



# UK EFFeCT Workshop Report



October 2017

Centre for Educational Leadership  
University of Hertfordshire, UK

# Contents

- Section 1.** Purpose, participants and format of the day
- Section 2.** Themes identified from analysis of participants' comments and feedback
- Appendix A.** Agenda
- Appendix B.** Comments and feedback from workshop participants
- Appendix C.** Recommended reading from EFFECT cases



## Section 1. Purpose, participants and format of the day

The workshop was part of the UK contribution to the EFFeCT project. Its purpose was to share materials on cases and a draft of principles of collaborative teacher learning, and to seek a range of viewpoints on their content and how they may best be presented for use as resources by practitioners and policy-makers.

A range of participants was invited so that different kinds of experience and expertise would be brought to the workshop. The table below lists those who accepted the invitation to attend; some were unable to attend on the day, indicated by a cross in the right-hand column.

Name	Affiliation
Paul Barnett	Recently retired Deputy Headteacher at Barnwell School; member of HertsCam Network
David Frost	A member of the Board of Trustees of the HertsCam Network; recently retired from the University of Cambridge Faculty of Education
Yasmin Imani	Principal Lecturer in Strategic Management Group, Business School, University of Hertfordshire
Joy Jarvis	Professor of Educational Practice, School of Education, University of Hertfordshire
Sal Jarvis	Pro Vice-Chancellor (Education and Student Experience), University of Hertfordshire
Ken Jones	University of Wales, Trinity Saint David
Roger Levy	Associate Dean Research, School of Education, University of Hertfordshire
Michel Lloyd	Senior Lecturer, School of Education, University of Hertfordshire
Lizann Petch	Retired senior leader at John Henry Newman; former MSc student at University of Hertfordshire
Ian Potter	Headteacher, Bay House School, Southampton
Karen Smith	Principal Lecturer, Collaborative Research and Development, School of Education, University of Hertfordshire
Rebecca Thomas	Lecturer in Academic Practice, University of East Anglia
Jane Turner	Director, Primary Science Quality Mark, School of Education, University of Hertfordshire
Clare Warren	Researching the professional learning of teachers in the Primary Science Quality Mark, holder of full-time PhD studentship, School of Education, University of Hertfordshire
Liz White	Head of School Direct Routes into Teaching, School of Education, University of Hertfordshire

The following accepted the invitation but were unable to attend on the day:

Name	Affiliation
David Eddy Spicer	Associate professor, Curry School of Education, University of Virginia, with experience of researching the UK education system
Val Hill	Recently retired teacher of English and Assistant Headteacher at Birchwood High School; member of HertsCam Network
Sarah Lightfoot	Programme Leader for the HertsCam Network masters degree; previously a teacher and senior leader in primary schools, specialising in the early years
Louise Stoll	Professor, London Centre for Leadership in Learning, Institute of Education, London

It was explained to workshop participants that their comments and feedback would help in further developing principles and ideas intended to support collaborative

teacher learning which would contribute to a pool of European resources - the European 'methodological framework'.

The workshop took place on 27<sup>th</sup> September 2017 at the Fielder Centre, University of Hertfordshire, beginning at 10am and ending at 3.30pm. The agenda for the day is shown in appendix A.

Participants had previously been sent electronic copies of a paper to support the workshop activities – 'Collaborative Teacher Learning: some principles and guides to action' - together with three appendices ('Collaborative Teacher Learning: Cases from the HertsCam Network', 'Collaborative Teacher Learning: A summary of cases from the EFFeCT project', and a copy of a published chapter 'Principles for enhancing teachers' collaborative practice: lessons from the HertsCam Network'). The workshop paper was structured around principles and guides to action under the following headings:

**Self-identity**, which focused on the development of confidence, independent thinking and capabilities to take initiatives and to be pro-active, so the individual is free to be true to themselves as a professional.

**Collective self-identity**, which focused on participative professionalism, collective practice and relationships.

**Knowledge through practice**, which focused on learning as a collective product of collaboration.

**Lessons from the HertsCam Network**, which focused on four principles - outlined in the chapter 'Principles for enhancing teachers' collaborative practice: lessons from the HertsCam Network' – on agency, support, equity and learning.

We indicated that the principles and guides to action are intended to

- be a guide to collaborative teacher learning
- aid thinking about the why, what and how of such practice
- support its planning and evaluation

Suggestions for selected reading from the appendices were given in the workshop paper circulated before the day. The recommended reading was collated and printed and a copy given to each participant on the day of the workshop so they could work with it in hard copy format. The recommended reading given out is in appendix C.

The workshop activities are shown in the table below, together with the ways in which comments and feedback were collected.

Activity	Detail	Collection of comments
Group activity: deriving principles from cases	<p>Participants were divided into 4 groups. Each group was asked to address one of the following principle headings: self-identity; collective identity; knowledge through practice; lessons from HertsCam. Each participants had a hard copy of the recommended readings (appendix C) and asked to consider and discuss with fellow group members:</p> <ul style="list-style-type: none"> <li>- <b>Are the principle and related questions/guides to reflection clear and do they make sense?</b></li> <li>- <b>Is the principle illustrated by the example reading?</b></li> <li>- <b>Would you have identified the same or a different principle from the sample reading?</b></li> </ul>	<p>Comments from each of the groups were shared in a subsequent plenary session and noted on a flip chart and in contemporaneous notes on an iPad.</p>
Learning café 1	<p>Working in the same 4 groups, each group considered the following question:</p> <p><b>The principles and guides to action are intended to</b></p> <ul style="list-style-type: none"> <li>- <b>be a guide to teacher collaborative learning</b></li> <li>- <b>aid thinking about the why, what and how of such practice</b></li> <li>- <b>support its planning and evaluation.</b></li> </ul> <p><b>How do you think the principles and guides to action could be improved to achieve this?</b></p> <p>Movement of participants was facilitated from one table to the next so that they had chance to consider the responses of at least one other table.</p>	<p>Participants wrote their comments and ideas on tablecloths provided, which were collected at the end of the activity.</p>
Learning café 2	<p>Working in the same 4 groups, each group considered the following question:</p> <p><b>The outcome of the EFFeCT project will be an online resource to facilitate professional collaboration and inspire and inform policy-makers and teachers across Europe. From your experience, how can this be best done?</b></p> <p>Movement of participants was facilitated from one table to the next so that they had chance to consider the responses of at least one other table.</p>	<p>Participants wrote their comments and ideas on tablecloths provided, which were collected at the end of the activity.</p>
Individual feedback	<p>In a quiet period for reflection, participants were invited to write down on individual feedback sheets any additional comments or reflections or anything that they wished to emphasise with regard to the issues they had been considering during the day.</p>	<p>When participants had finished writing, the individual feedback sheets were collected in.</p>

The comments and feedback on the flip chart, iPad notes, tablecloths and individual feedback sheets have since been typed up. These are shown in Appendix B.



## Section 2. Themes identified from analysis of participants' comments and feedback

As soon as possible after the workshop we began a process of reflecting on the rich set of comments in Appendix B and identifying themes. Themes that have emerged at the time of writing this report are set out and explained in this section. They are the result of considering what appear to be some of the most important points that emerged during the course of the day. Our analysis is not simply quantitative but gives weight to the dynamics and nature of discussion during the day. They reflect how we feel particular comments strike us in terms of their value in alerting us to pertinent issues for further consideration in designing the EFFeCT resource.

### Clarity about the why and how of the EFFeCT resource.

→ These questions were raised:

- Why would I choose the EFFeCT model out of all the models available?
- Having made the choice, how would I use the model to effectively initiate change?

An implication is that the answer to each of these questions should be clear and readily apparent to users. We need to make a clear statement about the purpose of the resource, which is readily apparent to potential users.

### Explain what we mean by learning.

→ The view was expressed that term 'learning' can give the impression that it is just about what goes on in a person and is not about action and change. The implication is that we should make more explicit that learning is as much about agency and practical change. This is inherent in the idea of 'knowledge through practice', which is one of our principles, but we need to be clearer about what is meant by knowledge through practice

→ A question was raised about collective and individual learning. Which outcomes from collaboration are we interested in: *collective learning* or *individual learning*, or both? The guidance for the EFFeCT case study identification in 2016 stated that 'The learning [that collaboration] generates may be conceived as shared and emergent from the group as well as being something that is experienced by the individual. .... The process of collaborative teacher learning can include related individual action which takes place between joint interactions'. The answer would seem to be that we are interested in both collective and individual learning as outcomes, but this should be made explicit in the resources produced by EFFeCT.

→ Comments suggested the need to consider what constitutes the relationship that gives rise to learning. Does the learning arise between a group or in a pair, for example?

### **‘Unpack’ the meaning of terms and concepts used**

→ As with the concept of ‘learning’, the point was made that we need to explain the meaning of certain terms and concepts more fully, making sure the language is clear and does not have numerous assumptions within it.

### **The importance of context.**

→ It was emphasised how important and helpful it is to understand the context in which collaborative teacher learning takes place, which the cases provide. Differences in context have significant implications for the interpretation and practice of principles. One participant mentioned the social justice strand of the ISLDN (International School Leadership Development Network) project, supported by BELMAS and UCEA, which shows how context-dependent social justice leadership is and how principles are consequently ‘highly messy’.

→ One suggestion was more linking of the case study examples and the principles showing different ways of working.

### **Address the activity of facilitation**

→ The importance of facilitation comes up repeatedly in the individual feedback sheets. This suggests that there should be guidance for those whose role is to facilitate collaborative teacher learning – that is, guidance that is specifically and explicitly aimed towards facilitators. One suggestion was a guide for facilitators which would be useful showing ways in which different case studies enabled reflections against the guides to take place.

→ There is a link between facilitation and leadership as a distributed process. Facilitating change is integral to leadership that teachers and others not in formal, positional leader roles are engaged in. It was wondered whether the focus is professional knowledge or enabling leading and if this is a principle that needs to come out. The point was made that there needs to be space for creativity and ownership of resources rather than giving a finished product.

→ The comments about facilitation raise the issue of the prime audience for the EFFECT resource. Is it those who are most actively involved in leading / facilitating change to develop collaborative teacher learning, or is it all teachers?

### **More needed about formation and change**

→ Comments were made about the need to think about group formation – that is, how groups (for collaborative learning) are formed. There are very different group sizes, as between, for example, the HertsCam Network and much smaller groups such as teacher-led development groups.



→ Another point concerns making more explicit and exploring the idea of change as a transition - transformational change. A new principle was suggested – the agency of transition and how you shift to collaborative learning.

### **Collaboration: an affective as well as a cognitive process**

→ It was commented that the activity of collaborative learning is not one that only involves thinking but is also an emotional process. We noted that participants in the workshop worked very hard all day: they showed enthusiasm, commitment, good will, and so on, which helped the day be a positive learning event for them as well as for the project.

→ Related to this is our observation that a reason they worked very hard all day is that they were concentrating on something which mattered to them - a shared purpose they cared about.

### **The need to recognise problematic power differences and other difficulties**

→ The importance of surfacing power and power differences was raised. Differences can stand in the way of collaborative practice and raise issues of social justice that should be acknowledged.

→ one comment referred to the importance of 'grit' and challenge in learning and 'injections' that reveal the previously unrecognised

→ This relates to a general point made that cases should avoid being 'victory narratives' but give full recognition to barriers and problems that may not always necessarily be overcome.

### **Consider assumptions about values and whose they are**

→ It was asked if equity and other values were being imposed or assumed. To what extent do the EFFeCT resources require or assume commitment to certain values, and if so which ones? To what extent do the EFFeCT resources encourage values to be generated and owned locally?

### **Consider the relationship between the individual and the collective**

→ There was much discussion about the balance between individual agency and collective belonging. How do you weigh the balance between the professional agency of the individual teacher and the need for identity with and commitment to the group (which can lead to groupthink). The concept of the social self was suggested as a helpful idea in considering the relationship between self-identity and collective identity.

## Identity as a process

→ There was discussion that raised the issue of whether identity is an 'achievement' or a process. It was felt important to emphasise that identity is a journey of change rather than a point at which one arrives.

## Presentation of principles

There were many comments and ideas about presentation of principles, detailed particularly in the individual reflections on Learning Café 2 (see p31-32).

→ A suggestion from one participant was to express the principles as 'Collaborative learning takes place when ...'.

→ *Visual* examples can be an effective way to inspire. One of the ideas that came from our discussion after the workshop was that of presenting the principles or their headings visually (in circles for example) which users can click on in order to find out more information.

→ There were ideas on how to structure the principles. One suggestion was for a drop-down menu: click on the idea/principle (each could be presented in a circle as suggested above) which takes the user to what the principle means → click through to: 'Collaborative learning takes place when ...' → click on each part of the collaborative learning list which takes the user to a part of a case study exemplifying this.

→ One participant warned that there are a lot of projects where the process is important and people are supposed to make an online resource to share findings and no one looks at them as it doesn't help them to do it.

## Promotion of the resource

→ It was asked how people are going to know about the resource and how it will be promoted.

## Implications of multiple audiences

→ It was observed that if the resource is intended for policy-makers and teachers, these are two different audiences. Do they need different kinds of resource? One participant suggested that in their experience, policymakers are looking for answers to problems but the project seems to be more about the development of a process/way of learning.



## Appendix A. Agenda

### Collaborative teacher learning: an exploration of principles

### The UK EFFECT workshop

University of Hertfordshire, September 27<sup>th</sup>, 2017

The Fielder Centre  
Hatfield Business Park, Hatfield Ave, Hatfield AL10 9TP

#### Workshop Agenda

10.00am	<b>Arrival</b>
10.15am-10.45am	<b>Introduction</b>
10.45am-11.30am	<b>Group activity: deriving principles from cases</b>
11.30am-11.45am	<b>Tea</b>
11.45am-12.30pm	<b>Plenary feedback</b>
12.30pm-1.15pm	<b>Lunch</b>
1.15pm-1.45pm	<b>Learning café 1</b>
1.45pm-2.15pm	<b>Learning café 2</b>
2.15pm-2.30pm	<b>Tea</b>
2.30pm-3.00pm	<b>Individual feedback</b>
3.00pm-3.15pm	<b>Plenary feedback</b>
3.15pm-3.30pm	<b>Close</b>

## Appendix B. Comments and feedback from workshop participants

### 1. Group activity: Deriving principles from cases

#### Table A: on self-identity

##### Flip charts

- There is possibly a lack of clarity over what constitutes the principle
- It is intertwined with notions of collaboration
- Lack of idea of iteration
- The task of clarifying values etc needs facilitation
- How are values used throughout the programme?
- It needs a framework to see if values align with practice
- Nurturing of critical thinking is crucial
- Helping teachers to conceptualise themselves as leaders
- How do we nurture critical thinking?
- The word 'ability' is not comfortable for all
- We need to give more of a sense of context in order for the case studies to make sense
- Other principles which arise from the case studies:
- Small steps are needed
- Can't separate what doing from collaboration
- Emotional process
  - Self-identity – is this a possible construct – self-identities? Self-identification? Ongoing identity construction
  - Assumption that profession is made up of teacher leaders

##### iPad notes

Clear.

Collaborative learning is integral.

Something of the cyclical nature of the actions is missing.

Facilitation needed.

Once you learn the values all follows.

Need framework to ask how practice departs from values.

Like the word *nurture* your critical thinking.

Talked about helping teachers to conceptualise themselves as leaders; often a compliance approach is drilled into teachers; we're getting to point where they

Not sure about the word ability - seems fixed. Capacity, confidence, better?

Context is vital. The HertsCam member could give insight from his insider knowledge.

Additional principles:

- small steps
- Is emotional process
- collaborative learning is integral

Comments in discussion -

- Should it be self identities?
- Or self identification, a process.
- Link with Biesta's socialisation etc.
- UK gives title of leader to primary school teachers; US doesn't.

### **Table B: on collective-identity**

#### **Flip charts**

- What is the formation of the group? Are these willing participants or have they been sent?
- Is the process collective self-efficacy or a developmental process?
- Are there a list of guidelines or attributes? Reflections on what? What kind of context are these used in? Are they a list of attributes? Are they developmental or something else? Are they for the facilitator or the participants?
- Collaborative goals – are these really shared or individual?
- Headings v. a set of principles for procedure
- Could changing the formulation change how they are used?
- Who would decide how the phrase would be used? The group?
- Activity needed to surface values
- Nurturing – participants can do this for each other
- Collective self-efficacy or developmental process – phrases and guidelines would develop as the group developed
- No explanation of how the group was going to begin to think together – who were they? How did they become part of this group?
- Are the guidelines part of the development of the group?
- How can groups be replicated and thus made sustainable?
- Consider the challenges in using a list of principles for the formation of any group
- Lack of clarity around how groups are formed in terms of volunteering
- Conceptual framing may make group identity less relevant; instead, is the point of focus the way in which groups function?
- Political policy context needs to come through more clearly
- Knowledge through practice:
  - It makes sense – like knowledge for and through practice. This needs more unpacking however-what do we mean by knowledge?
  - Who are the participants? We need to acknowledge the contextualised nature of knowledge production

- What is the difference between leadership and democracy?

### **iPad notes**

Questions that came up:

What is formation of group, willing or sent?

Process - is it collective self-efficacy or developmental process? That is, there is nothing on how the group is formed; it's assumed the group is already there.

Are these list of guidelines or attributes?

What kind of context used?

Are they developed or construct?

Are they for the participants or facilitator?

Is goal to be collaborative, shared outcome or an individual outcome collaboratively gained?

Should they be cyclical?

'Collaborative learning takes place when...' - different way of presenting it. Remove the verbs.

Nurturing relevant to what the facilitator does, not the participants.

Comments in discussion -

- Context, how people become sort of the group, self selecting? Speaker quotes p28 - being part of the group marked them out as certain kind of professional.
- Self-identity but you also have to see you as part of a collective. The self within the collective is where knowledge generated. Don't need to make binary or digitalise how the collective came about. Not a linear process.
- enjoyed reading the policy, political context. Didn't come through strongly enough in the principles.

### **Table C: on knowledge through practice**

#### **Flip charts**

- This is not about traits and roles but position seems to come out of principles, even though process seems to trump position
- Tension – leadership is given to stakeholders
- Principle illustrated by reading – does it miss other richness?
- New principle – the agency of transition?
- Shift from traditional leading to enabling?
- Is this about professional knowledge or leading and enabling? Could this come out of the case studies?
- ISDLN project – link to this project. Principals who consider themselves to be social justice leaders – it is very hard to theorise this.
- Interested in the messiness of context

## **iPad notes**

Made sense.

Liked the play knowledge through practice. Needs unpacking. What do we mean by knowledge?

Who are the participants- how did they become so?

What isn't being made sense of in these principles? What's difference between leadership and democracy? There is collaboration but where is the agency?

What about conflict handling?

Process trumps position.

Discussion creates our learning - loved this quote. But then elsewhere says teachers given leadership.

The agency of transition - wanted to present this phrase. How do you shift from mode 1 to mode 2 knowing. Need principles about democratising agency.

Is this about prof knowledge of enabling leading - a principle that needs to come out.

Also the importance of context - e.g. Hungary cf Latvia (latter more leaving behind top down leadership).

Comments in discussion -

- Sees connection with ISLDN. Which shows how social justice leadership is so context dependent, so principles are highly messy.

## **Table D: on lessons from HertsCam**

### **Flip charts**

- Tension between socialisation and agency
- Facilitation – more detail needed – needs to be space for creativity and ownership of resources rather than finished product – needs lots of tools and ideas but not to be constrained by particular resources
- Group size is significant and there is no mention of it
- Place of power within the group – relationships, time availability etc.
- Whose voice are you listening to?
- Could you nurture a collective sense of self-efficacy within a group?
- Sequence – start with self-identity?
- Concept of social self – an individual and social at the same time
- How does an understanding of complexity help? Ideas of flexibility and relevance to context

## **iPad notes**

Tension between socialisation and agency.



Facilitation. Need more detail. If having resources need space for creativity, joint leadership of a group. Can't just follow a format. Facilitation is quite complicated.

Nothing said about group size, yet is significant.

The place of power within the group - relationships, time availability, whose voice inside and outside the group being listened to?

If collective self efficacy works well it overcomes tension between socialisation & agency.

Good to see self identity as first in a sequence. But you only know....

Comments in discussion -

- concept of social self might help.
- re complexity, how does this help? Understanding complexity. Slack in a system helps deal with complexity.

### **Themes from group activity**

These were noted as themes by PW during the session:

- principles should be cyclical or iterative.
- Attend to the formation of the group.
- Self identity/ agency in tension with collective identity / socialisation. Concept of social self.
- Surface notions of power. Equity within the group, not just as outcome.
- Be explicit about type of knowledge.
- Context adds much to the principles.
- Is emotional process not just cognitive.
- The agency of transition - how do you shift to collaborative learning
- Nature of outcome: individual learning through collaboration or is the outcome collaboration or is it collaborative outcome?

**Learning Café 1: The principles and guides to action are intended to be a guide to teacher collaborative learning, aid thinking about the why, what and how of such practice and support its planning and evaluation. How do you think the principles and guides to action could be improved this?**

### **Table A tablecloth**

- Could the questions for reflection be used for evaluation
  - Could help grow the number of case studies.
  - What is the purpose of evaluation? ????? effects the process etc.
  -
- Timing —> When should/could the conversations happen?
- Why and how questions are missing?
- Who is the audience? → Why do we have these principles to guide reflection?
- Closer link between case study examples and principles - use of more than one case study → shows there are different ways.
- Need a facilitator along with the guides.
- More detail about the context.
- Links to literature that supports the principles.
- Rationale for the approach adopted.
  
- Avoid being too prescriptive ↔ Flexibility → develop the principles to suit context.
  
- HEA [Higher Education Academy] has guides that use several case studies to exemplify a principle - what it could look like in different situations - may be helpful to look at.
  
- Importance of having the underpinning principles to build on in different contexts and group composition.

### **Table B tablecloth**

- The communication of the document needs work — layout to emphasise the journey
- ????? the complexity. Complexity is part of the approach.
- Design a rough draft to include the layout and formula - A brighter font for the text.
- Ideas rather than principles. — ????? about.
  - for a planner? ?????
  - or a facilitator?
  - or ????? might be changing policy?
  - ?????
- Consider cultural difference in terms of questioning and other aspects of language.

- Should the principles emphasise the process of collaborative learning as well as the goals.
- Language should make principles applicable to any opportunity for collaborative learning.
- Language should not be directional but advisory (not like this sentence!).
- Who are they a guide for?. Who is/are the audience for the document? ← clearly differentiated sections for different readers.
- Include an indication of relevant literature - intellectual context.
- Teacher collaborative learning is likely to be successful when: ....

### **Table C tablecloth**

- Self-ID: Is this an intra-personal action?
- Can one empower oneself or is it context dependent?  
→
- Collective ID → An interpersonal activity of negotiation, compromise, politics!
- Or is it tyranny of 'BRAND'.

### Collective work

- A good collaborative atmosphere
- where dissent is allowed / managed?
- Respect different views
- Collaboration learning is organised both by top-down and self-organising.
- interrelationship between individual values and institutional values - compliance, conflict, compromise.
- Are the Finns & the Hungarians (etc) also trying to formulate such lists of principles?
- How do we allow for dissent within a collaborative learning group or community?
- Is there movement into & out of these groups? How might this affect collective identity?
- In inter-school collaboration (or even collaboration between local government agencies) what do we mean by group?
- Need for a 'preamble' problematising the issue of collaboration in complex situations.
- (How) Does self-identity change and careers lengthen & "professionals" take on new roles. Do 'values' change from NQT to headship?

- “Collaboration” of like-minded professionals may not change where we are starting from - just make us better at doing what we are able to do.

### **Table D tablecloth**

- The process of learning & change seem somewhat smooth (despite ref to ‘conflict handling’, p15). I would see issues of social justice in practice as quite often requiring injection enabling that which reveals the previously unrecognised. The importance of ‘grit’ & challenge in the process of learning (challenge necessary, possible when is trust that purpose of nurturing is arguable the key not nurturing etc itself)
- What is critical thinking? (eg p2). Different conceptions of this, potentially affect nature &? consideration of collective identity. I believe there are particular constructions of critical that relate to the values of social justice & equity (though these also contested).  
  - ↔ ‘reflection’ seen as part of the process, but many forms, conception of this. This affects the nature of knowledge through practice.
- “Complexity” (p15) — not used in sense of complexity theory, they could be useful to attend to that.
- Is equity and other values here being imposed / are assumed?
- Care that evaluation does not require end results being detailed in a constraining way.
- Evaluation of what? Process of collaborative learning or what you are learning about?
- Bring together all 4 principles into one document. p2, 6, 15 & 31.
- Also p31 are key principles from HertsCam Network - do they need incorporating?
- Needs Visuals. maybe less words - not practitioner-friendly —> examples need to come alive to the reader.
- use of words that need unpacking.
- Weighting of the case studies is heavily biased to HertsCam - a unique group, would be nice to be broader.
- Trust is a problematical concept, perhaps meaningless. Rhetoric Strategic trust ← The need for developing trust and then challenge → ?unpack MATs [multi-academy trust]?

← How

- Explain Facilitation
  - different forms of facilitation?
    - Is it people or emergence of principles that being facilitated?
  - who?
    - an individual
    - mutual
  - how?
    - individual approach?
    - format
  
- What's the point of it?
  
- Explain what is for first.
- Is this about -
  - teacher development?
  - teaching development?
  - school development?
  
- The outcome relevant to this project can be reached though means other than the precise ones which they follow.

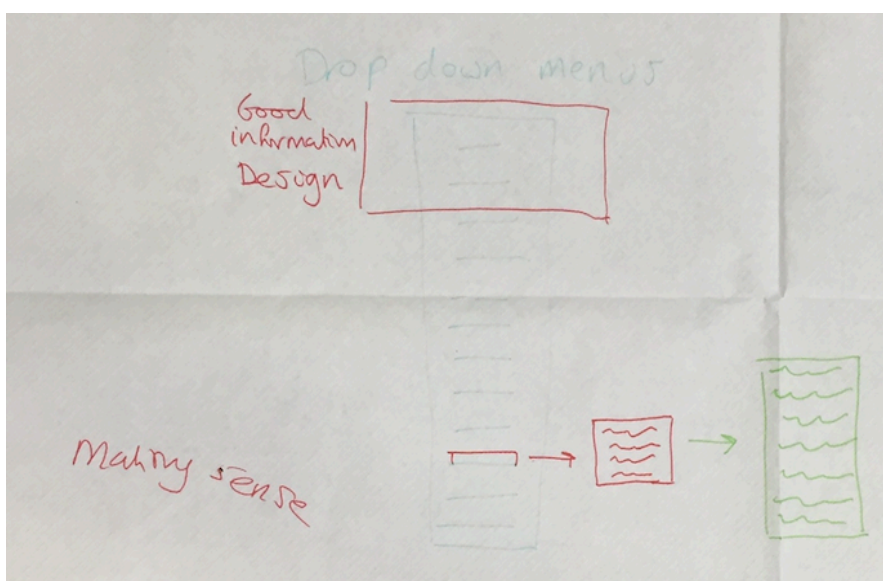
**Learning Café 2: The outcome of the EFeCT project will be an online resource to facilitate professional collaboration and inspire and inform policy-makers and teachers across Europe. From your experience, how can this be best done?**

**Table A tablecloth**

- Visual examples of great practice to inspire. — people explaining what they did - including difficulties!
  
  - Something for the group to work through together.
  
  - Language? English? Is this an issue?
    - explained
  - Practical activities
    - reflective questions
    - shown
  
  - Problem solving approach — e.g. if lack of resources.
    - to reflect with — + reflection log
- Online community —> MOOC - run as a course
- Links to Erasmus — school to school links

**Table B tablecloth**

- Work collaboratively with someone who can realise it.



- Drop down menus
- Good information
- Design
- making sense

Title → summary → report

Read more - signposting

[lynda.com](http://lynda.com)

video

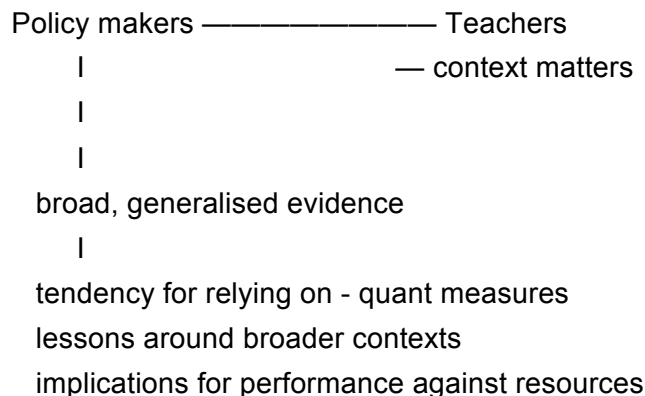
- with voice over to clarify the activity and to draw attention to things.
- online resource
- facilitate a resource — working blog either[??]
- Discussion like a MOOC
- Languages?
- Videoscribe type presentations?
- Draw from the tradition of illuminative evaluation.
- Video to show what it looks like but
  - annotated
  - commentary?

Something that facilitates networking.

### **Table C tablecloth**

- Sustainability — a follow-up evaluation of how several successful/effective the work was — impact longer-term.
- Transferability between different school contexts.
- Scaffolding to make some e.g. abstract steps more doable.  
eg: critical thinking, initiating change.
- Importance of & support of gatekeeper — how many teachers in each school / MAT would participate? — how would they be selected?

- Avoid temptation to communicate the case studies as ‘victory narratives’ — ‘barriers’ section is sometimes underplayed.
- type of medium — text (academic, professional, policy) — blog, video  
—> audience?



#### The online aspect

---

- user-friendliness
- accessible platform — + synchronous online engagement as well as asynchronous network
- is TEDTalk a useful model? Who would do it?
- A good search engine - ERC?
- Executive summary before each item

#### **Table D tablecloth**

Map through the resource <→ Different routes through the resource

- holistic, process over time
  - framed by role as practitioner
- ask (professional, not technical) questions of a (rolling) named person.
  - enable communication between users of this resource — potential informal network?
  - hyperlinks to define terms
  - text with (some) - images - of practice - as metaphors?
  - Elements can be used as tools for development (not need use all in one go)

#### Welcome to EFFeCT

- Why?
- What?
- How?



Instagram

LinkedIn

F [Facebook]

interactive — Expense?

- not a course but a dip-in and help yourself toolkit where tools stand independently from each other
- areas for facilitators
- areas for self-led groups perhaps
  
- Would someone monitor a web-based resource & respond or make adjustments?

**Individual reflections on Learning Café 1: The principles and guides to action are intended to be a guide to teacher collaborative learning, aid thinking about the why, what and how of such practice and support its planning and evaluation. How do you think the principles and guides to action could be improved this?**

**Respondent 1**

Makes sense but what is not clear is what knowledge we are talking about, who are the participants, how did they come to be participating?

Tension between leadership and democracy – are we clear what we are democratizing?

Process trumps outcomes – ‘discussion facilitates our professional capacity’.

‘Leadership is given’ - mode 1 to 2, leading to enabling.

Principle of agency of transition – principles missing – principle of democratizing agency?

Principle of context?

**Respondent 2**

Clear rationale for the approach – underpinning principles.

Focus on flexibility – chance to adapt the principles for own context

Who are the principles and guides aimed at? Teachers? Facilitators?

More linking of the case study examples and the principles showing different ways of working.

Some sense of time – when should reflection happen? At what stages in the process? Is there a common timeframe?

**Respondent 3**

I totally admire the ambition of the EFFeCT project; the challenges in moving from its current form into something that might be easily accessed and used seem to be significant. Why, from all the resources and tools that exist, would I choose the EFFeCT model? Having made the choice, how should I use the materials effectively to initiate change?

If an online community were created, might someone be employed as an online facilitator?

The leap from clarifying values, identifying inconsistencies and choosing a compelling goal to nurturing critical thinking and initiating change might be most effectively achieved through guidance, facilitation and feedback. How would the successes and impact be captured, shared and celebrated?

#### **Respondent 4**

More contextual information about case studies is important, particularly given cultural difficulties across Europe.

Also need to recognize that the context in which a new project is happening will be unique.

I don't think the 'why' and 'how' questions have been answered by the docs we looked at today.

Guide to evaluation would be useful to avoid a 'performativity' solution!

Perhaps evaluation could be qualitative against the 'guides to reflection'.

A guide for facilitators would be useful showing ways in which different case studies enabled reflections against the guides to take place.

Include case studies where results were disappointing but make the learning clear in order to promote risk taking.

Include some kind of recommended reading or bibliography to provide evidence-base for why guidance may be effective

Relate case studies more directly to the guides to reflection

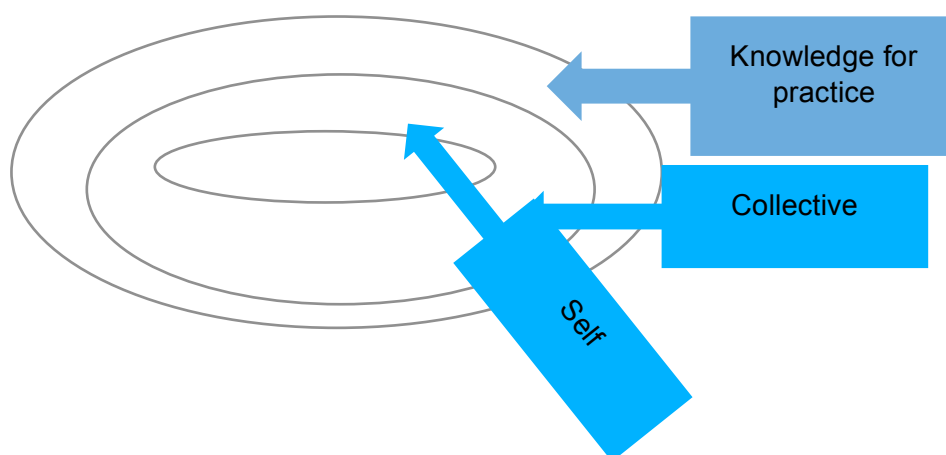
More emphasis on small steps and learning about leadership by doing.

#### **Respondent 5**

Enhance the professional link between self, collective and knowledge for/through practice.

Connect your work with notions of transition from mode 1 to mode 2 knowledge production - produces in the adopted knowledge produced at the location of consumption.

The blue things below together equal system improvement.



This is the principle of agency in transition; the nature and conceptualization of leadership changes.

The 'science' of school improvement becomes the science of collaboration. Trusts are the way forward.

Knowledge problematizing what it is becomes what is leadership.

### **Respondent 6**

I found knowledge through practice a difficult term e.g. because the explication on page 15 seemed to involve processes that were not clearly 'thought-through'.

Knowledge through practice suggests the learning is of knowledge. I felt it as more than that.

The text on page 15 makes it seem more about learning/knowledge than developing practice. 'Learning as a collective product of collaboration' or is it collaborative learning?

### **Respondent 7**

The project is wide ranging and interesting. The principles and action guides reflect the depth and breadth of it.

I just think going through them to ensure you have not some unexamined assumptions. For example, conflict resolution is important but different views on the same topic have to be welcomed. The guidelines are not, or should not be treated as, directives in some context.

Whether rolled out deliberately or organically, these collaborative learning groups will develop in different ways. Still the notion of 'equity' seems more organic than practical.

### **Respondent 8**

Contextualise studies more – perhaps this will enhance their transferability to different European contexts. This may help teachers to make an informed decision about the applicability of the work to their school context and political environment.

## Respondent 9

The principles are useful and reflect 'professional common sense' (i.e. it would be difficult to disagree with them). The case studies give an interesting insight into practice but, as is often the case, as part of a project-led initiative. There is honesty in what I have read in some of the cases – e.g. this didn't reach out to all schools, not all staff bought into this. There is a danger of the resources being a set of victory narratives – celebrating what has worked – but it's possible to underpin this with a sense of reality which will avoid generating examples full of rhetoric. One way is to accentuate the problem-solving approach e.g. to generate change in School A or curriculum area B through collaborative working.

The reality of the context could be set out (noting the barriers and facilitating factors) and providing a commentary on how this was or wasn't achieved. The ways in which barriers are overcome will be different in different cultures /policy contexts but the emphasis needs to be on:

- What was the challenge?
- How was the collaborative group formed?
- What was the nature of the group? Professional/career experience, status etc.)
- Was there permitted ??? into and out of the group?
- How did the group impact on 'peripheral' areas (e.g. a teacher on other teachers, a school on other schools)
- How was the group resourced? In particular, expectation of time commitment
- Was it attainable(it would be interesting to see an audit of how many of the case study initiatives still exist
- Can elements of this be replicated and if so what are the fundamental requirements?

## Respondent 10

A few ideas to open up discussions so that they are moments rather than lists.

## Respondent 11

I am concerned about the idea of 'learning'. It's a good concept but has connotations. I am interested in enabling teachers to take **action**. Of course, learning arises when they do this, particularly if there are good opportunities for reflection on that action but I am concerned that sometimes learning can be limited to information and understanding, of the 'just in case' variety. I would prefer to start with collaborative professionalism. The biggest challenge in our discussions today is to do with the formulation of principles/guidance – the language of them; the layout of them; their interrelationship etc. The international context compounds this challenge of course. Also I think that there is a big difference between the scenario in which somebody wants to facilitate collaborative learning and one in which someone wants to participate in it.

For me this is a key dimension of teaching, perhaps even the most important one. How will the dissemination of the outcomes of the EFFECT project combat the perils of 'globbish'?

For me the issue about voluntary participation is a key variable. As a classroom teacher we can easily be overwhelmed by the challenge that arises from compulsory participation. As a tutor on an MED programme we are blessed with voluntary and knowing participation. In the context of COD, it is not as straightforward as that.

### **Respondent 12**

Nothing has been said about the length of commitment to the group as examples are all of more than one-off group work – this has implications for how group dynamics are managed over time and how the group is sustained.

Will the project yield resources that would be useful for even facilitating one-off group-work sessions for example as we have done today?

I am impressed at how much work has gone into the project from the UK side and wonder if the project across the countries involved has followed the same principles of collaborative learning themselves?

Is the project relevant beyond teacher learning to other groups of professionals and to students?

The questions are a good way to surface espoused theories – maybe the groups need to be a critical sounding board to investigate if the reality of the way of working lives up to its espoused theory – is that what evaluation should be?

Does it matter if groups do not adopt these principles – what would that mean?

In some ways, 'self-identity' is not a principle unless it is located in a sentence and likewise for the other principles. Although the guides help exemplify the principles it might be helpful to have the principles as sentences.

### **Respondent 13**

I really like this idea/way of working as collaborative groups – I would like to have more information on how the groups were formed/detail of the facilitation with examples, links of the principles with examples from the cases, some ideas of the issues, challenges, things not working.

The guide would need to be less academic, to have language explained, focused examples and texts to read.

Should the 'point of it all' be explained more and then exemplified?

**Individual reflections on Learning Café 2: The outcome of the EFFECT project will be an online resource to facilitate professional collaboration and inspire and inform policy-makers and teachers across Europe. From your experience, how can this be best done?**

**Respondent 1**

Very little experience of creating online resources (difficulty, expense/resources needed etc.)  
The whole day felt as if we were working hard to contribute to the elucidation of collaborative learning and our contributions were valued.

**Respondent 2**

A space for ideas and useful information and designed so that content is accessible – design it collaboratively rather than handing it over to ‘an expert’.

**Respondent 3**

I think there are a lot of projects where the process is important and people are supposed to make an online resource to share findings and no one looks at them as it doesn't help them to do it!

Maybe focus on a resource to enable the process with some examples of before and after to inspire.

Could be a resource to work through together as a group? This could be part of the process of setting up the group?

Practical activities to ‘nurture’ aspects of group working. Links to other schools or staff to staff links – twinning with another provision?

**Respondent 4**

- Share through social media
- Links to National College, Ofsted, Teaching Unions and anyone else which is seen as influential in the world of education
- Include some kind of ‘forum’ where groups can share their work
- Don't be too prescriptive in the way to do it
- Promote website at conferences etc. to maximize usage
- Illustrate case studies with photographs

**Respondent 5**

Social media to direct people to the resource

Face to face session that start with the resource

Can an organization be encouraged to use this tool and then it becomes a brief case?

Use in workshops (but how to get funding?) Market as a course starting point for this programme?

### **Respondent 6**

It will need to be promoted with ideas of how to use it.

It has to look really professional – could it link to existing networks, include teachers' voices and be prepared in different languages?

Who will the resource be for? What does it look like, i.e. real people working collaboratively?

Can discussion opportunities be designed in? Discussion boards, chat, twitterchats

I think it needs facilitation – could there be a course for facilitators who support teachers to make the best use of principles and guides?

I'm not really sure how what we've looked at today would inform policymakers. In my experience, policymakers are looking for answers to problems. This seems more about the development of a process/way of learning.

### **Respondent 7**

Not sure if the **same** online facility will work for the two audiences of policymakers and teachers.

To collaborate successfully online must learn the lessons from successful social media tools otherwise this will be an unused resource.

To incentivize schools across the EU to collaborate in their professional participation, link this resource to Erasmus + and funding for paired school linking.

### **Respondent 8**

Teachers and policy-makers are two very different groups – the language and packaging needs to meet some needs and expectations of each group. If it is too expensive and resource-intensive both groups won't engage with it for different reasons.

Context, in a European sense could be regional as well as country based. How do you present cases that fit in a specific context or address the same challenge?

Schools could nominate a person – teacher or teaching assistant to surf the resources and share them for specific problems.

### **Respondent 9**

Learn through existing examples of online resource support. Look at why they still succeed, if they do, and why they lose momentum.

In a world of social media, consider the mixture of forms of media (video, text, professional documents etc.)

Problem-solving cases (short and practical) with practical focus.

### **Respondent 10**

Capture and convey the lived experiences of the teachers/practitioners who were involved in the work, maybe through a TED talk style video. This may speak to teachers watching who are working 'at the chalk face' and potentially bridge a gap between rhetoric and reality. Policy-makers would also hopefully be interested in learning from participants' lived experiences of the project.

Such online resources could be done in multiple languages (as well as English as is commonly the case).



## Appendix C. Recommended reading from EFFEeCT cases



# Collaborative teacher learning: some principles and guides to reflection

## Recommended reading for UK EFFEeCT Workshop

27th September 2017

## Developing collaborative teacher learning: principles and guides to reflection

### **Self identity**

The focus here is the development of confidence, independent thinking and capabilities to take initiatives and to be pro-active, so you are free to be true to yourself as a professional.

- *Clarify your values*

What ideals and ethical aims are most important to you in your practice?

- *Decide where practice is inconsistent with these values*

Where is the context and practice in which you work most out of kilter with your values?

- *Choose a compelling goal or problem to tackle*

What goal or problem is deeply meaningful to you, which you feel passionate about, and which would be feasible to tackle?

- *Nurture your critical thinking*

What would help you to enhance independent thinking and critical reflection, asking questions and engaging with alternative ideas?

- *Develop your ability to initiate change*

What would help you to give voice to your ideas and be confident and active in proposing and leading change with others?

### **Suggested reading:**

Case 5, sub-section on 'Dimensions of learning and reframing', p63-66.

### **Case Study 5: The International Teacher Leadership Initiative – The case of Bosnia & Herzegovina, p63-66**

#### *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: 103-):

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 assumptions. 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 subsection.

### *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 teachers:

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 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
-

## ***Collective identity***

The focus here is participative professionalism, collective practice and relationships. The guides to reflection under self-identity are also relevant to a group, a department or a whole organisation such as a school or college. We start with these – slightly adapted – before adding additional guides to reflection that concern collective identity and practice.

- *Clarify the group's values*

What ideals and ethical aims are most important to the group and in its educational practice?

- *Decide where practice is inconsistent with these values*

Where is the context and practice of the group most out of kilter with its values, and to what extent is equity an issue to be addressed?

- *Choose a compelling goal or problem to tackle*

What goal or problem is deeply meaningful to the group, which it feels passionate about, and which would be feasible to tackle?

- *Clarify the group's understanding of collaboration and participatory professionalism*

What does the group consider to be the ideals and aims of collaboration and participatory professionalism?

- *Nurture critical thinking as a group*

What would help the group foster amongst everyone independent thinking and critical reflection, and a willingness to ask testing questions and engage with alternative ideas?

- *Nurture mutual respect and understanding*

What would help the group foster the practice of listening, reasoned discussion, open expression, respect for each others' views and differences, and trust?

- *Decide if collaborative learning is organised by top-down rules or self-organising principles*

To what extent is the group in this context organised and run by rules and priorities that superiors give to it or that the group itself decides upon?

- *Develop a collective ability to initiate change*

What would help the group give voice to its ideas and be confident and active in proposing and enacting change?

- *Bring about change through collaborative leadership*

What would enable everyone to contribute to initiating and leading change in co-operative ways?

- *Construct identity collectively*

How can we grow through collaborative activities a shared identity concerning what it means to be a pro-active teacher (or student or other stakeholder) bringing about change through collaborative leadership?

**Suggested reading:**

Case 3, sections on 'Practice', 'Participative professionalism' and 'Deep level collaboration', p26-31.

Case 4, sections on 'Practice', 'Participative professionalism' and 'Deep level collaboration', p42-45.

**Case Study 3: The HertsCam MEd – Leading Teaching and Learning, p26-31****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 themselves. A not-for-profit company offering school improvement services in Hertfordshire and beyond - Herts for Learning - gives a grant to provide bursaries to MEd students.

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><b>Module 1:</b> 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><b>Module 2:</b> 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><b>Module 3</b> 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><b>Module 4</b> 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

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 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).

---

#### **Case Study 4: Annual Conference of the HertsCam Network, p42-45**

##### **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 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 conference:-

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'.

### ***Knowledge through practice***

The focus here is on learning as a collective product of collaboration. This learning is led by learners (teachers and other stakeholders) and is made visible, shared and enriched through personal and collective reflection on practice and the capabilities required for collaborative learning.

→ *Develop knowledge for practice through practice*

What kinds of knowledge can reflection on and through practice generate?

→ *Use public knowledge*

What knowledge and ideas available in research literature, reports and other forms will help in understanding practice and the changes we want to make?

→ *Appreciate complexity*

How does understanding complexity help make learning relevant and practical, for example by emphasising unpredictability and the emergence of change from numerous interconnected variables and interactions?

→ *Identify enablers and barriers to collaborative learning*

What are the enablers and the barriers to collaborative learning in our context?

→ *Make a supportive context for learning collaboratively*

What can be done to enhance enablers and minimise barriers, and what strategies, institutional supports, and ideas and frameworks for working would help people to make learning visible so that new ideas and knowledge from innovations and practice are shared, assessed and further developed?

→ *Develop capabilities for learning collaboratively*

What capabilities for learning collaboratively are priorities for development - such as communication skills, conflict handling, patience, ability to support others, and so on.

→ *Involve diverse stakeholders*

Who is it important to ensure participates in collaborative learning for the change we are making – teachers, students, support staff, parents, community members, senior school leaders, policy-makers, others?

#### **Suggested reading:**

Case 2, sections on 'A multi-school TLDW group: contextual information', 'Participative professionalism', 'Deep level collaboration' and 'Equity', p17-20.

Case 3, sub-sections on 'Teacher and school learning', p33-36.

Case 1, sections on 'Practice', 'Participative professionalism', 'Deep level collaboration', 'Equity' and 'Learning', p5-12.

### **Case Study 2: A multi-school teacher-led development work (TLDW) group, p17-20**

#### *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)

### **Case Study 3: The HertsCam MEd – Leading Teaching and Learning, p33-36**

#### *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) initiative.

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.

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).

---

## **Case Study 1: Teacher-led Development Work, p5-12**

### **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

pro-active 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 Conference. 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-producers- in the learning experience rather than as passive subjects. The students' positive response to this way of 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 (Metcalfe, 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.



## **Lessons from the HertsCam Network**

These principles were identified through the preparation of five UK cases for the EFFeCT project and published as: Chapter 23: Principles for enhancing teachers' collaborative practice: lessons from the HertsCam Network, Amanda Roberts and Philip Woods, in D. Frost (ed), *Empowering Teachers as Agents of Change: Enabling a non-positional approach to teacher leadership*, Cambridge: Leadership for Learning: The Cambridge Network, 2017.

The chapter concludes that the following are key principles for enhancing collaborative practice which can best support learning and social justice:

**Agency:** make the freeing of teachers' agency a priority so teachers can initiate and lead change together on aspects of practice about which they feel passionate.

**Support:** create cultural and communal support structures to help teachers in developing a collective identity and the confidence and strategies to involve others in their attempts to change practice.

**Equity:** make advancing equity - respect, participation, fair opportunities for learning and lessening socio-economic inequalities - an explicit aim of teachers' collaborative practice.

**Learning:** ensure teachers' collaborative practice nurtures a breadth of learning that includes cognitive, emotional and social development as members of a community of professionals, as well as the predisposition and capacity to think independently and critically as an individual.

The chapter is reproduced below.

### **Chapter 23: Principles for enhancing teachers' collaborative practice: lessons from the HertsCam Network**

Amanda Roberts and Philip Woods, University of Hertfordshire

This chapter suggests the following key principles as important for enhancing collaborative leadership practice which can best support learning and social justice:

**Agency:** make the freeing of teachers' agency a priority so teachers can initiate and lead change together on aspects of practice about which they feel passionate.

**Support:** create cultural and communal support structures to help teachers in developing a collective identity and the confidence and strategies to involve others in their attempts to change practice.

**Equity:** make advancing equity - respect, participation, fair opportunities for learning and lessening socio-economic inequalities - an explicit aim of teachers' collaborative practice.

**Learning:** ensure teachers' collaborative practice nurtures a breadth of learning that includes cognitive, emotional and social development as members of a community of professionals, as well as the predisposition and capacity to think independently and critically as an individual.

The principles were established through the identification and preparation of five UK case studies (Woods et al 2016). The case studies focused on activities of the HertsCam Network, a not-for-profit organisation which enables teachers and other education practitioners to exercise leadership for the purposes of practice

development, collaborative school-based innovation and knowledge building. The work was carried out at the University of Hertfordshire's Centre for Educational Leadership (<http://www.herts.ac.uk/cel/centre-for-educational-leadership>) which was set up to advance the study, practice and development of leadership that effectively fosters learning, social justice and collaborative agency.

### **The EFFECT Project**

The preparation of the UK case studies is part of the European Methodological Framework for Facilitating Collaborative Learning for Teachers (EFFeCT) project. Funded by the European Union, the project brings together partners in the Czech Republic, Finland, Hungary, Ireland, Latvia and the UK and aims to find innovative ways to improve the policy and practice of teacher learning. Its particular focus is the enhancement of opportunities for collaborative learning through promoting networking and professional collaboration between teachers, teacher educators, researchers and other educational stakeholders. In order to learn from effective practice within participating countries, each national project team has assembled and shared case studies of teachers' collaborative learning practice. More information is available at <http://oktataskepzes.tka.hu/en/effect> and <https://www.researchgate.net/project/EFFeCT-The-European-Methodological-Framework-for-Facilitating-Collaborative-Learning>.

### **Our methodological approach**

Our participatory approach to the development of the case studies was informed by traditions of co-operative research with practitioners (e.g. Denis and Lehoux 2009; Zuber-Skerritt 2011), helping us to bridge the researcher/practitioner divide. This meant, for example, discussing the aims of the case studies and potential sources of data in-depth with representatives of the HertsCam Network. It also included seeking participant validation of our interpretative analysis. It prompted us to consciously integrate a critical, questioning approach into our examination of information sources and our collective discussions of the research process and emerging findings. We discussed such critical questions with HertsCam representatives, seeking to enhance the participatory research process through a collaborative, reflexive approach (Denis and Lehoux 2009).

### **The case studies**

Spotlighting selected activities of the HertsCam Network, the first case study focused on teacher-led development work projects, exemplified in chapters 1 – 10. The second explored a multi-school teacher-led development work group, featured in chapter 14. The third focused on the HertsCam MEd in Leading Teaching and Learning, discussed in chapter 11. The HertsCam Annual Conference was the subject of the fourth case study. The final case study focused on the development of teacher leadership in Bosnia and Herzegovina through the HertsCam International Teacher Leadership initiative, discussed in chapters 6, 12, 18 and 20. The case studies are presented in Woods et al (2016).

## The principles

Within the EFFECT project we formulated four features of effective collaborative teacher learning to guide the case study identification and examination. These features - participative professionalism, deep level collaboration, the advancement of equity and deep learning - were based on work in the field, such as Biesta (2009), Frost (2006), Vangriegen et al 2015, Ward et al (2015) and Woods and Roberts (2015). We suggest below a key principle in relation to each of the features. These principles are the outcome of our reflections on the case studies and what we learnt from them. They are not intended to be comprehensive but instead to provide a helpful indication of priorities in developing and enhancing teachers' collaborative practice.

*Principle one: make the freeing of teachers' agency a priority so teachers can initiate and lead change together on aspects of practice about which they feel passionate*

This principle arises from our thinking around participative professionalism which, as defined here, reflects a participatory or democratic model of professionalism and includes co-leadership by teachers or other stakeholders, mobilisation of their knowledge and expertise and the pro-active interpretation and enactment of policy.

The case studies illustrate various aspects of participative professionalism. It is most explicitly articulated through the constitution and pedagogical principles of the HertsCam MEd in Leading Teaching and Learning which is at the heart of the network. This distinctive masters programme, validated by the University of Hertfordshire and taught entirely by practicing teachers, enables teachers and others to develop an active professionalism in which educators from any part of the conventional school hierarchy can initiate and lead change collaboratively and, in so doing, build knowledge. The programme aims to develop teachers' agency as members of a professional community in which the practice of distributed leadership is a defining feature.

In the Teacher-Led Development Work (TLDW) programme, teachers who wish to effect change come together as a group and are guided by a facilitator to work through key steps to support them in leading projects to bring about improvement (Hill, 2014). The structure of the TLDW programme embodies participative professionalism. The programme involves a process of values clarification, important in its confirmation of participants' agency and the freedom to focus on the development of an aspect of practice about which they feel passionate. It includes activities which help participants to develop their focus and plan their development projects. Teachers do not simply contribute to the implementation of an idea which has its genesis with school leaders. Instead, they design their own approach to solving a problem they personally see as an issue and, in so doing, demonstrate the moral purpose which characterises professionalism. Central to the process of participative professionalism is the principle that *the freeing of teachers' agency is a priority, so they can initiate and lead change together on aspects of practice about which they feel passionate.*

*Principle two: create cultural and communal support structures to help teachers in developing a collective identity and the confidence and strategies to involve others in*

### *their attempts to change practice*

This principle is derived from our reflections on deep level collaboration which we define as collaboration involving a cohesive culture, a strong team identity, mutual support and the creative development of innovative and holistic ways to support the learning and development of children and families. The case studies offer many illuminative examples of teachers realising that they can achieve their aims more effectively if they work with others. This is not the surface level collaboration which often results from including collaborators late in the life of a project. Instead, teachers commonly invite collaborators to join them in the initial thinking, planning and shaping of their projects. Such practice has led to the creation of professional knowledge which is both personally and institutionally transformational.

Deep level collaboration is aided by institutional and communal features that support collaborative activity and the development of a shared identity. Examples include the pedagogic principles mentioned above, which convey an explicit commitment of intent to create a pedagogic community with development projects at the centre, and the HertsCam Annual Conference, to which all network members are invited. The conference has become a significant and tangible ingredient in the network's creation of a sense of belonging. It provides an opportunity to express and publicly reinforce the TLDW approach and to celebrate the way it fosters participative identity and active, confident professionalism. Val Hill, Director of HertsCam in 2015-16, articulates the impact which such collective professionalism can have:

... 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.

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

Working alongside others to develop practices which are owned by all becomes not simply a choice that an individual teacher may make but a shared tenet of professional practice. In the case studies, teachers leading collaborative work demonstrated the enthusiasm and the seriousness with which they undertook the role of facilitating the generation of ideas and practical improvement with other teachers, teaching assistants, other staff and students. Key to the practice of deep-level collaboration is the principle that *cultural and communal support structures are created to help teachers in developing a collective identity and the confidence and strategies to involve others in their attempts to change practice.*

*Principle 3: make advancing equity - respect, participation, fair opportunities for learning and lessening socio-economic inequalities - an explicit aim of teachers' collaborative practice*

Advancement of equity, as it is used here in its fullest sense, refers to the furthering of equal opportunities for learning, mutual respect, participation and equal opportunities for learning and lessening unjustified socio-economic inequalities and their negative effects.



The principle of inclusion is central to the underlying rationale of the HertsCam Network. The structure and ways of working of a TLDW group are underpinned by a commitment to equity and to a belief that leadership capacity is not limited to those holding named leadership positions (Hill, 2014). Instead, any educational practitioner can be part of such a group. Widening possible participation to anyone who works in a professional educational community demonstrates HertsCam's commitment to supporting the leadership capacity which is a characteristic of human beings (Hill, 2014). Examples of tackling inequalities were evident in development projects. For example, a language awareness project in a school where over half the students spoke English as a foreign language sought to enhance mutual respect and opportunities for learning through equally valuing everyone's knowledge and contribution. This led to a greater understanding of languages and cultures, which was influential in increasing social cohesion in this multi-cultural school.

It is noteworthy that the HertsCam approach is being used and adapted by teachers seeking to build a proactive profession committed to collaborative agency in situations marked by high degrees of deprivation, social divisions and histories of violent conflict. Interest in teacher leadership expressed by international colleagues led to the development of the International Teacher Leadership (ITL) initiative, launched in 2008 by the HertsCam Network. Seminars in the 2015 Annual Conference included presentations from teachers about their projects in Macedonia, Egypt and Palestine. One of the case studies focuses on the ITL initiative in Bosnia and Herzegovina. Equity and inclusion were made central to the Bosnia and Herzegovina project. Working to overcome barriers and prejudices, reducing inequalities and helping to advance both equal rights and a more cohesive society in which learning is supported, were the project's main aims.

Reflection on these examples led us to understand that a crucial factor in advancing equity is the principle that *advancing equity - respect, participation, fair opportunities for learning and lessening socio-economic inequalities - be made an explicit aim of teachers' collaborative practice.*

*Principle four: ensure teachers' collaborative practice nurtures a breadth of learning that includes cognitive, emotional and social development as members of a community of professionals, as well as the predisposition and capacity to think independently and critically as an individual.*

This principle arose from reflection on how the activity of the HertsCam Network supports the development of deep learning. The concept of deep learning, as defined here, refers to a broad understanding of learning that encompasses different aspects of development (cognitive, emotional, social and so on).

Biesta's (2009) three dimensions of learning were used to structure case study discussions. The *qualification* dimension concerns knowledge, skills, understanding and dispositions which allow the learner to do something. There was evidence in the case studies of teachers and their colleagues in schools advancing their learning about pedagogy and about how they could most effectively bring about the improvements in educational practice they sought. Teachers also developed, for example, through raised levels of confidence and awareness of themselves as professionals prepared to challenge some of the assumptions about teaching built into

the dominant policy framework in England. The development projects also evidenced progress in students' understanding, engagement and confidence on diverse topics from writing to understanding poverty.

Equally as important was learning in Biesta's *socialisation* dimension, which is about becoming a member of a particular social, cultural or political community. Through regular network events, workshop sessions, the Annual Conference and taking part in TLDW groups, teachers learn to be members of a distinct kind of professional community. Their activity in TLDW groups marks them out as participative professionals who wish to take an active role in school improvement and in the building of professional knowledge.

The *subjectification* dimension concerns developing as an individual in the communities in which one is socialised, developing the capability to think critically and independently. This aim is integral to the purpose of developing teachers' agency and supporting them in identifying problems and priorities for improvement that matter to them. A crucial element in enhancing teachers' agency is the value that is accorded to engaging with literature in the field of education and understanding different and critical views on educational practice. A deputy headteacher of a school in which 19 staff members have graduated from the MEd commented that it 'had enabled them to develop their intellectual edge and to have confidence in their ideas and leadership practice' (HertsCam 2011: 8).

In relation to deep learning, a key principle is therefore that *teachers' collaborative practice should be designed to nurture a breadth of learning that includes cognitive, emotional and social development as members of a community of professionals, as well as the predisposition and capacity to think independently and critically as an individual.*

### **Concluding remarks**

The decision to suggest principles for enhancing teachers' collaborative practice rather than formulating a set of standards or behavioural expectations was influenced by Leithwood and Rheil's (2003) view of leadership as activity rather than trait or role. This encouraged us to focus on an agential approach to non-positional leadership - which puts activities such as providing direction and exercising judgement as a central concern - and on how this can best support learning and social justice. We imagine the principles being used to stimulate thinking about, and to underpin a developing conceptual understanding of, teachers' collaborative practice and to support experimentation in such practice. We want to test further the validity of these principles and will be sharing and debating them with our colleagues in the EFeCT project.

---