning in schools. Since 2015, the MEd has been run and taught by practitioners. Its teacher-led character is therefore threaded through its entire operation.

It might be beneficial for the programme to examine some specific questions about equity. For example, whilst issues of equity are addressed in MEd projects, it could be useful to carry out a systematic examination of the ways that master's projects address equity in school pupils' learning in order to identify any patterns and gaps. Another aspect concerns patterns of access to and participation in the programme. Secondary school teachers historically have been more likely to be participants, though the participation of secondary and primary teachers is more evenly balanced now. Data are not available to see if other factors might be associated with differences in participation, such as gender, ethnicity or subject area.

Case Study 4: Annual Conference of the HertsCam Network

Context

Case study 4 is a regional level case.

The thinking behind the annual conference shares the rationale for network events and the importance given in the network to sharing with others, dialogue and enabling mutual inspiration and learning to take place. The HertsCam approach to non-positional teacher leadership and the development of a distributed leadership culture are explicitly linked together in a number of schools (HertsCam 2011: 5, 6).

The building and refreshing of teachers' professional knowledge depends on teachers being able to share the story of their leadership of a development project. They do this face-to-face in network events, which are meetings of all the TLDW [teacher-led development work] participants, tutors and those undertaking the master's programme. Teachers present their stories in workshops and join discussion groups to share and develop their thinking. They put up posters depicting their projects and invite feedback from their peers. They also share stories through written accounts on the network's website. When teachers share stories of development work, they are not just passing on technical information, they are also inspiring and spreading the virus of moral purpose. (Hill 2014: 7)

There are normally six network events during a year, plus the annual conference. All members of the network, including tutors and those on the MEd programme, are invited to attend. Network events are hosted by schools in the network and take place in the 'twilight' period after a school day between 4.30 pm and 6.30 pm. In line with the principles of the network, workshop sessions during these events are led by teachers and are forums in which teachers can discuss their projects and share ideas about how to address their professional concerns (Hill 2014: 8).

The annual conference was selected as a case study of good practice because it exemplifies the active networking and face-to-face collaboration of teachers across schools and the whole network, and the way in which the activities are led by practitioners. It exemplifies the kind of dialogue the network aims to facilitate.

In HertsCam we tend to use the term 'knowledge building' rather than 'knowledge management' (Collison and Parcell, 2004) because we want to indicate the particular dialogic nature of the process where members of the network present their work to each other and provide reciprocal critical friendship. (Hill 2014: 8)

Methodology

The data examined for the purpose of the case study of the HertsCam annual conference were primarily secondary sources, such as documents together with information (including

a video of the 2014 conference) from the HertsCam website (detailed in the references). The case study also drew from planned meetings about the case studies: there were two exploratory and planning meetings with co-ordinators of the network in which the aims of the study, information on the masters and other aspects of the network were discussed and collected, as well as a focus group to explore questions arising from the analysis and discuss our interpretative analyses of the case studies¹⁸.

The purpose of the examination of the documents and other information was to analyse, in terms of the criteria of good practice (participative professionalism, deep level collaboration, equity and deep learning, plus factors helping and hindering the good practice) the stated aims, processes and perceived outcomes of the annual conference, with particular reference to the 2014 and 2015 conferences.

Limitations of the method in relation to the case study of the MEd are acknowledged. We recognise that the secondary data examined should not be approached as objective representations. This is not to assert that straightforwardly objective representations are possible. Rather, we are recognising that the publications, papers and visual data constituting the secondary data are created by the HertsCam Network and are the outcomes of numerous decisions about how to present the network and its activities. They provide partial though nevertheless illuminating insights into the latter. It is important to recognise, therefore, that triangulation of the secondary data was not feasible for the purposes of the case study of the annual conference. For example, it was not possible in the time available to undertake an in-depth investigation to generate original data (through embedded participation in the event and a programme of interviews) or to collect systematic data on the impact of the conference on networking and practice after the conference.

Practice

The annual conference is a one-day event 'for all members in the network to come together' (Wearing 2011: 42). It is a celebration of the network and its activities and usually involves teachers presenting at and leading sessions about the projects they are doing, as well as plenary talks and displays about some of the projects being undertaken by teachers. It is largely organised by the practitioners themselves.

The 2015 annual conference is highlighted here as an example.

The HertsCam Annual Conference is the highpoint of our networking cycle. We have a programme of six network events each year which are brief meetings at the end of the school day. The Conference is more substantial. It lasts for 5

¹⁸ Two meetings were held (on 7/12/15 and 15/3/16), between the researchers (Amanda Roberts and Philip Woods {both meetings}, and Leo Chivers {first meeting}), David Frost (former Director of Programmes, HertsCam, and senior lecturer, University of Cambridge, UK) (both meetings) and Val Hill (Director of Programmes, HertsCam, and Assistant Headteacher, Birchwood School, Hertfordshire, UK) (first meeting). A focus group took place at the University of Hertfordshire on 25th April 2016, involving the researchers (Amanda Roberts and Philip Woods), David Frost, Sarah Lightfoot (deputy team leader of the MEd programme) and Gisela Redondo-Sama (Marie Curie Postdoctoral Research Fellow, University of Cambridge).

hours, includes lunch and is held on a Saturday in a venue large enough for up to 200 people. Our network events and the Annual Conference play a key part in enabling members of HertsCam to come together to share experience, offer critical friendship to each other and build professional knowledge... Building knowledge is a collective endeavour so we try to create a sense of community and an atmosphere in which we can relax and communicate. This is why we heard music playing when we signed in at the registration desk. Paul Barnett, our master of ceremonies helps us to get us in the mood. He also welcomed not only network members but also visitors from both the local region and from a number of other countries.

(Frost 2016: 2)

The conference included musical performance by an all-boys choir from one of the HertsCam schools (which ‘plays an important part in reminding of us what we are in the education business for’), an ‘inspirational call to arms’ by the incoming Director of Programmes, Val Hill, a keynote address from two teachers from the Netherlands, Jelmer Evers and René Kneyber, on teachers leading the education system and their book ‘Flip the System’ (Evers and Kneyber 2015), and a programme of seminars to enable ‘rich and deep’ exploration of practice and leading change (Frost 2016: 2-3). A summary of the seminars at the conference is reproduced in Appendix 6 and these are discussed in the section on ‘Deep Learning’ below (where there is a summary of the seminars in Table 4). Almost 200 people attended the event including 11 international visitors (Frost 2016: 26).

Informal opportunities to meet and talk are integral to the design of the conference, by building into the programme ‘many opportunities to meet each other over coffee, over lunch, around the display boards and in a final workshop which this year was artfully orchestrated by [practitioners] Maria Santos-Richmond and Caroline Creaby’ (Frost 2016: 2).

Participative professionalism

The conference is an expression and reinforcement of participative identity and active, confident professionalism. This is articulated by one of the key speeches of the 2015 conference, by an assistant headteacher of a HertsCam school and one of the leading co-ordinators of the network.

... you keep bringing such passion and energy to HertsCam and it grows because you grow. Each innovation, each collaboration, each tweak to practice shifts the juggernaut and builds our collective professional knowledge, our understanding and probably most importantly our confidence... We are sometimes guilty of thinking that our work doesn’t make a difference in the great scheme of things, that we are too small to be noticed but events like today remind us we are part of something much bigger: we are the grains of sand in a dune that as a single force has the power to cover pyramids.

(Speech by Val Hill, in Frost 2016: 5)

How the interconnections and networking is experienced in and through the conference by practitioners is illustrated by this teacher who was interviewed during the 2014 annual conference¹⁹:

It's truly professional. A lot of time and effort. Really, really positive. Always really good fun. Seminar presenters. Really good resources, and just really good people to contact with, and from that I've been able to network quite a lot.

[Asked about his thoughts about the seminars.]

I think all of the seminars as you've seen today, it's really professional, a lot of time and effort's been given, you can tell, by the staff presenters themselves.

Val Hill goes on to articulate in her speech the essential identity of HertsCam teachers by explaining what HertsCam stands for.

...it stands for the power of the individual teacher and our inherent ability to change our part of the world for the better. You begin with your own professional concern and you tackle it, head on, for the benefit of your students and your school. Which sounds as though it could be limited and parochial, doesn't it? And it might well be if it wasn't for the inclusion alongside all that of a gentle but relentless pressure to develop our sense of agency: that powerful drive we all have to be in the driving seat in our lives, whether at home, in the bank or in our workplace.

(Speech by Val Hill, in Frost 2016: 5)

Deep level collaboration

The identity of the teacher as a pro-active agent of positive change - 'the power of the individual teacher' that Val Hill gives prominence to in the speech above - is not a call to individualistic agency, but is made part of a collaborative and collective endeavour. The point is made a key one for the conference - that by 'collaborating and consulting with others we create and share professional knowledge which transforms our work and embeds it into the school culture...' (Speech by Val Hill, in Frost 2016: 5). The annual conference is a component in the ability of the network to create a sense of belonging. The 2011 evaluation of the network found that this was an important impact.

Belonging to a professional community is important to a lot of teachers and having the opportunity to meet and share with 'like minded' people is a common benefit as described by one teacher following a network event.

Absolutely invaluable to share ideas and discussion with other teachers. Sometimes schools can be fairly insular places therefore it is motivating and stimulating to hear that others are facing barriers and trying to find solutions. Good to link with others as I personally feel working as a

¹⁹ Christopher Quach, Barnwall School. Source: video of the HertsCam Annual Conference 2014, viewed at <http://www.hertscam.org.uk/events.html> on 15th April 2016.

partnership is so important to towns such as Stevenage – collaborative work can work so well if it has the foundations to work upon.

(Network Evaluation F, 2011)

(Wearing 2011: 44)

The point of significance with regard to this case study is that the conference acts as a collective construction of identity, both by what is said and through the practice of the conference itself. It is an active ingredient in building a culture of collaborative learning that embeds and supports distributed leadership. The nature and impact of this is explored further in the section below on 'Deep Learning'.

Equity

The principle of inclusion is written into the underlying rationale of the network and repeated in the explanations of the kind of non-positional teacher leadership that it promotes²⁰. The annual conference reflects in its spirit and aims the commitment to inclusion. The conference, for example, includes workshops and presentations from teachers involved in the International Teacher Leadership initiative²¹ which includes teachers seeking to build a pro-active profession committed to collaborative agency in situations marked by high degrees of deprivation, social divisions and histories of violent conflict. Seminars in the 2015 annual conference included presentations from teachers about their projects in Macedonia, Egypt and Ramallah (Appendix 6). Equity issues are specifically addressed by some projects²².

It is, however, unclear which groups of teachers and other educators in schools might find it particularly difficult to be involved in the annual conference (and other events). For example, the 2011 evaluation (Wearing 2011: 42-43) suggested that not all senior leaders necessarily were convinced of the value of such an event and willing to encourage staff to attend. Data are not available to examine if difficulties of attendance might be associated with factors such as school type, gender, ethnicity or subject area.

Deep learning

As is evident from the discussion of participative professionalism, an integral part of the annual conference is the socialisation dimension of learning, as described in Biesta's (2009) typology of learning. This is an aspect of the culture-nurturing process highlighted above in the section on 'Practice'. A speech by Val Hill to the 2014 conference explicitly linked the learning of networking events and the development of an extended professionalism. This again is an expression and reinforcement of a particular kind of professionalism, inviting participants to take this away as a fortified sense of who they are as teachers.

²⁰ See UK case studies 1, 2, 3 and 5 for examples of projects and discussions of equity in relation to different aspects of the network.

²¹ See UK case study 5.

²² See UK case studies 1, 2 and 3.

Look at us here - and think about the wider HertsCam Network beyond those of us here today: the people we've learned from at network events and within our own schools. We truly have woken the 'sleeping giant' of which Katzenmeyer and Moller spoke. We tap into a vast store of professional knowledge that lives within and between us. We are here to further advance that extended professionalism because it's at the core of our being.

(Speech by Vall Hill at HertsCan Annual Conference 2014, quoted in Anderson et al 2014: 126)

A Marie Curie Postdoctoral Research Fellow, based at the University of Cambridge, who is carrying out research into the HertsCam Network, gave her response to what she had observed at the conference she had attended.

From my experience here in two years we have had amazing stories of change underpinning the annual conference and how the teachers are leading change by themselves sharing knowledge, building knowledge together. All these transformative processes are incredible in terms of how the network grows and how it involves more and more teachers, and there's a lot of evidence of results and how these are achieving impact in terms of school improvement in different schools...

(Gisela Redondo-Sama, focus group, 25.4.16, Rec1:19.35-20.27)

The range of learning that is facilitated by the conference is illustrated by the 2015 seminar programme. The seminars are presented predominantly by practitioners and cover teacher-led initiatives in the UK and internationally. The summary report of the seminars given in the 2015 Annual Conference Report (Frost 2016) is shown in Table 4. A fuller account of each seminar is given in Appendix 6.

The aim of the conference seminars was to enable participants to engage in reflection, analysis and dialogue. Each seminar was 55 minutes long and involved substantial in-depth discussion of a theme relevant to teacher leadership. The seminars were arranged in 2 sessions so that conference participants could attend two. All seminars were supported by facilitators.

Strategies to increase parents' participation in their children's learning with Chris Quach

Developing an effective sixth form learning culture: with David Bullock

The first year of facilitating a TLDW programme in Palestine with Hanan Ramahi

Developing the use of blogs and related technologies to enhance learning with Laura Saunders

The new Primary TLDW programme – a report on the first two terms with Tracy Gaiteri and Sarah Lightfoot

Re-igniting and expanding teacher leadership in Macedonia with Majda Joshevaska

The LEAD project: Leadership for Equity, Agency and Democracy with Amanda Roberts and Philip Woods

Developing strategies for supporting Speaking and Listening in the Reception Class with Katie Butler

Learning to do headship: one term in and still standing with Clare Herbert

HertsCam's participation in a national conference and network event in Braga, Portugal with Caroline Creaby and Maria Santos Richmond

The first year of facilitating a TLDW programme in Egypt with Amina Eltemamy and colleagues from Cairo

Working collaboratively to develop peer and self-assessment skills with Robyn Gilbert

Teaching and Learning Advocates: leading and developing whole school initiatives with Ruth Fuller, Janine Kitson and Liza Timpson

An evaluation of the 100 minute lesson initiative at St Thomas More School, Blaydon with Helen Foy, Jo Hewitson and Tom Murphy

Independent study and the quality of homework in Key Stage Three with Kelly Wilkinson

Developing the conditions at all levels to support vulnerable pupils with Sheila Ball

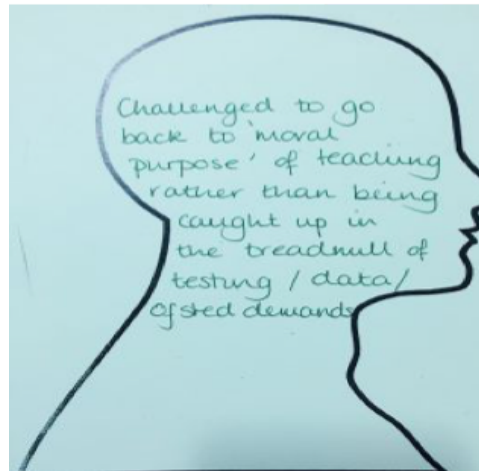
Table 4: Seminars presented in the 2015 annual conference (Frost 2016: 8)

Feedback on what participants took away from the 2015 conference is available from the final networking activity facilitated by two teachers - Caroline Creaby from Sandringham School and Maria Santos Richmond from Sir John Lawes School (Frost 2016: 23). Conference participants were provided with three different types of card with a template of a head, hand or heart on it. The exercise is itself a practice of collaboration and active learning. The conference report notes 'the movement and the buzz of so many people getting up to post their comments. As people posted up their hearts, heads and hands, they looked at each other's and talked to each other about them' (Frost 2016: 23). Examples are reproduced here.

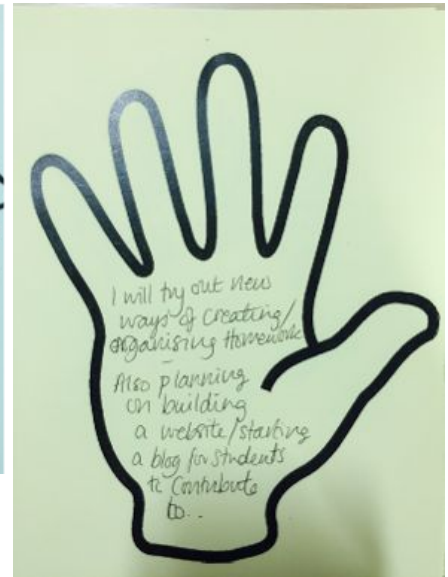
Heart:
how the day made you feel



Head:
what you thought about the day



Hand:
what you are going to do next



More comments are shown in Appendix 7. These show a strong representation of affective impact - pride, optimism, passion and feelings of being re-engaged, for example. They show a strengthening of a sense of agency, which is a key aim of the HertsCam network, exemplified by this statement by one of the participants of what they took away from the conference:

Teachers are more powerful as a collective. Instead of being constantly accountable they can collaborate together and make powerful changes.

That quote illustrates a socialisation dimension (Biesta 2009) to what is taken away - a reinforcement of being part of an active profession. The comments in Appendix 7 also suggest a development in the subjectification dimension of learning, especially the affective aspect of this which concerns feelings of being able to act and change things within the wider national system of English education - a sense of being an individual, not just the implementer of national educational policies. Ideas applicable to practice (the qualification dimension of learning) are taken away too, such as using the 'ripple circle' or a commitment to think about 'the importance of choice students have in their own learning'.

One of the participants - an assistant principal who attended with five teacher colleagues - shared on her blog what the 2015 conference meant to her:

My decade-younger-self is a little sniffy and scornful. And there is something apparently slightly iffy about spending our Saturdays, away from our families and talking about 'work'. But it's more than work. It's moral purpose and it's collaboration and it's a reminder in the form of a community of people with shared values of why we embarked on the teaching profession, and why we continue to be determined and hopeful.

(Kell 2015: 3)

This assistant principal also affirmed that what was presented and shared in the conference was an active part of practice in her school and that she and her colleagues were both putting into the conference and taking things away (in other words, learning) (ibid):

... it's more than an ideal, because we were surrounded by a group of people actually DOING IT, day in and day out. And I'm very proud that our school is a part of it and proud of the colleagues who have put themselves forward and who are breaking new boundaries, talking in front of enormous groups and being in a position to inspire others. We noted what we took away from the day like this...:



We might sum this up by observing that there is most significantly a great deal of *affective reframing* (or emotional reframing) that occurs, as well as *cognitive reframing*²³. Affective reframing refers to an alteration in the usual or 'taken-for-granted' set of feelings in relation to a practice or context. With regard to HertsCam and the conference, it is about experiencing an enhanced and more positive appreciation of possibilities in relation to education and the profession of teaching. Cognitive reframing refers to an alteration in the usual or 'taken-for-granted' ideas concerning a practice or context. More specifically, in

²³ Framing and reframing are discussed by, *inter alia*, Berkovich and Eyal (2015, submitted), Cornelissen and Werner (2014) and van Hulst and Yanow (2016).

relation to HertsCam and the conference, cognitive reframing concerns the adoption or exploration of new ideas that are perceived as offering new, positive options for changing practice and improving learning.

Reframing is not necessarily a fundamental shift from one perspective to another - for example, a sudden change from feeling totally passive as a teacher to feeling empowered. Most participants in the conference are already part of the network and have taken part in the development work and other activities that seek to develop active, participative professionalism. The reframing occurring in the conference is appropriately understood as part of a continuing process that builds and reinforces an affective and cognitive predisposition to a professionalism that challenges the assumptions of teaching built into the dominant policy framework in England. How it acts as a continuing process is illustrated by the following observation on a TLDW session which took place in school following a conference:

The next activity [during the TLDW session] is a reflection on the recent Annual Conference using a tool based on the Connect, Extend, Challenge routine (Perkins, 2003). Members share ideas from this reflection. For example, the keynote speaker's address on 'self efficacy' leads to discussion about policy and teachers. Participants talk about 'having belief in yourself', 'having the right to set the agenda', 'that's what we are doing in TLDW'. They talk about self-efficacy being a tricky concept.
(Wearing 2011: 8)

The role of senior leaders in facilitating emotional reframing of teachers has been the subject of some recent interesting research (Berkovich and Eyal submitted). What is apparent in network events such as the annual conference is that the process occurring is better described as *mutual affective reframing* (and *mutual cognitive reframing*) - that is, participants and network members influencing, supporting and bringing about positive change in the feelings and ideas of each other.

Facilitating factors

The annual conference is an integral part of the HertsCam Network and so it is facilitated by its being a planned part of the yearly cycle of the Network. The larger framework of the HertsCam Network in which the annual conference sits is a major facilitating factor.

The annual conference has benefited from external support. The University of Cambridge has hosted the conference, giving use of buildings and support for audio-visual resources for example. Starting in 2016, the annual conference each year is to be hosted by a school. The commitment and energy of the teachers and other participants in organising and contributing to the conference are key factors. So too is the contribution of 'veteran' members of the network who bring their experience of network events to the voluntary support they give to the conference.

Barriers

Probably the most serious risk to the future continuation and flourishing of the annual conference would be a sharp reduction in the financial support from schools for teachers undertaking the MEd programme, which would likely drastically curtail or end that programme. This could have implications for the demand for the annual conference.

Conclusions

The HertsCam annual conference is an event that reflects in its practice the teacher-led ideals of the Network. It acts as a collective construction of professional identity, both through information shared and through the practice of the conference itself. It is an active ingredient in building a culture of collaborative learning that embeds and supports distributed leadership.

The conference has an important affective impact on participants. There is evidence that participants experience positive mutual affective and cognitive reframing through the activities that take place during the day. Participants influence, support and bring about positive change in the feelings and ideas of each other, helping to forge a predisposition to a professionalism that challenges the assumptions of teaching built into the dominant policy frame in England. The impact of the annual conference does not occur simply as an effect of the day itself. It arises from the conference being a planned and integral component of the yearly cycle and activities of the Network as a whole. This provides a framework, resources (chiefly enthusiastic people who live the active, participative professionalism) and an energy that creates an effective and inspiring annual event.

Case Study 5: The International Teacher Leadership Initiative – The case of Bosnia & Herzegovina

Context

In this section, background is given on the Initial Teacher Leadership (ITL) initiative generally and then on the example of Bosnia and Herzegovina which is the subject of this case. The HertsCam Network plays a material part in the initiative. This case is at the national and international level.

International Teacher Leadership initiative

The ITL initiative was launched in 2008 by colleagues in the HertsCam Network. The term 'teacher' in the title includes any educational worker including support staff (Frost 2011a: 41).

With funding from the Open Society Foundation during 2010-2011, the ITL initiative operated in its early years as a project and described itself as such in 2011 - namely, as a research and development project with a team consisting of over 50 experts from countries supporting around 1,000 teachers in around 150 schools (Frost 2011a: 1; 2011b: 17).

In 14 countries (Albania, Bosnia & Herzegovina, Bulgaria, Greece, Croatia, Kosovo, Macedonia, Moldova, Montenegro, Portugal, Romania, Serbia, Turkey and UK) members of the international team developed programmes of support and evaluated them in action.

(<http://www.teacherleadership.org.uk/the-itl-initiative.html> Accessed 30.3.16)

With the ending of funding and changes in the countries involved²⁴, from 2012 it settled on describing itself as an initiative, recognising that it has the characteristics of a self-organising network.

Colleagues in the HertsCam Network in initiating the ITL project were responding to interest in the HertsCam work on teacher leadership expressed by researchers and practitioners in a number of European countries²⁵. Hence the project was not initiated by ministries of education or other officials, but was the creation of:

enthusiastic individuals who have previously worked collaboratively on other projects and who have established networks within the country. Collaborations between schools and universities, NGOs and research institutes and local

²⁴ Activity ceased in Albania, Kosova and New Zealand (which was originally involved). Two countries from the Middle East (Egypt and Palestine) joined the initiative

²⁵ <http://www.teacherleadership.org.uk/the-itl-initiative.html> Accessed 30.3.16

government agencies have been relied upon in order to fulfil the requirements of the project (Frost 2011a: 19).

The initiative operates an inclusive approach:

in which it is assumed that all members of learning communities have capacity for leadership regardless of status or designated positions of authority. (<http://www.teacherleadership.org.uk/the-itl-initiative.html> Accessed 30.3.16)

The first meeting of the ITL project team discussed the practice that had developed in the UK. It is evident that the experience and framework of thinking and practice developed by the HertsCam Network, and some of its language, has helped in designing the ITL approach.

Rather than formulating a set of behavioural specifications or a list of standards, the first ITL meeting agreed a set of principles that could guide future action: these were revisited at each subsequent team meeting as new members joined (Frost 2011a: 11). The adoption of the guiding principles are one of the facilitating factors of this case and the principles are shown in the section on 'Facilitating factors' below.

The aims of the ITL initiative are (Frost 2011a: 2):

- to establish programmes of support for teacher leadership that are appropriate to a range of different cultural / national settings and responsive to the particular challenges that arise in those settings
- to explore how the development of teachers' professional identity and their modes of professionalism can contribute to educational reform in a variety of cultural / national contexts
- to create and/or enhance knowledge networks for teachers
- to create and/or enhance a network of experts (academics, local government staff, NGO staff, policy activists, experienced teachers and school principals) who can continue to provide support for teacher and school development
- to promote and foster inclusive educational practices
- to contribute to the development of democratic civil society

The ITL initiative promotes teacher leadership as a process of enquiry-based development led by teachers with the purpose of generating shared knowledge about pedagogic innovation. This approach strives to enhance human agency and develop a culture of shared responsibility for reform and successful learning outcomes for all students. In ITL work,

there is a shared assumption that all members of learning communities have some capacity for leadership which does not depend on designated positions of authority. The concept of teacher-led development work provides a framework

which enables teachers to initiate and lead projects that can be enacted over the course of an academic year.
(Frost 2011b: 5)

Deliberate and sophisticated scaffolding and support is seen as a requirement to enable teachers to develop as teacher leaders in this way, which may take the form of guidance materials, programmes of workshops, tools for planning and reflection, partnerships between experienced teachers and external agents such as university based academics or activists within NGOs. The teacher-led development work that teacher leaders engage in involves teachers, with or without positions of responsibility (Frost 2011b: 5-6):

- taking the initiative to improve practice
- acting strategically with colleagues to embed change
- gathering and using evidence in collaborative processes
- contributing to the creation and dissemination of professional knowledge

For the ITL initiative, professional development does not best occur through application of a training model, but from teachers' 'pursuit of a developmental goal which they have identified and initiated' and 'knowledge is created through the practical experimentation in the form of teacher-led development work' (Frost 2011a: 42). Its methodology is described as follows.

The methodology of the project builds on that used in the Carpe Vitam Leadership for Learning project (Frost, 2008a) and may be described as collaborative action research in that it is both developmental and discursive. It involves practical work to create programmes of support for teachers who wish to redefine their roles as 'extended professionals' (Hoyle, 1972) or 'champions of innovation' (Frost, 2008b). Data are used to inform the development of strategies adapted to each national and institutional context. As with the Carpe Vitam (LFL) project, principles and dilemmas are processed through critical discussion both within the project team and more widely through international conferences and networking for the participating practitioners.

Members of the project team design programmes of support for teacher leadership by collaborating with schools and other local partners who may have the capacity to provide support either practically or financially. The design of these programmes is informed by an analysis of the cultural contexts both nationally and in respect of the particular schools involved. Strategies, tools and materials developed in the UK are offered to all ITL participants for possible adaptation to the national context. Once underway, the support programmes are monitored and evaluated using data collection tools provided by the Cambridge team.

Developing practice and insights are subject to critical discourse through the project team meetings as outlined above. In addition, it is a key goal of the project to arrange international conferences for researchers, school principals, teachers, local authority advisers, NGO staff and other stakeholders in order to engage in reflection and debate about the outcomes of the project.

(Frost 2011b: 8)

An idea of the kind of activities, support and tools in ITL work is given in this account:

In most cases, programmes consisted of a series of two hour meetings for groups of volunteers at the end of their school day. Sometimes the groups came together to share experience and, in a minority of cases, the meetings were held on Saturday mornings. The meetings featured workshops that enable teachers to reflect on their concerns and values, to plan development projects and to share experience of their leadership of those projects. A collection of tools developed in the HertsCam programme were shared and adapted for use in the workshops. In some cases the tools exemplify and illustrate the action the teacher might take. A vignette based on another teacher's experience might be used to help teachers imagine their own intervention; an example of a teacher's action plan might help teachers to plan their own projects. Other tools might provide a structure for a conversation or a format for a record of participation. The process through which teachers were supported can be represented as a series of steps set out in the box below.

- | |
|---|
| Step 1 Values clarification |
| Step 2 Identification of professional concerns |
| Step 3 Negotiation and consultation to clarify agenda for development |
| Step 4 Action planning |
| Step 5 Negotiation and consultation to clarify action plan |
| Step 6 Leadership of enquiry-based development work |
| Step 7 Networking to contribute to professional knowledge |

(Frost 2011b: 9)

The ITL countries other than the UK face a variety of particular challenges that relate to their traditions and economic conditions. These include relatively poor economies and high unemployment with disruptive consequences for families (Frost 2011a: 5), a tradition of centralised decision-making that 'has had a stultifying effect and has created a lack of room to innovate at the local level', and a tradition of professional training that uses the 'delivery model of teacher development' that is unpopular with teachers and ineffective (p6).

Bosnia and Herzogovina: 'Teachers as leaders of change' Project

The case that is examined and presented in this report is the *Teachers as leaders of change* project implemented in Bosnia and Herzegovina (B&H) (as well as Serbia, though here we concentrate on B&H). The education system of B&H is complex, resulting in there being 13 ministries or governments of education, as well as deficiencies in the provision for teachers' professional development (Čelebičić 2013; see also Vranješević and Čelebičić 2013: 2). The country comprises three ethnic 'constituent peoples': the Bosniaks (the largest group, mostly Muslim); Serbs (the second largest group, mostly Orthodox Christian); and Croats (mostly Catholic) - and differences and conflicts were exacerbated during the war which took place between 1992 and 1994 (Čelebičić 2013: 1-2). The country has ambitions to create an education system

that is inclusive, de-centralised, efficient and transparent; that promotes a culture of evaluation and self-evaluation, justice, tolerance and constructive communication; that engages well-educated, reflective and motivated professionals; that is capable of meeting special educational needs as well as the needs of minority and marginalised groups and that includes the perspective of life-long learning.

(Vranješević and Čelebičić 2013: 3)

However, it faces a variety of problems (Vranješević and Čelebičić 2013) which include: the centralised nature of the educational system (p3); teachers being reduced to *implementers* of educational policies created by other experts in education (p3); a need for teachers to develop the capabilities required for taking more proactive role in the process of education (p3). Vranješević and Čelebičić (2013: 5) conclude that as a consequence teachers accept mostly passive roles in the education system and do not see themselves as agents of change... They perceive themselves as transmitters of knowledge and not creators of educational processes'. They also indicate another of the deep-seated challenges:

Learning for diversity is very difficult in this region because teachers frequently share dominant prejudices and convictions with other members of society (Vranješević and Čelebičić 2013: 2).

Methodology

The UK cases of good practice for the EFFECT project consist of nested case studies, distributed across the levels of the school education system: School (1); Local (1); Regional (2); National/International (1). As nested cases studies, they are parts of a larger whole (the HertsCam Network) and have an integrity and meaning through that identity, over and above the individual characteristics of each case²⁶.

A participatory approach was taken to the case studies. That is, we sought to mobilise and engage with the knowledge of participants in the practice and to utilise information, reflections and systematic evaluations generated by those participants. The process was informed by well-established traditions of co-operative research with practitioners, such as PALAR (participatory action learning and action research) (Denis and Lehoux 2009: 367, Zuber-Skerritt 2011), bridging the researcher/practitioner divide. This meant, for example, discussing in-depth with representatives of the HertsCam Network the aims of the case studies and potential sources of data generated within and by the Network, and seeking from them participant validation of our interpretative analysis. It also involved ourselves as researchers consciously integrating a critical, questioning approach into our examination of information sources and into our collective discussions of the research process and emerging findings, and sharing and discussing critical questions with representatives of the Network. In this way we sought to ensure there was reflexivity in the participatory research process (Denis and Lehoux 2009: 368).

²⁶ See Thomas (2011) on types of case studies including nested case studies.

The data examined for the purpose of the case study of the ITL initiative in B&H were primarily secondary sources. Evaluation is integral to the ITL initiative: the support programmes for developing teacher leadership 'are monitored and evaluated using data collection tools provided by the Cambridge team' (Frost 2011b: 8). Local participants in the initiative used the methods of data collection best suited to local circumstances, but were asked to report the data using a common format.

Data was used in each local context to evaluate, review and develop support programmes. Reports of periodic reviews were collected and analysed by the Cambridge team; these fed the international discursive process. Through discussion and collective evaluation, the team was able to build expertise based on knowledge of how to support teacher leadership which would be made available to wider professional communities and policy makers. (Frost 2011a: 14)

We have been able to draw on reporting of the ITL initiative's evaluation in Frost (2011a - an account of the 'Evidence of Impact' on pp32-40) which makes reference to B&H as well as other ITL countries, and other sources, such as a film of the B&H project (see footnote 7) and accounts by Čelebičić (2013), Čelebičić and Vranješević (2014) and Vranješević and Čelebičić (2013).

The case study also drew from planned meetings about the case studies: there were two exploratory and planning meetings with co-ordinators of the network in which the aims of the study, information on the masters and other aspects of the network were discussed and collected, as well as a focus group to explore questions arising from the analysis and discuss our interpretative analyses of the case studies²⁷.

The purpose of the examination of the documents and other information was to analyse, in terms of the criteria of good practice (participative professionalism, deep level collaboration, equity and deep learning, plus factors helping and hindering the good practice) the stated aims, processes and perceived outcomes of the ITL initiative in B&H.

Limitations of the method in relation to the case study of the MEd are acknowledged. We recognise that the secondary data examined should not be approached as objective representations. This is not to assert that straightforwardly objective representations are possible. Rather, we are recognising that the publications, papers and visual data constituting the secondary data are created by the HertsCam Network and are the outcomes of numerous decisions about how to present the network and its activities. They provide partial though nevertheless illuminating insights into the the latter. It is important to

²⁷ Two meetings were held (on 7/12/15 and 15/3/16), between the researchers (Amanda Roberts and Philip Woods {both meetings}, and Leo Chivers {first meeting}), David Frost (former Director of Programmes, HertsCam, and senior lecturer, University of Cambridge, UK) (both meetings) and Val Hill (Director of Programmes, HertsCam, and Assistant Headteacher, Birchwood School, Hertfordshire, UK) (first meeting). A focus group took place at the University of Hertfordshire on 25th April 2016, involving the researchers (Amanda Roberts and Philip Woods), David Frost, Sarah Lightfoot (deputy team leader of the MEd programme) and Gisela Redondo-Sama (Marie Curie Postdoctoral Research Fellow, University of Cambridge).

recognise, therefore, that triangulation of the secondary data was not feasible for the purposes of the case study of the annual conference. For example, it was not possible in the time available to undertake an in-depth investigation to generate original data or to collect systematic data on the impact of the project from the viewpoint of colleagues and pupils of teachers participating in the project. Access to the evidence generated by the ITL's evaluation was limited because the more detailed evidence in teachers' portfolios are produced in local languages and hence more difficult to access (Frost 2011a: 32).

Practice

The *Teachers as leaders of change* project aimed to empower teachers in B&H to take a more proactive role in the process of educational change. proMENTE, an NGO focusing on social research, brought together two projects: the APREME project (Advancing Participation & Representation of Ethnic Minority Groups in Education) and ITL initiative (Vranješević and Čelebičić 2013). It began in the academic year 2009-2010, with the goal of supporting teachers' capacities for leading change and enabling them to gain insight by reflecting on this engagement.

The aim of the *Teachers as leaders of change* project was to advance the participation and representation of minority ethnic groups in B&H (as well as Serbia, as noted above). The APREME project defined the topic (minority parents' participation in schools) (Vranješević and Čelebičić 2013) and ITL provided 'the key values, which underpinned the strategy (Frost 2008) and a framework for the project's methodology (Frost and Durrant 2003)' (Čelebičić and Vranješević 2014: 95). Funding for the B&H project came from the Open Society Institute (Frost 2011: 19).

The ITL initiative guidelines and tools (Frost, 2011b) were adapted for the context of B&H (Čelebičić 2013). For example, in B&H tools were developed to help teachers to recognise the characteristics of leaders of change (Frost 2011a: 24).

Six schools in B&H (and five in Serbia) were selected to take part in the project²⁸. The schools either had large populations of Roma children or were located in multicultural settings, and were committed to improving education by enhancing participation, partnerships and co-operation with families. In Bosnia, the work with the schools began with initial meetings in schools, aimed at informing school management and teachers about the project and establishing groups of teachers committed to working on development projects concerning parents' participation. The next step was to ask teachers to identify problems that they considered were important in relation to establishing partnerships with parents from different minority and marginalised groups. Twenty-eight teachers participated in B&H (24 in Serbia). There were six meetings in each school, including the initial meeting, which involved mentors for the teachers. In addition teachers and mentors were in touch through individual sessions. The mentors were highly experienced professionals involved in different ways in teachers' pre-service and in-service training. The role of the mentors was important in supporting teachers and helping them to become pro-active, rather than dependent on the mentors for direction, and in facilitating the sessions and meetings. Development ideas

²⁸ The source for the information in this paragraph is Vranješević and Čelebičić (2013: 6-11) unless stated otherwise.

are the teacher's and the implementation and evaluation are done by teachers themselves through their teacher-led development projects and trying things out in practice, using the tools and methods of teacher leadership²⁹. The teachers created 28 development projects in B&H (23 in Serbia). Examples included 'Developing active participation in reading lessons to improve children's reading' and 'Improving social skills for primary school students and strengthening unity in classrooms' (Frost 2011a: 26). The projects could be classified into five types:

- Informing parents about different aspects of school life
- Educating parents / Parents as educators
- Parents' participation in curricular activities
- Parents' participation in extra-curricular activities
- Parents as activists take the initiative to improve life in their local communities

As with ITL initiatives in other countries, a support group was established led by members of the international team and their partners or associates: in B&H the support group was called 'Supporting teachers to lead change' (Frost 2011a: 22-23).

Participative professionalism

The programme modelled participative professionalism through its participative character. Meetings were usually held after the school day.

The atmosphere was relaxed with teachers being encouraged to talk openly about the challenges they faced, the lessons learned and ideas for future work. Teachers did not hesitate to talk openly about problems they faced during their development projects....

Sessions were very participatory; the structure allowed for different suggestions and needs. During the sessions it became very clear that most of the teachers liked this approach. They were willing to participate...

(Čelebičić and Vranješević 2014: 100)

It was experienced as a participative way of being a professional teacher, as the quotes below from teachers in the B&H project illustrate.

I caught myself participating in discussions with all my heart, getting excited about the most ordinary talk between colleagues from our school and the colleagues from Hrasno. Exchanging ideas, listening to each other with respect, giving support to each other, one gets tremendous self-esteem...

(Teacher quoted in Bosnia and Herzegovina Final Report)

(Quoted in Frost 2011a: 24)

I learned that everything was easier through teamwork and that changes were definitely possible, although sometimes they seemed impossible. I learned that

²⁹ The kinds of support, tools and activities of ITL initiatives are explained in the section on 'Context'.

we should appreciate ourselves and our work more, because every change, no matter how small, is very important and big.

(Teacher B Final Report, July 2011, Bosnia and Herzegovina)

Quoted in Frost 2011a: 33)

In these responses can be seen the beginnings of the kind of professionalism that enacts distributed leadership. This practising and experiencing of participative professionalism gave rise in all of the ITL countries to the reframing of how teachers felt about teacher self-efficacy and how they understood leadership, coming to see it as a capability to change things that all teachers could exercise (Frost 2011a: 32-34). This transformation of perception is discussed further in the section on 'Deep Learning'.

Deep level collaboration

The operation of the project and its supportive elements demonstrate deep level collaboration. The support group titled 'Supporting teachers to lead change', the regular meetings of teachers and the facilitation by mentors and critical friends (Čelebičić and Vranješević 2014: 100, Frost 2011a: 22-23, Vranješević and Čelebičić 2013: 6-11) help to give a sense of cohesion, identity and shared purpose.

There are signs that changes in habits of mind and practice, discussed in the section on 'Deep Learning' below, are beginning to create deep level collaboration in schools. The ITL's evaluation suggests that the projects in the participating countries, including B&H, contributed to changing the cultures in schools, enabling progress towards becoming professional learning communities where collaboration and teacher initiation of change is accepted as the norm (Frost 2011a: 37). This kind of development in schools, if it is able to continue, nurtures the organisational climate in which distributed leadership is able to grow and be sustained.

Equity

Čelebičić (2013: 4) explains that during the academic year 2012-2013, inclusion was put at the centre of the programme in B&H with the title, 'Teachers as agents of change for education without prejudice' and the aim of 'Enhancing the quality of educational processes, providing equal education for all children regardless of their ethnic background and belonging, and in accordance with their special educational needs'. The teachers' projects were focused mostly on teaching and learning in the classroom.

The focus of each teacher's project was closely related to the problems they were facing at school every day. The teachers were very clear that their projects had to result in improvements in practice that would have the most benefit for their students. The titles of some of the teachers' projects were:

- Developing partnerships with parents for the purpose of improving cooperation and communication
- Developing a strategy for increasing the number of students who do their homework independently

- Developing a strategy for improving students' working habits
- Developing a strategy for social integration of students through extracurricular activities
- Developing a strategy to promote cooperation through art and music activities with students
- Developing a strategy for the improvement of hygiene and the health habits of children with special educational needs
- Online psychological-pedagogical counselling for teachers in mainstream schools

(Čelebičić 2013: 4-5)

This focus on equity had a special importance:

Networking of teachers from different parts of B&H had a special purpose for us which was to create a network of ITL schools able to cooperate on different levels of activity, creating a network of teaching professionals who, through the exchange of experiences and support, would promote equal rights for all and the values of multicultural society.

(Čelebičić 2013: 6)

The impact on parents and students was reported as positive:

Teachers reported increased level of parents' participation and motivation to be involved in different aspects of school life. Parents were very glad to be informed about different opportunities for their involvement. They were motivated to participate and they attracted more parents to become involved. What is especially important is the fact that parents were involved not only in extracurricular activities, but they participated in curricular activities too which is rare in our schools. They were involved in teaching and that was genuine participation, rather than tokenism. Parents learned how to be effective allies to teachers in the best interests of children. Concerning children, they all had a chance to learn about other cultures and children from minority and marginalised groups experienced the visibility of their culture inclusion of their group perspective in school curriculum.

(Vranješević and Čelebičić 2013: 12)

Without more detailed data on the impacts, it is difficult to come to clear conclusions about the depth and degree of any outcomes reducing inequalities and marginalisation.

Deep learning

Though the project was supportive, the aim was not to make teachers dependent on support. Rather, the opposite was intended (Čelebičić and Vranješević 2014: 100-101). Mentors supported teachers but had to make sure that the teachers developed their autonomy rather than look to the mentors to be the change agent. It led to teachers valuing

of small changes, instead of being burdened by feeling need to change whole system. In this section, the initial difficulties that teachers had in identifying problems to tackle are highlighted, an overview is given of the dimensions of professional learning being developed and the reframing taking place, and illustrative evidence set out of the changes in teachers and schools, concluding with a brief note on student learning.

Identifying problems to tackle through teacher leadership

Identifying and defining a problem to tackle was challenging for teachers. The teachers express it in their own words below, and a researcher in one of the supporting agencies for the project explains how they sought to overcome this challenge³⁰.

At the first session, when we were faced with a challenge to define one specific problem in the schools we work in, I was confused. I am a language teacher and usually I find it easy to articulate my thoughts, but still, I didn't know how to define the problem. That was the moment in which I realised that we, teachers, didn't have the strength to deal with the problems we face on daily basis.
(Nermina Husic, teacher, female, in Tuzla)

I have been thinking a lot about activities I could lead in my school; I didn't reach a final decision because there are many problems to choose from. The way students communicate, their success in school, the way they learn, there is a lot of room for improvements in those fields.
(Nerina Abazovic, teacher, female, in Mostar)

In December, when we started with the project, I didn't know what to work on. What I really wanted is to decorate this space to be suitable for children so we would all feel comfortable coming and spending time here.
(Razija Hamzabegovic, librarian, female, in Tuzla)

Often, teachers focus on issues and problems in the system itself, mostly seeing obstacles and rarely solutions to the problems. Therefore, when we asked them to define as issue they can influence, something one teacher can change, they had difficulties coming up with anything. As time passes, and as we continued to work with them, and as a result of their motivation, we managed to overcome these issues, as you can see in the results they achieved.
(Andrea Soldo, proMENTE, social research, female)

Andrea Soldo acts as a facilitator for the project. Here she drew attention to the commonalities between the problems and projects that the teachers chose to focus on³¹.

³⁰ The quotes are from a film on the B&H project, entitled 'Teachers as Agents of Change for Education Without Prejudice' Project, carried out by proMENTE. The film was produced in 2016. The quotes in English are taken from the subtitles of the film.

³¹ The quotes are from a film on the B&H project, entitled 'Teachers as Agents of Change for Education Without Prejudice' Project, carried out by proMENTE. The film was produced in 2016. The quotes in English are taken from the subtitles of the film.

Though we had teachers from different schools, teaching different subjects, in the end we realised most of them focused on solving similar problems. Mostly, they focused on the potential children have, improving their creativity, their learning abilities and motivating them to do their homework. Also, they focused on co-operation and communication with parents, co-operation with their local communities, opening schools for positive influences from outside, and finally on improving co-operation on a school level. Even though the teachers have various school-level meetings, they really don't have many opportunities to gather and discuss problems they have and share what they think about these problems and other problems in their communities. (Andrea Soldo, proMENTE, social research, female)

Dimensions of learning and reframing

The succinct summary below of teachers' learning is about developing as members of a profession that sees itself as being made up of teacher leaders - Biesta's (2009) socialisation dimension of learning. It is also about Biesta's subjectification dimension - developing as an individual with some independence of the communities into which the person is socialised - in that the project encourages teachers to think independently.

Impact on teachers

At first, teachers found leadership challenging either because they thought they were not sufficiently competent or because they thought they needed to create major change in the educational system. Gradually they became more and more proactive. They learned about leadership by doing it; by taking small steps such as defining the problem and planning actions to create change, evaluating the results and planning next steps. With each step they became more confident and proactive. The idea of teacher leadership differs from other forms of professional support such as in-service teacher training for several reasons. First, this work is undertaken completely by teachers. The mentor is a facilitator who provides support, but the idea is the teacher's and the implementation and evaluation are done by teachers themselves. Second, it fosters teachers' autonomy and freedom to change and improve their practice; this is done by the teachers themselves through their development projects and 'experimentation'. Third, teacher leadership does not provide the content or prescribe what needs to be improved or changed. Instead it provides tools through which change can happen. Finally, teacher leadership is not exclusive. It does not require months of education and training, like some in-service training programmes. Every teacher can be a leader, as this comment by a teacher from Sarajevo [Serbia] illustrates (Čelebičić and Vranješević 2014: 103³²):

³² Čelebičić is the director of proMENTE. Vranješević is a Serbian colleague, researching the TLDW work in Bosnia.

I learned that we should appreciate ourselves and our work more, because every change, no matter how small, is very important.

The professional learning taking place involves reframing of previous ideas, feelings and assumptions³³. There is affective reframing, which is about alterations in the usual or 'taken-for-granted' set of feelings in relation to a practice or context - changing attitudes and feelings towards teaching as a profession, for example, of which there are examples below. And there is cognitive reframing, which refers to alterations in the usual or 'taken-for-granted' ideas concerning a practice or context - including learning how to work differently as teachers as many of the participants in the ITL initiative did.

Examples of reframing and professional learning, including Biesta's (2009) qualification dimension of learning (the knowledge, skills, understanding and judgement that enable a person to undertake a practice), are given in the next sub-section.

Illustrative evidence of changes in teachers and schools

Reports from each of the ITL countries found that the projects enhanced teachers' self-efficacy and self-confidence (Frost 2011a: 32). The evaluation of the ITL initiative highlighted the following:

What helped them most was the teacher leadership itself, e.g. small steps from the definition of the problem and planning actions to create change, to the evaluation of achieved results and planning new steps. They were *learning by doing* which was very valuable for them and after each step they were becoming more self confident and proactive.
(Vranješević and Čelebičić 2013: 11)

The positive reframing that took place during the project is illustrated by the words of these teachers³⁴:

I realised I am capable of making changes, I realised I am allowed to step out of the strict boundaries set by the government. Instead of waiting to be told to do something, waiting for specific policies that will let me do something, I found out I can work and implement ideas on my own.
(Nermina Husic, teacher, female, in Tuzla)

I believe teachers can accomplish a lot by applying their creativity, and being dedicated to their work. Using only paper, or plastic bottles we were about to create new things in some of our workshops. We can recycle existing useless

³³ Framing and reframing are discussed by, *inter alia*, Berkovich and Eyal (2015, submitted), Cornelissen and Werner (2014) and van Hulst and Yanow (2016).

³⁴ The quotes are from a film on the B&H project, entitled 'Teachers as Agents of Change for Education Without Prejudice' Project, carried out by proMENTE. The film was produced in 2016. The quotes in English are taken from the subtitles of the film.

materials into new and useful objects, sell this and gain some money we can invest in our school.

(Vanessa Malkic, social worker, female, in Tuzla)

I don't think lots of money or huge changes in the system itself are necessary to accomplish something on the ground level. We can start making changes, but first we have to work on our attitudes, we must realise how much potential we have. Only then, instead of setting our goals too high, on the level of the whole education system, we can reflect on our immediate surroundings and start making changes and solving problems we face on a daily basis. That is how we started here in our school, realising what a big impact we can have only relying on our creativity and strength.

(Bekir Saletovic, teacher, male, in Tuzla)

This teacher explained what the participation meant:

I caught myself participating in discussions with all my heart, getting excited about the most ordinary talk between colleagues from our school and the colleagues from Hrasno. Exchanging ideas, listening to each other with respect, giving support to each other, one gets tremendous self-esteem, and that is all I need. So I managed to go beyond the limits of my previous work, I set my goals on a higher level. Having seen the results of what I initiated with my idea in cooperation with my colleagues, I am encouraged to make new ways to continue something that improves the quality of work with children, which encourages me personally, thereby making me happier.

(Teacher quoted in Bosnia and Herzegovina Final Report)

(Quoted in Frost 2011a: 24)

As noted in the discussion on 'Deep Level Collaboration', the ITL's evaluation suggests that the projects in B&H and other participating countries helped to change the cultures in schools and move in the direction of becoming professional learning communities where collaboration and teacher initiation of change is accepted as the norm (Frost 2011a: 37).

... evidence from the ITL project indicates that teacher leadership itself plays a major part in helping to create a professional learning community. When teachers take the initiative and lead development projects seen to be beneficial not only to students' learning, but also beneficial in the way they draw colleagues into collaboration and self-evaluation, school principals are able to see significant shifts in the mindset and norms of practice amongst the school staff.

Frost (2011a: 43)

Teachers described the impact on their schools in B&H (Čelebičić 2013: p6):

- improvement of teamwork and cooperation between home-room and subject
- enhancing teachers' motivation
- better use of students' potential and interests

- strengthening teachers' competencies through co-operation and exchange of experiences

The account by Čelebičić (2013: 5-6) of the B&H teacher leadership programme highlights both Biesta's (2009) qualification dimension of learning (the knowledge, skills, understanding and judgement that enable a person to undertake a practice), as well the subjectification dimension:

During the whole programme the emphasis was on teachers' leadership skills and how to exercise these in taking the initiative and leading projects that will bring about change. Teachers developed awareness of their own capacity for leadership and they became more confident about leading change.

The teachers learnt how to initiate change and do development work as well as to value their own ideas. In feedback on their professional learning, teachers mentioned:

- finding the ways to improve the teaching process
- applying new techniques and methods
- documenting the working process
- applying leadership ideas
- setting higher goals in work
- getting out of routine
- encouraging to more creativity
- better cooperation with parents

Student learning

With regard to students' learning, the evaluation of the projects in the ITL countries concludes that direct evidence of improvements in students' learning is difficult to access (Frost 2011a: 36):

...but members of the international ITL project team are confident that teachers' development projects have made very significant contributions to such improvement. Evidence of impact on students' attainment and on their capacity for learning is to be found in teacher's own portfolios and, although teachers have used different approaches to collecting such evidence, reports from project partners are clear that the development work led by teachers has had a major impact on the quality and extent of students' learning, as well as their capacity to learn in the future.

One of the teachers in the B&H project reported that:

Better results are also noticed at the end of the year, which was one of my goals too. Impact on me relates to my view of planning lessons, and my future work, as well as the work of possibly interested colleagues. I will try to make my lessons

as diverse as possible, and connect with as many colleagues as possible with the purpose of joining ideas.

(Primary school teacher quoted in Final Report, July 2011, Bosnia and Herzegovina)

(Quoted in Frost 2011a: 36)

Facilitating factors

Space being made available and the opportunity to gain the appropriate support are positive factors important generally for the collaborative, non-positional teacher leadership advanced by the ITL initiative. Making a general observation about the progress of such teacher leadership, thanks are given to 'the many headteachers, school principals and government officials around the world who *have made the space* for shared leadership to flourish and have *provided support and encouragement along the way*' (Frost 2014b: iii). There are specific actions that senior leaders in schools can take, such as making additional time available or helping to facilitate opportunities for collaboration. The more fundamental task, however, is concerned 'with culture building or creating the conditions in which teacher leadership can flourish' (Frost 2011: a).

In the context of B&H, the support and facilitation provided by the B&H project is a vital component in enabling teachers to design and carry forward the development projects, and to develop their sense of agency and autonomy (Vranješević and Čelebičić 2013: 13). The explication of a well-grounded theory of teacher leadership and developmental pedagogy, and the framework of principles, guides, tools and modes of support grounded in wide experience, that the ITL initiative is able to provide is an enormously important factor in making projects in member countries feasible and successful. This includes the framework of group and school meetings reported above and the support of mentors and the 'critical friendship' provided by the more experienced ITL initiative team members from the HertsCam team, largely through e-mail contact (Frost 2011a: 15).

The ITL approach is distilled in a set of principles that stand behind this support and are set out in Table 5. These principles and the ITL approach benefited from the established work of the HertsCam Network so that the participants in the B&H project were building on and adapting a substantial body of experience, ideas, practice and materials.

Principle 1: A partnership between schools and external agencies

Such agencies might include university departments of education, government agencies and non-governmental organisations (NGOs).

Principle 2: Mutual support through membership of a group and a network

Support groups can be established within single schools or within clusters of schools and these can be linked through networks.

Principle 3: Collaboration with school principals

Dialogue with school principals can help to build support for teacher leadership

Principle 4: Opportunities for open discussion

Teachers need to be enabled to think critically about values, practice and innovation.

Principle 5: A project-based methodology

Teacher leadership is enacted through the initiation and leadership of development projects.

Principle 6: Enabling teachers to identify personal development priorities

This releases passion, concern and moral purpose.

Principle 7: Tools to scaffold personal reflection, planning and action

Well-designed tools scaffold, exemplify and illustrate teacher leadership.

Principle 8: Facilitating access to relevant literature

This enhances the knowledge arising from teachers' development work.

Principle 9: The provision of guidance on leadership strategies

Expert guidance and mutual exploration strengthens leadership capacity.

Principle 10: The provision of guidance on the collection and use of evidence

Systematic enquiry is a democratic and collegial leadership strategy.

Principle 11: Mobilisation of organisational support and orchestration

School principals can support teachers' development work and ensure coherence in the school.

Principle 12: The provision of a framework to help teachers document their work

A structured portfolio enables teachers to plan, record and reflect upon their development work and can be used as evidence for certification and the like.

Principle 13: The provision of opportunities for networking beyond the school

Teachers derive mutual support and inspiration when they network with other teachers. Moral purpose is cultivated throughout the system.

Principle 14: Recognition through certification

Teachers' leadership of innovation can be recognised through certification provided by universities or partners of other respected organisations.

Principle 15: Professional knowledge arises from accounts of teacher leadership

Teachers can build professional knowledge through collaborative and critical discussion and exchange of ideas.

Table 5: Principles for supporting teacher leadership (Frost 2011b: 12-13)

Across the ITL countries, the most useful tools (used in sessions and available online) were found to be (Frost 2011a: 24):

- formats and structures which provided scaffolds for group work and discussion
- illustrative examples of key documents such as action plans
- instruments to help participants analyse the culture of their school

- vignettes of teachers' development projects to illustrate the nature of teacher leadership
- guidance sheets to help participants prepare and compile their portfolios
- guidance sheets to help participants prepare to share accounts of their projects through networking.

The ending of the support and facilitation at the end of the B&H project was a concern in terms of sustainability (discussed under 'Barriers' below). However, following discussions with the teachers who participated in the project, networking was identified as an important next step. National network events were organised for all schools that participated in the project, as well as regional network events where teachers from B&H and Serbia got together and exchange their experiences.

For some teachers, because of the war and post-war isolation, that was the first time they had the opportunity to meet their colleagues from the other country, and discuss some professional issues. Those network events were great starting points for building allies, since this is a crucial element of the teacher leadership process: teachers need support from other colleagues and they need to explore different ways of how to make allies within their group of colleagues, nationally and regionally.

(Vranješević and Čelebičić 2013: 13)

Barriers

As noted under 'Context', B&H and the ITL countries face particular and very testing challenges. These include relatively poor economies and high unemployment, divisions amongst the peoples of B&H, the centralised nature of the educational system reducing teachers to implementers of educational policies created by others, teachers' self-identity as a passive profession, an absence amongst teachers of the attitudes, values and capabilities to act as change-agents, and the fact that many teachers share dominant prejudices within society (Čelebičić 2013, Vranješević and Čelebičić 2013).

Sustainability after the project was a key challenge:

The main challenge we faced after the project was how to keep up with good practice. Teachers were highly motivated by their development work. They were very engaged in doing their development projects, but the question of sustainability of their motivation still remains. Do they need further mentoring and support? How can we make the core group (the group of teachers who participated in this project) sustainable? How can we attract more teachers from the school? After 'beginner's enthusiasm', are they going to go back to previous mode of professional work and cooperation? These questions were discussed with teachers. Teachers said they would like to have support in the future although this does not have to be regular. They found it important to have a "resource person" to whom they could talk to if needed. They were very proud of what they achieved and they would like to share that. We talked about modes of

promotion of projects they created and some teachers mentioned so called “open classes” (classes that are open for all teachers who would like to participate) and public discussions on the level of town or even region through which they could share what they have learned during this process.
(Vranješević and Čelebičić 2013: 13)

Conclusions

Building on and adapting the experience, ideas, practice and materials of the HertsCam work on collaborative teacher leadership, the ITL initiative in B&H effectively facilitated and supported development of participant teachers as active, participative professionals engaging in collaborative change to improve learning. There is evidence of professional learning, including reframing teachers’ ideas and feelings in relation to teaching as an active profession.

Equity and inclusion were put at the centre of the B&H project. Working to overcome barriers and prejudices, reducing inequalities and helping to advance equal rights and a more cohesive society in which learning is supported were crucial aims informing the project. Without more detailed data on the impacts, it is difficult to come to clear conclusions about the degree to which the outcomes achieved these aims.

The beginnings of developments which embed change in the culture of schools appeared to result from the project. These suggest small movements in the direction of a situation where collaboration and teacher initiation of change become accepted as the norm and an organisational climate is created in which distributed leadership is able to grow and be sustained. The progress made is especially noteworthy given the context of the testing challenges that B&H and its education system face. It is not possible to assess from the data and information we have, how firmly established and sustainable are the progressive changes and small movements achieved by the project.

Nevertheless, for many of the participants, there were reported transformations in how they felt towards and experienced teacher-led change. This is illustrated well by one of the teachers quoted above who commented,

I caught myself participating in discussions with all my heart, getting excited about the most ordinary talk between colleagues from our school and the colleagues from Hrasno. Exchanging ideas, listening to each other with respect, giving support to each other, one gets tremendous self-esteem...
(Teacher quoted in Bosnia and Herzegovina Final Report)
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Appendix 1: An Introduction to the HertsCam Network

The HertsCam Network³⁵ is a network of teachers and schools which supports teachers in leading innovation in their own schools and in building knowledge about teaching and learning across schools. Support at the network and school levels (through school-based support groups, for example) enables teachers to lead collaborative development projects that improve the quality of teaching and learning. It has resulted in over 700 teachers in 40 schools developing the capacity to lead school improvement through school-based enquiries.

The conceptualisation of teacher leadership underpinning its work recognises the potential of all teachers to exercise leadership as part of their role as a teacher. The network aims to enable teachers, and others contributing to education in schools, to develop an identity as educators in which they confidently see themselves as agents of change - bringing about innovation, creating professional knowledge, exercising leadership and undertaking this agency as a member of a collaborative community. In this way, it is committed to developing an identity as educators in which the practice of inclusive distributed leadership is a defining feature.

The network serves the county of Hertfordshire, though there are some participants in the network from neighbouring counties. It was initiated in 1998 when Hertfordshire County Council proposed a partnership with the University of Cambridge to support schools in the region. The network has evolved to become an independent organisation, and since 2013 has been a charitable organisation governed by directors, trustees and an advisory steering committee representing network participants. Formal links with the University of Cambridge were drawn to a close and a new academic partner sought (which led to the current partnership with the University of Hertfordshire).

Its core activities are as follows:

- **Teacher Led Development Work (TLDW) programme.** This supports teacher leadership in primary, secondary and special schools by enabling teachers and other educational practitioners to plan and lead projects designed to develop the quality and effectiveness of aspects of teaching and learning in their own schools. Each participant develops their own project. It involves in any one year approximately 120 teachers and 120 projects, with 25 tutors and 14 school-based groups. Successful completion leads to an award of the HertsCam Certificate in Teacher Leadership, which can be used to achieve credit within other academic programmes.
- **MEd in Leading Teaching and Learning.** This is run and taught entirely by teachers in the network. It is a 2-year, part-time programme which enables teachers to plan and lead a development project that makes a difference to the quality of teaching and learning in their school or other setting and to base this project in a critical appreciation of relevant literature, concepts and domains of knowledge. Average recruitment is 20 per year, with 215 teachers graduating between 1999 and

³⁵ The HertsCam website is at <http://www.hertscam.org.uk>

2013. In 2015, the University of Hertfordshire re-validated the MEd and since then has awarded the master degrees.

- **Network events.** There is a programme of six per year, hosted by schools. Typically between 50 and 150 teachers and other practitioners take part in poster displays and workshop sessions.
- **Annual Conference.** This is part of the yearly networking cycle and is its highpoint.

Appendix 2: Example of data analysis – stage 1

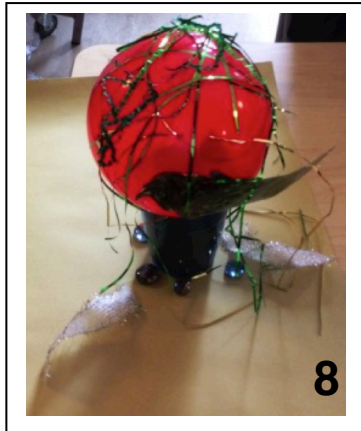
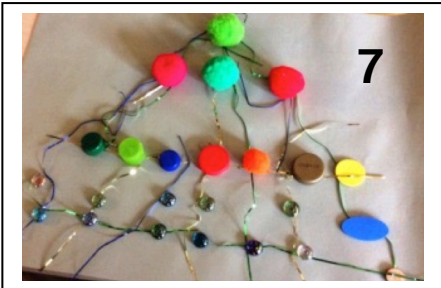
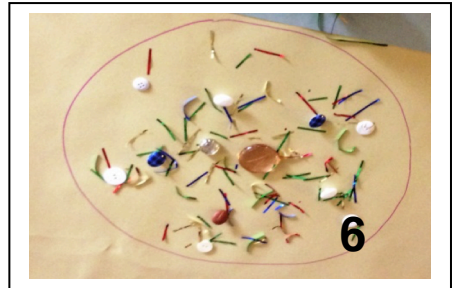
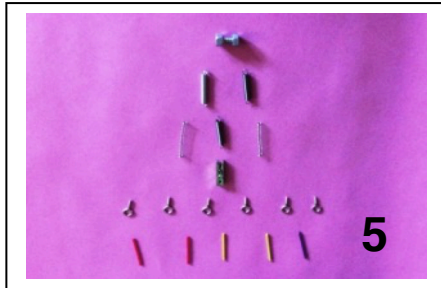
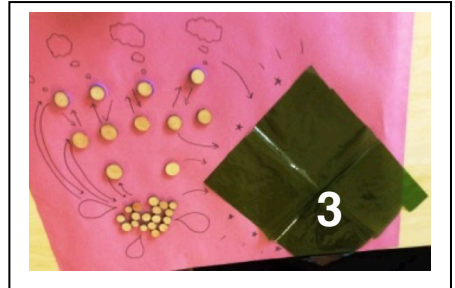
Case Study 1 – The HertsCam Network: Development projects

Data source	Process – what happened?		Impact – what impact did this have?	
	Participative professionalism Reflects a participatory or democratic model of professionalism including co-leadership by teachers or other stakeholders, mobilization of their knowledge and expertise, and interpretation of policy	Deep level collaboration Displays characteristics such as a cohesive culture, high team identity etc. and features that may include supporting one another emotionally or working creatively to provide new holistic ways to support learning, children and families	Equity Advances developmental, participative, cultural and distributive justice; enhancing equality may be a feature of the way the case operates (its process) and where appropriate, its outcomes	Deep learning Promotes learning broadly conceived, encompassing, for example, Biesta's qualification (<i>knowledge, skills, understanding and dispositions which allow someone to do something</i>), socialisation (<i>becoming members of a particular social, cultural and political order</i>) and subjectification (<i>developing as an individual in the communities in which one is socialised</i>) functions).
<p>Development Project 1 - Gertie Bustard's development work TURNING RELUCTANT BOYS INTO PUBLISHED WRITERS at Edwinstree Middle School, Buntingford</p> <p><i>Story in Teacher Leadership, Volume 3, Number 1, July 2012</i></p>	<p>The development of boys' interest and skill in writing had been identified as a whole school improvement target. Colleagues had agreed in staff meetings to work together to try to find a way forward.</p> <p>She adopted democratic approach to solving this problem by inviting boys of varying writing abilities to form a working group with her to develop alternative writing support strategies.</p>	<p>Gertie was determined to find a strategy to impact both on the enthusiasm of boys in her class and also on whole-school policy and practice in supporting writing development.</p> <p>The working group offered the boys the opportunity for deep level collaboration, on which they thrived.</p>	<p>The development of equality both a key factor in the success of the project and a clear impact of it. The ideas came not simply from the teacher but from the group, supplemented by the teacher's reading. The boys' focus on the importance of writing for a purpose set a new focus for the development of writing support activities.</p>	<p>Wanted to encourage boys to write for a purpose – the qualification type of learning was here fulfilled. The boys were not writing indiscriminately but to allow them to develop as free and authentic writers.</p> <p>Wanted to promote learning which allowed children to be socialised into an alternative image of childhood than the technology-dominated one they currently inhabited.</p>
<p>Facilitating factors - personal, structural, group, organisational and process characteristics and other support; how these came to be developed</p>		<p>Personal: <i>Gertie was determined to...</i> Personal determination to effect change is a facilitating factor in the success of this development work.</p>		

Data source	Process – what happened?		Impact – what impact did this have?	
	Participative professionalism Reflects a participatory or democratic model of professionalism including co-leadership by teachers or other stakeholders, mobilization of their knowledge and expertise, and interpretation of policy	Deep level collaboration Displays characteristics such as a cohesive culture, high team identity etc. and features that may include supporting one another emotionally or working creatively to provide new holistic ways to support learning, children and families	Equity Advances developmental, participative, cultural and distributive justice; enhancing equality may be a feature of the way the case operates (its process) and where appropriate, its outcomes	Deep learning Promotes learning broadly conceived, encompassing, for example, Biesta's qualification (<i>knowledge, skills, understanding and dispositions which allow someone to do something</i>), socialisation (<i>becoming members of a particular social, cultural and political order</i>) and subjectification (<i>developing as an individual in the communities in which one is socialised</i>) functions).
Barriers – personal, structural, group, organisational and process characteristics, and other problems; how these were overcome		The boys wished to have their work published in a book by Wes Magee, a poet and children's author who visited their school. As this proved not to be possible, the class decided to produce their own book in which to publish their work. The boys developed a secure team identity to work creatively at overcoming an unexpected barrier.		
Context – institutional history, culture, policy context etc.	In the UK, it is often difficult to engage boys in the writing process.			

Appendix 3: A visual record of the 11 collages

These collages were produced by participants in a multi-school TLDW group in response to the question: How would you represent leadership in your setting?



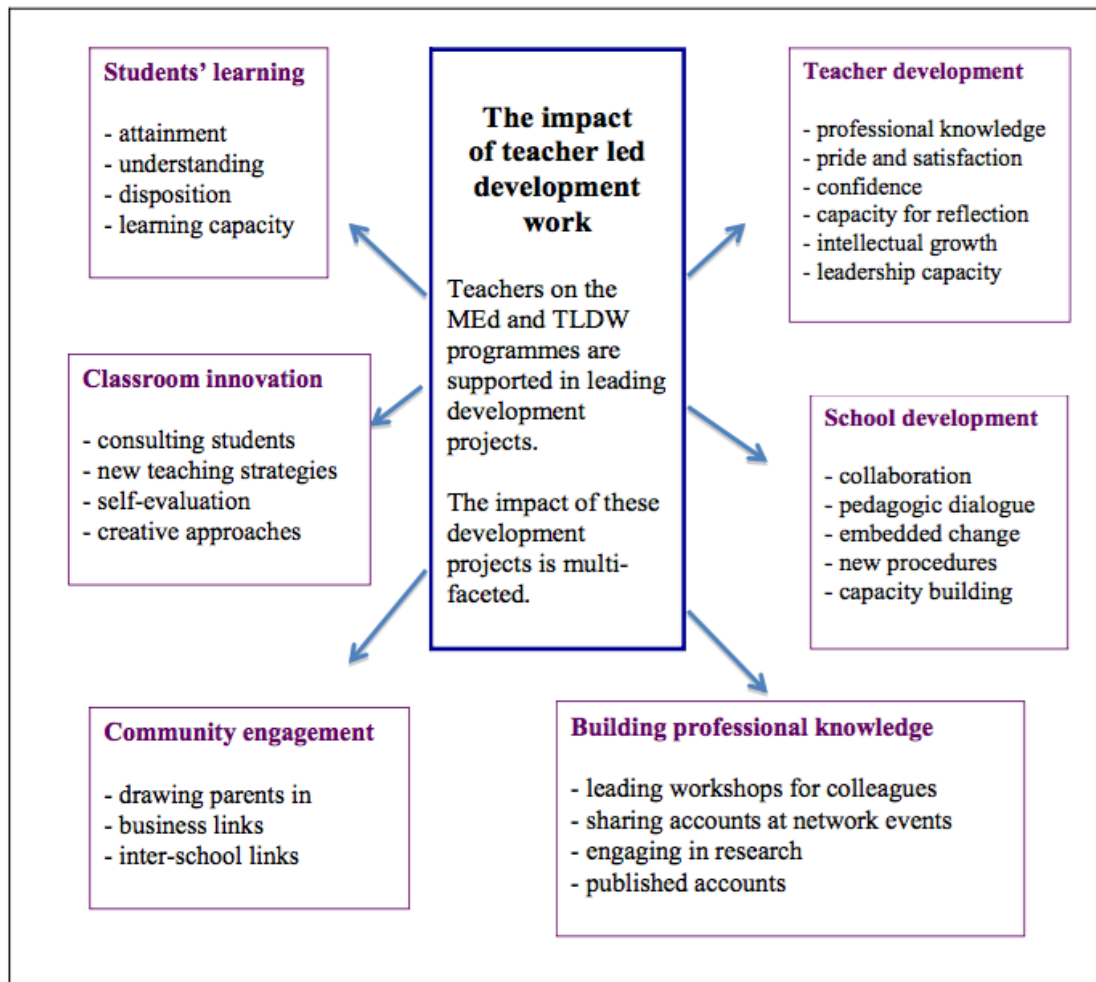
Appendix 4: MEd Annual Recruitment Figures and Graduation Rates

Source: HertsCam Network (2013)

Cohort	Recruits	With draws	Deferments	Fails	Graduates	% success rate	Comment
1999-2001	19	3	-	-	16	84	First cohort had a large teaching team (Hargreaves, James, Connor, Fielding + Frost subsequently)
2000-02	21	10	-	-	11	52	During this year the team that started the MEd team moved on, leaving David Frost coordinating with some teaching from Connor
2001-03	18	4	-	-	14	78	
2002-04	20	1	-	1	18	90	
2003-05	24	7	-	1	16	67	
2004-06	21	5	-	-	16	76	
2005-07	19	3	3	-	13	68	
2006-08	18	2	1	-	17	94	
2007-09	15	6	1		16	106	The graduates included a returnee from an intermission
2008-10	19		2	-	20	105	The graduates included a returnee from an intermission
2009-11	21	1	1	-	21	100	The graduates included 2 returnees from an intermission
2010-12	20	-	1	-	19	95	
2011-13	18	1	-	-	18	100	The graduates included a returnee from an intermission
2012-14	11	-	1	-			

Appendix 5: Impact sought by the MEd and TLDW programme

Source: HertsCam Network (2011: 2)



Appendix 6: Account of seminars during HertsCam 2015 Annual Conference

(reproduced from Frost 2016: 9-20)

Accounts of seminars

Below is an account of each of the seminars. In some cases the account is based on the abstract provided by the seminar leader and in other cases comments from the facilitator are added.

Seminar 1: Working with parents and the community with Chris Quach

Chris Quach is an Assistant Headteacher at Barnwell School, Stevenage. He has participated in the TLDW programme and is currently pursuing an Advanced Certificate in Educational Research at Cambridge. The seminar began with a presentation about Chris's project which involved developing strategies to increase the participation of parents and community members in the life of the school, and in students' education. Discussion focused on the relationship between home and school.

Seminar 2: Building a learning-centred professional culture with David Bullock

David Bullock is Deputy Headteacher at Verulam School, St Albans. The seminar focused on the project David had led within the framework of the HertsCam MEd which he completed in 2014. The project had focused on the learning culture in the 6th form. He talked about culture as 'the way we do things around here'. David provided an account of the strategies used to engage both students and colleagues in a process of reflection and deliberation leading to a significant change in attitudes, disposition and learning habits. This was an explicitly collaborative process, involving students and colleagues, who were consulted over the characteristics that make for a successful sixth form student. Organised, Motivated, Resilient, Independent and Confident formed the basis of a poster which formed the basis of a consistent and explicit approach to developing these dispositions. He then led a practical and interactive workshop. The project was excellent example of how a development project can impact profoundly and enduringly on teachers' practice and how an assertive and relentless leadership focus can lead to a positive impact on student outcomes. It was serendipitous the Ofsted noted the beginning of the journey and the significance of the steps taken. The results in Ofsted's words (2014): 'Teaching in the Sixth Form is good. Teachers plan learning which engages and stretches students. Students work with high levels of personal motivation, researching information for whole class presentations and group learning activities, which they deliver knowledgeably and confidently.' This was a concise and genuinely inspirational workshop which left all involved with genuinely meaningful and practical ideas to take back to their schools.

Seminar 3: Empowerment and emancipation through teacher leadership with Hanan Ramahi

Hanan Ramahi is co-founder and director of a school in Ramallah. She is also studying for her PhD at Cambridge. In this seminar Hanan shared an account of the way she has adapted the TLDW approach in her school in Ramallah, fostering a sense of empowerment and emancipation among a group of school teachers and staff. Two thirds into the programme, outcomes are positive. Teachers are more agential and exhibit improved self-efficacy in their teaching practice. Correspondingly, there is a shift in teacher learning towards self-directed, deliberate approaches that foster locally-built knowledge. Hanan showed how non-positional teacher leadership is linked to a wider emancipatory ambition and the potential it has to contribute to national renewal and state building. Discussion focused on empowerment.

Hanan told the audience an inspirational story of hope, redemption and social justice through the teacher leadership programme. Teachers and Palestinians were both under-represented groups in a vibrant culture. She used thought-provoking images such as the journey Palestinian students take to school through the cross-border security checks. In 1994 the Palestinians inherited an antiquated education system which resulted in an influx of foreign funding and ideas. Though appreciated, these systems didn't make sense in the Palestinian context and confused educators and students. Hanan was mostly dissatisfied with teacher preparation and CPD. As a school leader she identified a real responsibility to

change the school system so that teachers determined and then made the improvements to aid student achievement. She adapted the HertsCam TLDW programme for the Ramallah context. At this early stage there is no opportunity for networking with other schools but Hanan has been able to arrange an in-house network event. So far the programme has empowered teachers with purpose and emancipated them from transmission modes of teaching. Participants commented that "all of a sudden, I'm the owner of the idea and the solution" which is inspiring for anyone in any profession. The discussion was rich and thought-provoking and made us all consider the courageous, multi-faceted colleagues we work with as teacher leaders across our nations.

Seminar 4: Blogging and other technologies for learning with Laura Sanders

Laura Saunders is Subject Leader of Media Studies at Turnford School. She is currently participating in the TLDW programme at her school and plans to enrol in the MEd later this year. Laura talked about her work developing the use of blogs and websites for both classroom learning and for documenting her own development work. This session was helpful for anyone who wants to learn to build a free blog or website. It brought to light some of the popular tools that digital technology and the web has to offer. Discussion focused on how such technologies can enable their students to develop analytical and reflective skills both inside and outside the classroom. Laura uses 'Weebly' for her website but explained that there are other websites which are just as useful. She wanted to create a sense of community and encourage students to learn in as many ways as possible in the digital age. Laura showed clips of students' responses to using blogging for their work and examples of the range of ways they had used digital technology. Students keep a diary of their work which enables them to reflect and analyse their work. They were aware of the fact that their blogs could be seen by the world at large. They learned about the legislation and safety issues surrounding blogging. Their work was stored online and sent to the examiner.



Soon colleagues became interested in developing blogs for their departments and Laura gave examples of subjects who were now blogging. Presenting her TLDW project as an Eportfolio was a natural progression for her as it was immediate; she could use it anywhere, upload her evidence as she went along. Participants engaged enthusiastically when Laura asked them to consider how they would use a blog for their own subject. At the end of the session Laura showed photographs she had uploaded as participants were engaged in the activity. Many participants left keen to become bloggers and Laura provided a handout to guide them through the process of setting up a blog.

Seminar 5: Teacher leadership in the primary sector with Tracy Gaiteri, and Sarah Lightfoot

Tracy Gaiteri is Headteacher of Wormley Primary School, Cheshunt. She is a graduate of the HertsCam MEd and has served as a member of the HertsCam Tutor Team. Sarah Lightfoot is a member of the HertsCam Tutor Team having graduated from the MEd in 2003. She has been a Deputy Headteacher and an Early Years Advisor for a local authority. She is now an independent consultant in the field of early years and is doing her doctorate at Cambridge.

This seminar began with a presentation about the new TLDW programme adapted especially for the primary context. Tracy and Sarah talked about their adaptations and shared details of the sorts of projects that teachers and other practitioners are leading. They identified the characteristics of teacher leadership in the primary school



context. Discussion focused on the challenge of enabling primary practitioners to initiate and lead change.

This seminar started off with a task for all participants which got everyone talking to each other. Tracy and Sarah then went on to discuss the obstacles they had to face when setting up TLDW in their schools and how they had overcome them. They discussed the projects carried out by some of their teachers and had examples of their work to show us. The group that attended this seminar was a mix of primary and secondary school teachers and through an in-depth discussion we discovered that whether you are a primary or secondary school teacher, the concerns are much the same. This has been successful in their primary schools and they are now introducing it to other primary schools who have never heard of TLDW. The group all agreed at the end of the session that an ideal situation would be that if all their secondary schools had TLDW in their feeder primary schools.

Seminar 6: Incorporating teacher leadership into national initiatives with Majda Joshevska

Majda Joshevska is a Coordinator for the 'Learning Communities' component of the 'Readers are Leaders' project in Macedonia. She previously coordinated the ITL project in Macedonia and completed her MPhil at the University of Cambridge in 2012. This seminar presented the continuation of the ITL initiative Macedonia (2010-2011). Majda explained how the teacher leadership concept is incorporated in the Learning Communities project established in 42 schools in the country. It focused on how teachers' professional development can be made more sustainable and rooted in the school culture through principles of teacher leadership, such as shared knowledge about practice, personal agency and nurturing extended professionalism. Her account also discussed challenges arising from social change, reforms in education, new laws and the political climate.



Majda Joshevska used PPT slides to support her description of re-igniting and expanding teacher leadership in Macedonia. The initiative was driven by the USAID Readers are Leaders project to improve raise reading and literacy levels to those found in many other countries. 100 teachers and school staff, 70 development projects, 8 primary schools, 4 networking meetings and 2 network events were involved. A picture was presented of a dormant profession where teachers and their work have not been celebrated. A teacher leadership methodology underpinned the projects, but unlike the TLDW programme the projects all had a focus on improving either literacy or numeracy. Some participants in the Macedonian programme presented resistance at first; ideas from England did not seem as if they would be relevant in Macedonia. However introducing and reflecting on concepts such as self-efficacy, personal agency, professionalism and professionalism were embraced with enthusiasm.

The idea of 'awakening the sleeping giant' struck a chord which resonated powerfully with those involved in the project. The debate about the difference between the quality of teaching and the quality of the teacher were also explored. The journey travelled by the schools and teachers involved led to a renewed sense of professionalism and professional identity. Network opportunities have allowed teachers to share work and to learn from each other; a different form of discourse and a mode of presenting to each other has evolved. The challenge now is to sustain teacher leadership development in Macedonia beyond and after the Readers as Leaders project.

Seminar 7: Distributed leadership with Amanda Roberts and Philip Woods

Philip Woods is Professor of Educational Leadership at the University of Hertfordshire. He is the author of *Transforming education policy: shaping a democratic future* (Policy Press, 2011) and *Democratic leadership in education* (Sage, 2005). Amanda Roberts is a Principal Lecturer and Associate Dean at the University of Hertfordshire. She has substantial experience in developing teacher and student leadership and in researching leadership as a distributed phenomenon. Before taking up her post at UH Amanda

taught on the HertsCam MEd and facilitated TLDW groups. The seminar began with a presentation about the LEAD project (Leadership for Equity, Agency and Democracy) which builds on earlier research focusing on distributed leadership and social justice. The presentation provided a catalyst for a discussion about the different ways that distributed leadership is conceptualised and the practices that we currently experience in our schools.

The LEAD project originated from Philip and Amanda's work with the European Policy network and NCSL. The project was about adding in the concept of equity and learning to the established principle of distributed leadership. Amanda introduced the toolkit for distributed leadership. Philip then spoke about how you deepen distributed leadership in the educational context and the role of the senior leader in a distributed leadership model as being a facilitator rather than it being mandatory. For a genuine distributed leadership model to exist senior leaders need to espouse a values-led approach of equity and holistic learning. The senior leaders are custodians of authority. Philip went on to define DLE distributed leadership for equity and learning. The implications were explored for developing leaders and organisational change. Amanda introduced a 'videoscribe' that summarises DLE - what it is and why you would want to use it. At its heart is the principle of democratic citizenship for all stakeholders in a school. Philip introduced the audience to the DLE tree and the key levers in how to introduce DLE in a school.



The discussion activity then focused on a series of questions that focused on how LEAD resonates with their work in schools, and how the toolset might be useful in their settings. The discussion and plenary were very engaging and provided a shared understanding of some of the challenges of embedding distributed leadership in different contexts and when faced with external pressures. They also provided a useful critique of the toolkit.

Seminar 8: Developing Speaking and Listening with very young children with Katie Butler

Katie is a teacher at Samuel Ryder Academy and is currently leading a TLDW project. This seminar addressd the theme of developing speaking and listening in the Early Years Foundation Stage classroom at an all-through school in St Albans. The seminar began with a presentation about Katie's development project which aims to raise children's attainment and develop teachers' practice and classroom resources. Discussion focussed on the characteristics of teaching very young children and the role of play.

Katie began by presenting the nature of the concerns she had about Speaking and Listening and gave an account of what she had put in place to improve these areas since starting her project. One key aspect of the account was the need for teachers to be role models in their own use of spoken language. Katie poignantly remarked that she has realised through the course of the project that she is the key 'vehicle for change in the classroom' and that through this process she has revolutionised her approach to the teaching of speaking and listening. Particularly encouraging was the account of the enormous amount of impact she has had, not only in the EYFS classrooms but across the school. Lucy contributed to this with her account of the use of the strategies in the secondary classrooms and the clear impact they had had there too. The collaborative aspect of this project was very clear to see and truly in the spirit of teacher



leadership and sharing good practice. The discussion activity was in small groups around a set of key questions that Katie had put in place and participants were encouraged to write their responses on the sheets in order that Katie could use these responses to further develop her project. Discussions were lively and it was clear that many participants not only had much to contribute to the discussions, but also had taken a lot out of the session to put into practice themselves.

Seminar 9: The role of the headteacher in a challenging school with Clare Herbert

Clare Herbert is Headteacher of Peartree Primary School, Welwyn Garden City. She is a graduate of the HertsCam MEd, has participated in the TLDW programme, and has served as a member of the HertsCam Tutor Team and the Managing Group.

This seminar began with a presentation about Clare's first term as the headteacher of a primary school in a disadvantaged community. Clare spoke of her experience as a deputy headteacher in a Stevenage school and talked about the particular challenges faced in her current incumbency. Discussion focused on the tension between the urgency of strategies in the first months of a headship and the longer term goals of capacity building. Clare gave a fascinating account of her first term as a headteacher. After giving a brief background about the school, Clare described seven key challenges including: the tension between addressing immediate issues whilst also trying to begin the longer-term strategic process of improvement; trying to build relationships with all stakeholders in challenging circumstances; and building trust and agency amongst her staff.



In spite of the challenges posed in her first term of headship, Clare was highly positive about her experiences thus far, and cited the support of her colleagues in HertsCam as being a significant factor in helping her already make a significant difference at the school. The discussion activity was in small groups around a set of key questions related to headship and values. The questions prompted interesting discussions about our values as teachers, as well as both the challenging and positive aspects of school leadership. In the final plenary discussion the moral purpose at the heart of what we do as teachers was discussed, whilst attendees at the seminar had several questions about Clare's experience as a new headteacher.

Seminar 10: International networking with Caroline Creaby and Maria Santos Richmond

Caroline Creaby is an assistant headteacher at Sandringham School. She has been a member of the HertsCam Tutor team for around 5 years and is pursuing a doctoral study at the University of Cambridge. Maria Santos- Richmond is an assistant headteacher at Sir John Lawes School and has been a member of the HertsCam Tutor team since 2006. She completed the HertsCam MEd in 2012.

In 2014 Maria and Caroline helped to facilitate networking activities at the ITL event in Portugal (pictured on the right, above). This seminar addressed the theme of international trip networking by giving an account of the HertsCam trip to Braga in Portugal in 2014 in order to participate in a research conference and a teachers' network event. The account touched on the problems of low morale faced by teachers and how activities such as those facilitated by Caroline and Maria can enable



teachers to build a sense of hope. This experience illuminated some of the benefits of international networking and some of the techniques and activities that can facilitate it.

Seminar 11: Empowerment and emancipation through teacher leadership with Amina Eltemamy and a number of colleagues from Cairo

This seminar featured a presentation about the first TLDW programme in Egypt. Amina shared an account of the way she has adapted the TLDW approach for use within a programme that supports teacher-led development work in four schools in Cairo. Members of Amina's team of facilitators and the teachers who participate in the programme also contributed to the presentation. The group of presenters talked about the benefits and impact of the teacher leadership programme and the implications for professional empowerment and social renewal. The presenters were an inspirational group of four women who are experienced teachers in schools in Cairo, Egypt. There were a series of PPT slides to illustrate how the group, led by Amina Eltemamy, had organised the first TLDW programme in Egypt.



Amina explained how she had been working with four schools in Cairo. Then representatives from the participating schools spoke about their individual programmes and how this approach to teacher development was making a real difference to the teachers in their schools. The photographs of the network events in these Egyptian schools were amazing and the use of the HertsCam tools, with adaptations, gave these events a truly 'HertsCam' feel. The presenters opened a discussion about how best to build the network so that teachers from Egypt could communicate with teachers within the HertsCam and ITL communities.

There was an energetic, bold, heartfelt feel to the discussion. It became apparent that many of the problems encountered by the Egyptian team were mirrored by the experiences others in the room. Many possible solutions were suggested and discussed with all agreeing that trying out systems and practices is important to find the 'best fit'.

Through the discussion activity it was clear that all had a passion for education and a desire to help teachers develop their leadership skills. The dignity, humility and determination of the presenters were an inspiration to us all.

Seminar 12: Establishing collaboration to develop assessment practice with Robyn Gilbert

Robyn Gilbert is Head of Science and Computing at Burnt Mill Academy in Harlow, Essex. She completed her MEd in 2014. At the beginning of this seminar Robyn summarised her project in which she established a collaborative working group in a school. The presentation focused on the barriers that were faced and the growth of a collaborative culture. The discussion centred on the strategies used to overcome barriers and the optimisation of levers. Successful peer and self-assessment strategies that arose from the enquiry process were presented.



Seminar 13: A whole school approach to development work with Ruth Fuller, Janine Kitson and Liza Timpson

All three presenters are Senior Teaching and Learning Advocates at John Henry Newman Catholic School. Janine Kitson participated in the TLDW programme at her school and graduated from the MEd in 2014. Ruth Fuller has participated in the TLDW programme. Liza Timpson teaches history and will complete her MEd this year having been a participant in the TLDW programme in the past.

The seminar began with a presentation of an account of the work of a team of 'Teaching and Learning Advocates' whose role is to design promote whole school teaching and learning initiatives. These have focused on literacy, learning habits and attitudes, enrichment and creativity. This work has had a significant impact on staff and students and has generated invaluable insight into leading change. Examples of advocates' projects and their impact from a senior management perspective was shared and discussed.



The three Senior Teaching and Learning Advocates from John Henry Newman Catholic School each presented, in their own style, an account of their collaborative work on promoting teaching and learning as a whole school initiative. To give an evaluative view, Anna Ramsey, Assistant Headteacher, John Henry Newman, then explained how she had been gathering evidence that the project was having a positive effect on pupils' learning. What was evident from the very start was that the three learning advocates all had a unique style. They all presented with passion but in entirely different ways. It gave the seminar a sense of diversity from the very beginning. It was clear that this was going to be a very interesting session. Janine Kitson opened the seminar by outlining the values that underpin the work that the advocates have been doing. Liza Timpson then talked about the history of the initiative and explained the Learning Habits strand of the programme. Janine Kitson then read the group an amusing story, yes, literally a story about how Literacy was given a special focus by the teaching and learning advocates, how cross-curricular links were forged and how this had led to the creation of a wonderful new tool for all to use, the interactive literacy toolbox. Ruth Fuller used her creativity to give a visual presentation of some of the ways pupils and staff put the ideas into practice. This gave the group the opportunity to see that there really had been lots of enthusiasm within John Henry Newman for the changes that the Teaching and Learning Advocates had initiated. Liza then brought everyone up to date with information about the HEROS programme, the latest development; homework, enquiry, reflection and organisation. Finally, Anna Ramsey explained the way in which she had gathered evidence in an effort to measure the success of the scheme. When the delegates were offered the opportunity of having open discussion everyone jumped straight to it. The response was immediate and it was obvious that participants were keen to ponder on how collaborative work could be developed within their own schools and which levers for change they would most desire.

Seminar 14: School to school evaluation with Helen Foy, Jo Hewitson and video clip by Tom Murphy from the USA

Helen Foy is a Lead Practitioner for PE at the Nobel School, Stevenage. She has been involved with HertsCam for many years. She has been a member of a TLDW group; she graduated from the MEd in 2013 and she currently supports a TLDW group in her school. Jo Hewitson is a teacher at the John Henry Newman Catholic School, Stevenage. He is a current MEd participant and has completed a number of TLDW projects. Tom Murphy was a participant in one of the very first TLDW groups at Sir John Lawes school in 2005. He graduated from the MEd in 2008 since when he has supported a number of TLDW groups and has served on the HertsCam Managing Group. He is currently teaching in Boston USA. The

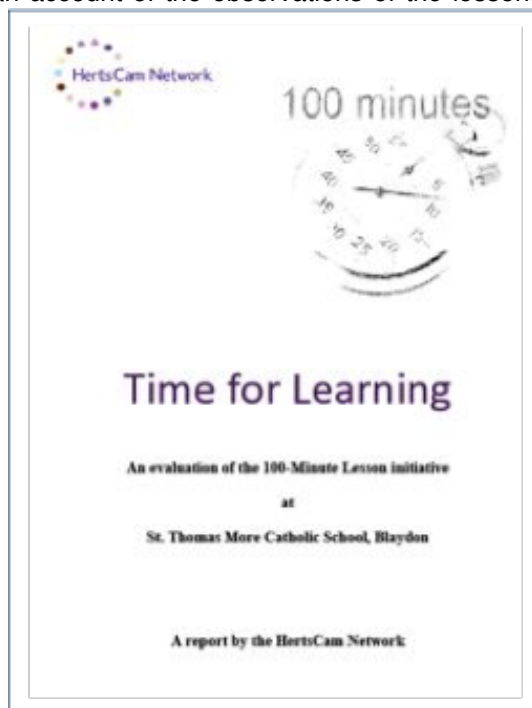
three of them had formed a research team which carried out an evaluation at the request of a school in the Newcastle area.

The school had introduced the 100 minute lesson structure some years previously and wanted to evaluate it. The team analysed documentation in advance and developed some research tools with the assistance of David Frost, Lucy Thompson (Assistant Head at Samuel Ryder Academy) and Paul Rose (Assistant Head at John Henry Newman). They visited the school to observe lessons and interview teachers and students.

Helen Foy and Joe Hewitson led the session but there was also an input by video from Tom Murphy in the USA. They discussed how the team analysed documentation in advance and developed some research tools with the assistance of David Frost. They then gave an account of the observations of the lessons and interviews with teachers and students.

This is the first time that this has been done by HertsCam and shows incredible potential for this work in the future. Schools can ask teachers from HertsCam to act as critical friends and peer evaluators rather than rely on expensive external consultants and inspectors. Anyone from HertsCam may be asked to participate in this in the future. What an opportunity!

The visiting team were keen to get beneath the surface and analyse what was going on, leading to professional teacher-to-teacher dialogue. Several clear themes emerged during the visit which they fed back, alongside identified key questions. David Frost edited the report which included the following themes: level of support/buy-in; maintaining concentration; pace, intensity and timing; cooperative learning strategies; differentiation; planning, variety and structure in lessons; feelings surrounding structure of timings. Throughout the seminar there was much discussion from delegates about the team's findings, and it was agreed that these teacher-led questions are exactly what makes this initiative so powerful.



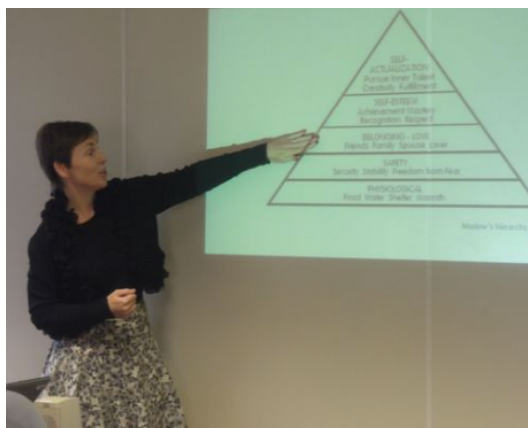
Seminar 15: Independent study and homework with Kelly Wilkinson

Kelly Wilkinson is the Head of Art at Samuel Ryder Academy in St Albans. She has been a teacher for 7 years and is currently undertaking a TLDW project. This seminar addressed the theme of independent study and quality of homework in KS3. The seminar touched on the problems of persistent low quality homework and students' lack of independence when they are set tasks to complete outside of the classroom. A variety of strategies and techniques have already been trialled and the impact were discussed and further developed during this seminar, by the sharing of good practice and through discussion. This experience illuminated some of the benefits of student independence and some of the techniques and activities that can facilitate it and improve the quality even further.



Seminar 16: Supporting the most vulnerable pupils aged 4-16 with Sheila Ball

Sheila Ball is Vice Principal at Aspire Academy in Harlow. She completed the HertsCam MEd in 2002 and has been a member of the HertsCam Tutor team for around 8 years contributing to both the TLDW and MED programmes. She has facilitated and led a variety of networking activities for the ITL programme since 2009. She co-authored an account of an event which she helped to lead in Fruska Gora, Serbia. This was published in *Transforming Education Through Teacher Leadership* edited by David Frost. This seminar addressed the theme of supporting the most vulnerable children. Sheila presented an account of the first seven months that Aspire Academy has been in existence. This addressed the complexity of pupils' needs and how the school is developing the conditions to enable staff to help the pupils aspire. This experience illuminated the importance of enabling all colleagues to exercise leadership, the challenge of working with external agencies and the problematic nature of ensuring impact and progress for pupils. Sheila used an informative PPT presentation to address how to support the most vulnerable children in our schools. The presenter has been working in a new Academy that has been specifically set up to educate and support the complex needs of these most at risk students who have been placed in her school.



The seminar focussed on how to recognise children who were struggling to access the curriculum due to difficult home circumstances and how much we as educators need to understand about the ways in which a student's home life can impact their education. As a consequence of these difficulties we have to accept that we may not always be adequately meeting their needs and must work even harder to understand what drives them. Finding their goal, their passion was key to their success. The presenter's enthusiasm, knowledge and expertise were backed up by sound educational theory from Maslow to Music. We were encouraged to consider the fact that our role as educators involves dealing with intelligent young people, some of whom may have been let down by circumstances beyond their control. The subsequent discussion activity was centred on the points raised when delegates were encouraged to consider and reflect upon their own experiences of these types of challenging children and how to further support their development. The seminar concluded with underlining the importance of self-confidence and self-esteem leading to real success.

Appendix 7: A selection of comments from the final networking exercise of the 2015 Annual Conference

(reproduced from Frost 2016: 24)

Heart, head and hand – some of the comments

I feel proud to be part of HertsCam Network and more determined to make a difference in education through leadership.

I feel inspired, stimulated, energised, delighted, motivated.

As a headteacher, without wanting to, I am replicating the traditional triangle. In need to find ways to flip it in my own school.

I thought differently about leadership-on every level.

I am completely inspired, especially when hearing stories in other countries!

I want to develop ways to improve sixth form culture and to improve certain dispositions that restrict full potential.

I want to make more use of in-depth learning and student leadership'

I will use the ripple circle to stand back and analyse the impact of what we have already achieved.

I feel optimistic and happy about my future in teaching, I feel I have made the right decision to do this and I look forward to achieving even more.

I feel re-engaged with the moral purpose, inspired to keep developing my practice

I am optimistic about the future of teaching and the role of a teacher in deciding policy.

I feel extremely passionate about helping all students to achieve their ability. School and parents to work together and parents to feel they can lead their teaching.

Teachers are more powerful as a collective. Instead of being constantly accountable they can collaborate together and make powerful changes.

Feedback on the positives more often to ensure that parents do not disengage. Give credit where it is due.

I think that primary and secondary schools need to work together more to lead to a smoother transition in their education.

I was challenged to go back to the moral purpose of teaching rather than being caught in the treadmill of testing / data

I feel more confident in my TLDW project and its focus'

I feel like it's time to flip the system

Wow! How powerful teacher leadership is! We have so much capacity.

Teaching and learning is about human interaction no matter what are differences are.

I am thinking about how we can develop the ideology of 'flip the system'.

Today's seminars made me think about the importance of choice students have in their own learning.

I got some ideas to share with teachers in my country; the posters were very inspirational.

I will try to implement new strategies for teaching vulnerable children I will continue to network to gather and share ideas