European Methodological Framework for Facilitating Collaborative Learning for Teachers (EFFeCT) project

UK Case Study 4 – Regional level
Annual Conference of the HertsCam Network
Prepared by the University of Hertfordshire EFFeCT team
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Context

The HertsCam MEd in Leading Teaching and Learning is an integral part of the HertsCam Network. 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, An Introduction to the HertsCam Network.

The association of HertsCam approach to non-positional teacher leadership with developing a distributed leadership culture is made explicit in a number of schools (HertsCam 2011: 5, 6). 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 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 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 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 case[1].

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).

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 studies[2].

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.

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[1] See Thomas (2011) on types of case studies including nested case studies.
[2] Two meetings were held (on 7/12/15 and15/3/16), 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).

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 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 2 and these are discussed in the section on 'Deep Learning' below (where there is a summary of the seminars in Table 1). 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 [practitoners] 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 conference[3]:

> 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 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 promotes[4]. The annual

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[3] 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.
[4] 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.

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 initiative[5] 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 2). Equity issues are specifically addressed by some projects[6].

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 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 professionality. This again is an expression and reinforcement of a particular kind of professionality, inviting participants to take this away as a fortified sense of who they are as teachers.

> 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 professionality 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 1. A fuller account of each seminar is given in Appendix 2.

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[5] See UK case study 5.
[6] See UK case studies 1, 2 and 3.

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 Joshevska

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

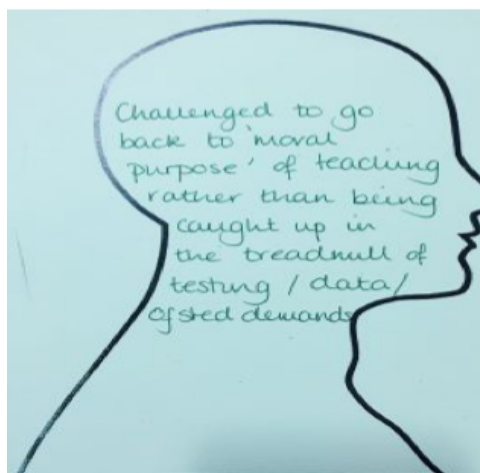Developing the conditions at all levels to support vulnerable pupils with Sheila Ball

Table 1: 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:
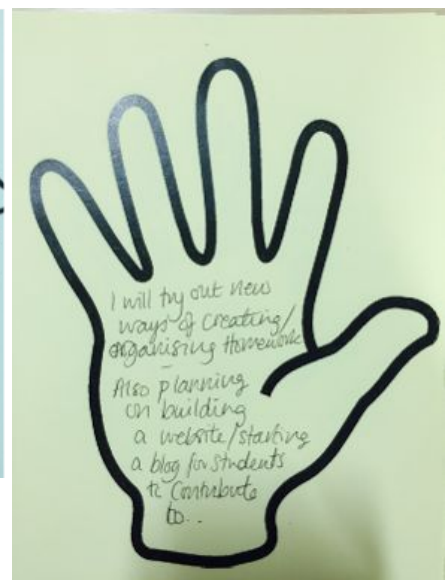
Heart:	**Head:**	**Hand:**
how the day made you feel	what you though about the day	what you are going to do next

More comments are shown in Appendix 3. 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 3 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*[7]. 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 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 professionality that challenges the assumptions of teaching built into the dominant policy frame 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

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

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 professionality 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 professionality) and an energy that creates an effective and inspiring annual event.

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Appendix 1: An Introduction to the HertsCam Network

The HertsCam Network[8] 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
- **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. It involves in any one year approximately 100 teachers and 100 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 as 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 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.

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[8] The HertsCam website is at http://www.hertscam.org.uk

Appendix 2: 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 Lighfoot 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 estblished 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 professionality 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 professionality 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 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 adaptions, 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
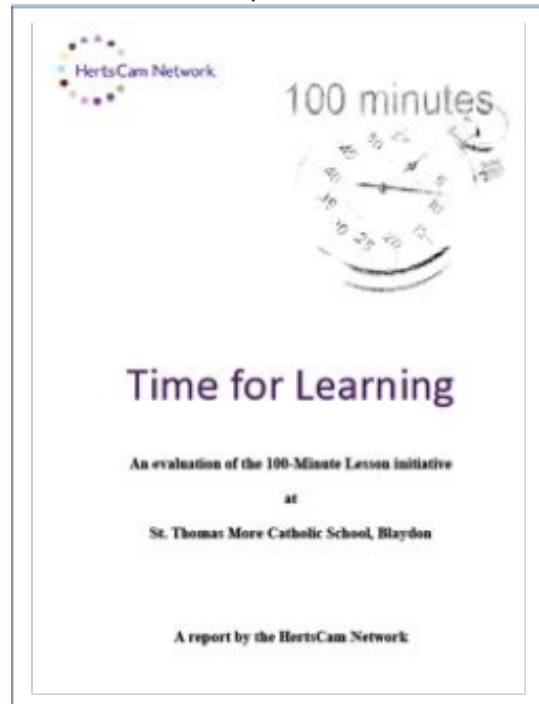
Helen Foy is a Lead Practitioner for PE at the Nobel School, Stevenage. She has been involved with HertsCam for many years. She has been a member of a TLDW group; she graduated from the MEd in 2013 and she currently supports a TLDW group in her school. Jo Hewitson is a teacher at the John Henry Newman 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 3: 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 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 more confident in my TLDW project and its focus'

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

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

I feel like it's time to flip the system

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

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

I thought differently about leadership-on every level.

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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