## Appendix 1

*An audit of professional development activity*

In the first column, list the professional development activities in which you have participated over the last year. Make notes to indicate where the activities included the following features which have been linked with improvements in learning and teaching (from Cordingley *et al.*, 2003; see also DfES, 2005a)

| Nature of professional development activity | Identification of own focus for professional development | Collaborative working | Observation with feedback | Peer support | Use of external expertise linked to school activity | Processes to encourage, extend and structure professional dialogue | Professional development continues over time to embed new practice |
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# Appendix 2

*Some definitions of leadership*

(from MacBeath, 2003a)

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| **Heroic**<br><br>Great individuals steer organisations to safety | **Charismatic**<br><br>Magnetic individuals whose personality and influence attract followers |
| **Authoritarian**<br><br>Requires obedience and conformity; intolerant of difference and challenge | **Moral**<br><br>Committed to values and imbues the organisation with a mission |
| **Visionary**<br><br>Shows the way, inspiring and building confidence in shared vision | **Principle-centred**<br><br>Based on 'natural' principles such as justice, honesty, trust and equality |
| **Professional**<br><br>Espousing professional values and possessing professional knowledge and judgement | **Strategic**<br><br>Systematic planning, firm hold on the present, view of the future |
| **Transactional**<br><br>Give and take in systems, structures and data to achieve set goals | **Transformational**<br><br>Collaborative culture, continuing professional development, capacity building |

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|---|---|
| **Situational**<br><br>Adapting style and skills to context, circumstances and culture | **Dispersed**<br><br>Can extend to anyone and anywhere within a school: a 'leaderful community' |
| **Distributive**<br><br>Holding or taking initiative and power as part of the organisational culture | **Shared**<br><br>Openness and trust; leadership passes between people by mutual consent and resides in groups |
| **Invitational**<br><br>Encouraging others to act with you: optimistic, intentional, trustful, respectful | **Collaborative**<br><br>Joint working to find common meaning; engaging in joint ventures |
| **Instructional**<br><br>Leading curriculum, learning and teaching; performance management | **Learning-centred**<br><br>Leading and developing processes of learning throughout the organisation |
| **Teacher**<br><br>Professional learning communities with lateral accountability for student learning | **Student**<br><br>Students help to direct and evaluate learning and teaching as well as less mainstream activities |
| **Parallel**<br><br>Teacher leaders and headteachers engage in collective action to build school capacity | **Distributed**<br><br>Leadership roles allocated by the headteacher who retains power |

# Appendix 3

*The impact of teacher-led development work:
a conceptual framework*

(from Frost and Durrant, 2002)

The term 'teacher-led development work' is used to refer to strategic action initiated and sustained by teachers with the express purpose of improving teaching and learning. The framework consists of five sections each containing key factors or ideas that together provide a comprehensive framework for thinking about impact.

The framework can be used as a guide in the design of tools, instruments and workshop activities aimed at the enhancement of planning or monitoring and evaluation of development work (for examples, see Frost and Durrant, 2003).

## A. Factors which affect the impact of development work

### The focus of the development work

- relevance to the teacher
- relevance to the school development plan
- relevance to improving teaching and learning
- the degree of leverage

### The context of the development work

- synergy in relation to other policies, agendas and initiatives
- the pattern of interests, values and aspirations of key protagonists
- the structure and quality of leadership in the school
- the structure and quality of external frameworks of support and challenge
- organisational structures and processes within the school
- the organisational culture(s) within the school

### The process of the development work

- the quality and appropriateness of information and evidence on which proposals for change are based
- the effectiveness of presentation and dissemination of information and evidence
- the extent and intensity of the participation of relevant members of the school community
- the quality and appropriateness of strategic action plans
- the effectiveness of leadership and support
- the effectiveness of co-ordination between development activities
- the effectiveness of monitoring and evaluation of the development work in progress

## B. Impact on pupils' learning

### *Attainment*

- improved test results
- learning in other curriculum areas (e.g. citizenship)
- discernible increases in subject knowledge, understanding and skills
- improvements in transferable and key skills

### *Disposition*

- the development of more positive attitudes to school and particular subjects
- increased motivation to learn
- increased confidence and self-esteem
- improvement in the quality of relationships

### *Metacognition*

- development of pupils' self-awareness
- increased capacity to reflect on and evaluate their own learning
- increased ability to take responsibility for their own learning

## C. Impact on teachers

### *Classroom practice*

- the adoption of new practices by the teacher
- the adoption of new practices by the teacher's colleagues
- the improvement of the effectiveness of established practices on the part of the teacher
- the improvement of the effectiveness of established practices on the part of the teacher's colleagues

### *Personal capacity*

- increase in pedagogical knowledge and skills
- increase in professional knowledge (e.g. micro-political literacy)
- development of new strategies for professional learning (e.g. engaging in enquiry)
- development of personal attributes (e.g. reflexivity, emotional intelligence, self-awareness, self-confidence)
- enhanced clarity of purpose and commitment

### *Interpersonal capacity*

- enhanced level of participation or involvement
- the development of skills in building and maintaining professional relationships

## D. Impact on the school as an organisation

### *Structures and processes*

- more effective structures for deliberation and decision making
- improvements in the structure of leadership
- greater degree of shared leadership
- more collaborative working patterns

### *Culture and capacity*

- increase in the use of evidence
- improved collegial relationships
- improvements in the quality of professional discourse
- high level of consistency in practice
- greater level of coherence in beliefs and values

## E. Impact beyond the school

- contributions to debate within the research community
- contributions to policy formation or critique of policies
- dissemination of evidence-based practice
- collaborative development work with other teachers and schools
- improved levels of social capital in the local community

## F. Evidence of impact

The gathering and use of evidence plays a key role in maximising impact. Impact is likely to be higher when:

- evidence generated for other professional purposes is analysed to determine impact (e.g. assessments of pupils' work);
- monitoring and evaluation is part of the framework of support and challenge for development work provided by senior staff or external agents;
- evidence is gathered deliberately and systematically to inform and sharpen the development work;
- the gathering of evidence of impact and collaborative reflection on it helps to build organisational capacity.

# Appendix 4

*How can headteachers support teachers leading change?*
*Messages from teacher leaders*

(from Frost and Durrant, 2004)

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| Recognise and understand the potential for leadership in teachers | Build a culture conducive to teacher-led development work | Provide opportunities for teachers to tap into their own enthusiasm | Ensure the existence of facilitative organisational structures |
| Use communications structures to keep everyone informed and elicit support | Provide access to external frameworks of support | Make time available for development work | Focus development work in high priority areas with greatest potential |
| Set priorities and co-ordinate initiatives to prevent overload and fragmentation | Ensure that development work is well planned for maximum impact | Ensure that monitoring and evaluation are in place | Document, archive and share the processes and outcomes of development work |
| Provide space to talk about teaching and learning rather than just results | Facilitate collaboration and sharing with colleagues from other schools | Provide critical friendship | Encourage teachers to disseminate beyond the school |
| Enable the student voice to be heard | Ensure that the school derives maximum benefit from teachers' involvement with an external source of support | Celebrate and praise the development work | Recognise emerging expertise and professional capacity |

# Appendix 5

*What can teacher leaders do to build capacity*

- Provide a portfolio or display of examples so that colleagues can see what is already being done.

- Provide short cuts – design proformas and develop systems that make change and enquiry manageable for teachers.

- Provide a pleasant shared working environment with comfortable chairs, a coffee machine, space for shared resources, a noticeboard, pictures.

- Help to design and construct displays in each other's classrooms.

- Provide refreshments at meetings (which may include 'bring and share'), preferably more imaginative than coffee and biscuits. Use birthdays, Christmas etc as an excuse for treats.

- Find non-daunting ways of encouraging teachers to share what they are doing already.

- Find alternatives to hierarchical 'knowledge transfer', e.g. instead of the deputy head giving a presentation on assessment, explore current approaches to assessment in small groups.

- Consider teachers' expertise before buying in 'experts'.

- Find time to stop and listen, engage deliberately in conversation.

- Visit classrooms, offer praise, notice effort, say thank you.

- Communicate achievements of staff to colleagues, headteacher, governors and students.

- Distribute reading that might be helpful (some will enjoy a book chapter, others a snippet from a journal or newspaper).

- Put up a noticeboard and use school bulletins or start a teachers' magazine to generate enthusiasm, raise awareness and give information. Encourage everyone to contribute.

- Offer to cover classes occasionally so that colleagues can talk to pupils and observe lessons.

- Book a time to sit down with a colleague to show them useful sites on the internet.

- Put your own books into the library for colleagues to use or be generous in lending them.

- Start a reading group to discuss professional articles, academic writing, novels or poetry.

- Keep your classroom and office door open as often as you can for colleagues to call in.

- Share car or train journeys as this is a good time for discussion.

- Use technology ('Powerpoint', digital cameras, video) to record development work and teachers' achievement which can be presented back to staff or to other audiences (governors, parents, LEA).

- Develop an area of the school website for staff as well as for parents – consult with staff about what they would like it to include and involve them in contributing.

- Organise a department 'away day' or evening social gatherings within or between departments.

- Bargain for resources and collaborative time on behalf of colleagues.

# Appendix 6
## *Has your research taken full account of ethical issues?*

1. Do participants understand the nature of the activity or investigation and why they have been asked to participate?

2. To what extent will the research impinge on the lives of other people?

3. Will the research cause participants any discomfort, distress or inconvenience?

4. Are participants aware of the right to withdraw at any stage of the process? Do they know how to do this?

5. Do participants know how and why information is stored, how it is used and to whom it may be made available? Is the information stored securely? Are participants aware of their rights to look at any data stored about them?

6. Have participants been debriefed and provided with copies of any reports and publications?

7. Does the research use incentives (e.g. sweets for children) that may change relationships and cause unacceptable bias in responses?

8. Does the research avoid interventions and research methods which cause advantage to one group and not another.

9. To what extent are the data collection and analysis and inferences drawn fully reliable, valid and generalisable?

10. Is the completed and published research accurate?

11. Are data and methods available for people to look at (mindful of confidentiality agreements)?

12. How is research and development work in progress going to be reported clearly to different audiences/stakeholders?

13. Who is going to be the author of documents, case studies, materials and other publications? Is everyone who has made a substantive contribution included and acknowledged?

14. Is the school (which usually means the headteacher) aware of ethical guidelines and processes involved: purpose, research methods, access to participants, ownership of data and publication arrangements?