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**Developing a programme of support for teacher leadership
in Egypt**

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Fitzwilliam College

September 2017

*This dissertation is submitted for the degree of Doctor of Philosophy of Education in the
University of Cambridge Faculty of Education*

Supervisor: David Frost

Developing a programme of support for teacher leadership in Egypt

Amina Eltemamy

Abstract

In Egypt, the school educational system has been suffering a deteriorating quality over the last few decades. Since the revolution that took place in Egypt in 2011, political tensions and conflicts have consumed so much energy and time, making it hard for Egyptians to focus on development. Therefore, through this doctoral study that follows an action based methodology, I aim to contribute to the current efforts to improve the Egyptian educational system.

In this study, I introduced an intervention that draws upon the principles of school improvement, reform strategies and non-positional teacher leadership. This is done through adopting and adapting the ‘teacher-led development work’ (TLDW) approach. In this study, a group of 50 teachers from four different Egyptian schools took part in the programme for one academic year. Through this programme I supported them to lead innovations in their classrooms and schools as a whole. Each teacher/participant was expected to initiate and lead a development project that improves teaching and learning in their schools, and other teachers could benefit from as well. Data was collected throughout the academic year to continuously monitor and adapt the programme, and to explore what the programme made possible and the conditions that made it possible.

The programme usefully supported teachers in taking action that had a positive impact on the students, teachers and school as a whole. However, the most significant impact observed was on the participating teachers themselves: their professionalism, self-confidence and self-efficacy that underpinned growth in their own skills and pedagogic repertoires. There were a set of conditions that were required for this programme to have an impact. Practitioners and policy makers interested in educational reform through teachers could benefit from considering these factors in their own development.

I hereby declare that that the sources of which I have availed myself have been stated in the body of the thesis and in the bibliography and that the rest of the work is my own. It is not substantially the same as any that I have submitted, or, is being concurrently submitted for a degree or diploma or other qualification at the University of Cambridge or any other University or similar institution except as declared in the Preface and specified in the text. I further state that no substantial part of my dissertation has already been submitted, or, is being concurrently submitted for any such degree, diploma or other qualification at the University of Cambridge or any other University or similar institution except as declared in the Preface and specified in the text.

This thesis does not exceed 80,000 words in length.

Acknowledgements

I would like to thank my supervisor David Frost for his expert advice and encouragement throughout this study. I am grateful for his belief in me and for giving me the opportunity to conduct this work under his supervision. I appreciate the time and effort he invested to mentor me and help me grow into the person I am today. He has continuously encouraged me to push myself out of my comfort zone, to ask questions, think critically, and develop my own insights as an independent researcher. The skills he has taught me have been necessary for completing this work, but more importantly are an invaluable asset for me for the rest of my life on the academic, professional, and personal levels.

I want to acknowledge with gratitude the work of collaborators, teachers, and managers from the participating schools. With their effort, commitment, dedication, criticality, professionalism, and courage, we were able to demonstrate that there are outstanding teachers in Egypt who just needed the right conditions to flourish.

This project would have been impossible without the generous scholarship of the Yousef Jameel Foundation, who clearly indicated that they wanted to support a programme that brings about change in the educational system in Egypt.

I would also like to thank members of the HertsCam Network who have been a source of support for me and my team. I would like to thank in particular John Henry Newman School for hosting my team to learn about ways of leading the programme.

I would like to thank my husband who was the first one to encourage and support me to pursue my postgraduate degrees. I would have never been able to go through this journey since 2010 without his support. He was there for me when I really needed him, which I appreciate so much.

My parents, I see the happiness in their eyes from any form of success I encounter, which motivated me throughout those year. Their unconditional love and support have helped me to achieve all this in the first place.

I would like to thank my wonderful friend Shahana. I appreciate her love, kindness, support, and generosity. Her support has given me so much strength during the difficult time I have been through. She is definitely what I am going to miss the most whilst not in Cambridge.

List of abbreviations

TLDW	Teacher-led development work
MOE	Ministry of Education
SER	School effectiveness research
UNDP	United Nations Development Programme
OECD	Organisation for Economic Co-operation and Development
CPD	Continued professional development
ITL	International teacher leadership
CFG	Critical friends group
EFFeCT	European Methodological Framework for Facilitating Cooperative Learning for Teachers
JHNS	John Henry Newman Catholic School

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Chapter one: Introduction

Education is the cornerstone of any nation's development (Brende, 2015). In Egypt, the school educational system has been suffering a deteriorating quality over the last few decades. According to the World Economic Forum Global Competitiveness Report 2013-2014, Egypt is rated as the lowest country in quality of primary education (Schwab, 2013) which has been a barrier towards economic, political, and social reform in the country (Badrawy, 2011).

Since the revolution that took place in Egypt in 2011, political tensions and conflicts have consumed so much energy and time, making it hard for Egyptians to focus on development. Therefore, through this doctoral study I aim to contribute to the current efforts to improve the Egyptian educational system.

Through this study, I introduce an intervention that draws upon the principles of school improvement and reform strategies. It is an intervention that supports teachers in leading change rather than being victims of change. This is done through adopting and adapting the approach of 'teacher-led development work' (TLDW) (Frost, 2013). In this study, a group of 50 teachers from four different Egyptian schools took part in the programme for one academic year. Through this programme I supported them to lead innovations in their classrooms and schools as a whole. Each teacher/participant was expected to initiate and lead a development project that improves teaching and learning in their schools, and other teachers could benefit from as well. Access was an important dimension in my ability to work with those four schools, especially at the critical time of political unrest when I started the intervention. I approached the schools as a teacher doing a research degree with ambitions for expanding the role that teachers play in leading school improvement. I formed a team of collaborators from within the schools that supported me in leading the programme as well as collecting and analysing data.

Data was collected throughout the academic year, looking at what the programme made possible and the conditions that made it possible.

Motives behind this study

This study reflects my deep desire as an Egyptian teacher to be part of educational reform in my country. It is clear that choosing such a path is hard and involves more effort and uncertainties; however, this is what satisfies me as a researcher with a deep desire for social change and who belongs to a country where developments are desperately needed.

My desire to start this research came from a number of sources. First was my background as an Egyptian teacher and the belief that teachers are the cornerstone of reform in the educational process (Badrawy, 2011). Through being part of the teaching profession in Egypt, I have witnessed how teachers are not confident in their ability to lead innovations in their fields. Many teachers in Egypt face challenges that hold them back from performing their role effectively; they are not supported financially, professionally, or psychologically within the educational system (Eltemamy, 2012). The teaching profession has been experiencing a decline in status and the teaching force as a whole is not respected or trusted by the Egyptian society (ibid).

The second source was my studies at the Faculty of Education in Cambridge that started in 2010. I went to the University of Cambridge with the aim of finding solutions to the challenges facing the educational system in Egypt by copying the best practice in schools in the UK and applying it in Egypt. However, I realised how every country stands in a very different social, cultural, and political context and that what works in one country does not necessarily work in another (Simkins, 2005). The Egyptian educational system has suffered from copying policies across borders to the extent that the educational system is often referred to as ‘a product of inappropriate adopted foreign transfer’ (Ibrahim, 2010). I realised then that the voices of Egyptian teachers should be

heard in deciding ways by which the educational system in Egypt should develop. Therefore, in a previous study, I explored the perceptions of the teaching profession of a group of teachers working in Egyptian state schools (Eltemamy, 2012). Teachers had a chance to make their voice heard about how they perceived the current situation, and how it could be improved. Among the findings of the study was that many Egyptian teachers were deeply concerned that they are often regarded as service delivery agents rather than professionals who take an active role in the leadership of change and they are deprived of the opportunity to lead innovations in their fields. In the Egyptian context, the teachers' role is generally constricted to delivering the subject matter to students and preparing them for the tests. Such a role limits that ability of teachers to be agents of change and take part in educational reform. Teachers aspired for a wider role in leading educational change and it was anticipated that this would lead to better collective status, greater personal satisfaction and increased confidence in their capabilities.

During my initial study at the Faculty of Education, I was exposed to the Teacher Led Development Work (TLDW) programme that was run by the HertsCam Network. The TLDW programme is based on the conviction that all the teaching staff is capable of initiating and leading developments in their fields, creating professional knowledge and having a positive influence on their colleagues if there are support structures that allow for that (Frost, 2011b). The programme works on providing the support structures that allows teachers to exercise leadership. Non-positional teacher leadership referred to here is not limited to teachers with leadership positions; instead, it is leadership that can be practised by everyone within the organisation who can add positively to its development (Fullan & Hargreaves, 1992; MacBeath, Frost, Green & Portin, 2003; Waterhouse & Moller, 2009). It is a matter of developing a culture that fosters shared responsibility, collaboration, and teamwork (Waterhouse & Moller, 2009). I attended a number of the TLDW events and interacted with teachers from the programme, which greatly shaped my idea about the role that teachers should play in educational development.

Research questions

I decided to carry out this study to make a contribution to knowledge and to make an immediate impact in the four schools I worked with. My initial research questions were modified as I started working on the programme. I put them here to show my starting point. The first iteration of my research question explored how the TLDW approach could usefully support teachers in taking action that might have a positive impact on the students, teachers, and the school as a whole, looking closely at what actions, taken in what circumstances, lead to the improvements. I wanted to explore what the programme could make possible, and the conditions that allow it to be possible. I wanted to explore the impact of the programme on a wide number of themes.

Therefore, I initially focused on:

- The change in the school culture as a result of the programme
- The change in teachers' professional thinking and identity as a result of the programme
- The adaptations to the TLDW approach to usefully support teacher leadership in the Egyptian context
- The projects led by teachers; their focus, leadership and impact

The research purpose was to discover in what ways this approach has the potential to allow Egyptian teachers to be part of educational reform and lead innovations. I wanted to explore if this intervention could change the professional role and identity of teachers from merely technicians to professionals capable of practicing their professional judgement and autonomy (Keyes, Solomon & Tresman 1999; Woods, Roberts & Chivers, 2016), with a strong sense of agency and ownership towards school improvement. Such an improvement strategy relies on supporting the teacher in transforming the conditions around him/her to the better of teaching and learning.

Structure of the dissertation

This dissertation comprises eight chapters. This first chapter introduces this dissertation outlining its aims, structure, and the motives behind it. In Chapter two, I introduce the political and social context in Egypt and its influence on the educational system, focusing on the challenges facing teachers in Egypt. In Chapter three, I present a conceptualisation that makes connections between school improvement, reform strategies, school effectiveness and non-positional teacher leadership. In Chapter four, I present a reform strategy that supports teacher leadership, arguing that it could offer a solution to some of the challenges faced by Egyptian teachers. Chapter five details the aims and objectives of this study and the methodology followed to reach these objectives. Chapter six discusses how the methodology was operationalised in practice. In Chapter seven, I present a critical narrative of how the programme was implemented and its impact. In Chapter eight reflections on the programme are discussed which is finally followed by a concluding Chapter nine.

Chapter two: The social cultural and political context

The success or failure of a reform strategy is greatly dependent on the institutional, political, and social context in which it is applied. The current context in Egypt has been shaped by a rich historic account and a rapidly developing recent situation particularly since the beginning of the Arab spring. This historic background had a significant impact on the political and the societal norms and values in Egypt. Therefore, in this chapter I first discuss the political and societal context focusing on its relation to education. Secondly, I shed light on the challenges facing Egyptian teachers and its impact on the educational system and the teaching profession in Egypt.

The political and social context

Given its location, Egypt has been ruled by different powers throughout the recent history. From the eighteenth century, Egypt was under the influence of European powers, mainly France and Britain. It officially became a British protectorate in 1914 and then a kingdom dependent on the British in 1922. After the 1952 Revolution, Egypt acquired full sovereignty and changed from a monarchy to a republic with a president and a bicameral legislature. Between 1981 and 2011, it was ruled by President Hosni Mubarak (Chinapah & Mathe, 2016). Before and during Mubarak's rein, many rights and freedoms granted by the Egyptian constitution had been suspended by the emergency law (Dewey, 2013). According to this law, police powers were extended, censorship was legalised and freedom of expression was curtailed. Political and even societal activity was circumscribed by the law that also restricted freedom of assembly (Human Rights Watch, 2008). This affected the culture in Egypt such that many people preferred abstain from participating in societal development, and believed that corruption was so deeply rooted that they had no power to change it (Ibrahim, 2010). This culture of passiveness intoxicated individuals and groups, including those of the

teaching profession, who already felt that they had less control over their profession compared to other major professions (Mehta, 2013b).

The situation described above seemed to change with the outbreak of the Egyptian revolution in 2011, which overthrew Mubarak's regime. The aim of the revolution was to rectify what the Egyptian people perceived as rampant inequalities, corruption, stagnation, and unemployment (Chinapah & Mathe, 2016). The revolution built a sense of pride, dignity, ownership, and hope and increased freedom of expression and political awareness.

Although the spirit of the revolution gradually started to fade, political participation among Egyptians increased greatly after it. Restrictions on political participation before the revolution, made Egyptians eager to share in political life in various ways. Political participation increased both formally through founding political parties and voting, and informally through marches and protests. Political parties increased from 24 parties before the revolution to more than 60 parties in 2012 (El Masry, 2013). There was a rapid increase in civil society organisations that reached around 36,000 organisations in 2012 (ibid).

With increased freedom of expression, Egyptians discovered that they were not a homogeneous group as they thought they were; they had different ideological and political views. Political affiliation started becoming an important part of the Egyptian culture where Egyptians were being constantly labelled and categorised among each other (El Masry, 2013). Yet the major problem was that Egyptians were not yet tolerant towards differences. The political tension that accompanied the first presidential elections following the revolution caused further polarisation in the Egyptian society and growing violence even among school students.

Such polarisation became more evident after the events of 30th June 2013, when Mohamed Morsi, the first elected president after the revolution, was asked to step down by the military after protests demanding him to step down. This turn of events are

considered by some to be the restoration of the revolution and by others as the failure of the revolution. For some, the military is their saviour, and for others it is their oppressor. In the same house, within the same family, Egyptians hold very different and opposing views regarding the current situation (El Masry, 2013).

Following the events of the 30th June 2013, there have been major restrictions of political rights and freedom. The emergency law, which was suspended in May 31st 2012, was reinstated in January 2013 (Ibrahim, 2013). Many protestors and media reporters have been killed and arrested in the name of fighting terrorism (Human Rights Watch, 2014). Media channels and programmes have been banned. There is massive surveillance of social media where Facebook, Twitter, Youtube and mobile phone applications like Whatsapp are monitored (Amnesty International, 2014). This along with the economic crisis due to the political unrest caused many Egyptians to gradually lose interest and hope in participating in political and societal development.

Since 2013, the economic crisis worsened significantly and has affected a wide sector of the Egyptian society with the high inflation rate and the devaluation of the Egyptian pound (Kingsley, 2013). Many Egyptians who have the opportunity to immigrate and leave the country, do just that (Fahim, 2013). The 'World Happiness Report' showed that the level of happiness among Egyptians is falling greatly year after year. Egypt now is number 130, below countries like Iraq and Burma (Helliwel, Layard & Sachs, 2013). Such a negative outlook on life affects the passion and innovation people bring to their jobs, including teachers. Interventions such as the one proposed can motivate teachers to develop a more positive attitude towards their capability to lead change, as discussed later.

Before the 2011 revolution, public services did not function well, and after the revolution, due to instability, the situation became worse (POMED, 2014). As mentioned earlier, according to the World Economic Forum Global Competitiveness Report 2013-2014, Egypt is rated as the worst country in the world in primary education (Schwab, 2013). Yet some critics might argue that the methodology used is far from

perfect, since it collects its data using local and international statistical sources and conducting surveys with people who are not necessarily experts in the field. Even if a very wide sample is surveyed, still the interpretation is based on people's current perception. Such a methodology does not take into consideration the current stage Egyptians are in; the country is at a downturn and people lack optimism and confidence in the future (El Dahshan, 2013). However, this does not deny the fact that the quality of education is a major obstacle to social and economic reform. The educational system has been affected by political change throughout Egypt's modern history.

The Egyptian educational system

The development of the educational system in Egypt has been greatly affected by political developments (Loveluck, 2013). The European style of education was introduced in Egypt during the Ottoman rule in the 19th century. The main aim was to produce well-educated army officers and administrators who would be loyal to the national army (ibid). At the time of the British occupation 1882-1922, there was a decrease in expenditure on education, and the secular schools that were free for the public started charging fees (Sayed, 2006; Hartmann, 2008). The British exam system was introduced (Cochran, 1986) and English became the language of instruction; students and teachers were not allowed to speak Arabic in schools (Cromer, 1908 in Ibrahim, 2010). This was a way to refashion graduates and to reduce the possibility of nationalist leaders emerging and challenging the occupation (Loveluck, 2013).

At the time of President Gamal Abdel Nasser, in the 1950s, education was a very important element in the modernisation process. It was offered for free to all citizens as a means of attaining social equality; it started with schools, and later university education became free as well (Loveluck, 2013). At that time Arabic became the language of instruction and schools followed a unified curricula developed by the Ministry of Education (MOE) (Boktor, 1966). Centralised unified curriculums are still one of the main challenges facing teachers as they limit their ability to meet the

individual needs of their students, as discussed later. Nasser guaranteed a job in the state sector for every university graduate, which increased the enrolment rate even beyond the country's resources. It also developed a mania in Egyptian society that exam results and obtaining a certificate was what guaranteed employment (Hargreaves, 1997) and therefore, up until now, many Egyptians assume that high grades reflect best learning. This is one of the problems that the programme addresses; it aims to change the common perspective of teachers that the main purpose of education is to score high grades in exams.

The increased student enrollment rate affected greatly the quality of state education (Birdsall & O'Connell, 1999) as state schools started appointing unqualified teachers, which is still the case, and the pupil-teacher ratio increased to the extent that many schools worked in a shift system. As the quality of state education deteriorated, private schools started to emerge at the time of President Sadat, in the 1970s (Loveluck, 2012). Moreover, moving from a socialist era to economic liberalism at the time of Sadat diminished the role that education played as a social equaliser (Ibrahim, 2010).

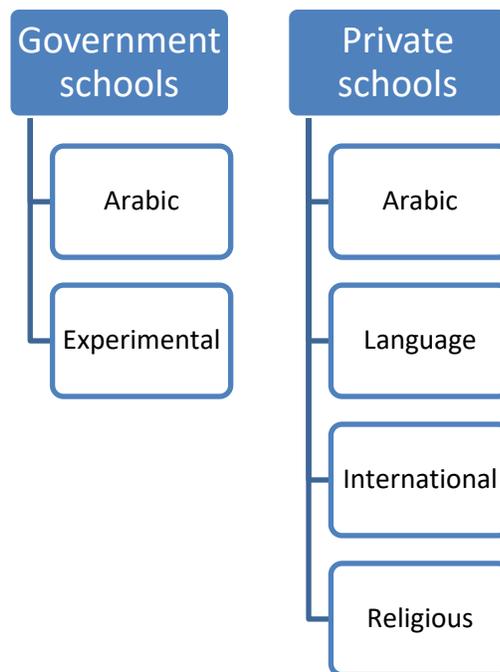
In the Mubarak era (1981-2011) the quality of state education deteriorated even more and was characterised by corruption, bureaucracy and ineffective reforms that were developed on a ministerial level and implemented with limited success (Ibrahim, 2010; MENA-OECD, 2010). The main focus was on increasing the number of students attending schools rather than the quality of education offered in the schools (Ibrahim, 2010). Spending on education was not transferred into quantifiable improvements (Birdsall & O'Connell, 1999). The purpose of education in Egypt is often seen to be to prepare graduates for the job market but, unfortunately, the educational system in Egypt has arguably failed in that sense (Birdsall & O'Connell, 1999; Loveluck, 2012).

The quality of education varies tremendously from one type of school to the other. Different types of schools are included in my research.

Different types of schools in Egypt

Schools in Egypt can be divided into two broad categories; government schools and private schools (Figure 1). Under government schools there are Arabic schools and experimental schools. Arabic schools are free of charge and are attended by the majority of the population. Experimental schools charge low fees and teach some subjects in English. In 2003/2004, 84.7 % of students in basic and secondary education were enrolled in government schools (EHDR, 2005). Students in government schools, especially Arabic schools, are those who could not afford to be in other schools as they are socially and economically disadvantaged.

Figure 1: Types of schools in Egypt



There are many different kinds of private school (Loveluck, 2012), and the fees tend to vary tremendously. Yet, they tend to have better facilities and more attention to students' personal needs since the number of students in each class tends to be less. There are ordinary schools that teach the same curriculum as the government Arabic schools, and

there are language schools that teach the same curriculum as the experimental schools. Such a national curriculum is applied throughout Egypt where teachers have the least flexibility (Ibrahim, 2010). It is a centralised system where textbooks, exams and the curriculum are all controlled by the MOE (Hartmann, 2008).

There are also religious schools like Al-Azhar. These schools follow a rigid curriculum that is set by the Azhar Institute. Students normally take the core subjects as other national schools and Islamic studies as well. Finally, there are the international schools that serve the upper class Egyptians. These schools offer additional educational programmes, along with the national curriculum, such as the British IGCSE system, the American High School Diploma, the French Baccalauréat, the German Abitur and the International Baccalaureate. In all the different types of schools mentioned above, there is close supervision by the MOE and the national curriculum is strictly applied, except for international schools that apply a foreign system but still have to be approved by the MOE.

The number of international schools in Egypt has greatly increased in recent years. In 2012 there were approximately 134 so called international schools in Egypt having around 75,000 students (Kors, 2013), yet only 25-30 % fully qualify as international schools, and only 10-15 % are fully accredited, qualified and functional international schools (ibid). International schools tend to offer extracurricular activities, a more engaging curriculum, international teachers who in some cases are qualified and experienced, more technology, and a low student-teacher ratio (ibid). Currently Egyptians are more concerned about their children's education, as it is seen as a guarantee for better chances for employment, as opportunities are already scarce. Therefore, an increasing number of Egyptians are paying a significant amount for the international education of their children. This is due to the lack of trust in the national educational system and a lack of trust in Egyptian teachers.

Challenges faced by Egyptian teachers

Teachers in Egypt face challenges that have a negative influence on their satisfaction, motivation, self-esteem, capability, and sense of professional status. Among these challenges is teachers' lack of power in the educational system (Mayfield, 1996). Egyptian teachers constantly feel that they are neglected in the decision-making process and their voices are not heard except if they support the already existing structures and policies (Eltemamy, 2012; Mayfield, 1996; Sayed, 2006). Despite a number of recent strikes by teachers demanding better working conditions (Ali, 2011; Education International, 2011), the situation has largely remained the same.

Egyptian teachers lack autonomy and scope for professional judgement. This is due to the highly centralised system that forces teachers to follow a curriculum that is applied across the whole country (Ibrahim, 2010). The curriculum devised by the MOE is not just a specification of learning outcomes; it includes the books and the exact dates by which each lesson should be covered. This leaves teachers no room for flexibility in responding to the needs of their students (Loveluck, 2012). Moreover, more stress is put on the teachers through the government inspectors who frequently attend classes to insure teachers are adhering to the curriculum (Loveluck, 2012). The curriculum is described by teachers as outdated (AHDR, 2003), represents one-sided opinions (Eltemamy, 2012) and is heavily politicised (Loveluck, 2012). However, teachers in international schools tend to have more flexibility in the curriculum they teach as they follow a foreign system. They tend to have more control on their professional lives.

Among the major challenges that many Egyptian teachers face is that they are not respected or trusted in Egyptian society (Badrawy, 2011), whether by the general population or by the MOE (Eltemamy, 2012). In the national educational system, the role that teachers play in the assessment of their students is minimal because they are not trusted for that (Badrawy, 2011). Teachers are also not trusted to lead developments in their schools (Eltemamy, 2012).

Among the reasons that led to the decline in the status of the teaching profession in Egypt is the poor quality of teaching. Teaching is associated with lower economic and social gains when compared to other major professions (Badrawy, 2011; MENA-OECD, 2010). Therefore, the teaching profession is not attractive to top caliber students and those applying to be teachers in most cases graduate from “sub-standard universities or undemanding fields of study” (MENA-OECD, 2010:18). Moreover, teachers are not supported professionally within the system. The university faculties of education in Egypt are known for their poor quality of teaching that depends on traditional methods like rote learning and memorisation (Badrawy, 2011). There is a lack of coordination between subject specialists in universities and those of pedagogy; furthermore, educational research is lacking (ibid). Therefore, there has been a policy direction towards limiting the role that the faculty plays in supplying teachers for schools by not offering jobs to its graduates and limiting the access of new students (ibid).

Due to the poor quality of the pre-service training in the faculties of education in Egypt, many teachers working in government and private schools graduate from other universities and have no pedagogical background (Elbaradei & Elbaradei, 2004). Even international schools appoint foreign teachers that in many cases have no pedagogical training or teaching experience. Out of 25,000 Egyptian teachers hired in 1998, 13,000 did not have any previous training in pedagogy (The World Bank, 2002). This is a major problem affecting the quality of teaching in Egyptian schools (Loveluck, 2012) particularly because in-service training is known for being of little worth as well (AHDR, 2003; MENA-OECD, 2010). Although teachers’ professional development was a top priority for the MOE, efforts have been fragmented, not evaluated, and described as being ineffective as discussed in the following chapter (MENA-OECD, 2010).

The current system does not encourage teachers to be creative and think of new ideas because the main focus is on high-stakes examinations rather than quality learning (MENA-OECD, 2010). The main role of teachers is to prepare students for the test by teaching the model answer that is acceptable to the markers (Sobhy, 2012). Such centralisation and focus on grades makes many teachers lose their motivation. However,

private school teachers, although closely supervised by the MOE, tend to have fewer restrictions and a greater capacity to respond to their students' needs (Loveluck, 2012).

Above all, there is the issue of low salaries. Although it is quite common that teachers around the world earn low salaries relative to the workload (Kane & Mallon, 2006) and compared to other major professions (Scott, Stone & Dinham, 2001), the situation in Egypt is more severe. This is because teachers teaching in government schools are not able to cover their basic needs with their salaries. Egyptian teachers earn the lowest salaries in the region according to GDP/capita (The Telegraph, 2011). Even though teachers in private schools earn higher salaries than teachers in government schools, still the salary is considered low compared to other professions. In addition, foreign teachers in international schools take a much higher salary than their Egyptian colleagues who are doing the same job.

Due to the low salaries, Egyptian teachers also take other jobs, particularly private tutoring (AHDR, 2003; MENA-OECD, 2010). Private tutoring is widespread in all types of schools in Egypt (Loveluck, 2012). According to a study in 2009, 81% of the households in Egypt had their children enrolled in private tutoring at secondary stage, and 69% at earlier stages (Abdulwahab, 2009 cited in Sobhy, 2012). Moreover, more than 60% of the total expenditure on education in Egypt is spent on private tutoring according to the Central Statistics and Mobilisation Agency (Osman, 2011).

Private tutoring raises many ethical issues, including a conflict of interest (MENA-OECD, 2010). For example, teachers might perform less effectively in class in order to force their students to request for private tutoring with them. Other forms of manipulation can be verbal or physical or by favouring students who attend private tutoring over others (MENA-OECD, 2010; Sobhy, 2012). This leads to a further decline in the status of teachers who are viewed as opportunistic and lacking work ethic. However, in a recent study, a group of Egyptian teachers felt they were the most victimised in the process. They felt humiliated as if they were begging for money from their students, who later felt more power over their teachers. Moreover, it represented an

increased workload for them that prevented them from enjoying their lives and affected their health (Eltemamy, 2012).

Finally, strains on infrastructure force teachers to teach in overcrowded classes of around 60-100 students (MENA-OECD, 2010) with poor facilities. Such an environment affects teachers' performance greatly. However, this does not represent a challenge for private school teachers (Loveluck, 2012). Private school teachers face another challenge that is not faced by other teachers which is the power the owner has over the organisation. In many cases, private schools are regarded by their owners as business organisations, where profit maximisation is the major goal. Therefore, teachers are forced in many cases to please the customer that is the students/parents (Abdou, 2012).

Since teachers are the most important variable influencing the quality of education (OECD, 2011), challenges teachers face hinder them from performing their role effectively, and thus lead to a deterioration in the quality of education. The challenges mentioned above influences the way teachers perceive themselves as professionals and the way they act accordingly. Instead of seeing themselves as professionals capable and responsible for leading reform in their schools, many Egyptian teachers see themselves as part of a deteriorating workforce that is not trusted or respected in society.

Such challenges are a reflection of some of the problems that face society as a whole. Many Egyptians do not see the importance of the role they can play in the development of their country. After the recent turbulent years in Egypt, many Egyptians lost interest in initiating change. Currently, after the election of the new President, Abdelfattah Alsisi, in June 2014, some teachers have hope, while others do not. Even many of the hopeful are awaiting a saviour; a new government to rescue them. Instead, teachers should take the lead to develop their profession, because it is no longer a mission to enhance the profession; instead, it is a mission to rescue it (Eltemamy, 2012). Reforms are desperately needed to support the teaching profession in Egypt. Through my study, I am proposing a strategy for reform that supports teachers in changing the role they play in educational development.

Conclusion

In this chapter, the Egyptian societal and political context was discussed. I shed light on how these circumstances have shaped the current educational system and culture. The educational system in Egypt as well as other government services has been deteriorating in quality. Teachers have been facing challenges that hinder them from doing their jobs effectively. Among the major challenges facing Egyptian teachers is low salaries. Implications of such a challenge affect the status of the profession, and its attractiveness to top calibre students. It also forces teachers to work as private tutors to meet their basic needs, which affects their in-class quality of teaching and diminishes society's regard for teachers as a whole, who become seen as wage-seeking workers rather than professionals dedicated to a more meaningful purpose.

Other challenges included the lack of professional support that teachers received within the system. This is due to the poor teacher preparation and fragmented professional development initiatives with no clear vision. Lack of rigorous selection criteria for teachers added to the existence of many teachers who are unqualified and lack commitment and professionalism, which affected greatly the reputation and morale of the whole teaching force.

Laws are developed by the MOE on the assumption that teachers are not to be trusted as professionals. Therefore, teachers within the system lack freedom to exercise professional judgement. They feel that they lack power within the system. Teachers' lack of control within the profession makes teaching even less attractive to the brightest, which leads back to a poor selection of potential teachers, and the matter becomes stuck in a vicious cycle.

In this study, I have explored how approaches for school improvement through interventions like the TLDW approach could usefully support teachers in changing their perceptions about the role they play in educational development and support them in

acting accordingly. In the following chapter, I present a conceptualisation that makes connections between reform strategies and the role of teachers in such reforms.

Chapter three: Conceptualising teacher leadership and educational reform

In the previous chapter, the challenges facing the teaching profession in Egypt were discussed, and a vicious cycle that kept teachers suffering from these challenges was identified. Several reform strategies have been tried to support teachers within the Egyptian educational system; however, they did not prove much success at the implementation stage (Badrawy, 2011). In this chapter, I discuss the connections between reform strategies, school effectiveness research (SER), and teacher leadership. I discuss how the policy of reform tends to be shaped by assumptions about school effectiveness and teacher effectiveness drawn from school effectiveness research (SER). I argue that educational reform is more effective when teachers are enabled and supported to lead change. This requires a change from a leadership paradigm that restricts leadership to those in formal leadership positions at the top of the hierarchy to a non-positional form of leadership that allows teachers to exercise leadership and take ownership of reform.

Government reform strategies

As mentioned in Chapter two, reform is desperately needed to support the teaching profession in Egypt. There have been a number of reform strategies initiated by the Egyptian government and other donors like United Nations Development Programme (UNDP) and World Bank focusing particularly on enhancing the knowledge and skills of teachers as discussed later in this chapter (Badrawy, 2011; Ibrahim, 2010; MENA-OECD, 2010). However, there is a recurrent problem of developing reform projects on a ministerial level, with limited success when implemented on the ground (MENA-OECD, 2010). Badrawy in his book, *Education; the chance for rescue*, devoted a chapter to discuss reasons why prior reforms have failed to have impact (2011). Among the major challenges identified by Badrawy (2011) was the fact that reform efforts adopted a top-

down approach, rather than being teacher-driven, while at the same time the government was not able to effectively monitor the implementation of these reforms (Badrway, 2011; MENA-OECD, 2010). Teachers did not feel a sense of ownership towards such reforms (Hashimoto, Pilay & Hudson, 2008) and therefore, it did not improve the actual infrastructure of the Egyptian educational system (Ibrahim, 2010). This is a particularly serious challenge in a situation where teachers are generally resistant to change, especially change initiated by projects developed jointly between MOE and donors like UNDP and World Bank (Ibrahim, 2010).

Moreover, teacher development was not a priority for the government that led the country before the 2011 revolution (MENA-OECD, 2010). Currently, developing teachers is one of the priorities of the existing government. As presented in the Second Annual Forum on Social Responsibility in Egypt (May, 2016), a reform strategy is being put in place that works on developing teachers professionally. This involves creating a set of standards and training teachers through various courses, mainly online courses, to fulfil these standards. Through an electronic system, teachers could be centrally qualified, monitored, and assessed against the standards set. Even though such a reform strategy that is expected to be implemented in the academic year 2017-2018 is largely supported by the government, and would possibly be closely monitored, I do question the ability of such a strategy to avoid the inefficiencies associated with top-down standard based reform.

Top-down standards based reform

The fact that government reforms have not met much success in Egypt echoes the global discourse on the ability of top-down standards based reform to improve schools (Brewster, 2014; Mehta, 2013b; Payne, 2008). In his book, the *Allure of Order*, Mehta criticises previous and current educational reform strategies in the USA that are imposed on schools from above (2013b). Such strategies try to change schools through standards, tests, and accountability measures. Mehta concluded that the lesson learnt is that

ordering schools from the outside does not work (Brewster, 2014). Similarly, Payne's book *So Much Reform, So Little Change* (2008) refers to inefficiencies of standards based reform. One of the factors identified is that the unique context parameters of each school are not taken into consideration (Bartell & Bartell, 2012). Such reform strategies are based on the assumption that one size fits all, even across borders. In Egypt, reform strategies are in many cases copied across borders which leaves the educational system in Egypt characterised as a product of 'inappropriate adopted foreign transfer' as mentioned earlier (Ibrahim, 2010).

In top down reforms, a culture of trust and professional independence is being replaced by a culture of accountability and standards (Hargreaves & Shirley, 2009; Hokka & Vahasantanen, 2014), which changes the role that teachers play in school improvements. In such a setting, teachers and other people working at schools are reactive rather than proactive to the innovation or change (Hazzan & Zelig, 2016). Teachers are regarded as technicians rather than professionals or intellectuals (Giroux, 2013; Mehta 2013a). The intellectual role of teachers is being undertaken by administrators, and the teachers' job has become one of ticking boxes (Brewster, 2014; Mehta, 2013b). Teaching is not a bureaucratic or routine task; instead, it is a professional role that involves a multitude of decisions every day that influence students learning (Mehta, 2013a).

Teachers are increasingly having their role limited to being enforcers of the decisions of others (Gur, 2014). They are denied the ability to fully exercise their professional judgement and autonomy in a contextual experience such as learning, making it hard for teachers to meet the individual needs of their students. Many teachers find themselves in situations that force them to act in conflict with their own purpose and vision for education (Geil, 2011). This is the situation in Egypt as discussed before, given the highly centralised system, the unified curricula, the high stake standardised testing and the top down reform strategies. Teachers in the national system are forced to prepare their students for the test through memorising outdated curricula and model answers (AHDR, 2003; Sobhy, 2012).

Even though teachers are the main actors in educational transformation (Hokka & Vahasantanen, 2014), other external forces perceive themselves to be the main actors, limiting the role that teachers play in reform. Therefore, strategies for reform should work on changing the role that teachers play from merely being technicians implementing preplanned programmes that do not necessarily meet the needs of their students, to empowered professionals who develop their sense of agency and exercise professional judgement and autonomy (Mehta, 2013b). For teachers to take ownership of reform, teachers themselves need to surpass the way the public discourse identifies good teaching as tied to standardised test results (Mehta, 2013b). They need to reframe school and teacher effectiveness in ways that go beyond the superficial paradigm (ibid).

School and teacher effectiveness, the superficial paradigm

Policy on reform tends to be shaped by the way school effectiveness is constructed (Hargreaves, 2003). SER started with the aim of refuting the interpretation of the outcomes presented by Coleman et al. (1966) and by Jencks et al. (1972) that ‘schools do not make a difference’ (Luyten, Visscher & Witzies, 2005). SER attempts to show that even when social and other factors are taken into consideration, there are differences among schools that could be attributed to the quality of schooling (Goldstein & Woodhouse, 2000).

Effectiveness is widely defined as the value added over and above what might be expected when prior attainment and pupil background factors have been considered (Wendel, 2000). SER investigates the difference in performance between and within schools; it also investigates the factors that enhances school performance, mainly using test scores to measure school performance (Luyten et al., 2005).

Since its start, SER had attracted substantial political support in a number of countries. One of the main critiques against SER accuses it of reflecting governmental concerns rather than scientific ones, and questioning its ideological independence, especially with

studies that are funded by governments and other related entities (Luyten et al., 2005). The ideological dependence appears not only in the research questions asked, but also in questions that are not asked. SER does not question the appropriateness of the educational goals set or its correspondence to the standard exams that are used mainly for assessing school effectiveness as discussed later. Moreover, SER does not question the limits to what schools can do, where the responsibility then lies on the government (ibid). Since SER is highly incorporated in government policy making, this raises issues related to the role of research and how policy makers use it (Goldstein & Woodhouse, 2000).

Teacher effectiveness in particular is frequently discussed in the literature, given the huge amount of evidence that shows that the quality of teaching is what makes a difference in students' achievement (OECD, 2009, 2011). Over the years, studies on student achievement have persistently shown that the difference among teachers accounts for more variation in student performance, than any other factor in the school including class size, class composition, teaching methods or curriculum used (Darling-Hammond & Youngs, 2002; Geil, 2011).

Since teachers' practice is a key to educational effectiveness, two important questions need to be answered; what is effective practice and what are the ways to change practice? However, in the current era of datafication, international assessments, performative culture of accountability and involvement of policy makers and economists in assessment of teachers, the quality of teaching is identified by what could be measured, mainly test scores, school graduation rates, and successful employment data (Guy, 2015; Hanford, 2010; Payne, 2008). This is another critique against SER that it relies on narrow indicators for school effectiveness. That is because researchers rely on already available data or data that is easy to measure (Luyten et al., 2005).

As discussed in Chapter two, in an examination driven context such as Egypt, schools and teachers are assessed by the end of year examinations. This limited view of teacher effectiveness is not only limited to policy makers, but many teachers also share the same

view. In a study with a sample of 570 pre-service and in-service Egyptian teachers to explore the effect of high-stakes examination systems on their beliefs and conceptions of assessment, teachers believed that higher grades reflected better teaching and learning (Gebiril & Brown, 2014). Therefore, test scores were regarded by teachers as a fair assessment of their quality of teaching; “judge us by our students’ exam results.” (Gebiril & Brown, 2014: 26).

However, the quality of teaching is far more complex than preparing students for the test. Elliot rejects the idea of evaluating the teaching-learning process through its outcomes (1996). Learning is a very unpredictable process, the role of the teacher is to create the conditions for students to create “personally significant and meaningful outcomes for themselves”, and therefore, the quality is in the process itself (Elliot, 1996; 221). However, given the huge amount of resources invested in education, it is important to consider its impact (Luyten et al., 2005).

Good teaching cannot be standardised, because it depends mainly on the bigger question of what is the purpose of education. Long before the formation of constitutions and legislative requirements, the purpose of education was a question that many philosophers like Aristotle, Socrates and Plato, tried to answer (Carmody, 2010; Stemler & Sonnabend, 2007). In more modern times, the purpose of education was about developing individuals into members of society. This meant different things to different societies, because education depends on the needs of each society (Dewey, 1934 in ASCD, 2012). Even though most citizens would have common sense answers to the purpose of education, deep investigation in the area shows that there is limited consensus (Stemler & Sonnabend, 2007). DeMarrais and LeCompte (1995) identified different purposes of education; intellectual, political, economic and social purposes. According to Stemler, the focus has shifted across time in the American context; in the early 1900s the focus was on developing citizenship, later it was about cognitive development and then the focus shifted in the 1980s to emotional development, self esteem and self awareness and so on. Across the Egyptian history, the focus changed as discussed in Chapter one; however, there are three main components that exist among

societies with different emphasis: cognitive, emotional and civic development (Stemler, 2017).

Given the different purposes of education that co-exist, it does not seem logical or rational to assess the work done by teachers through test scores, even in Egyptian society, where it is widely accepted that one of the main aims of education is to prepare students for the job market, as mentioned in Chapter two. As recommended by the Organisation for Economic Co-operation and Development (OECD, 2015), the urgent priority for the educational system in Egypt now is to “make education and training relevant to its economic prospects. It will need to do so in ways that develop round citizens who can work together to develop a cohesive society” (2015; 13). This aim cannot be satisfied merely with an educational system that limits teaching to preparing students for the test. The complex work that teachers do requires complex evaluation (Hanford, 2010). Eric Hanushek, an economist with a number of studies on teacher effectiveness (Hanushek, 1971; 2003; Hanushek & Raymond, 2005; Hanushek & Rivkin, 2010) concluded that no single assessment can do teachers justice (Hanford, 2010).

In an attempt to understand what makes good teaching, some studies tried to compile the behaviours and practices of teachers that are associated with better student performance, like organising and managing the classroom, using curriculum related activities, and so on (Creemers & Kyriakides, 2010). However, creating the link between what teachers do in class and student learning is very complex given the other factors that interfere (Timperley, Wilson, Barrar & Fung, 2007). Among these factors are the learning orientations of students and other contextual factors like peers, other teachers, the school’s support (Opfer & Pedder, 2010). If teachers are to be assessed by what their students learn it is still problematic because learning in many cases cannot be quantified.

SER is accused of oversimplifications, by providing a list of ‘key factors’ as a solution for complex problems in schools (Goldstein & Woodhouse, 2000). It is also accused of fishing for correlation, without specifying why a certain school feature would lead to

better student achievement or an enhancement in another school effectiveness indicator (Coe & Fitz-Gibbons, 1998). Correlation is not a proof of causation (ibid). Moreover, what causes an enhancement in school effectiveness may be different from the cause of ineffectiveness. It may be an unreachable target for ‘ineffective’ schools to apply the practices and policies of ‘effective’ schools (Slavin, 1998).

The aim of this study is not to assess good schooling and teaching; instead, it is about creating the conditions of reform that support teachers in changing the conditions around them to improve teaching and learning. There has been a range of strategies of reform put in practice to support teachers.

Common levers of reform by governments

Improving the quality of schooling depends greatly on improving the quality of teaching as discussed earlier. Therefore, policy is directed towards enhancing the performance of teachers (OECD, 2005). Teacher effectiveness is improved through the continuous monitoring and evaluation of teachers against professional standards and accordingly identifying areas that need development. Common forms of evaluation involve performance management systems and inspections. This is followed by feedback, coaching and opportunities for professional development (OECD, 2009). In doing so, governments have largely used top down strategies for reform, where reform has been applied to teachers and not by teachers as discussed earlier.

The *National Agency for Quality Assurance and School Accreditation* was developed in 2003 in Egypt. It was aimed at evaluating schools against a set of national standards, and accordingly, identifying training programmes that are targeted towards teachers’ specific needs (Badrway, 2011). Professional standards include specifications about teachers’ knowledge, competencies and personal and professional conduct; and what teachers are expected to know and be able to do at different career stages (AITSL, 2011). It provides a framework to evaluate teachers against and identify their achievements and professional aspirations (ibid).

In 2007, a Teachers' Cadre was established in Egypt. It involves a five staged professional licensing system; teacher assistants, teachers, senior teachers, senior teachers A and expert teachers (Ministry of Education, 2010 cited in OECD, 2015). For teachers to join the Cadre system they have to pass an exam. The professional Cadre examinations offered teachers a 50% rise in pay if they passed the exam ('Education reform in Egypt,' 2011). Even though the Cadre examination system was not welcomed by the majority of teachers, 78% of those eligible to take the test did so in 2008 (ibid). Only teachers with a full contract were eligible to take the test, and this is estimated to be only 30% of the teaching force (Sobhy, 2012). Other teachers have their contracts renewed annually (NASUWT Website, 2011).

In a previous study, the cadre examinations were discussed with a group of teachers (Eltemamy, 2012). It was a debatable issue for teachers involved in the research. Some found it utterly disrespectful for teachers to be evaluated through an exam that tests them in their subject as well as other subjects that do not relate to their specialisation. On the other hand, some teachers believed that the exam forced teachers to study further and they believed this was very useful because there were some teachers whose knowledge only limited to the curriculum that they were teaching (Eltemamy, 2012).

Another lever of reform used by governments is performance management systems. Performance management systems are a continuous process for evaluating teachers with the aim of holding them accountable, motivating them through recognising their achievements and identifying their areas for improvement (Education and Manpower Bureau, 2003). The work of teachers is also evaluated through strengthening the inspection system. As part of the pre-university plan for educational development in Egypt 2014-2030, is to activate and develop the role of inspection and monitoring (OECD, 2015). In Egypt the inspection is undertaken by the district administrators and the governorates, and is limited to checking that particular matters are covered. In a previous study, teachers complained that inspection relied mainly on their documentation of their practice, rather than their actual practice (Eltemamy, 2012). As recommended by OECD (2015), the inspection role should focus more on the learning

needs of students and be extended to provide support for schools to use innovative practices.

The increase in external evaluations and inspections affects teachers' autonomy and their sense of control over the profession (Kane & Mallon, 2006). Since teachers are answerable to the government, they lack autonomy and this is an obstacle in achieving a high professional status (ibid). As teachers lose their autonomy, their motivation and capability are negatively affected (Bogler & Somech, 2004; Weiss, 1999). In England, Ofsted reports are being published listing where schools are on a league table, categories such as 'Outstanding' and 'Requires Improvement' are used to threaten schools with the assumption that schools will try harder to be more effective. The question is, do external evaluations improve the quality of teaching, or do they put unnecessary pressure on teachers that negatively influences their confidence in their professional abilities? In England, league tables affect teachers' sense of status in different ways; teachers in schools at the top of the league table feel they enjoy a high status and vice versa (Hargreaves, Cunningham, Hanses, McIntyre & Oliver, 2007).

The aim of evaluation and inspection is to identify ways for professional development. In Egypt, a national strategy for educational reform was initiated in 2007 that focussed primarily on 'educating the educators' (MENA-OECD, 2010). As part of this strategy, the *Professional Academy for Teachers* was developed. It involved supporting teachers in their initial teacher training, in-service training and through continued professional development (CPD) through creating collaborations with universities and NGOs (MENA-OECD, 2010).

Ineffectiveness of reform strategies through training and CPD

CPD has been used as a strategy for school improvement (Bolam & Weindling, 2006). However, in Egypt professional development initiatives have been characterised as ineffective as mentioned in Chapter two (Eltemamy, 2012; Badrway, 2011). A review of the literature revealed that many CPD initiatives around the world have failed to have a

transformative impact (Blazer, 2005; Yoon, Duncan, Lee, Scarloss & Shapley, 2007). In fact, a study revealed that while 90 percent of teachers reported that they have participated in professional development, most of those teachers also reported that it was not useful (Darling-Hammond, Chung, Andree & Richardson, 2009). Thus, the real problem is not the lack of professional development opportunities, but the inability of the usual offerings to change the practice of teachers and thus influence student learning (Gulamhussein, 2013).

Several studies have discussed the inefficiencies of traditional forms of professional development and training programmes and they echo the concerns of Egyptian teachers about their inability to benefit from such programmes (Eltemamy, 2012; Little, 1993). There is no consistency in provision; most courses are one-off courses (Choy, Chen, & Bugarin, 2006; Gulamhussein, 2013; Opfer & Pedder, 2010). Therefore, there is no room for follow up with the implementation of new practices (Blazer, 2005). In most cases it depends on rote learning, where ‘experts’, who lack local knowledge, lecture teachers about what they should do (Peery, 2002). There is no room for discussion, reflection, or experimenting with practice. Moreover, they are mainly decontextualised from the particular needs of each school through the one-size fits all programmes that do not consider the individual needs of teachers (ibid). Therefore, “districts cannot just do more of the same” (Gulamhussein, 2013; 2). There have to be alternatives for teachers to learn and grow in their fields so that they can influence their students accordingly (Gullamhussein, 2013).

Given the inability of many reform strategies and CPD initiatives to improve the system, some believe that the problem is not with the strategies for reform; instead, it is with the system itself. Mehta offers a ‘sectoral’ perspective on educational reform by changing the features that organise the work of the educational sector as a whole (2013a). One of the main elements identified is changing the caliber of those attracted to the profession and how they are selected and trained (Mehta, 2013a). According to Frost, it is more productive to focus on improving the quality of ‘what teachers do’ through investing in CPD rather than assuming that the quality of teaching and learning will improve by

appointing more qualified teachers (2012). Even though it is important to try to attract high quality teachers to the profession (MENA-OECD, 2010; U.S. Department of Education, 2012), simultaneously, there must be a strategy directed towards developing and retaining the current teaching force given the existing shortage (OECD, 2009; Thomas, 2012; UNESCO, 2010). Currently, many teachers have lost their engagement due to factors identified in Chapter two such as low salaries, bureaucratic requirements, low status in society and accountability measures (Geil, 2011). Those teachers have three options; to reengage with the profession, leave the profession or remain and act in a disaffected manner (ibid). Therefore, an important question is how to reengage teachers and develop their knowledge and skills.

While there is not clear agreement in the literature on what identifies effective or high quality professional development, there is a general agreement that it leads to changes in teachers' knowledge, beliefs and practices in ways that influence student learning positively (Choy, Chen & Bugarin, 2006; Desimone, 2009; Elmore, 2002; Little, 1993). The impact of CPD programmes could also be indirect. For example, an enhancement in the status of teachers or an increase in their salary is considered an indirect benefit for teachers (Opfer & Pedder, 2010). CPD could also benefit schools indirectly through increasing recruitment or retention (ibid).

The ultimate aim of most CPD programmes is to improve student learning; however, creating a link between provision of CPD and enhancement of student learning is very difficult given the myriad of factors that interfere (Opfer & Pedder, 2010; Timperley et al., 2007). Such a relationship has been identified as having two black boxes; a black box between provision of CPD and the changes in what teachers do, and the other between what teachers do and changes in students' learning (Timperley et al., 2007). Therefore, a number of studies have tried to unpack this relationship through identifying the common elements among professional development initiatives that led to the desired impact (Boyle, While & Boyle, 2004; Gullamhussein, 2013; Opfer & Pedder, 2010; Timperley et al., 2007). The elements identified were referred to as principals, mediators of impact or forms and features of effective CPD. Among the most comprehensive of

those studies was the report developed by the New Zealand MOE (Timperley et al., 2007). They identified 97 studies on CPD that had an impact on students' learning and satisfied their methodological criteria, in addition to other studies they relied on to complement the analysis (ibid). Among the commonly identified elements in the literature of effective CPD is CPD that is collaborative, classroom based, allowing personal reflection, experimentation with practice and inquiry (Pedder & Opfer, 2011).

Eventhough many of the elements identified could influence teachers' professional learning, there is one problem that is mainly associated with the term CPD (Frost, 2017a). The term CPD is commonly used to describe programmes that are developed to support teachers' professional development, rather than the process of development itself (ibid). There is a common tendency that these programmes are offered as commodities to 'train' teachers to meet the expectations of governments and other external agencies, not the teachers (ibid). With these approaches of CPD, development becomes something that is done to teachers, rather than done by them. According to Frost, the type of CPD that is capable of transforming teachers is one that acts as "an engine for innovation, rather than a vehicle for the delivery of a centrally designed programme" (2012: 207).

CPD should be seen as a byproduct of a wider strategy for reform, a strategy where the aim is not limited to changes in teachers' knowledge, skills and understanding, instead the aim is enabling teachers to lead the change (Frost, 2017a).

Leadership as a strategy for reform

Another significant policy lever has been a focus on the quality of school leadership where it is becoming an educational policy priority (Pont, Nusche & Morman, 2008). This was given support when the Ofsted commissioned a literature review from notable school effectiveness researchers – Sammons, Hillman & Mortimore (1995) – it identified key factors amongst which was 'firm and professional leadership'. Later on

OECD produced a report which argued that leadership is the key to large-scale education reform and high standards (Pont et al., 2008). The view of leadership depends on how it is construed. There are different forms of leadership discussed in the educational literature that influence schools; heroic leadership, distributed leadership, shared leadership and teacher leadership.

Arguably, educational reform is more effective when teachers are empowered as agents of change, which necessarily entails a shift in the way leadership is construed away from the heroic/individualistic form of leadership that limits leadership to the person at the top of the organisation (Gronn, 2008; Harris, 2012). This is because such a paradigm proved to have several problems. It is unpractical or unrealistic that the leadership of an organisation with all the sophisticated tasks that that involves is done by one person (Waterhouse & Moller, 2009). It tends to be unsustainable for the organisation (ibid) and represents a high risk as well if that one person becomes suddenly unable to work for a time. Moreover, in such a paradigm there is no emphasis on capacity building within the members of the organisation, where they develop dependence and learnt helplessness (Gemmil & Oakley, 1992). And capacity building is a vital element for continuous school development and improvement (Mitchell & Sackney, 2001). Finally, “it is impossible for enough heroes to exist” (Waterhouse & Moller, 2009: 123). Therefore, schools should allow for other forms of leadership to emerge.

Distributed leadership is a form of leadership that allows more people in the organisation to share in the leadership process. There is so much emphasis on distributed leadership in the educational literature (Gronn, 2000; Harris & Muijis, 2005; Hartley, 2007), and this growing attention has turned it into something of a social movement (Hartley, 2007). Some regard distributed leadership as a fact that already exists in organisations (Woods & Roberts, 2013). The reason behind this growing attention is explained by some as a reaction to the dissatisfaction with the heroic leadership paradigm (Gronn, 2009; Waterhouse & Moller, 2009). Or because distributed leadership fits well with the current contemporary culture and the policy direction that calls for more partnerships and collaborations (Hartley, 2007). Such a change in policy direction, as explained by Hartley (2007), is a way to make government policies appeal to the public by showing

coherence with new organisational forms in the private sector. Even in developing countries, education decentralisation efforts are underway (USAID, 2005). Currently there are increased demands on school leaders, which make distributed leadership a practical response to recent policy shifts (Hartley, 2007).

Despite the growing attention in the literature, there is little consensus as to what distributed leadership means. In a study that reviewed the literature on distributed leadership from 1996-2002, this was one of the main findings (Bennet, Wise, Woods & Harvey, 2003). Subsequently, Simkins (2005) points to the importance of being clear about what the term actually means. He offered the distinction between the traditional view and the emergent view of distributed leadership as set out in Table 1.

In a traditional view of distributed leadership, leadership lies in the formal roles and not necessarily as a culture within the organisation (Frost, 2011a; Simkins, 2005). The emphasis is on hierarchies that are there to control rather than empower. Such a setting leads to more bureaucracy and oversimplifies the complexities that exist in the professional environment that are not solely represented by top-down lines (Simkins, 2005). In such a view leadership lies within a few individuals because not everyone in the organisation will hold a formal leadership role (Morrison, 2002).

Table 1: Traditional vs. emergent view of distributed leadership

The traditional view	An emerging view
<ul style="list-style-type: none"> • Leadership resides in individuals • Leadership is hierarchy based and linked to office • Leadership occurs when leaders do things to followers • Leadership is different from and more important than management • Leaders are different • Leaders make a crucial difference to organisational performance • Effective leadership is generalisable 	<ul style="list-style-type: none"> • Leadership is a property of social systems • Leadership can occur anywhere • Leadership is a complex process of mutual influence • The leadership/management distinction is unhelpful • Anyone can be a leader • Leadership is one of many factors that may influence organizational performance • The context of leadership is crucial

(Simkins, 2005:12)

Shared leadership, the emerging view

Leadership as part of the emergent view is different; it is defined as a process of mutual influence (Simkins, 2005). ‘Shared leadership’ was one of the principles for practice developed by the Carpe Vitam Leadership for Learning project (2002-2006) that explored connections between leadership and learning (Frost, MacBeath, Swaffield & Waterhouse, 2008). Such a principle was meant to be practised across the community “distributive rather than distributed as delegation, or in the gift of management” (MacBeath et al., 2003, p. 7). It is leadership that can be practiced by everyone within the organisation who can add positively to its development, and is not restricted to people in leadership roles (Fullan & Hargreaves, 1992; MacBeath et al., 2003; Waterhouse & Moller, 2009). It is a matter of developing a culture that fosters shared responsibility, collaboration, and teamwork (Waterhouse & Moller, 2009). Structures in that sense are not a means to control through power and authority; instead, it is a means to empower (Harris & Muijs, 2005).

An alternative language for talking about shared leadership is leadership density. Sergiovanni (2001) talked about leadership density in organisations where many people have common values that are shared. They develop a sense of belongingness and a strong interest in the success of the organisation in which they work. They are interested and involved in the work of others within the organisation. They have an influence and share in decision-making. They are part of knowledge creation and are constantly exposed to new ideas.

Teacher leadership

Teacher leadership is one dimension of shared leadership that is concerned with the leadership by the teaching staff within schools. It is a strategy for school improvement that involves a change in culture and not structure in which teachers have a wide role in initiation and development (Harris & Muijs, 2005).“It is not a matter of delegation,

direction, or distribution of responsibility, but rather a matter of teachers' agency and their choice in initiating and sustaining change" (Frost & Durrant, 2002b:3). Although it is sometimes referred to as informal leadership (Harris & Muijs, 2005), yet this description is not accurate enough. This is because teachers are deliberately and consciously initiating strategies for improving their schools, without having to be in formal positions (Frost & Durrant, 2002b).

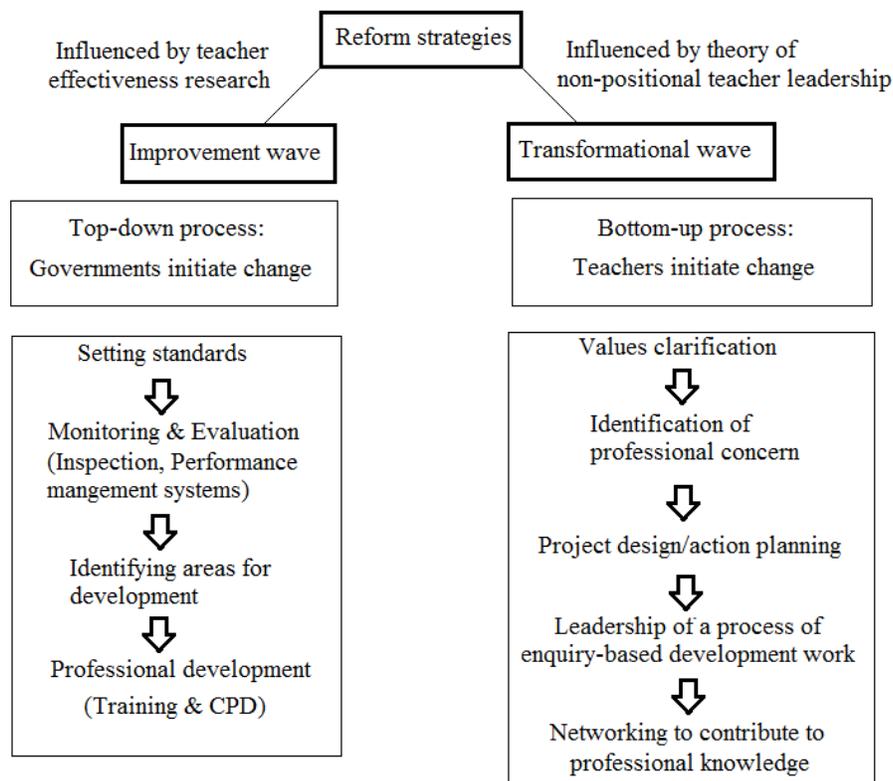
This leadership paradigm lies in a very different social, cultural, and political situation from the experiences of teachers in Egypt, especially those in the government sector. It is evident that teachers in Egypt in general are facing low morale, and are not accorded respect as professionals (Badrawy, 2011). This is also the case in many parts of the world where officially, teaching is recognised as a profession, yet it is doubtful whether the same recognition is accorded to it by political actors and the general public (Hoyle, 2001). The MOE has been for a long time limiting the role of teachers to managing and controlling their students in the classrooms (NDP, 2002). Moreover, centralisation is a major obstacle facing the emergence of such forms of leadership (Simkins, 2005). According to Emira, educational reform in Egypt should be not only through a shift from centralisation to decentralisation, but also from teacher followership to teacher leadership (Emira, 2010).

Teacher leadership is becoming an important dimension of the policy discourse (Bangs, 2017), and granting teachers a sense of control over their profession (Gunter, 2003). It has been recognised by teachers as a way to enhance the status of the profession (Hargreaves, Cunningham, Hansen, McIntyre, & Oliver, 2007). It enhances teachers' sense of agency, referred to as the 'capacity to make a difference', (Frost 2006) which has a positive impact on teachers' wellbeing (Bangs & Frost, 2012). Teacher leadership has been recommended as a way to promote the teaching profession in Egypt (Emira, 2010).

Changing the role of teachers in the leadership of reform

According to Barber (2000), government reforms within the educational system can be classified into two waves: an improvement wave and a transformational wave. The improvement wave is about standards based reform through applying pressure and support, while the transformational wave is through leaving room for initiation, leadership, and networking. Government attempts to improve the educational system in Egypt did not prove to have much success at the implementation stage. This is because most of such reforms can be characterised as improvement focused rather than transformational, imposed on teachers rather than being initiated by teachers. Even though there are discussions in the academic and political discourse about the transformational approach, the actual practice globally is still dominated by top-down leverages as discussed.

Figure 2: Distinguishing between the improvement and transformational waves



The improvement wave mostly includes top-down strategies that are influenced by SER. Common levers of reform used by governments are listed in the diagram in the sequence by which they are commonly practiced. On the other hand, the transformational wave of reform mostly includes bottom-up strategies that require teachers to have a wider role in the initiation and leadership of reform. Supporting non-positional teacher leadership, which is an emergent view of distributed leadership, is proposed as way of expanding the role of teachers in educational reform. The process that teachers go through as part of the TLDW approach to support teacher leadership is listed in the diagram and discussed in the following chapter.

Summary

In this chapter, I presented a conceptualisation and argued that educational reform is more effective when led by teachers, rather than imposed on them. Inefficiencies of common top-down levers of reform used by governments were discussed. Leadership is discussed as one of the bottom-up strategies for reform, particularly focusing on the concept of non-positional teacher leadership. I argue for a reform strategy that works on changing the role that teachers play in educational development through supporting existing teachers in leading the reform themselves based on their own criteria for development.

In the next chapter I discuss the ‘teacher-led development work’ (TLDW) as a teacher-led school improvement strategy. It is a bottom-up approach, which gives teachers the lead in improving their schools. Through the following chapter, I demonstrate how adapting this approach to fit the Egyptian context can offer a transformational strategy for school improvement that acts as a solution to many of the challenges faced by teachers in Egypt.

Chapter four: The HertsCam TLDW model

The HertsCam ‘teacher-led development work’ (TLDW) model is a school improvement strategy that supports teacher leadership in schools. It is based on the conviction that all the teaching staff are trusted and respected as professionals who are capable of changing the conditions around them to the better if they have the support structures that allow for that (Frost, 2011b). Therefore, the TLDW programme was developed to provide extensive support for teachers to believe in their capacity to lead change and act accordingly. Through the HertsCam TLDW model, a strategy to support teachers to lead change is put into practice. Such a strategy allows teachers to develop their leadership capacity through initiating and leading development projects in their schools. This requires the work of experts to facilitate the process through tools and techniques developed for that purpose.

Through this chapter, I demonstrate how adapting this approach to fit the Egyptian context can offer a transformational strategy for school improvement that acts as a solution to many of the challenges faced by teachers in Egypt. The possible benefits of such a strategy are not limited to the teacher-led change through teachers’ projects. Through this approach teachers could reconnect with their professional values and moral purpose, they could exercise their professional judgement and autonomy, they could become reflective practitioners and they could develop deep level collaboration with their colleagues. Such a journey influences the way teachers construct and enact their professional identity, thus influencing the professional culture in their schools as a whole.

Background

The HertsCam Network is currently “an independent teacher-led not-for-profit organisation committed to educational transformation through support for teacher

leadership” (Frost, 2017a:12). It developed as a partnership between the University of Cambridge and Hertfordshire Educational Local Authority in 1999 to provide a part time MEd programme for teachers. Although the programme was successful, there was a need to develop a strategy that develops in teachers the capacity to lead change (Hill, 2014). Therefore, the TLDW programme was developed to provide extensive support for teachers to believe in their capacity to lead change and act accordingly. The TLDW model that was developed in the UK extended internationally through the International Teachers Leadership (ITL) initiative (Frost, 2013). The ITL initiative began in 2008 after international parties showed an interest in applying the work done in the UK in their own countries (Frost, 2011a). Currently the ITL network involves more than 50 experts working with 1,000 teachers in 15 countries (ibid).

The main conviction behind this programme is that teachers are able to initiate and lead developments in their fields, create professional knowledge and have a positive influence on their colleagues if there are support structures that allow for that (Frost, 2011b). The existence of support structures is crucial as providing teachers with the space and time to lead developments in their schools is not sufficient. Many teachers did not have prior experience (Hill, 2014), and do not regard leadership as a part of their professional role. Therefore, support for teacher leadership is done through specific intervention that involves structures, activities, tools and techniques that help teachers see leadership as an essential part of their professionalism. It also enables teachers to act strategically to achieve the desired change in practice (Hill, 2014).

Through the TLDW model, teachers interested in influencing change in their schools gather together through school based sessions that run at the end of the school day. Support through the sessions is through facilitation of learning, rather than a process of passive transmission of knowledge. It is not about telling teachers what to do; instead, it is about supporting teachers in identifying what they want to do. According to Geil, transformative programmes for professional learning are “not about offering advice, but rather about deep listening and providing time for self-reflection both in solitude and in the company of others” (2011; 5). This is done through the TLDW approach; however,

what is distinctive about this approach is that it is not limited to professional learning, instead, it empowers teachers to actually lead change.

Effective facilitation involves teachers being introduced to concepts through a variety of active forms of learning (French, 1997; Gullamhussein, 2013; Opfer & Pedder, 2010). This is done in TLDW through the use of tools in the sessions/workshops that teachers attend. These sessions are led by university professors, graduate students and NGOs, and provide extensive support for teachers to engage in a process of development. Many of the tools and materials that were developed in the UK are used in these workshops but are adapted to different settings and cultures (Frost, 2011b). These tools include activities, formats, facsimiles and vignettes that provide teachers with opportunities to actively reflect on their practice and have meaningful discussions with colleagues (Hill, 2014). Such tools engage teachers in active forms of learning (Geil, 2011; Gullamhussein, 2013). Through the tools, teachers read, write, reflect, plan, discuss, negotiate, actively listen, and share their practices with others. The tools provide creative and effective ways for teachers to reflect on the application of their learning in the context of their classroom teaching and learning (Opfer & Pedder, 2010; Solomon & Tresman, 1999).

Through the sessions, teachers are encouraged and assisted in clarifying their professional concerns and accordingly initiating and managing development projects in their own schools (Frost, 2011b). Development work is defined as “strategic, focused and deliberate action intended to bring about improvements in professional practice” (Frost, 2017a:13). Development work that arises from the values and concerns of the teacher provides a real opportunity for him/her to exercise teacher leadership. These development projects that teachers initiate can be narrowly focused on improving their own classroom practice or they might have a wider focus, developing practice that affects the whole school. Most of the projects have emphasis on improving teaching and learning, rather than merely a focus on attaining higher grades. In addition, the social factor like social relationships and its development was among the aims of many of these projects. For example, in Bulgaria, the project was under the title of ‘the new

student in the class and how to overcome the negativity of others.’ While in Bosnia and Herzegovina, the project was ‘improving social skills for primary school students and strengthening unity in classrooms’ (Frost, 2011b).

In leading these development projects, teachers go through a collaborative process that involves consultation, negotiation, gathering and interpreting evidence in order to stimulate and support reflection, self-evaluation, deliberation and decision-making (Frost, 2017a). Such a process takes place in a planned sequence where teachers “clarify their values, develop their vision of improved practice and act strategically to set in motion processes in which colleagues are drawn into activities such as self-evaluation and innovation” (Hill, 2014:76).

Table 2: TLDW sequential process

The TLDW sequential process involves:	
Step 1	Values clarification
Step 2	Identification of professional concern
Step 3	Negotiation and consultation to clarify the focus of the development work
Step 4	Project design/action planning
Step 5	Negotiation and consultation to clarify the action plan
Step 6	Leadership of a process of enquiry-based development work
Step 7	Networking to contribute to professional knowledge

(Frost, 2013)

The desired outcome of such a process is improvement rather than mere understanding (Hill, 2014). Teachers are expected to share the stories of their development projects with other teachers through network events. Networks are developed within schools and across schools from the same country or from different countries. For example, through

the ITL project, teachers from Romania and Moldova shared a workshop together (Frost, 2011b). Networks provide the means for teachers to get together to share their development work and build professional knowledge. Teachers lead workshops and present posters as the basis of the discussion with other teachers from the network (Frost, 2017a).

Teachers are also expected to share in knowledge building through accounts of their development work that are published on the HertsCam website and in the Teacher Leadership journal that is freely available (www.teacherleadership.org.uk). Two books were also published that have stories of the development work of teachers from the HertsCam network and international partners: ‘Transforming Education through Teacher Leadership’ (Frost, 2014) and ‘Empowering Teachers as Agents of Change’ (Frost, 2017b). The story of one of the participants from Egypt is featured in the second book (Elfouly & Eltemamy, 2017).

Throughout an academic year, teachers are expected to develop a portfolio of evidence of their participation in the programme and their leadership of development projects. Portfolios are assessed for the purposes of certification and are drawn upon to create materials that help to disseminate the outcomes of their projects.

The impact such an approach could have on the teaching profession in Egypt could be transformational.

The anticipated impact of the TLDW approach in schools in Egypt

This model of school improvement works on changing the role that teachers play in educational reform. Therefore, the expected impact of such an intervention is not only limited to the impact of the development projects that teachers initiate. The TLDW process is expected to be capable of supporting teachers in changing their thinking and identity as well as developing new skills and capabilities, thus influencing the

professional culture in their schools (Lightfoot & Frost, 2015). Through the process that teachers go through as part of this programme, teachers are supported in reconnecting with their professional values and their moral purpose. They are supported in exercising their professional judgement and autonomy as they choose their development projects and develop their action plans. They are expected to become reflective practitioners by going through a process of inquiry about their development. They are supported in developing deep level collaborations with their colleagues and become part of knowledge creation. Such a process is expected to be capable of supporting teachers in reconceptualising their professional identity as professionals capable of leading reform.

Teachers reconnecting with their professional values and moral purpose

Through the TLDW model, teachers go through a process that starts by them identifying and examining their own values and priorities. Such an initial step is crucial given the lack of such opportunities for teachers (Geil, 2011; Solomon & Tresman, 1999). As mentioned earlier, teachers are accustomed to being told through top down reform and CPD programmes what is of value and what their priorities should be. Standardised actions and best practices are being prescribed, were others, mainly policy makers, decide for teachers how to run their own classes.

Parameters around what teachers do, and learn to do, and what they think and aspire to for themselves, their students and their schools have been set very tight within a strict national policy framework of a highly regulated and controlled education system.

(Pedder & Opfer, 2011 p.743).

The apprenticeship model where actions are being prescribed rather than values discussed is extended to teacher preparation programmes (Mehta, 2013b). Teacher preparation programmes are currently focused on methods and efficacy, not on allowing teachers to develop their own educational frameworks that are based on their values. Therefore, teachers become ill prepared to reframe teaching and learning in ways that go beyond test results (ibid). Such a dynamic would not allow teachers to cope with change (Solomon & Tresman, 1999).

There is a lot of research evidence that proves that teaching as a professional action is not limited to the transfer of content knowledge, instead teaching is based on beliefs and values (Solomon & Tresman, 1999). Teachers should be supported in satisfying their own values, rather than complying with a set of prescribed standards (ibid). This starts with a process of self-awareness where teachers are able to identify and reconnect with their own values, as many teachers have not had this opportunity before (Geil, 2011).

School improvement strategies that are identified as being transformational tend to look at the teacher as a whole, not only what he or she does, but most importantly who he or she is (Geil, 2011). Teachers often do not have the time to reflect on themselves and identify their strengths and weaknesses. When teachers are able to reconnect with their strengths, they are able to draw on them more successfully in their practice (ibid). Initiatives that work on the emotional and personal dimensions of teachers as well, allow them to “bring their identity and integrity more fully in their work” (Fetzer Institute, 2005:1 in Geil, 2011). In such programmes teachers are able to discuss the meaning of teaching in their lives and thus renew their sense of purpose (Day, 1997; Fetzer Institute, 2005; Geil 2011).

Fullan (1993) refers to many teachers who start their careers with a strong sense of moral purpose and a belief that they can have a positive influence on society. However, the pressures and difficulties they encounter in teaching, including social pressures and vulnerabilities, make teachers frustrated and not able to invest in their job. Teachers who are able to reconnect with their moral purpose, are able to increase their ability to be fully present and draw on their inner resources (Fetzer Institute, 2005). This allows teachers to engage with their students and colleagues in more meaningful ways throughout their practice (ibid).

Ability to exercise professional judgement and autonomy

When teachers are supported in identifying their values, the following step in the TLDW model is for them to identify a professional concern based on their values (Frost, 2013). Teachers are supported in practicing their professional judgment through identifying for themselves how they want to improve their practice and accordingly improve their

school. The professional concern of each teacher becomes his/her focus of development. Therefore, development in that sense is being focused and differentiated based on the needs of each teacher, instead of a one size fits all strategy. That is because effective reform strategies cannot be packaged and distributed through unified programmes or else the impact would be short-lived (Fullan, 2001).

Professional learning is not limited to developing the knowledge and practice about the subject being taught, instead, it centers around the means of enabling teachers to practise their professional judgment in their localised contexts (Roskos, Risko & Vukelich, 1998; Solomon & Tresman, 1999). Through TLDW, teachers exercise their professional judgement through designing and leading a process of change that is expected to lead to an improvement of practice. This greatly affects their sense of agency towards educational improvement. Teachers' agency refers to their ability to have control over their professional lives through influencing the conditions around them (Hökkä & Vähäsantanen, 2014). Agency is a natural human capacity, but its strengths could vary: some experiences could strengthen agency and others could diminish it (ibid). Teachers feel more agential when there are opportunities that allow them to influence practices that are meaningful to them, and they are less agential when those opportunities do not exist. This influences teachers' views about themselves as professionals. Teachers might feel capable of changing the conditions around them for the better, or they might see themselves instead as being controlled by external forces (ibid). Their strong sense of agency allows them to start a process of problem solving that is guided by inquiry and reflection.

Teachers decide what they want to improve rather than being told what they should improve. Therefore, they develop a sense of ownership towards improving their practice and towards their development projects, as the lack of ownership was the main reason for the failure of many reform strategies in Egypt before (Hashimota, Pillay & Hudson, 2008). Teachers have a chance to exercise their professional judgement through choosing solutions focused on their problems rather than following a unified reform strategy. Therefore, the intervention is a positive step towards breaking the chains of

centralisation and unified reforms, where teachers can initiate their development projects that serve the needs of their students.

Ability to become a reflective practitioner

Through the sessions, teachers reflect on their practice and think of ways to improve it rather than being dictated what to do. They go through a development process that involves trying new approaches and modifying their practice in the light of feedback, where the aim is not limited to mere understanding; instead, the main aim is development (Frost, 2013). Teachers collect evidence as a source of guidance and feedback to evaluate their practice (ibid). This involves self-reflection and systematic analysis of practice that allows teachers to make sense of how best to adapt their practices (Fullan, 2001; Katz & Earl, 2010; Opfer & Pedder, 2010). Teachers also examine the literature in their area of interest (Frost, 2013). Support is also provided through directing them and offering them access to educational resources of relevance to their projects.

There is emphasis in the literature on the role that teachers play as researchers; as it tends to make them more reflective and more astute consumers of the research of others (Fullerton & Quinn, 2002; Keyes, 2013). However, in TLDW philosophy, the process of inquiry is different from research (Frost, 2013). That is because teachers do not have to go through the research methodology process that is often regarded as the only valid basis of knowledge (ibid). Instead, the TLDW methodology is a valid alternative for creating useful contextual applicable knowledge. Moreover, there are drawbacks to the ‘teachers as researchers’ model. Most of the research projects are small scale where the impact is limited to the improvement of practice of the individual teachers. Teachers are immersed in the literature on research methodology that draws them away from the challenge of leading change. The main aim of research is reporting ‘findings’ for others with authority and power to act on. Therefore, the responsibility of leading school developments is left in the hand of others who are perceived to have the capabilities to lead the required change (ibid).

Even through the TLDW process involves many elements of a research process; however, there is a reason why we need a different language to empathise the important elements within that process. In TLDW, development is the main aim rather than understanding; it is about teachers' actions rather than the action research.

The TLDW methodology centers on empowering teachers to lead and extend the change themselves. This involves direct impact on the teachers' practices and also extending the impact through collaborations that allow changes in the routines and structures of the schools, leading to sustainable change (Frost, 2013). Dialogue, consultation and voice are important dimensions of the TLDW methodology in which the "gathering and interpretation of evidence in a collaborative situation is used to stimulate and support reflection, evaluation, deliberation and decision-making" (Frost, 2013:8).

Teachers continue to repeat these cycles until they feel that they have arrived at an acceptable solution. They then pose new questions for inquiry or maybe develop new values (Solomon & Tresman, 1999). Professionals who critically reflect on their values and practices are continually improving as they are constantly moving their goals (ibid). Through the application and evaluation of practice, inquiry cycles offer opportunities for teachers to exercise their professional judgement (ibid). Such a 'creative, critical, and active' process is capable of supporting teachers in developing their role as professionals (Woods et al., 2016).

Ability to develop deep level collaborations with colleagues

The process that teachers go through in the TLDW approach is primarily a collaborative process (Frost, 2013). Research has constantly supported the relationship between collaboration among teachers, professional learning, and school reform (Makopoulou & Armour, 2006; McNicholl & Noone, 2007; Opfer & Pedder, 2010, Pedder & Opfer, 2010; 2011). Collaboration is identified as a way to work against teacher isolation by creating teams that work together towards a unified goal, and in turn, reduce achievement gaps among students (Brouwer, 2011; Darling-Hammond et al., 2009;

Ertesvag, 2011; Goddard, Goddard & Tschannen, 2008; Lockhorst, Van der Pol & Admiraal, 2008; Nehring & Fitzsimons, 2011).

Collaboration is also identified as a significant form of learning for teachers (Gullanhussein, 2013; Steyn, 2016). When teachers collaborate, they share experiences, skills, and knowledge that allow them to validate their own professional learning and influence their practices for the best of their students (Darling-Hammond et al., 2009; Goddard et al., 2008; Nelson, Deuel, Slavit & Kennedy, 2010). Collaborations and partnerships in learning are more conducive to enabling teachers and students to meet the expectations of the twenty first century (Pedder & Opfer, 2011).

However, several studies revealed that meaningful collaborative learning in schools is lacking (Pedder & Opfer, 2011). A literature review revealed that collaboration among teachers exists; however, it was identified as shallow (Vangriegen, Dochy, Raes & Kyndt, 2015). Teachers limited their collaboration to planning practical issues like the pace and mode of testing, and the content of teaching. Teachers rarely had opportunities to have a critical examination of their practices collectively (Chappuis, Chappuis & Stiggins, 2009; Ertesvag, 2011; Nehring & Fitzsimons, 2011; Williams, 2010; Vangriegen et al., 2015).

In learning communities, collaboration should not be limited to mere relationships, instead, it relies on the existence of frequent and continuous opportunities for teachers' practices and beliefs to be investigated and debated (Katz & Earl, 2010). The TLDW model was identified by the European Methodological Framework for Facilitating Collaborative Learning for Teachers (EFFeCT) project as a programme that develops deep level collaboration among teachers (Woods et al., 2016). Deep level collaboration was identified as;

Displaying characteristics such as mutual support; a cohesive culture and strong team identity; discussion and critical examination of pedagogy, educational aims and ways of enhancing teachers' practice; and working creatively together to provide new holistic ways to support learning, children and families.

(Woods et al., 2016; 2)

Through the TLDW process, teachers engage in discussions, consultations, collective action and networking with other teachers, thus influencing their beliefs and practices. Discussions in the sessions are simulated through the use of tools as referred to earlier in this chapter. Teachers discuss and debate their values, concerns, strategies for improvement and the challenges they face. Creating a continuous, frequent, and precise discussion among teachers about their teaching practice is identified as one of the activities that impact teachers' collaborative learning and are characteristics of highly successful schools (Little, 1982). Through TLDW, the dialogue among teachers is not limited to the sessions; instead, teachers are directed to consulting others regarding their concerns and action plans. This is also aided through the use of specific tools as will be discussed later.

Teachers are also encouraged to create a team of collaborators to support them in their development work. When teachers engage in teams, they unify their goals towards school improvement and work collaboratively rather than competitively (Steyn, 2016). Creating the conditions for teachers to work collaboratively has to be planned and organised in ways that allow teachers and students to benefit (Darling-Hammond et al., 2009; Nehring & Fitzsimons, 2011). According to Darling-Hammond et al., (2009), teachers should be organised in teams according to their grade level or subject. However, in the TLDW approach, teams are created based on a unified concern. These teams are created by the teachers themselves who approach their colleagues. Teachers are advised to develop their team of collaborators early in the development process. This allows their collaborators to engage with them in the process of planning, evaluating, and adapting their practice in the light of feedback (Little, 1982 in Steyn, 2016). In such a way, the team engages in inquiry-based conversations where they act as coaches for each other, supporting each other in the refinement of practice (Gulamhussein, 2013). Providing the opportunity for teachers to go through this journey together allows for a deeper level of collaboration that is not only limited to teachers informing their colleagues about their development work after they reach an acceptable solution. Such a

dynamic could guarantee more genuine interest by teachers in applying the development projects in their classrooms and thus extending the impact across the school.

Collaborations in TLDW are not contained within schools, instead, through network events; teachers are encouraged to extend their collaborations to other schools. Being part of a network helps in the development of a professional learning community where teachers share in decision making, work in collaboration with others and above all share their sense of moral purpose (Harris & Muijs, 2005). There is an increasing body of literature that shows that schools that support learning through networking are more able to support school improvement activities (Pedder & Opfer, 2011). Learning through networking creates a positive impact on teachers who are able to widen their exposure and benefit from practical ideas and resources and engage in mutual problem solving, knowledge creation and dissemination (ibid).

Reorientation of teachers' professional identity

The professional identity of teachers is reconstructed over time, as it is interpreted and reinterpreted through teachers' experiences (Kerby, 1991; Lightfoot & Frost, 2015; Solomon & Tresman, 1999; Webbs et al., 2004). It is affected greatly by images that the society holds for teachers, what teachers are expected to do, and what teachers identify as important in their professional and personal lives (Tickle, 2000). According to Brown & Maktelow (2016), teaching is a 'harassed profession' as teachers do change their professional identity to fit with the changeable societal positions on their profession.

Teacher professionalism has been a contested concept, whether teaching is classified as a profession or not. While there is no agreement on what makes a profession, there are some common characteristics identified like "practitioner autonomy, higher education, knowledge-based practice, a self-governing professional body and a code of ethics" (Hoyle, 2001:145). Officially, teaching is identified as a profession; however, this view is not entirely shared by policy makers and the society at large (Hoyle, 2001). It could be regarded as a semi-profession that is striving to reach full professionalisation (ibid).

In Egypt, teaching as a profession has been experiencing a decline in status over the last two decades (Eltemamy, 2012). Many teachers feel that they are not trusted as professionals by society as well as the MOE. The laws and measures adopted by the MOE are perceived by many teachers as demonstrating lack of trust in teachers by policy makers. That is because such measures prevent teachers from being fully autonomous and exercising their professional judgement. Teachers are greatly restricted in their ability to assess or discipline students (ibid).

Teacher professionalism is greatly affected by reform strategies that change the roles and responsibilities of teachers and thus change their perceptions about their professional role (Webb et al., 2004). Therefore, we need to redesign and re imagine reform strategies that respect teachers as professionals and support them in developing their leadership capacity towards reform.

In a study that compared the professionalism of teachers in Finland and the UK, teachers' professional identity was reconstructed differently, depending on the political and social conditions. The UK was identified along with countries like the US and New Zealand as following a neoliberal marketisation policy that aims at raising standards, while in Finland, along with Spain, the system allows for professionalism that is based on empowering and enabling teachers to lead educational reform (Webb et al., 2004).

Another way of discussing professional identity is through the term 'professionalism,' which refers to what it is to be a teacher (Hoyle, 1974). This term has been useful as it goes beyond the political debate behind professionalism as mentioned earlier (Evans, 2008). Lightfoot refers to a view of professionalism that centers on collegiality rather than individuality, where teachers are agential rather than compliant, where the driving forces are their moral purpose and educational principles rather than the standards and the inspectors' judgement, where knowledge is created by teachers rather than limited to their initial training, and where teachers lead educational reform rather than being led (Lightfoot, 2017).

The process that teachers go through as part of the TLDW programme could influence how teachers reconstruct their professional identity. Teachers might see themselves as influential individuals whose ideas, actions and opinions matter or they might see themselves as passive and controlled by external forces (Hökkä & Vähäsantanen, 2014). Such an intervention utilizes the great potential that teachers have to seriously consider change and develop a sense of agency towards school improvement. Teachers who feel capable of changing the conditions around them for the better are able to transform this feeling to their students. At the current time in Egypt, this is desperately needed as many Egyptians have lost hope in improvement, as discussed in Chapter two.

Impact on the professional culture of the school as a whole

School culture is identified as an important element in influencing professional learning and change (Keay, 2006; Pedder, 2006). Does the culture of the school allow for the above-mentioned activities to take place? Are teachers allowed to learn collaboratively through dialogue, experimentation, and risk taking? The professional culture of a school is greatly shaped by the perceptions that the managers hold about teachers and accordingly the role that they encourage the teachers to play in school. Trust in the ability of teachers to make decisions and optimism in their capacity to lead change are vital conditions for professional learning (Steyn, 2016).

Even though the school culture has an impact on the success of the programme, the programme also could influence the professional culture within the schools. The programme aims at a whole school approach; therefore, the programme works closely with the managers of the schools through building collaborations that influence their views about the professional role that teachers play. The programme aims at developing a culture where teachers' voices are heard in decisions related to school improvement. Therefore, as part of the TLDW philosophy, teachers cannot join the programme individually; instead, they have to join under their school. Only those schools that show interest in developing their school through allowing for such a leadership paradigm to

exist are involved in the programme. This does not mean that teacher leadership has to exist in the school already; but willingness from the side of the managers is crucial.

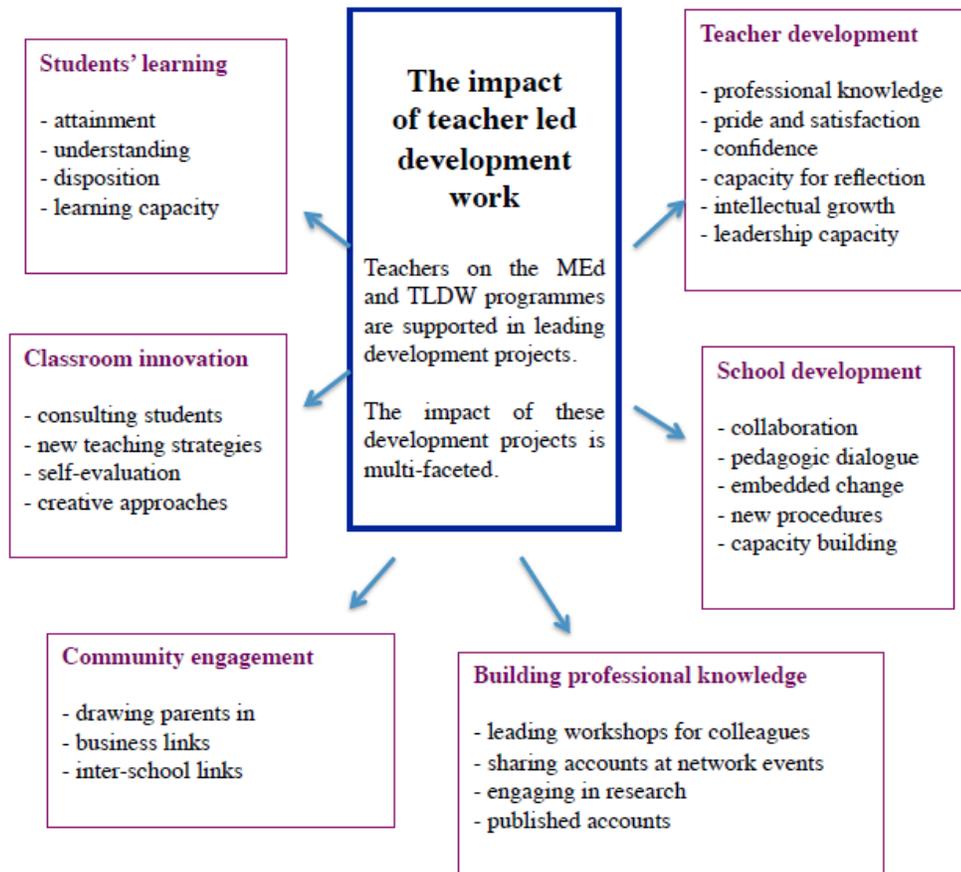
The programme works at recruiting members of the school managers or the teaching staff to become involved in the sustainability and development of the TLDW programme in their schools. They are partners in the programme; they are consulted as to how best to adapt the workshop material and they are also trained to lead the workshops. Through this collaboration, teachers from within the school can keep on running the intervention. Therefore, this intervention can be a sustainable act of improvement through building a culture that fosters school improvement by building capacity within schools.

The intervention builds a culture of ownership, responsibility, reflection, collaboration, and knowledge sharing. The programme develops in teachers the habit of thinking about learning for life, rather than learning for grades. Discussions among teachers in schools become more centered on school improvement. They are reminded of their capacity to influence future generations, and their moral value, why they decided to become teachers in the first place. When teachers re-engage with their moral purpose and develop a strong sense of agency, they can actively engage in change (Fullan, 1993).

The impact of the development projects

Development projects are intended to bring about change – the impact framework sets out the categories that are used by teachers to plan for change and to evaluate it (Figure 3).

Figure 3: The impact of TLDW



(HertsCam Network, 2011)

Teachers develop their practice and have a multifaceted impact through the leadership of their projects. Through the sessions, teachers are supported by tools that are based on this framework (Figure 3) to plan for, extend, and evaluate their impact as discussed earlier. Tools also allow teachers to investigate issues related to the process of development like planning, collaborating, evaluating and dealing with challenges they face. They have many opportunities during the sessions to discuss their concerns with their colleagues and tutors. Support is needed during that time to navigate the various frustrations that accompany the adoption of new practices (Truesdale, 2003 in Gullamhussein, 2013). In the one-to-one tutorials, teachers are coached by their tutors by discussing issues related to their development work.

Development projects are evaluated based on their impact and ability to represent a framework for other teachers to benefit from in their practice as well. This develops greater personal satisfaction for teachers when they feel their impact can extend beyond their classroom, and their voice is heard (Eltemamy, 2012). This provides a space for teachers' voices to be heard in educational reform policies, rather than being continuously neglected (Ibrahim, 2010; Sayed, 2006; Mayfield, 1996). Such dynamics are capable of enhancing the status of the teaching profession, at a time in which many teachers in Egypt are experiencing a decline in their professional status (Badrawy, 2011; Eltemamy, 2012).

The impact of such an intervention is not only limited to a change in the norms and routines of practice, but more importantly a change in values. The TLDW approach is very suitable for application in Egypt as it targets many of the challenges that Egyptian teachers face. Moreover, a gap in the current literature should be filled by this study as there has been a paucity of evidence addressing teacher leadership as a concept in the Egyptian educational system (Emira, 2010). However, there were challenges that must be considered.

Challenges

Teacher leadership is a new concept in the Egyptian society. Therefore, I anticipated that sometime would be required for such a concept to be accepted and practised within schools, as the hero paradigm is embedded in the minds of many educational reformers (Waterhouse & Moller, 2009). Moreover, a key factor that would allow for the success of this intervention was the headteachers' cooperation. Headteachers have a vital role in promoting the culture and structures that would support teacher leadership (Andrews & Lewis, 2004; Harris & Muijs, 2005; Mylles & Frost, 2006). They needed to encourage teachers to take the lead and give them enough time during working days to work on their projects (Frost & Durrant, 2004; U.S. Department of Education, 2012). However,

with the strong culture of hierarchy and seniority in Egypt I was concerned that this might challenge the status quo of some headteachers and be seen by them as a potential threat to their strongly held interests (Waterhouse & Moller, 2009). It has been previously suggested that some headteachers are sceptical about involving Egyptian teachers in decision-making (Hammad, 2010). Therefore, for the purpose of this research study, choosing a school where the headteacher was enthusiastic about the project was a very important criterion.

Further potential challenges to this work were also considered. Many Egyptian teachers tend to be intolerant to negative feedback (Wachob, 2011). I believed that it might be a challenge to get teachers into the habit of relating experiences that other teachers could learn from. Moreover, low wages represented a significant challenge because I anticipated that some teachers if they were not able to meet their financial needs, might not be interested in doing more than 'teaching to the test' to secure more candidates for private tutoring. In contrast to this attitude, among the major findings of a previous study (Eltemamy, 2012) was that some teachers in government schools tried several times to initiate developments within their schools, but were constantly hindered by the bureaucracy of the system. However, those who were given the chance to expand their sphere of influence beyond their classrooms, and became involved in activities other than their usual teaching, felt more satisfied from their jobs and increased in confidence. They developed other skills that helped them perform their roles better. Even though they were not financially rewarded for such activities, they were very enthusiastic to participate (Eltemamy, 2011).

Since the current educational system in Egypt is described as a product of 'inappropriate adopted foreign transfer' (Ibrahim, 2010), the TLDW approach could be categorised as such, and this could be viewed as a challenge. Simkins opposes the idea of copying 'what works' in one country to another without making sense of it, particularly copying leadership models from English speaking countries to other parts of the world that might have a different outlook on education (2005). However, the TLDW model is not about copying policies and practices across borders without adaptation; instead, it is more than

that, as teachers choose for themselves how to improve the system that they know best. This project has been applied in several countries including Turkey, UK, New Zealand, Palestine and Kosovo where adaptations had to be made to fit the need of different educational systems. Educational transfer according to Phillips and Ochs lie on a continuum, at one end it is voluntarily adoption, and at the other it is imposed strategies (2004). The willingness of teachers to participate in my intervention was what would greatly determine the success of such a project.

Summary

Effective educational reform should be through strategies that empower teachers to take the lead and be leaders of change. The TLDW approach is a strategy for school improvement that supports teachers to practise leadership when they initiate and lead a development project in their school that improves teaching and learning. Teachers are supported to do that through a series of school-based workshops, where teachers are assisted in clarifying their values, developing a strategy for change and acting strategically accordingly. They are also supported through network events where they can consult with colleagues and negotiate their development priorities.

Although the TLDW model proved its success in various parts in the world by supporting teacher leadership (Frost, 2011a), universal application of these observations should not be assumed. The teaching body is far from being homogenous; there are profound differences between countries in almost every dimension of the professionalisation process (Van Damme, 2012). With this in mind, I developed a methodology to initiate the TLDW programme in Egypt, exploring whether the success encountered by the TLDW model in different parts of the world could be translated into success in Egyptian schools as well. Data was collected to monitor, evaluate and adapt the programme throughout the course of the intervention to develop a framework for a programme that could be applied in Egyptian schools in the future. The process by which this happened is presented in the coming sections.

Chapter five: A methodology for research that supports change

In this chapter, I clarify the methodology used in my research, which features an intervention aimed at developing a new reform strategy in Egypt based on the idea of teacher leadership. This type of research is not merely describing or analysing a certain situation; I was committed to actually trying out an intervention that leads to improvement. As a citizen who is concerned about educational reform in my country, my doctoral study was a chance for me to actually be part of an improvement strategy rather than merely describing one and making recommendations. I knew that choosing such a path would be difficult and would involve more effort and uncertainties; however, as a researcher with a deep desire for social change and who belongs to a country where developments are desperately needed, I was convinced that it would be more effective.

To reach such a goal, I needed a methodology that would allow me to try something new in Egyptian schools, reflect on my own practice and the practices of those involved in the intervention, and be able to adapt my actions based on my findings throughout the course of my intervention. I developed a methodology that drew on different traditions in order to devise a project which best suited the purpose of this intervention. The main principles guiding this methodology are discussed in the coming section.

Research for social justice

The methodology involved in this study is designed to address issues of social justice; teachers are considered transformative social agents, able to change their social reality through their actions (Gomez, Elboj & Capllonch, 2013; McNiff & Whitehead, 2009; Padros, Gracia, de Mello & Molina, 2011). It is a methodology that fosters a more democratic way of life, where the voices of teachers are heard in the process of educational reform. It is interesting that the intervention as well reflects the values of the

methodology. The TLDW approach is based on the principle that teachers are able to lead innovation, build professional knowledge, and influence other teachers if they have the appropriate structure and support (Frost, 2011a). However, it is important to make a distinction between the TLDW methodology and my research methodology. Through the TLDW process, teachers are creating knowledge about their teaching practice. While through my research process, I am discovering how to support teachers in doing that.

Action aimed at improvement is an important element in the methodology I adopted. Therefore, the focus of the research does not arise from theory alone (Hult & Lennung, 1980) but rests on the identification of a particular problem and the conviction that this can be addressed through research. In the Egyptian context, many teachers are denied the chance to lead innovations within their schools, or to have their voices heard in setting policies (Badrawy, 2011; Eltemamy, 2012). This problem existed to a certain extent in the schools I approached for the intervention. However, they were not aware of such a problem until I explained the TLDW approach and its influence in other parts of the world. They then realised the need to be involved in a non-traditional and transformational strategy. In this scenario, although the problem was originally defined by myself as the researcher, there existed a felt need from the practitioners' side to initiate change (Elliot, 1991; Bruce, Flynn & Stagg-Peterson, 2011; Haggerty & Postlethwaite, 2003). Therefore, in such a methodology, practitioners are not necessarily initiators (Kelly, 1985). The posing of the research aims and questions remains my own concern.

In this intervention, I undertook the research *with* teachers within the organisations and not *on* them (Kemmis & McTaggart, 2007). This methodology involves collaboration with social actors (Hult & Lennung, 1980) aimed at empowering them to become effective facilitators of teacher leadership. I had a team of collaborators that included teachers from each school, some with leadership positions. They were consulted on how best to run the workshops. They assisted me in leading the workshops, and offering one-to-one support to teachers. Choosing the collaborators from within the schools had a strong influence on building capacity within schools. Although collaboration with social

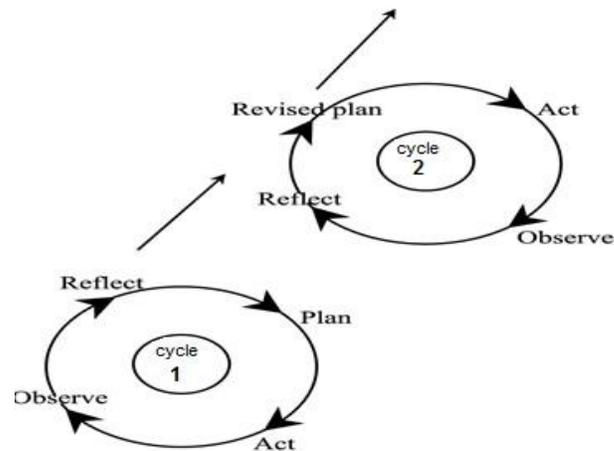
actors is mentioned in many traditions, it is not commonly stated exactly when or how (Gomez et al., 2013). In this methodology, the involvement of social actors is in all the phases of the project, including the research design, data collection, and data analysis (ibid). Therefore, the role of collaborators was not limited to being co-facilitators supporting me in leading the programme in their schools; instead, they acted as co-researchers as well.

The collaborators' input was taken into consideration throughout the research process and in the periodic reviews. That is because knowledge creation should not be limited to a certain group of people like academics. Puigvert, Christou and Holford (2012) cite Habermas (1987) to support their argument in favour of the 'universality of language and action'. Different types of knowledge should be considered equally valuable; equal epistemological levels (ibid). Furthermore, they were encouraged to create professional knowledge that others could benefit from. The knowledge created by the collaborators (practical knowledge) is regarded as being of equal importance to that created by academics (theoretical knowledge). Moreover, through egalitarian dialogue between different actors, knowledge is created. Any consensus reached through egalitarian dialogue should not be based on power-influenced interactions, instead on validity claims (ibid). This philosophy is represented in the 'dialogic turn' in social sciences where dialogue and communication are the basis for understanding and explaining social reality (Aubert & Soler, 2006, in Gomez, Puigvert & Flecha, 2011).

Freire's theory of dialogic action (1970) also sees dialogue as empowering people; through dialogue, they problematise their reality and think critically about how they can change social structures. These views are coherent with the TLDW principles that seek to empower teachers to make a difference and take the lead. This is actually achieved through dialogue in the periodic review meetings with the collaborators where they are provided the time and space to evaluate the progress of the programme and develop actions for change.

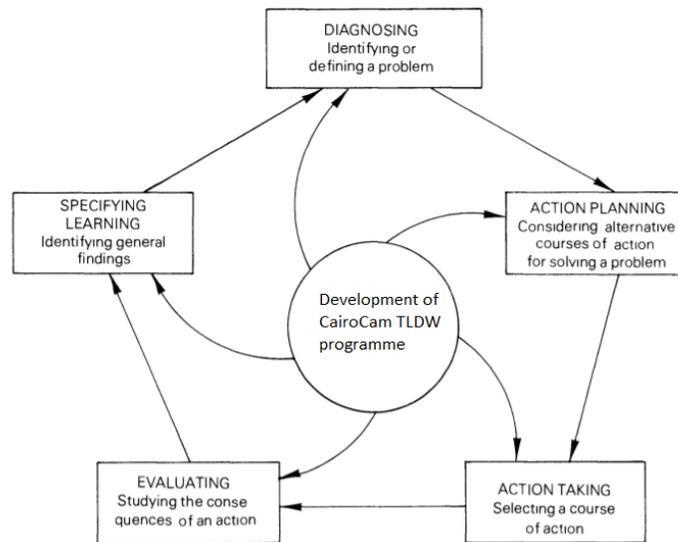
The research design was characterised as having an iterative nature, where outcomes at each stage would inform the next stage. In such an emerging design, data feedback is used in a cyclical process, (Figures 4 & 5) where the knowledge gathered can lead to a redefinition of the problem, and demands a new action plan. Then the revised plan and its consequences should be evaluated and so on (Hult & Lennung, 1980; Kemmis & McTaggart, 2007). Changes to the initial programme would be made until we as a research team reached the shape of the programme that we would be implementing in the future. The cyclical process is a well-established tradition: Figure 5 dates to 1978, 40 years ago.

Figure 4: Cyclical process of data feedback



(Figure adapted from Kemmis & McTaggart, 2000)

Figure 5: Cyclical process of data feedback



(Figure adapted from Susman & Evered, 1978)

This methodology involves a high level of criticality as represented through the cyclical process of feedback. I was aware that no knowledge is sacrosanct and that all knowledge is subject to criticality. This also applied to my own theories and prescribed actions that were a product of previous actions and, therefore, were subject to re-examination and reformulation upon entering every new research situation (Susman & Evered 1978). Therefore, throughout this methodology I questioned my own beliefs, values, and aims as they developed as referred to in the following chapters.

This methodology is valid through philosophic viewpoints that are different from those used to legitimise the positivist methodology (Susman & Evered, 1978). Different philosophies view the rationality behind knowledge creation, epistemology, differently. Epistemological views can be generally classified into positivism and interpretivism. Interpretivism is a broad term that involves philosophies that reject positivism. In such philosophies knowledge is created rather than discovered and is understood through the perceptions of those involved in the research process (Denscombe, 2010; Porta & Keating, 2008). In a positivist philosophy, knowledge creation is an objective rather than a subjective process. For years, the positivist research methodology has dominated the academic sphere. Even though the positivist methods and techniques are becoming more

sophisticated, they are becoming less useful in solving the problems that practitioners face. Practitioners complain about the lack of relevance of published research for the problems they face and lack of responsiveness of researchers to meet their needs (Susman & Evered, 1978). Such a conception leads to a separation between theory and practice, where academic research is read mostly by producers of research rather than practitioners (ibid).

In the methodology I followed, the interaction between theory and practice was a very important principle. Previous research on school improvement and professional development indicated the direction for action, and action was used to evaluate theory. Theory was tested by exploring whether the success encountered by the TLDW approach in various parts of the world could to be translated into success in Egypt as well. Moreover, literature continued to inform my actions in the intervention, but not as sacred knowledge (Papastephanou, 2008). Through egalitarian dialogue, academic knowledge would be evaluated against the views of the collaborators and participants, and their evidence from daily life incidents.

This methodology also stresses the equal value given to both types of knowledge: theoretical and practical (Padros et al., 2011). It also stresses the social and ethical obligation of the researcher to direct the participants to the academic literature related to their area of interest. The researcher should also consult other academics and university colleagues when issues arise that relate to their areas of specialism (Haggarty & Postlethwaite, 2003). In that sense, the literature provided some guidance for us as a team when we were developing and adapting the programme, and comparing our findings with what is in the literature.

Research questions

The iterative nature of the methodology allowed the research question to develop and evolve. The first iteration of my research question explored how the TLDW approach

could usefully support teachers in taking action that might have a positive impact on the students, teachers, and school as a whole, looking closely at what actions, taken in what circumstances, lead to improvements. I wanted to explore what the programme could make possible, and the conditions that would allow it to be possible. I wanted to explore the impact of the programme on a wide number of themes.

Therefore, I initially focused on:

- The change in the school culture as a result of the programme
- The change in the teacher's professional thinking and identity as a result of the programme
- The adaptations to the TLDW approach to usefully support teacher leadership in the Egyptian context
- The projects led by teachers: their focus, leadership and impact

The categories under each theme are listed in the Appendix A, and the tools that were intended to be used to collect data about the listed themes.

The research purpose was to try to discover in what ways this approach had the potential to allow Egyptian teachers to be part of educational reform and lead innovations. I wanted to explore if this intervention could change the professional role and identity of teachers from merely technicians to professionals capable of practising their professional judgement and autonomy (Keyes, Solomon & Tresman 1999; Woods et al. 2016), with a strong sense of agency and ownership towards school improvement. Such an improvement strategy relies on supporting the teacher in transforming the conditions around him/her for the better of teaching and learning.

The iterative nature of the methodology used allowed me as well to focus on the adaptations that we made to the programme to support teachers in Egypt. Therefore, the research question was made up of two main parts, the first looking at what the programme made possible in terms of changes in teachers' thinking and identity, and

how that affected how they acted as professionals. The second part focused on the conditions that made this possible in terms of how the programme could be successfully led in Egypt given the different cultural, social and historical context.

Generalisability

The production of knowledge is an important principle in this methodology as it “simultaneously assists in practical problem solving and expands scientific knowledge” (Hult & Lennung, 1980: 242). However, such a methodology is situational and the knowledge created is not free of the context in which it was created. Researchers undertaking this type of research know that the relationship between the people involved in the research, the place where it takes place, and the events that happen depends on the way the players involved define the situation at that particular time (Susman & Evered, 1978). Therefore, creating generalisations between the actions and their consequences is ill-conceived because actions will not have a meaning away from their context (ibid). Even though this intervention is context directed and knowledge created is localised, there is transferability logic where the researcher and the reader infer how the findings might relate to other situations (Denscombe, 2010: 189). Findings can be transferrable especially if the research is based on a theoretical background (Gomez et al., 2013). This is also the case if conclusions are reached through unforced consensus (Kemmis & McTaggart, 2007), where knowledge is created by “validating the discourse of two groups: experts in a particular field or academic area and non-expert people, or social actors” (Gomez et al., 2013:184). The knowledge created from this research study could guide the development of reform strategies in Egypt that put the teacher at the centre of development.

Knowledge is created through a cyclical process of monitoring, evaluating, and accordingly adapting the programme. A systematic approach for monitoring was followed through collecting data throughout the intervention and periodically reviewing it with the team of collaborators. The process involves a high level of criticality and

coherence in the relationship between action, monitoring, evaluation, reflection, and deliberation. Such a process is discussed in the following section and is what defines my developmental project as research at doctoral level.

Tools for monitoring, evaluating and adapting the programme

Although I was aware that initial plans for data collection could change due to the iterative nature of the methodology used, having a prescribed plan for data collection was a vital element that kept my intervention suitable for an academic piece of research. The methods used in the intervention were mainly qualitative in nature. That is because it is an interpretive inquiry, where knowledge is created rather than discovered (Denscombe, 2010), and is understood through the perceptions of people (Porta & Keating, 2008). These perceptions are influenced through interactions with others (Denscombe, 2010).

Tools for data collection were embedded in the action. Therefore, data collection took place during the workshops, the network events, the one-to-one supervisory sessions with the participants and the meetings with the collaborators. Many of the tools that were used for data collection in the workshops were developed by researchers undertaking the same intervention through the ITL/HertsCam Network but in different countries. Such tools were adapted and translated after consultations with my collaborators. It is important to benefit from what has already been developed, reflect on it and add to it.

The tools for data collection included:

Communicative observations

Communicative observations are different in the sense that the observer does not only observe in silence and blend with the background, instead the observer communicates with the participants so that they give interpretations for their actions (Gomez et al.,

2011; Puigvert et al., 2012). Observations took place during the sessions focusing on teachers' attitudes towards the intervention, how they talked about themselves and their projects and their relationships with their colleagues.

Since I, the primary researcher, was leading the workshops, the observation schedule was filled retrospectively with the limitations that were encountered. Therefore, a co-researcher who was the collaborator in each school was asked to observe and document during the session as well. The co-researcher concentrated on keeping a good record of what was happening in the session, focusing on the process of the TLDW programme, what happened in the group meetings, the ways the groups were led, the activities used during the sessions, the kind of interaction between the participants and the quality and type of the discussion.

The observation sheets were discussed with the collaborators to explore which activities were effective, and which activities could be adapted. These discussions were documented as part of the data for the periodic reviews.

Communicative interviews

Interviews took place during the one-to-one tutorials with the teachers. Interviews had a communicative angle as they were in the form of a dialogue. This dialogue was not only aimed at generating information, but also intended to be part of the transformation (Padros et al., 2011). Teachers had a chance to tell their own stories and reflect on their projects and the effect it had on them, their students, and the school as a whole, and discuss possible obstacles. Such a dynamic involves researchers having an active role in setting an egalitarian environment and informing the interviewees of the input from the literature that might be useful to their cases (Aubert, Melgar & Valls, 2011). Audio recording was not used so teachers could talk freely, given the concerns about the limits to freedom of speech that accompanied the latest political developments as discussed earlier.

Interviews and observations had a communicative angle. In that sense the researcher's role changes as the researcher no longer acts as a disinterested observer; instead, the communicative methodology obliges the researcher to clarify his or her values and ethics along with others and compare it to them (Susman & Evered, 1978). This is entirely different from the positivist methodology where there are many demands to eliminate the researcher's impact so that the knowledge gathered is value free knowledge that is not contaminated by the impact of the researcher (Murck & Breuer, 2003). Therefore, the positivist methodology expects the researcher to act as a detached, neutral and independent observer (Susman & Evered, 1978). However, even if the researcher blends with the background by doing the least interactions possible, this will never eliminate the researcher's impact and bias especially with qualitative methods. In qualitative methods the researcher is in continuous interaction with those being researched, influencing and structuring the research process and outcomes. In an interpretive philosophy where knowledge is created rather than discovered, the bias of the researcher starts very early on, when choosing the research object, the data to be collected, the theories and methods to lean on (Murck & Breuer, 2003). Therefore, identifying the factors that influence the research process and outcomes is important. However, being aware of these biases is not enough, there has to be a plan as well to do something about these factors and acknowledge them (Hughes, 2014). That is the role of reflexivity as discussed further in this chapter.

Focus groups

Periodic review meetings with the collaborators took place in the form of focus groups. For the purpose of this study, periodic review meetings were held to evaluate the programme on regular cycles. This involved us as a team assessing the overall effectiveness of the programme, identifying issues and recommending solutions. Through the eight periodic reviews, we as a team participated in data analysis and planned for the following steps in the intervention.

Questionnaires

Evaluation questionnaires were used at the end of each session and network event. As a researcher, I had to ensure that participants had the time at the end of each session to fill the questionnaires either individually, in trios, or as a group. We tried to be innovative in the ways we asked teachers to complete the questionnaires, because it was vital to have the participants' feedback. The evaluation questionnaires used at the end of the sessions also explored teachers' views regarding leadership and learning. These reflected the way teachers saw their role, their beliefs about teaching and learning, and their understanding of ways to lead change.

Proformas are open-ended questionnaires that enable teachers to reflect on their experiences and develop insights. They were an important part of the tools that were used in the sessions to stimulate discussion and reflection, and acted as a guide to help teachers' thinking and planning. These documents were kept in the teachers' portfolios and provide a very rich source of data. See Appendix B for an example.

Items of evidence

Many items of evidence were included in the teachers' portfolios and photos from activities during workshops. Among the items of evidence in the portfolios were the initial statements written by the participants, their action plans, records of consultations and their summative summary. Teachers also added pieces of evidence that reflected the projects that they started, the problems they were trying to address, and the impact they had. Analysing such documents reflected how the projects were led and the impact they had. Yet, most importantly, portfolios also reflected teachers' understanding of ways to lead change, their confidence and commitment to reform as well as their views about teaching and learning. I took permission from the teachers participating to draw on their items of evidence from their portfolios as sources of data.

Reflective journal and field notes

The reflective journal was used to reflect on the journey that I went through, and new insights that developed as they arose. It also included the memos of meetings with the

research team. The reflective journal/research diary was used as a research tool that helped me reflect on the process as a researcher and as a tutor/organiser of the programme. It “is the experimenter’s work book where observations are collected, interviews are recorded, conclusions are established, and decisions are taken in order to support the following steps of the experimentation” (Porlan & Martn, 1991:53 cited in Sa, 2002). The research diary had two sections; one focused on monitoring and evaluating the programme itself, looking at what actions, taken at what time led to changes in teachers’ thinking and identity and accordingly the way they acted. The other explored the big research question that investigated the impact that the programme had on changing the role that teachers play in school leadership. Dividing the research diary in that way allowed me to make a clearer distinction between my role as a researcher and my role in the development of the project. Moreover, the process of analysing research diaries allowed me to distance myself from my own practice and be aware of it more since it was treated as the object of analysis and reflection (Sa, 2002). Research diaries can also involve an analytical account looking at the questions raised and how the questions develop as a result of the data gathered (Burgess, 1981). I also placed my interpretations of the data in the research diary (Sa, 2002). The research diary was my main method to reflect on changes in my thinking as they occur, the main way to document my reflexivity.

Analysis

Analysis of data in an interpretive philosophy that involves action is not through reporting what happened, instead, it is about making sense of it and presenting it through my own lens and the lens of others involved in the research. I chose from the data not necessarily the facts, but how they created meaning for me and my collaborators.

Analysis included other people, particularly collaborators from each school. Such a principle comes from “the premise that the researchers are not the only ones who can act as interpreters in the research process; the people being studied also have the capacity to

interpret social reality” (Padros et al., 2011: 307). ‘Absence of an interpretive hierarchy’ is one of the principals of this methodology and attempts to bring to the world of academia the analysis of people other than academics (Puigvert et al., 2012). Analysis of data was conducted in Arabic, and the themes and extracts from the data were later translated into English. The order in which that was performed was important, as the choice of language is significant, and every precaution was taken to avoid losing meaning through translation.

Analysis took place during the data collection process and after as well. That is because analysis was part of the periodic reviews; analysing the situation and seeing where improvements could take place. Through the periodic reviews, the collaborators and I engaged in an egalitarian dialogue to analyse the data gathered from different sources to explore the progress of the programme according to the identified criteria. Among the main criteria was the extent to which the teachers were benefiting from the programme, how they were getting on with their development projects, what values and norms were changing, and how they saw their professional role.

Through our periodic reviews we identified problems that arose in order to identify the necessary adjustments that we needed to make. Therefore, data was also grouped according to exclusionary aspects and transformational aspects (Padros et al., 2011). Exclusionary aspects refer to the barriers, while the transformational aspects refer to the ways to overcome the barriers. Since the intervention was aimed at problem solving, then a transformative dimension had to be defined for every exclusionary one found (Padros et al., 2011). Each periodic review represented one cycle of data feedback where the knowledge gathered led to a redefinition of the problem, and demanded a new action plan. Then the revised plan and its consequences were evaluated through the successive periodic review and so on (Hult & Lennung, 1980; Kemmis & McTaggart, 2007). Action points developed after each periodic review were discussed with my supervisor and critical friends from the HertsCam team.

The analysis for the periodic reviews also included thematic analysis by grouping data according to features that were shared, features that differed and relationships that occurred (Gibson & Brown, 2009). Codes which “refer to a commonality within a data set” were identified (Gibson & Brown, 2009:130). The process of coding has no rules, only guidelines (Henn, Weinstein, & Foard, 2006) and it can be referred to as inductive, deductive or a combination of both (Cohen, Manion, & Morrison, 2007). During the analysis, inductive and deductive processes played a role as I was influenced by already identified themes, while being simultaneously open to discovering new ones.

Reflexivity, reliability, validity and triangulation

In an interpretive philosophy, it is accepted that the researcher reflects the data based on already existing biases and backgrounds. However, the researcher should employ multiple strategies of validity like clarifying the biases that the researcher brings (Creswell, 2009). This is done through the process of reflexivity. Even though reflexivity can be understood in a multitude of ways, it has become a defining feature of qualitative research (Finlay, 2002). Qualitative researchers are becoming aware of the role they play in the construction of knowledge. They are becoming more explicit about the inter-subjective elements that influence data collection and analysis in an attempt to increase the transparency, trustworthiness, and reliability of the research (ibid). The process of examining how the researcher along with the other intersubjective elements influence and transform the research has been an important part of the development of qualitative research (ibid).

Throughout the analysis section, my bias as the researcher is clarified by stating my prior assumptions before data collection and how they developed along the research process. I do not hold a neutral position; instead, I come with my own beliefs and assumptions, and I believe in the power of empowering teachers to lead developments in their schools. I did not maintain a neutral position in front of the participants, instead I clarified my position, and I regarded this as more ethical than pretending to be neutral when I am not.

I approached the research with the expectation that “the research can throw up unexpected results and overturn long-held beliefs” (Denscombe, 2010:83). I also presented findings that counter the themes when they exist (Creswell, 2009). This was ensured through the egalitarian dialogue with collaborators and teachers. I was open to any views that contradicted my prior assumptions and beliefs, and referred to how these views influenced my own interpretations. This process, as referred to as collaborative reflexivity, involved participants and researchers in a reflexive dialogue during data collection and analysis (Finlay, 2002). Such a dynamic challenges the position of the social scientist as a privileged observer, analyst, or critic (Susman & Evered, 1978). It offers the researcher the opportunity to take into account multiple voices and conflicting views, and investigates his/her thinking and beliefs against others involved in the research (Finlay, 2002).

For qualitative research, reliability and validity are particularly relevant in considering aspects of trustworthiness, rigor and quality of the research (Golafshani, 2003) as they provide criteria for critiquing the reliability and credibility of research (Lincoln & Guba, 1985). Throughout the study, I checked the accuracy of the questions asked, the data collected and the findings. This was mainly achieved through triangulation; “the practice of viewing things from more than one perspective” (Denscombe, 2007:134). Triangulation is a way of increasing accuracy in which the other data source, method, or researcher confirms or comprehends the first to have a fuller picture (Denscombe, 2010). In my study, I relied on different methods, and had collaborators as co-researchers from different backgrounds. In such a dynamic based on egalitarian dialogue, knowledge is valid through validity claims, rather than power positions.

The positive impact such an intervention can have on teachers, students, and schools, can increase the catalytic validity of the study. Catalytic validity explores the extent through which qualitative studies aimed at having a transformational impact actually accomplish its objectives (Bailey, 2010). Being aware of the limitations and developing strategies and backup plans is a vital requirement for accomplishing the objectives.

Limitations

There were some limitations associated with data collection methods used in an interpretive inquiry. The ‘interviewer effect’ is a limitations associated with focus groups and interviews (Denscombe, 2007). Such a limitation makes the participants respond differently in the presence of the facilitator/interviewer (Creswell, 2009; Denscombe, 2007; Parker & Tritter, 2006). This can be due to how the participants view the interviewer and the perceived power balance between them. Therefore, researchers should try and appear in a way that does not antagonise the participants (Creswell, 2009). Therefore, when I introduced myself, I identified myself as a teacher and then a researcher.

The limitation associated particularly with focus groups lies in the group phenomena. Participants often try to be accepted into the group (Vicsek, 2010) and adjust their own views to fit in with those around them (Parker & Tritter, 2006). This can make the ideas expressed more similar than the ideas that would emerge if each participant was interviewed separately (Vicsek, 2010). However, it is valuable to observe how collaborators and participants construct their perceptions together in the focus group, and how they interact and respond to each other. It is also useful to compare such views with the one-to-one interviews. As for my meetings with the collaborators, I put a lot of effort in reassuring them that their views influenced the programme greatly even if they were against mine. My efforts to create a collaborative and critical team of collaborators are discussed thoroughly in the following chapters.

As for limitations associated with observations, it can be particularly difficult taking field notes when the researcher is at the centre of the action (Kelly, 1985). Some data might be lost during observations, as notes will be written retrospectively. Therefore, a co-researcher acted as an observer during the sessions as well.

Finally, undertaking the research in a different language is a limitation because any translation can be accompanied by a loss of meaning. Sometimes it was difficult to provide the exact meanings of the utterances; therefore, I relied on a translator to check the accuracy. Reporting the research as accurately as possible is an ethical obligation.

Summary

Through this chapter I have identified the main principles of the methodology used to support the development of my research project in a number of Egyptian schools. It is a methodology that involves addressing issues of social justice where teachers are regarded as transformative social agents able to lead change. The research design is developed to simultaneously assist in practical problem solving and the production of knowledge. It is a collaborative intervention aimed at enhancing the competencies of the collaborators. The knowledge created by collaborators is greatly valued, and is contrasted with the existing knowledge in the literature through egalitarian dialogue. This research design is iterative in nature, where outcomes at each stage inform the next stage.

Qualitative methods were used to monitor, evaluate, and adapt the programme. The tools are based on the communicative philosophy where the researcher does not blend with the background; instead, the researcher does influence the iteration of the methodology used. Therefore, reflexivity is an important element to clarify the bias and the intersubjective elements that influence the research process. In the following chapter, I discuss how the methodology was put into practice through initiating, monitoring and evaluating the programme.

Chapter six: The CairoCam TLDW programme

In this chapter, I discuss how I operationalised the principles behind the methodology in practice. This involved adapting, initiating, and managing the TLDW programme in Egyptian schools. This chapter discusses the detailed structure of the adapted programme that allowed for data collection, monitoring and evaluation throughout the course of the intervention. As mentioned in Chapter five, the research design is one in which my collaborators and I are empowered to stimulate social change by supporting teachers to take the lead. This involved continuous monitoring and evaluation of our actions, where data was used to inform further action. We adopted and adapted the ‘teacher-led development work’ approach referred to earlier. As part of the research design, adapting the programme was vital given the unique social, political, economic, and cultural context in Egypt. The programme of support for teacher leadership initiated in Egypt is called the CairoCam Network. That is because the research started with schools in Cairo, and it is part of a doctoral study from the University of Cambridge. We have a logo similar to that of the HertsCam Network. The slogan is “teachers leading reform”. The name and slogan were chosen based on dialogue with the collaborators.

Schools included in the study

The study started in four schools located on the west side of Giza Governorate. The choice of schools was deliberate, based on three main criteria; accessibility, availability of headteachers who would support the intervention and geographic location. The professional culture of the school was an important dimension; however, this was something that I could not have full knowledge of at the time of choosing the schools to participate. It was only an initial impression about school cultures.

As discussed in Chapter two, there are different types of schools in Egypt that face different challenges. This made me consider in which type of schools such an

intervention could be most useful. Although government schools are attended by the majority of the population and reforms are desperately needed, there was difficulty of access after the events of 30th June 2013 when I was approaching schools for this programme. It was a moral obligation for me though to try and include government schools in my intervention. Therefore, in December 2013 I approached government schools to introduce my intervention. Even though the managers of the schools showed a deep interest to participate, and we maintained discussions over emails for several months, they had instructions that they were not allowed to join the programme from the secretary of the Education Development Fund. The government schools were not given the permission to participate in the project for reasons identified by people other than those managing the schools. They were told that teachers did not have time to participate in such a project. This was a strong sign that it was very risky working with government schools in the current period with political instability and constant change of governments. That is because in such a centralised system, head teachers in government schools lack even the power to recruit or dismiss teachers (Abdou, 2012). Therefore, I decided to limit the sample to privately owned schools as a first cohort. Then in the future it could be an example of how Egyptian teachers can lead change, and perhaps the programme could be adopted by the government as a means for reform.

Even though schools involved in the programme were all private schools, they did not all follow the same curriculum. Some followed the national curriculum, the international curriculum, and the Azhari curriculum (See Chapter two for types of private schools). From each school, a minimum of eight teachers could participate and a maximum of twelve. Fewer than eight teachers in one school might be too small a number to have a recognised influence on the professional culture of the school. Equally, more than twelve teachers might change the dynamics of the workshops, with the researcher not having enough time to interact and involve all the participants in the discussion. This was a guideline that we tried to adhere to as a team; however, it was not always possible in practice as discussed later.

The sample of teachers from each school included teachers teaching different grade levels, excluding those teaching the last two years before graduation (students age 15-17). In these years, students, teachers, and parents are very concerned with high stake examinations (Hargreaves, 1997). Therefore, teachers at that level focus on teaching pupils the best way of answering the test, rather than focusing on learning.

The managers of each school were responsible for selecting the candidates. As a researcher, my role was to prepare a presentation in Arabic and English inviting teachers to participate and explaining the intervention. Interested teachers then applied by sending an email to their school's managers identifying why they wanted to join, and how they thought they would benefit the school by joining the programme. This dynamic allowed teachers to develop a sense of ownership from the very first instance. Teachers were partners in the project, fully participating in the project from the outset.

This was not a representative sample of the teachers in each school, nor was it a representative sample of schools in Egypt. Teachers and schools were chosen for their ability to support and be engaged in such a programme. For this reason, generalisations cannot be made. However, lessons have been learnt that could hopefully be useful in implementing the programme in ordinary government schools whenever access becomes available. The results might show the potential of the programme to work in other schools in Egypt, but we cannot simply generalise, and assume they are valid for all schools in the same way.

Choice of the collaborators

I resolved to recruit a team of collaborators from the schools participating. In some cases, collaborators were the gatekeepers or they were recommended by the school managers as being capable of supporting me in running the programme in their school. They were all teachers, most of them with leadership positions. The identities and roles of the collaborators are discussed thoroughly in the following chapter. Even though

collaborators believed in the principles behind the TLDW programme, they still needed to be inducted into the HertsCam's way of thinking. Therefore, as part of creating a supportive team to lead the programme with me in Cairo, the team joined me on a five-day trip to Cambridge in which they engaged with members of the HertsCam Network and saw how it operates in practice. Details of this trip are discussed in the following chapter.

The mode of support for teacher leadership

The support for teacher leadership through the CairoCam TLDW programme was through a series of group meetings/sessions. Each school hosted seven sessions throughout the academic year. The sessions were led by me and the collaborators from each school. The sessions took place after school and lasted for two hours, with a coffee break mid-way through. The materials and tools used in the sessions were adapted from the tools used by tutors in the HertsCam Network. Adapting the sessions was an important step in designing a programme that was tailored to the needs of Egyptian teachers and this is detailed further in the narrative. We also held a one-day workshop at the four schools led by a professional life-coach before participating teachers started attending the sessions. The aim of this workshop is discussed later.

There was also one-to-one support through tutorial sessions. I was responsible for two tutorial sessions with each participant, one at the beginning of the programme to discuss their action plans, and another near the end to discuss their portfolios. The tutorial sessions were run in the form of a dialogue for participants to discuss their concerns and seek advice. I used this opportunity to direct the participants to educational resources relevant to their field of interest. Participants as well came prepared with their areas of concern for discussion. Tutorial sessions provided an optimal setting for me as a researcher to explore teachers' thinking and identity as well as their projects and its impact, and this is discussed later in this section.

We planned to have an online interface for teachers to collaborate with each other and seek advice. The interface was intended to be used to remind the teachers of their tasks to be done in preparation for upcoming sessions.

Teachers were expected to start a development project based on their own values, concerns, and agendas for change. Although teachers could collaborate and involve other teachers in their projects, each teacher participating in the TLDW programme had his/her own project so that each individual teacher attending the sessions had the experience of leading a project rather than relying on others. Teachers engaged in the projects that they saw of benefit to their schools, however, some schools identified certain taboos like projects with any political, religious, or sexual dimension. Teachers were asked to document what they did by keeping a portfolio that included items of evidence. The portfolio was assessed for certification, and participants used it to communicate their development projects with others by sharing evidence of what they were doing. By the end of the academic year, most participants developed a framework that other teachers could benefit from in successive years.

Knowledge building was a very important element in the programme and was done on various levels, one of the most important ones being networking activities. Through the programme we tried to build networks between teachers in the same school and teachers in different schools. We also attempted to build networks between teachers from Cairo and teachers from the HertsCam Network who shared similar projects or professional concerns. All participants from the four schools met together by attending two network events. The network events provided an opportunity for some teachers to present their work by leading a workshop for others. Teachers presented a finished project or a dilemma within their project. The network events are discussed in detail in later sections.

Challenges

Any research project will have limitations within the methods for data collection; however, limitations within projects involving action aimed at making a change extend beyond that to include limitations accompanying the success of the action itself. There were a number of limitations that were considered before starting the study. Among the major limitations that could have affected the success of my intervention was the political instability in Egypt that accompanied the beginning of the intervention. That is why I undertook my research in more than one school, and with schools of different types and affiliations.

Another limitation associated with this methodology was represented in my dual role as a researcher and a tutor/organiser of the programme. Making the distinction between the various roles a researcher holds is a common issue facing researchers undertaking action research (Kelly, 1985) as well as researchers working in schools (McGinity, 2012; Thomson & Gunter, 2011). Research in schools is a complex and dynamic process where the identity of the researcher is not static, but rather changes along a continuum where multiple identities can co-exist (McGinity, 2012). Moreover, in action research in particular there is a constant struggle between action and research since “both action and research are greedy activities which will expand endlessly if not checked” (Kelly, 1985:142). According to Hammersley (2004), it is a hard task to combine action and research and give each the same level of importance; in most cases inquiry becomes subordinate to the action. For example, solving a practical problem may seem more urgent than the expansion of scientific knowledge. Therefore, “it is sometimes necessary to protect the research component of the project by withdrawing from action for a period” (Kelly, 1985:142). I tried to create the conditions where I could maintain distance from the programme in order to reflect on and analyse it. I was aware that being part of the programme studied could make me lack the distance required to critically analyse and evaluate the events within the study (Delamont, 1992).

Therefore, I tried to avoid being overly involved in the intervention by excessively assisting teachers in their projects. Instead, I tried to adhere to the original plan as much possible, and take time to reflect, analyse, and write up. I also depended on my collaborators to arrange logistical issues related to the programme, so as to save time for research. Moreover, the seven sessions within the programme were spaced evenly throughout the academic year, which gave me the time between sessions to engage with my research questions and explore the literature.

In this study, the success of the action depends on the researcher, the collaborators, and the participants involved. Although this type of research tends to be more acceptable to teachers as they can see a direct positive impact on their practices, it places more demands on them as well (Kelly, 1985). Teachers' sense of ownership towards the project, their willingness to participate, and "the degree to which aims are shared" are crucial components (Frost, 1995:314). In my study, teachers had the freedom to choose whether to participate or not. However, some teachers might have participated because their headteachers asked them to. Therefore, it was among the initial aims of the project to develop a set of common moral values among teachers.

Teachers participating were also expected to be reflective about their practices. However, many teachers in Egypt are not used to the process of reflection, and I was concerned that they might feel they had to prove the success of their projects. Tutors should reassure teachers that projects do not have to be successful from the beginning; the important thing was that they reflected on their actions then adapted them accordingly.

The study is also based on dialogue between researchers and participants, and this was expected to be egalitarian. However, egalitarian dialogue is not instantaneously possible just because the researchers are seeking it (Puigvert et al., 2012). Interactions among participants can be disputational rather than exploratory (Mercer & Littleton, 2007), and arguments can develop. In addition, Egyptian teachers might find it hard to accept less than positive feedback from colleagues (Wachob, 2011). Moreover, teachers might

regard what the researcher says, or what is presented in the literature as knowledge that must be followed, instead of critically comparing it to their practical knowledge. Therefore, it is “a learning process, both for researchers and participants, on how to create egalitarian dialogue where knowledge is created through an intersubjective process” (Puigvert et al., 2012: 524).

Ethical considerations

A key feature of this methodology is that it involves change; therefore, I was aware that new ethical issues would arise during the intervention. Decisions have to be made against a moral basis, where the process of decision-making should be as transparent as possible. Therefore, reflexivity is a key element in such a process. I also found the ethical grid by Stutchbury and Fox (2009) a useful framework to consider throughout the journey.

In the grid, there are four layers guiding ethical decisions: an external layer, a consequential layer, a deontological layer, and an inner layer. The external layer is concerned with issues related to the available laws and codes of practice and the use of available resources. I am adhering to the BERA ethical guidelines (BERA, 2011). I am also sponsored by the Yousef Jameel Foundation, and my responsibility to the sponsor is to work towards educational improvement in Egypt. I tried to make efficient use of the available resources, including teachers’ time. I adhered to any school regulations, and was aware not to produce any cultural sensitivity within the institutions.

The second layer is the consequential layer and it is concerned with the consequences of possible action. The impact of the intervention on schools is aimed to be positive, with teachers leading developments in their schools. I tried not to place excessive demands on teachers that would consume their time and energy and hinders them from fulfilling their work duties. Moreover, to ensure the safety of all the actors involved, sensitive political discussions were avoided, and politically directed interventions by teachers. Teachers

were asked to use safe transportation to attend network events and these were held in accessible and safe areas. I avoided the publishing of any information that may cause teachers issues. Therefore, anonymity is a critical issue, and pseudo names have been used. “It is normal good practice to avoid publishing reports of the research which allow individuals or organisations to be identified either by name or by role” (Denscombe, 2010: 65).

The third layer refers to the way things are done, rather than the consequences. I was honest with all the people involved in the project, and they were fully informed about the topic of the research, the activities included, and the institution behind the project. The participants were entirely free to decide whether to participate or not, and maintained their right to withdraw (Denscombe, 2010). Their consent was crucial since they might have been forced by their superior to attend; therefore, I made sure that their participation was consensual. Moreover, I sought the permission of teachers to draw upon artifacts and documentation that were developed during the workshops; never the less could be used as a source of data. As a researcher, I am also responsible for reporting the research as fairly and as completely as possible. I must also maintain the integrity of the research itself by avoiding choosing data that supports my original views.

Finally, the inner layer is about the relationships developed with the participants. I made great effort to build constructive relationships with the people involved in the project. Relationships were built on respect, and the participants’ views were always respected and valued.

Summary

In this chapter, I have outlined how the methodology was put into practice. It is a research design that aims at supporting school improvement in the schools involved as well as knowledge creation. The schools involved are not a representative sample of

Egyptian schools; however, the schools chosen were expected to support the TLDW principles, mainly through their managers and the existence of collaborators. Support for teacher leadership was through a series of school based sessions, one-to-one tutorials and network events. The limitations accompanying this research design were not limited to the data collection methods used. I was concerned that the ability to succeed in carrying out this intervention. The coming chapter presents a critical narrative of the project in action fed by the monitoring and review.

Chapter seven: Critical narrative of the project in action

This chapter comprises an introduction followed by six episodes in the narrative of the initiation and leadership of the TLDW programme in four Egyptian schools. This narrative is not a consideration of different cases for the four schools; instead, it is a single case, the programme, and how it differed in the four schools. Although data collection was limited to the first year of the programme, the programme itself continued, and inevitably, some data from the following years is reflected in this narrative. This is an added benefit that enriches the discussion about ways of managing the programme and its continuity in Egyptian schools.

Introduction to the narrative

This chapter presents an analytical account of how the CairoCam TLDW programme developed in four different Egyptian schools. A narrative account was the most suitable means to analyse and report the complexity of the intervention. Writing a narrative had an emancipatory power on the primary researcher and the stimulator of action (Heikkinen, Huttunen & Syrjälä, 2012). Emancipation was through the opportunity to gain authorship of my own biography (Fisher & Lees, 2015). Through writing the story of what happened, I was able to come to a clearer understanding of it and evaluate it. It is also a vehicle to reproduce and communicate any concerns and values to others (Shapiro, 2011).

Data drawn upon in the narrative

The narrative presented here draws upon data collected through a deliberate systematic process, and data collected because being part of the action made it possible. As mentioned in Chapter five, this study is an interpretive inquiry that relies on qualitative data collection methods in nature (Denscombe, 2010). The data is not just an account of what happened, but rather the sense made of it. I chose from the stories I encounter not

necessarily the facts, but how the stories created meaning in the hearts and minds of those affected by the research. Data was not limited to structured interviews and questionnaires, but also included participant observations, unstructured interviews, document reviews, journal writing, email exchange, extended conversations and meeting with collaborators and participants. This allowed for better understanding of the overall situation. This was made possible because of my dual role as a researcher and developer of the programme as discussed earlier (Ch.5).

Reflexivity in the narrative

Having a dual role made reflexivity an important element for the validity of this narrative (Heikkiness et al., 2012). I am fully aware that the data is not separate from me, I choose the data, and I look at it with my own lens, which is affected by my prior beliefs, assumptions, and expectations. I am aware that the story presented here is not 'the story' but rather a constructed story. Reflexivity in action research means that the researcher is aware of the impact their experience has on others in the research while interacting with them (ibid). Therefore, my attempt is to expose the reader to the process of knowing through writing the narrative in a way that shows a degree of openness towards my prior beliefs and expectations (Creswell, 2009) as mentioned (Ch.5). This allows the reader to evaluate the findings. Talking about myself openly in this narrative has not been an easy process from the start because in academic writing, researchers have been told not to talk about themselves (Mark & Breuer, 2003). As a researcher, I had to analyse how my personal thinking changed during the journey without falling into the trap of excessive self-analysis at the expense of losing sight of the subject under study (Finlay, 2002). Most importantly, reflexivity should be “neither an opportunity to wallow in subjectivity nor permission to engage in legitimised emoting” (Finlay, 1998)

Validity in the narrative

I adopted several measures to question the validity of my claims. One such method was by involving the voices of the collaborators from each school, and also having this piece validated by them. It is my narrative; however, I have included their accounts along with mine, even when there was conflict between the different accounts. This creates a

continuous piece of reflection and deliberation. As mentioned in Chapter five, collaborators are part of the process in all phases: research design, data collection and analysis (Gomez et al., 2013). The majority of the data within this narrative was reached through dialogue, which was one of the principles guiding the methodology followed. Moreover, dialogue is an important principle for the validity of action research, referred to as the principle of dialectics (Heikkiness et al., 2012). Following such a principle, a researcher should give space for different interpretations and voices of the same event (ibid).

After each activity we did, I documented my reflections and then held meetings with the collaborators in order to receive their feedback. I was seen as part of the team and not a decision maker. Therefore, any consensus reached was through egalitarian dialogue, as discussed (Ch.5). Although having an egalitarian dialogue in the presence of a researcher is sometimes challenging to achieve (Puigvert et al., 2012) it was achieved among the team of collaborators. One of the reasons that allowed for an egalitarian dialogue to exist was that collaborators had an active role in the development of the programme and were asked to actively critique it and adapt it to fit the context of their schools as mentioned (Ch.6). This gave them greater ownership of the programme. Therefore, the concept of criticality was highly reflected in the meetings where collaborators were asked to review the process and suggest improvements. Another reason was due to the way the meetings were held and how it gave the collaborators a platform to freely discuss their reflections before I presented mine. Furthermore, age difference was an important factor as I was the youngest in the team. Moreover, they all hold a Master's degree in education and the majority held senior positions. Even the collaborators who did not hold senior positions realised the value of their input as teachers.

Critical perspective

As a team, we all had the conviction that teachers are capable of leading change. We shared a commitment to what we believed was possible. However, in many instances, the way we perceived leadership, school improvement and teacher development was

very different, and this made this narrative a critical piece. On occasions, the collaborators influenced my views and I felt that I was learning a lot. Different voices were included, including feedback from teachers participating in the programme. The research was done with teachers and not on teachers as mentioned in Chapter five (Kemmis & McTaggart, 2007). Participating teachers were informed from the onset that this programme was part of a research project, and that their feedback about improvements to it and how they would benefit from it would be valuable for future application. We were highly receptive to suggestions made by the participants as noted in later chapters, which is highlighted in the following comment.

We are paving the way for the participants of next year. Through our suggestions, they will engage in the process smoothly.

(Participant N, one-to-one tutorials)

The programme's structure provided opportunities for teachers to reflect on the process and suggest improvements. This information was then drawn upon as sources of data. I also incorporated in this piece the voices of those teachers who did not benefit from the programme as much as their colleagues did because they were unable to submit their portfolio at the end of the academic year. That is because knowledge creation should not be limited to a certain group of people, as referred to in Chapter five (Habermas, 1987 in Puigvert, et al., 2012). However, it cannot be denied that some teachers were less critical towards the values of the programme than they have otherwise been because I am a student at such a prestigious institution as Cambridge University. I am aware of this limitation and the impact it could have had on the data.

Analysis and discussion in the narrative

This chapter includes an analysis and discussion of the issues that arose during the course of the intervention. As mentioned in Chapter five, exclusionary aspects refer to the barriers to the development, while the transformational aspects refer to the ways to overcome the barriers (Padros et al., 2011). Through the narrative, I explain how as a team we tried to find a solution to the problems we faced. This is particularly important to refer to in this narrative, as this is the essence of the methodology followed. As

mentioned before, the data is used in a cyclical process, where knowledge gathered can lead to a redefinition of the problem and demands a new action plan where outcomes are evaluated and so on (Hult & Lennung, 1980; Kemmis & McTaggart, 2007). The narrative is reported in a chronological order that involves cycles of action, evaluation and reflection, then further action, and this represents the iterative nature of the intervention.

Comparative dimension

Finally, there is a comparative dimension as it involves an ongoing comparison between how the programme worked differently in the four different schools. As mentioned earlier, it is not a consideration of different cases; instead, it is a single case, the programme. Nevertheless, I make visible how different contexts change the way teachers and schools as a whole were able to benefit from this programme. This allowed us to see what this programme can make possible and what are the conditions needed to make it possible. Therefore, before continuing it is important to set the scene for the four different schools.

Setting the scene: a brief description of the participating schools

All the schools involved in the programme were private schools, where students pay fees, yet the fees paid vary tremendously from one school to the other (Loveluck, 2012). An account of the different variations that exist in private schools is highlighted in Chapter two. The four schools follow different curricula ranging from rigid national curricula to the more flexible international ones. The schools vary in size and how long they have been operating. They also hold different ideologies, ethos, and visions for their schools.

The main criteria for selecting the schools were accessibility and the availability of supportive collaborators who would support the programme. Having such collaborators within the schools is what characterises the programme as a sustainable development

that builds capacity for continuous development and improvement from within the school, as discussed in Chapter four. The same programme was applied in the four schools, yet its impact and the way it was led differed from one school to another. This depended greatly on the headteachers' support and involvement (Andrews & Lewis, 2004; Harris & Muijis, 2005; Mylles & Frost, 2006), the role of the collaborators and the school culture.

The information presented below is a brief account of the schools. It is based on my views and those of my collaborators. More is revealed later through the coming chapters about the culture of each school.

Table 3: Demographic information of the participating schools

School	A	B	C	D
Curriculum/system	Azhari (Islamic curriculum)	British (IGCSE Cambridge examination)	British National Curriculum	American Diploma
Size (number of students)	1000	700	150	560
Ideologies and vision	Islamic	Islamic	Conservative	Liberal
Position of the collaborators	Headteacher	Headteacher	Owner and Curriculum coordinator	Middle school teachers
When the school started	2003	2009	2008 as a preschool 2014 as a school	1998
Number of teachers who joined TLDW	16	16	5	12

School A

This school was chosen because of accessibility as I personally knew the director of the school, but my knowledge of the school itself was limited. It is a large school which was established in 2003 with 1000 students ranging from nursery to Year 12. This school follows the Azhari curriculum, which is an Islamic curriculum that combines the national curriculum with Islamic studies and Quran studies. It is a rigid curriculum with limited flexibility and evaluation depends on high-stake examinations. Students in this

school are expected to memorise the Quran by the time they graduate. The vision of this school is to provide a distinguished and advanced educational service while maintaining a moderate Islamic identity advocating no extremes and fostering citizenship (School website). Most of the teachers have a vision of helping students become better Muslims and follow the teachings of the Prophet Muhammad. All female teachers are asked to cover their hair and dress modestly.

The managers of the school give great importance to professional development. The school operates as a non-profit organisation and has its own professional development centre. Teachers are hardworking and are expected to use innovative methods in teaching and learning; however, not all of them have the means or skill set.

The directors of the school are keen in supporting teachers in using more creative strategies for active learning, especially teachers of Arabic and Quran. When I first introduced the programme to the director her main concern was supporting those teachers who only speak Arabic, as they tend to have fewer opportunities for professional development due to language barriers, as many courses are run in English.

The programme was received positively by the teachers at the school and they demonstrated a genuine interest. In particular, the Arabic and Quran teachers who saw this as their only opportunity to make their voices heard and to prove to the managers that they could lead developments in their school.

School B

In 2009/2010, the directors of School A opened an additional school, school B, which was built on the same site as school A. This school is an international school that follows the British curriculum and students graduate with an IGCSE certificate, Cambridge Examination. The school also follows an Islamic ideology that is very similar to school A. The difference is that in an international system as mentioned in Chapter two the teachers have more flexibility to respond to the needs of their students (Kors, 2013). This school gives greater emphasis to the English language compared to school A.

Teachers have the capacity to be more innovative and use different strategies in teaching because of their educational background. This is also helped by their ability to attend a variety of professional development programmes.

Teachers from this school were interested to join, and many of them felt that the programme reflected what they had always wanted to do but had been unable to. The number of teachers who applied for the programme in schools A and B was considerable, to the extent that we had around 16 participants from each school.

One of the directors of both schools A and B had recommended the headteachers from both schools to act as my collaborators. Both headteachers have a positive influence and are supportive towards their teachers. This is something that I recognised from the very beginning. There was a considerable age gap between both headteachers and myself. They had Master's degree, and were very familiar with educational pedagogies and the academic world. Their job is not solely administrative, but they are also involved in the educational practices that the teachers use in their classrooms.

School C

The gatekeeper to the third school was a friend of mine. She is one of the owners of the school and also the curriculum coordinator. This school has been operating as a preschool for six years. The year in which the intervention took place was the first year it began to operate as a primary school.

The managers of this school were also interested in the programme particularly because it aligned with their beliefs about the role of teachers. Moreover, this school was branding itself as a British school, which followed the British national curriculum; therefore, having a connection to the HertsCam Network was of great benefit to the overall image they wanted to portray, especially as HertsCam represents an effective and powerfully unique network in the UK (Bangs & Frost, 2015).

The way the teachers interacted with each other and with their headteacher was very informal, probably because it was originally a pre-school. Sessions were held in the staff room, which was rather small, but teachers felt very relaxed and comfortable. When I first introduced the programme, some teachers were apprehensive and believed they did not have the time. Therefore, only six teachers joined, yet they were expected to have a considerable impact given the small size of the school. The total number of students was 150 and included students from pre-school to Year One. In the following year, the school moved to a new campus and expanded from 150 to 480 students and offered schooling up to Year Five.

The collaborator of school C is a very determined person and of a similar age to mine. She holds a Master's degree in education and has experience in teaching and teacher training. She is very straightforward and will give honest feedback to her teachers. Teachers are happy having her around, and they like to consult her regarding various issues. Even though she has a senior position, the teachers have developed an informal friendship relationship with her. Teachers who were part of the programme were exposed to professional development that engaged them in reading. They all had a good command of the English language.

This school is not an Islamic school like schools A and B, yet they would identify themselves as socially conservative. The majority of teachers wear a headscarf (hijab), yet it is not imposed by the school's managers. The vision of the school is "to offer a British education while maintaining social norms and local culture" (School website).

School D

School D was chosen because when I was discussing the programme with one of the teachers, who later became my collaborator, she assured me that her headteacher would be supportive of such an initiative in their school. She also mentioned that the headteacher had been asking her and another colleague to prepare a professional development programme for their colleagues at their school.

School D was established in 1998 as an American section in a national school. This school would not identify itself as a religious school. On the contrary, this school had apprehensions towards any development projects that had a religious inclination. Other apprehensions included politics and sex. Following an American curriculum, this school is influenced and inclined towards aspects of the American culture.

The American school had 560 students and was divided into elementary, middle and high schools. Each section had different headteachers who adopted different management styles and cultures among their teachers. This actually made it feel like three different schools in the same building. The collaborators were teachers from the middle school; one of them was the gatekeeper. They both held Master's degrees in education and were passionate about educational reform in Egypt. The group of participants in the sessions from this school were teachers from the elementary and middle schools. We preferred to exclude the high school teachers as they did not seem interested enough as referred to in Chapter six due to their focus on high stake examinations.

The elementary headteacher was more involved with the teachers' work on a professional level. She was continuously looking for developments in education and tried to apply them in the school. The middle school headteacher had more of an administrative role. Although both headteachers demonstrated their enthusiasm towards the CairoCamTLDW programme, their support for the programme varied tremendously and this had an overall impact on the ability of the participants to benefit from the programme.

Both headteachers were reluctant at the beginning to involve those teachers who only speak Arabic. They did not expect that a programme affiliated to the University of Cambridge would cater for non-English speakers (Eltemamy, 2017). Even when I explained how the programme allows for non-English speakers to join, they still preferred to include English speaking teachers. We agreed on having twelve participants, six from the elementary school and six from the middle school. In the middle school

collaborators had to try hard to convince their colleagues to participate, while in the elementary school the selection process was difficult as a large number of teachers wanted to join.

Summary

As mentioned earlier, this chapter is an introduction followed by six episodes. In the first episode, seven A, I sought to create the conditions for initiating this programme by developing partnerships. In Chapter seven B we started learning as a team how to facilitate the programme through implementing what we planned for. In Chapter seven C we started adapting our performance based on the feedback of the participants who reflected on their experience. The fourth chapter, seven D, discusses networking as a milestone in the programme supporting knowledge sharing and collaboration among participating schools. In Chapter seven E our attempts to overcome challenges that started to emerge is discussed. The final episode, seven F, marks the final stage in learning to facilitate the programme as we experience all the events associated with it and preparing for the next cohort of teachers.

Chapter seven A: Creating the conditions for action

In this chapter, I present the first episode of the narrative where I sought to create the conditions for action through developing partnerships with those involved in the study. I developed partnerships with the HertsCam Network to explore ways of adopting and adapting their practices. This involved me understanding more about the network through being part of it in a practical way. I also developed partnerships with schools involved in my doctoral study. Among the main priorities of this preparatory stage was creating a team of collaborators from the schools, inducting them to the programme and working with them on adapting it to fit their specific contexts. This stage also involved helping teachers to genuinely understand what they were volunteering for. Being involved in the above-mentioned activities, allowed me as the provider of the programme to understand more about the professional culture of each school involved in the study.

Being part of the HertsCam/ITL Network

Prior to starting my doctoral study, I was introduced to the HertsCam/ITL Network in a seminar that I attended at the Faculty of Education, University of Cambridge. In the seminar, the HertsCam/ITL team presented their project that supported teacher leadership in schools that are mostly in societies known to be post-conflict societies, particularly in Eastern Europe. I was surprised to find many similarities between the challenges faced by Egyptian teachers and teachers in Eastern Europe. Many teachers in Eastern Europe were faced with hierarchical structures, bureaucracy, and settings where they felt their voices were never heard (Frost, 2011a). Democracy in these societies is described as a ‘work in progress’ (ibid), which is true for Egypt as well.

I started my research aiming to bring this programme to Egypt. The principle of ‘historic continuity’ is a principle of validity where the researcher is aware of the historical

evolution of action both on a general phenomenon level and specific to the intervention (Heikkiness et al., 2012). I had to learn more about the programme through reading about it and being part of it. Participating in network events led by the HertsCam Network allowed me to experience for the first time how teachers share their expertise with others and become part of the knowledge creation process. It also allowed me to envision how I could establish such events in Egypt and recognise the possible challenges that arise from the different cultural context. My supervisor is the founder and coordinator of the HertsCam Network. Shadowing him at network events made me see the possible errors that some teachers fall into. Common errors are when the projects are merely directed at improving grades, or when the impact of the project is not extended beyond the teacher's classroom. I learned how to direct the discussions towards exploring ways by which teachers could extend their impact within and beyond their classrooms.

Another valuable experience was presenting at the HertsCam Annual Conference, where TLDW participants who have a strong sense of moral purpose and value for the profession gather to inspire each other. I was inspired as a teacher to see other teachers who believed in their capacity to lead change. I truly felt that teachers in the Middle East need to reconceptualise their professionalism by valuing their profession more, and realising that they can be agents of positive change. Events such as this conference do offer teachers the support to continue innovating and developing, and I was eager to arrange a similar event for Egyptian teachers, as discussed later.

I also attended a two-day induction course for HertsCam tutors, and this was useful in gaining insight and experience in managing the programme. For example, discussions held concerning the logistics of running the programme were discussed with my collaborators during our five-day trip to Cambridge as explained later in this section, referring as well to further collaboration with the HertsCam/ITL initiative.

Through being part of the HertsCam/ITL Network, I had access to materials, tools and techniques developed over the years by members of the team supporting teacher

leadership (Frost, 2011a). These resources were very valuable in planning the intervention, because they provide detailed workshop materials and tools for data collection, which I relied on during the workshops. These tools were a starting point and were later adapted to fit the context I worked in, as referred to later. I found that the HertsCam Network is based on universal values of what it is to be a professional teacher (Eltemamy, 2012).

After planning for the intervention on practical and theoretical levels, I began my first step towards establishing the programme in Egypt by contacting schools, exchanging emails and arranging meetings with school leaders.

Exploratory visits to Egypt

In December 2013, I went to Egypt to meet school leaders from privately and government owned schools. During my visit I held meetings with school managers in a number of schools to explain the philosophy behind the programme and the elements involved. I sought to explore the degree of acceptance and support school managers had for the programme as their role and commitment would be fundamental if such an intervention was to succeed (Mylles, 2017). None of the schools I approached refused to join the programme. As it was a study under the name of the University of Cambridge, it was attractive. Furthermore, the schools were not asked to make a payment for the programme or my service. However, I was concerned that they might not commit for the whole academic year.

Initial concerns

At that time, I felt that the philosophy behind the programme could not be explained in one meeting. This could have been because the programme involved concepts and practices that were not familiar in Egyptian schools. As mentioned earlier (Ch.2) the role of teachers in educational reform in Egypt is limited and usually involves enforcing decisions made by others (Eltemamy, 2012; Mayfield, 1996). Another possible

explanation was that I was not experienced enough in presenting the programme and did not have the wealth of local examples that I have now. There is also the possibility that I was referring to academic terms that managers were not aware of, for example, the term ‘teacher leadership’. It could also be that I was doubtful if such an intervention would prove to be as successful in Egypt as it had been in other countries (Frost, 2011).

I am concerned that teachers might not engage with the tools, might not care or they might not feel empowered or capable to change the circumstances around them especially with the political tension and so many years of learnt helplessness.

(Journal entry, Jan. 2014)

In previous research (Eltemamy, 2012) I met teachers with a strong sense of moral purpose, who were eager to participate in educational reform, yet it was only a sample. I had a strong belief that there would always be teachers who were concerned about educational development. However, I had been away from Egypt between 2009 and 2014, a period in which major political and social changes took pace, as discussed in Chapter two (Ahmed & Elkhatee, 2012; El Masry, 2013; Ibrahim, 2013). I was concerned that some teachers would not be interested in joining if they did not receive any monetary incentive due to their low salaries, and I even considered offering a monetary incentive to teachers who did agree to join. This would have been at odds with the HertsCam approach and I decided that it would not be helpful to include teachers who would only join in return for monetary incentives.

I was also concerned about how Arabic-only speaking teachers would engage with the programme, and the complexities of translating terminologies and concepts that Egyptian teachers are not familiar with. This included, for example, practices such as reflection, critical feedback, and inquiry-based learning.

Colonial mentality signals

In a number of schools that I approached, I was advised that the English speaking and non-English speaking teachers should be grouped separately in the programme by

running two separate sessions. Teachers in those schools were all Egyptians who understood and spoke Arabic.

And for sure if you want to involve teachers who do not know English then you will have to do separate sessions for English speakers and non-English speakers...

(School leader, December, 2014)

The way such a comment was made seemed to suggest that this was the expected norm, and it was given the approval of the other headteachers in the room. I left the meeting agreeing to what had been said, not viewing it as unusual or problematic. When I discussed this issue with my supervisor, he did not understand how such a division could be justified given that they all understood Arabic. This is indicative of social class stratification in Egypt as English is being seen as the language of the educated elite (Mikhail, 2008). I was about to accept a situation that went against the fundamentals of the programme which were democracy and equality, as discussed in Chapter five. I was about to accept a way of behaving that I normally practised as an Egyptian without noticing. I was deeply affected by the words of my supervisor when he referred to such an act as indicative of a society with a ‘colonial mentality’, a term that I would regularly use later on when fighting for the right of equal appreciation and treatment of non-English speaking teachers, and this is discussed in more detail below.

Colonial mentality has been defined as ‘the perception of ethnic and cultural inferiority and a form of internalised racial oppression’ (Decena, 2014:1), where the people who have been historically colonised feel themselves inferior to their colonisers. Therefore, even after regaining their independence, societies that had been under European colonisation, such as Egypt, tend to prefer Western cultures and doctrines over their own. Being introduced to this term, I saw it as a possible explanation for many of the social values and norms in Egyptian society.

Following this incident, I attended a network event in Portugal with the HertsCam Network (Flores & Santos-Richmond, 2017). It was inspiring to see how the programme operates in places other than the UK. Networking was possible even though many

Portuguese teachers did not speak English. The event reassured me that non-English speakers could join a programme like this and benefit from it.

I returned to Cambridge with a number of government and privately-owned schools interested in joining the programme. It was a moral obligation to involve government schools as mentioned in Chapter six, yet for reasons mentioned before, the sample eventually had to be restricted to private schools. I also decided to restrict the sample to schools in the same geographic location as my accommodation. This was largely due to convenience and concerns I had regarding instability in the country at the time the programme was due to start. It would also help to make networking easier amongst schools as the programme progressed.

In May 2014, I made a second visit to Egypt. At that time, I had decided on the schools I was going to work with and the collaborators from each school. Therefore, for six days in Egypt I held meetings with school leaders, headteachers and teachers. I explored the professional cultures of the schools initially through meetings, rather than using a questionnaire to assess the culture of the schools. This was intentional because I did not want the school managers to think I was evaluating their performance. Through meetings, I had a chance to further explain the different elements of the programme and agree on the different roles and responsibilities.

Meetings with collaborators in Egypt

As mentioned earlier (Ch.5) the methodology I followed involves collaboration with social actors (Hult & Lennung, 1980) aimed at empowering them to become effective facilitators of teacher leadership. From each school in the programme, I had at least one collaborator. Choosing the collaborators from within the schools had a strong influence on building capacity within schools. They were expected to support me in adapting and leading the workshops and offering one-to-one support to teachers. Their role was not limited to being co-facilitators; instead, they were expected to act as co-researchers as

well by supporting me in the research design, data collection, and analysis (Gomez et al., 2013).

I held two meetings with collaborators from each school. In the first meeting, I explained the project in detail and we agreed on the different roles and responsibilities. Collaborators were given the HertsCam Tutor Guide, which included the tools used in the sessions for them to review and where necessary adapt the context for the Egyptian context.

The concept of adapting a programme designed by professors and teachers from the UK was extremely empowering. It gave us as a team enthusiasm and confidence in our ability to decide for ourselves what is suitable for us, rather than copy what works in one place to another (Simkins, 2005). It was a paradigm shift that had taken me a while as an Egyptian to comprehend since I had arrived at the University of Cambridge in 2009. At first, I held the belief that copying practices from developed countries is a solution for developing our educational system (Ramahi & Eltemamy, 2014). Later, I realised how adapting any reform strategy is vital to fit different contexts (Frost, 2011b; Ibrahim, 2010) as mentioned (Ch.2). Adapting the programme to meet Egyptian needs created a sense of ownership towards the programme. In the second meeting, I discussed with collaborators the first iteration of the proposed adaptations.

The first iteration of adaptations discussed with collaborators; first periodic review

After holding separate meetings with collaborators from each school, we agreed on a number of issues. We agreed to initially prepare the first two or three sessions before starting the intervention. We believed that adapting further sessions depended greatly on the feedback and interactions in the first three sessions. We also agreed to rely on a professional translator to translate the tools into Arabic. Participants were to be offered the tools in English and Arabic, and they would be free to develop their portfolio in the language they were most comfortable with.

Among the major concerns that I had prior to presenting the programme to the teachers was that teachers might not be motivated to join or not be passionate about their role in school improvement as mentioned before (Ch.2). At that time the programme had only been presented in schools A and B. Contrary to my expectations, collaborators mentioned that teachers from schools A and B were seeking advice about how their opportunities to participate could be increased. However, the collaborators did agree that teachers would need some time to believe in their capacity to lead change, and identify their professional values and concerns. Although Session one is intended to help teachers do that, we agreed that a preliminary one-day workshop by a motivational speaker/life-coach would be beneficial. Many teachers do not have the confidence in their ability to change, and others are easily discouraged by the challenges they face. We wanted to deliver a strong message that teachers are capable of making a difference, regardless of the challenges they may face. The focus of the workshop changed, as discussed below. This proposed idea was also welcomed by the school managers.

As a team, we needed this support too. During this period, we did not have any guarantee that the programme would work. We did not have any local examples of success stories by teachers in the Egyptian context as we do now (Elfouly & Eltemamy, 2017). As mentioned earlier (Ch. 4), the tools used in the sessions included vignettes, which are stories of teachers proceeding with their development work. Even though the issues reflected in the vignettes were more or less universal to teachers' concerns, we felt that we needed to develop local examples. As we did not have the time to create new ones, we adapted already existing vignettes.

According to the initial plan in the Hertscam Tutor Guide, Session one introduced several concepts that were not often practised by Egyptian teachers as part of their professional role. We all agreed that the tools used in Session one were very useful. However, the content was considered to be too extensive for one session. Therefore, we agreed that Session one would be divided into two sessions. The new concepts included reflection, reading educational literature, inquiry based learning and offering and

receiving constructive feedback. More focus on these concepts would be required with Egyptian teachers as many teachers did not have any pedagogical training, as referred to earlier (Ch.2) (Elbaradei & Elbaradei, 2004).

Reflection was identified as a wider challenge. Collaborators agreed that many Egyptian teachers were not used to being reflective in their practice. However, many of the tools require them to do just that (Hill, 2014) as explained in Chapter four. Collaborators mentioned how teachers tend to write a model answer or *the right answer* rather than actually being reflective. This reflects the fact that Egyptian teachers are used to teaching model answers that are accepted by the markers (Sobhy, 2012), as mentioned (Ch.2). A key aim of the programme is to create a culture of reflection among teachers. Therefore, we had to think of ways of encouraging teachers to reflect on their practice.

Reflection on practice requires teachers to develop a growth mindset where they believe that their abilities are not fixed or based on their inherent nature; instead, they can develop through their hard work and resilience (Dweck, 2006; Waitzkin, 2007). In a growth mindset challenges are seen as valuable feedback in the learning process; flaws are a to-do list. On the contrary, in a fixed mindset, a person will want to hide his or her flaws so as not to be judged by others and labeled as a failure (ibid). When teachers have the confidence to learn through experimenting, risk taking, collaborating and networking it becomes vital “to embrace failure as a productive and often necessary stage in learning” (Pedder & Opfer, 2011: 742). Therefore, we had to reassure teachers that they were not being assessed on the outcomes of their projects, they were being assessed on the process, and sometimes they could learn important lessons from what went wrong as well as from what went right.

Collaborators agreed that teachers rarely read educational material, and in the rare instances when they did read, they took what they read for granted. It was important to get teachers in the habit of reading and reflecting on what they read. As mentioned in Chapter two, teacher preparation programmes lacked educational research (Badrawy, 2011), and many teachers graduate from sub-standard universities (MENA-OECD,

2010), which resulted in less interaction with academic literature. Development projects initiated by teachers could benefit from them being aware of theories, frameworks, and issues in their area of development. In addition, they could benefit from educational materials created by other teachers instead of reinventing the wheel. We expected that teachers would need assistance at the beginning to direct them to useful resources, especially teachers with a poor command of the English language, and this is already part of the methodology, as explained in Chapter five.

One of my concerns prior to this particular visit to Egypt was that Egyptian teachers might not be willing to share knowledge or might be protective over their ideas. However, it was interesting to notice in the schools I approached that some teachers would observe their colleagues' lessons in order to learn from them. However, collaborators believed that teachers were intolerant to negative feedback (Wachob, 2011), particularly because in many cases feedback from teachers was given in a demoralising manner. This was an important area to work on because the workshops rely heavily on teachers advising each other constructively in order to create professional dialogue.

In the original plan developed by the HertsCam Network, teachers attend three network events during an academic year. However, we agreed to hold two network events instead, because we felt the first network event was too early in the academic year, and teachers might not be ready to present their projects given that the programme was entirely new to them.

Meeting with some teachers from schools A and B

In this visit to Egypt, I also had the chance to present the programme to teachers in schools A and B. It became clear that the need for such an intervention was not limited to school managers. Teachers also saw this programme as a way of restoring their confidence as professionals, and having the opportunity to be part of a meaningful

process of professional development. The existence of a felt need from the practitioners side to initiate change is vital to the methodology I followed (Elliot, 1991; Bruce et al., 2011; Haggerty & Postlethwaite, 2003).

To my surprise, teachers who did not know English were very interested to join the programme, and they wanted to make sure they would be able to participate. They explained how not knowing English limited their options for professional development. Therefore, I felt that it was vitally important for all the workshop material to be translated into Arabic. It also became one of the aims of the programme to publish a book in Arabic that included the accounts of development projects led by Egyptian teachers through TLDW in order to build professional knowledge by teachers as mentioned in Chapter four.

Teachers interested in joining the programme were asked to send an email to the school stating how the programme would benefit them and how they would be able to benefit the school by joining. This experience was different for many teachers who were accustomed to having curricula, reform strategies, and professional development initiatives imposed on them (Eltemamy, 2012). Among the principles of this programme is voluntary admission. This is the first step in developing a sense of ownership towards their own professional development that relies on their choice in initiating and sustaining change (Frost & Durrant, 2002b). Several professional development initiatives have failed in Egypt as mentioned in Chapter three, because they had been imposed on teachers (Ibrahim, 2010), which made several developments turn into policies that are not practised on the ground (MENA-OECD, 2010). Therefore, this programme follows a different mind-set, one that respects teachers as professionals who are able to take their professional development and the development of their school forward.

After teachers applied, school managers were responsible for the selection process. However, I identified important criteria for selection; as mentioned before, teachers had to apply voluntarily, and should be committed to attending workshops and network

events/conferences. Teachers were also expected to collaborate with colleagues, read educational material, initiate a development project, and develop a portfolio of evidence.

From the meetings I held, I was able to gather general information about the culture of the schools and the professional and pedagogic norms and values. However, I got a further insight when the collaborators visited Cambridge.

Collaborators' visit to Cambridge

Collaborators from the participating schools visited the Faculty of Education, University of Cambridge, from 16-20 September 2014. This was made possible by the generous scholarship of the Yousef Jameel Foundation. During this visit, collaborators attended meetings with David Frost, the founder of HertsCam, and other members of the HertsCam Network. They visited a school that is part of the HertsCam Network and had a chance to meet teachers participating in the programme who talked about their development projects. I had an opportunity during the visit to hold collective meetings with the team for the first time.

This was a very important step in inducting collaborators into the programme and developing loyalty and commitment towards it. When I was planning the intervention, I did not have any restrictions on the position that the collaborators held, especially as tutors in HertsCam/ITL initiative are headteachers, head of departments and teachers without any leadership positions (Frost, 2011b). My main aim was to find supportive collaborators who would be able to assist me in the different stages, as mentioned above. I was constantly reminded through my discussions with colleagues from HertsCam to identify my collaborators before deciding on the number of schools to work with. Collaborators in schools A and B were recommended by the school owner and they were school leaders/headteachers. In schools C and D collaborators were the gate keepers. In school C the collaborator held a leadership position, while in school D I had two collaborators who were teachers. Therefore, the team of collaborators was a diverse

group with different positions, backgrounds, and years of experience. They had commonalities in the sense that they all had practical work experience in schools in Egypt, they all had a Master's degree in Education, and they were all interested in educational development and reform.

The impact of the visit on the team of collaborators

When I started planning the intervention, I believed that including a visit to Cambridge University for the collaborators would be vitally useful and it certainly was. Sometimes certain concepts and values need to be experienced rather than taught, especially when these values are not normally practised in one's home country. When I explained to the collaborators that the real cultural change that this programme could bring would be seen after several years, it was very useful for them to see the real example of John Henry Newman Catholic School (JHNS), which has been part of the HertsCam Network for ten years (Eltemamy, 2017).

After the collaborators had experienced networking with HertsCam teachers, they were able to draw upon their experiences to explain to their teachers the benefits of networking. The experience gained through networking allowed them to develop a genuine interest in the values and principles present in the programme (Eltemamy, 2017). This was a crucial target at that time and it increased the degree to which aims were shared (Frost, 1995).

Moreover, they were able to further understand the programme, and the values that underlie it. Although I had met with the collaborators several times in Egypt, experiencing the programme first hand in the UK made them understand it and believe in it more.

We understood the project in a certain way, yet our trip to Cambridge made us see the intervention in a totally different way.

(Collaborator C)

Another important element is giving the programme credibility because Egyptians do trust educational developments that are taking place in the west (Ramahi & Eltemamy, 2014). Collaborators felt they were part of an international network. This encouraged school managers to join, even though there was no existing evidence of the programme's success in Egypt. They looked forward to the exposure that the collaborators were expected to receive in this trip. It created an informal binding agreement with the schools in a way that would make them continue participating in the intervention at least until the end of the academic year.

Despite the group's hectic schedule, the trip provided a platform for us to focus on developing and adapting the programme, which is crucial for the success of any new initiative (Senge et al., 1999). The time in Cambridge allowed us to highlight concerns and determine workable solutions.

During the visit we had an opportunity to experience collaboration between different private schools for the first time (Eltemamy, 2017). In a competitive market amongst private schools in Egypt, collaboration is rare, especially between schools located in great proximity. It was a significant experience that collaborators regarded as extremely beneficial. We considered the diversity within the culture of each school, utilising some scaffolding tools as well. This was an attempt to comprehend the cultural reality of the schools, and the possible obstacles and affordances that might be present.

By the end of this trip, the collaborators had established a heightened understanding of the programme and felt empowered and enthusiastic towards the intervention. They benefitted from being exposed to a different professional culture, and felt they were part of an international network. They felt that we had started 'real' networking among Egyptian schools and developed a common sense of moral purpose.

I felt privileged at this point to see the degree of harmony among the group, the criticality and the desire for change. The collaborators still refer to this trip, after more

than a year. It was decided that the next step would be to present the programme to the teachers.

Orientation in the schools

As mentioned before, during my visit to Egypt in May 2014, prior to the collaborators visit to Cambridge, I was able to introduce the intervention to teachers in schools A and B. In the other two schools, C and D, this was done at the beginning of the academic year in October 2014.

The first school I visited was school D; collaborators who were middle school teachers introduced the idea to their colleagues in the middle school. Although the programme was not clear to the teachers, they had background knowledge about an interesting visit to Cambridge. I held two separate presentations: one for the middle school teachers, who were informed about the intervention by their colleagues, and another for the elementary school teachers, who had just been informed about it.

In the presentation for the middle school teachers, several Arabic-only speaking teachers attended. Although I had thought I was prepared to lead the whole presentation in Arabic, in practice I was not able to proficiently carry this out. The feedback from the middle school teachers was favourable, yet, they appeared to be less inspired than the teachers in schools A and B. We had time to discuss a questionnaire (Appendix C) which was used to stimulate teachers' thinking to identify areas for improvement in their schools. Their greatest concerns were related to students' lack of choice about what they learn, and that students were merely expected to recall what they learnt in tests.

In the elementary school I met their headteacher and explained the programme to her, and then I met her teachers. All the teachers who attended from the elementary school knew English and were very attentive to what I was saying. The general atmosphere in the room was positive and warm, and the headteacher even brought a cake to share with

the group. In the elementary school, the headteacher was finding the selection process difficult because many teachers wanted to join and she could only choose six participants. In the middle school, the situation was different: the collaborators were encouraging their colleagues to join, but many were initially a little hesitant.

Moving to school C, when I met the teachers they did not have any prior knowledge of the programme. At the time of the orientation, the collaborator was out of town; therefore, other managers in the school introduced me to the teachers. The setting was very informal; we stayed in a very small classroom with very small chairs. It was hard to retain the attention of the teachers, and I felt that they did not fully understand what the programme was about. We had a chance to discuss the questionnaire (Appendix C), and teachers complained about the work overload. They felt that the school was constantly running after new developments in education, trying to find new practices in a way that negatively affected the teachers. I was starting to feel that they had the same view towards the CairoCam TLDW intervention. I left the school questioning whether this school would continue in the programme, considering the teachers' lack of interest from one side, and from the other side considering how the collaborator from this school had been contributing in a very meaningful way in our previous meetings. She was a very influential member in the CairoCam TLDW team.

Following this challenging experience, I received a phone call from the collaborator of school C. She reported that she had received poor feedback from her teachers and her conclusion was that either the content I had prepared was not clear enough or that I was not a competent presenter. She stated further, "if you cannot do it, then we have to think of someone else to do it." This was a harsh message, yet it also reflected her sense of ownership towards the programme. We agreed that she would hold a meeting for the teachers and tell them more about her trip to Cambridge. In her presentation, she did not focus on the term 'teacher leadership', instead she reflected mainly on her experience when visiting JHNS. After the presentation, approximately eight teachers were interested in joining.

In schools A and B, the situation was entirely different. Teachers met me before the end of the last academic year, as mentioned before. Their collaborators had already held a meeting with them to share their experiences and thoughts about their trip to Cambridge. By this time, I was better prepared to present in Arabic, and the teachers were aware of all the different elements within the programme. On discussing the questionnaire (Appendix C), teachers agreed that many students attend school because they have to; therefore, teachers wanted to make school a more enjoyable experience for their students. They wanted to work on differentiation and supporting talented students. They wanted to develop more collaboration between different departments in school and improve the image of Islamic schools in the West. Many of the development projects were directed towards these areas.

In these two schools the programme was perceived to be of great importance to the school managers; the orientation was held in a formal venue connected to the school in the professional development centre. There was considerable interest from the teachers. As discussed in Chapter four, the school culture influences the ability of teachers to benefit from this programme.

Second periodic review; evaluating our performance

As a team, we held periodic review meetings to monitor and evaluate our performance, as discussed in Chapter five. Each meeting represented a cyclical process of feedback, where knowledge gathered can lead to a redefinition of a problem and demands a new action plan (Hult & Lennung, 1980; Kemmis & McTaggart, 2007).

In this periodic review meeting we evaluated our performance in the orientation and reached a number of conclusions based on our experience. The concept of teacher leadership was a new concept for school managers, collaborators, and teachers (Badrawy, 2011) as mentioned in Chapter three. Therefore, several meetings were required to understand the philosophy behind the programme. In schools where we were

able to introduce the programme in the academic year prior to the intervention, teachers were more prepared to start than the schools where we introduced the concept at the beginning of the academic year. The latter group took a while to identify their projects and comprehend the concepts behind the programme, as will appear later. In schools where the collaborators had a chance to introduce the concept themselves and talk about their experience with the HertsCam Network in Cambridge, teachers were more enthusiastic.

The presentation given in some schools was not satisfactory; this was identified as an issue that required attention. I was more comfortable presenting in English; therefore, I worked on improving my presentation skills in Arabic. I had referred to academic terms that teachers were not used to. Using the term ‘teacher leadership’ as the focus of the presentation was perhaps not the most effective way to present the programme. It is not a term that is commonly used among teachers, even those initiating and leading developments in their schools (Muijis & Harris, 2006). In many instances it is misunderstood for distributed leadership and already there is little consensus about what the term means (Bennett et al., 2003), as mentioned in Chapter three. The network could be presented as a reform strategy where teachers decide for themselves how to improve themselves and their school. I identified inducting teachers into the programme as a challenge (Table.4)

Table 4: My concerns regarding inducting teachers into the programme

Important questions to be discussed with collaborators and my supervisor:

- *How can we do the induction in a more informative way to be understood by the participants from the first time?*
- *Do you think it could be understood from one presentation?*
- *What is the role that collaborators play in informing the teachers about the programme?*
- *What tools can we use? Is the handbook useful?*
- *How can we direct them to learn more about the programme on their own?*

(Journal entry, October, 2014)

This issue was puzzling me, and I did not find an answer until I went through the whole programme myself, and experienced facilitating it. The following year we used fewer academic terms and included more examples from the Egyptian context. We held the presentation for teachers before the beginning of the academic term and by then we were aware of the whole process as we had experienced it ourselves.

Summary

In this episode, I gave an account of how I started creating the conditions for the initiation of the programme. This entailed building partnerships with all the stakeholders who were going to be involved in the programme. Experiencing the programme and understanding how it operates in the UK was vital for us to adopt and adapt it for the Egyptian context. The freedom to adapt it to our needs gave us a greater sense of ownership towards the programme. The highlight of this preparatory period was building a team of collaborators with a common set of values and aims, given the highly competitive market among private schools in Egypt. Interactions in schools revealed many aspects of the different professional cultures within the schools and the extent to which the managers supported the programme.

The following episode marks the beginning of the activities involved in the programme. The main aim in the following stage was to support teachers in identifying their own values and concerns, and based on that develop a strategy that supported them in reaching their desired goals in school development.

Chapter seven B: Developing our understanding through action

This chapter presents a narrative of the second stage within the programme. In this stage, we, as a team, started interacting with the teachers who had decided voluntarily to participate in the programme. It was an important period for us to finally start implementing what we had been planning. It was a period full of hope, excitement and a deep sense of responsibility about whether we would be able to empower teachers to take the lead. Since it involved our initial experience of running the programme, this episode features how our understanding developed as we took action and reviewed our progress. We also established the different roles and responsibilities of the team in facilitating the programme.

Interaction with the teachers in this episode took place mainly through school based sessions (Ch. 6). This setting generated multiple sources of data mainly through communicative observations and questionnaires. Observations of the sessions by myself and other collaborators were noted down and later discussed in meetings attended by the collaborators. The minutes of these meetings were relied upon as a source of data which involved us as a team evaluating and monitoring the process and looking at ways of making it better. We also had evaluation sheets that helped participants reflect on the sessions. Data also relied on the feedback we received from the stakeholders involved in the process through unplanned means of data collection, like hallway discussions, emails, text messages and the like. Stakeholders included school owners, headteachers, heads of department and interested educators.

The programme aimed at supporting the participants through a sequential process that involved a number of steps as detailed above (Ch. 4). To achieve the first step, participants in the HertsCam Network are supported in identifying their professional values and concerns through the scaffolding tools in the sessions. As mentioned above (Ch.4), the tools include formats, vignettes, guidance sheets, facsimiles, metaphors in the form of visual images, and planning templates (Frost, 2013). When we reviewed the

tools for the first session, we began to question our ability as well as the effectiveness of the tools presented to motivate Egyptian teachers and support them in identifying what they value as professionals. For so long the majority of Egyptian teachers have not had the opportunity to question themselves as professionals, reflect on things that matter to them and identify ways they could make a difference as discussed earlier (Ch. 2). As is the case in many parts of the world, teacher preparation programmes lack opportunities for teachers to build their educational frameworks based on their values (Ch.3) (Mehta, 2013b). The role of teachers in educational development has been a reactive rather than a proactive role, limited to enforcing decisions by others (Gur, 2014; Hazzam & Zelig, 2016).

It appeared from our interactions with the teachers during the orientation that they were deeply concerned about their ability to identify a professional concern based on their values. This concern was intensified due to the fact that we did not have any local examples of development projects based on the values and concerns of Egyptian teachers. Therefore, as mentioned earlier, we agreed to seek the support of a motivational speaker/ life-coach (Ch. 7), not only to motivate the participants, but to also motivate us as a team. At that moment we needed to believe and convince ourselves that it was possible. The life-coach was the husband of one of the collaborators, and also valued the principles behind the programme. He therefore offered to run the session for free in the first year.

Life-coaching session

Life coaching involves a transformational element where the life coach supports his or her clients in changing their thinking patterns, habits, beliefs, internal conflicts and past burdens in a way that supports them in achieving their personal and professional goals (RSCI, 2017). I have always felt that TLDW involves aspects of life coaching, because the main aim is transformation through teachers finding their own direction and achieving their goals. Real improvements happen through an internal search for

‘meaning, relevance and connection’ (Muijs & Harris, 2006). Such a journey requires a person to go through a journey of self discovery (Geil, 2011) in order to be able to identify the area they want to develop. We expected teachers in Egypt to require more support as many of them were likely to have been used to working against their own purpose and vision for education (Geil, 2011). This is why we decided to run a life-coaching session that would motivate participants through a process of self-discovery and self-exploration about what they value. This session was about the Enneagram.

The Enneagram has been developed as an analytical tool for people to analyse their personalities for psychological and spiritual development (Luckcock, 2007). One ought to be critical of personality typing tools that manage people’s minds through boxing them into a set of defined personalities. However, the Enneagram is a tool for facilitating self-understanding as a way to foster personal development and team learning (Luckcock, 2007). It provides ways of understanding the healthy and unhealthy states of each type and this makes it a powerful tool for personal and collective transformation (‘Enneagram in the narrative tradition’, 2017). I had prior sight of this tool and found it very useful in answering many questions I had in mind about what satisfies me as a person, and gives me the motivation to move forward.

The session, which lasted for eight hours in each school, was my first opportunity to meet the group of voluntary participants that had been selected to be our first TLDW cohort. The coach created a safe environment in which people were allowed to talk openly about themselves. For most of them this was the first time they had participated in a session that allowed them to focus on themselves. Many participants mentioned in the evaluation forms that they realised who they truly were.

It is a process of self realisation and understanding, an eye opener to a whole world of self awareness.

(Participant O, evaluation form,)

Participants became aware of their strengths, and, therefore, were able to draw on them more successfully in their practice as mentioned above (Ch.4) (Geil, 2011). Participants also reflected on self acceptance and better self esteem.

It allowed me to dig deep and realise what makes me special both as a person and an educator.

(Participant H, Evaluation form)

One of the activities in the session allowed participants who appeared to share the same personality type to be grouped together. Participants were then offered the time and space to discuss how they felt about themselves and what they wanted others to know about their needs. These conversations were very beneficial as the experience made us all connect on a personal level. I felt very privileged to be able to connect with the participants, not just on a professional level, but also on a personal one.

Each group was then asked to choose a representative to let others know how they liked to be treated by them. At this point, participants from different groups began to realise how they all had different needs. In the evaluation sheets a significant number of participants identified tolerance as one of the benefits they had gained from the session. This was particularly interesting because in Egypt the lack of tolerance of different ideologies has led to serious tensions, as mentioned (Ch. 2). Moreover, tolerance is a vital precondition for teachers to be able to share their practice through networking as discussed later.

Participants also mentioned that the session created a strong bond between the teachers as this led to improved relations. This was particularly useful for headteachers and collaborators with senior positions as they learnt a lot throughout this session about ways to effectively work with their teachers. It is through relationships that teachers develop a sense of responsibility and a common language for communication that is based on trust (Katz & Earl, 2010).

We had a chance to understand the teachers more and see them talk about ways in which they want to be treated, which was very valuable.

(Collaborator M, Evaluation Form)

Not to mention that this particular approach to personality types is reliable, however we as a team agreed on the positive impact described above. We did question, however, its usefulness in supporting teachers in identifying their professional areas of concern. During the session, the coach discussed the important values of each personality type. At this point I was waiting for some connection between the values and the ways in which participants could choose development projects that relate to these values, which did not happen.

Some participants stated that the session gave them reassurance and the confidence that they had made the correct choice in selecting projects that aligned with their values.

I discovered I chose this project, parent-teacher association, because it makes children more secure, and security is what I value.

(Participant H, evaluation form)

A limited number of participants mentioned that it helped them in identifying the focus of their development. The majority benefited in other ways that they valued as individuals. Our conclusion about this life coaching session is discussed thoroughly later in our third periodic review.

Following the life-coaching session, we started facilitating the TLDW sessions, and below is a map of the programme.

Table 5: Sequence of activities involved in the CairoCam TLDW programme

Event	Area of focus	Action
Session One	Clarifying values and concerns.	Teachers start drafting their initial statements, consult colleagues about their projects and consider how they can collaborate
Session Two	-Clarifying values and concerns. -Deadline for personal statements	Teachers review their values and concerns, consult the literature and draft an action plan
One-one Tutorial	Deadline for a draft of action plans	Discuss action plans and planning the next steps. Participants re-drafting their action plans and beginning their development work
Session Three	-The process of the development work -Enquiry as a development strategy -How to prepare and participate in network events	Teachers start refining their plans based on consultation and reading, and continue their development work Teachers presenting at network event one start preparing the material for the presentations and posters
Session Four	-Challenges facing the development project -The use of data for development -Collecting evidence in the portfolio	Teachers develop strategies to overcome challenges, explore data collection instruments. Teachers use feedback to adjust their work accordingly
Network Event	Network Event One	Networking Sharing information about projects Discussing dilemmas
Session Five	-Impact of the project -The emerging story and how it links to the educational literature	Teachers should continue the development project
Session Six	-How to maximise the impact of the development work -How to prepare for the tutorial -How to contribute to the forthcoming network event	Teachers continue the development work Teachers work on completing their portfolios Teachers presenting at the second network event should start preparing the material for the presentations and posters
One-one Tutorial 2	Reviewing the portfolio	Teachers should have their portfolios ready for review
Session Seven	-Completing the portfolio -Summative reflection -How to support future development work	Teachers finalise their portfolios and write their summative reflection
Network Event 2	Presenting the stories and ways to take projects forward	Networking

Sessions were the means by which tutors had the opportunity to have group discussions with the participants and to communicate what was expected at each stage of development. It offered participants the space and time to discuss their concerns with the tutors and their colleagues.

For us as a team we went to great lengths during our meetings in Cambridge to adapt these sessions to make them as interesting and understandable as possible for Egyptian teachers, as mentioned before (Ch. 7). Yet, it was our first experience of facilitating a session that allowed teachers to reflect and engage in leading reform. As mentioned earlier (Ch.4), facilitation is not limited to “offering advice, but rather about deep listening and providing time for self-reflection both in solitude and in the company of others” (Geil, 2011; 5). We did not know what to expect, and we were concerned about if we would be able to achieve this successfully.

As a first impression, it was encouraging for us that teachers seemed to be interested and excited in the sessions. I was satisfied with the discussions and questions that teachers raised. However, the way I felt differed from one school to the other.

Although the same plan for the session was followed in the four schools by the same presenter, me, I noticed that the dynamics within the sessions differed from one school to the other (Eltemamy, 2017). The tools in the sessions aim at starting a dialogue between the participants. The dialogue was affected by the school culture, the number of participants and their enthusiasm, the way they perceived me, the position that the collaborators held and their role during the sessions. The place where the sessions were held also had an impact as well. The sense of ease between me, the collaborators and the participants differed from one school to the other. In the following section I identify how the sessions were led in the four schools, and I relate to different dynamics in each school as well.

Sessions one and two were originally one session, but as mentioned (Ch. 7A), we as a team decided to divide it into two sessions. In doing so, we had a session that focussed

on helping participants understand themselves more and what they wanted to do and a session that gave them practical steps to follow.

Session one

For each session we had a number of aims in the form of questions that we shared with the participants. Appendix D includes the aims of Sessions one to seven. The main focus of Session one was to support teachers to answer fundamental questions that they might neglect, even though they were fundamental. Teachers were supported through structures and resources to re-examine their purpose (Rudduck, 1988, 2013), what they were concerned about and what they could make a difference to as professionals. This was done through a variety of scaffolding tools involving pair and individual work. Teachers were also stimulated to think about the impact that they wanted to achieve through their development work and ways to extend their impact.

Among the major aims of this session was to support teachers in starting a professional dialogue with their colleagues about their work. We believed that intolerance of teachers to negative feedback (Wachob, 2011), coupled by their tendency to give feedback in a demoralising manner (Ch. 7A) would hinder their ability to start this dialogue. We decided to share our concerns openly with teachers, recommending ways of giving constructive and critical feedback. We introduced the concept of critical friendship, which many teachers were not aware of (Eltemamy, 2017). A critical friend is “a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of a person’s work as a friend” (Costa & Kallick, 1993: 50).

As a practical application of critical friendship, teachers engaged in small group discussions on the impact they wanted to achieve through Critical Friends Groups (CFG) (Wachob, 2011). This was suggested by one of the collaborators, who felt that teachers needed a protocol to support them in organising their first group discussion. There was a time frame and order for participants to share their views. Each participant had a turn at

being the presenter, presenting an issue or concern. Discussants were expected to give warm (supportive) feedback as well as cool (critical) feedback (ibid). Feedback had to be given in a supportive tone with practical suggestions for the presenter.

Introducing this protocol to the sessions is an example of how the suggestions of the collaborators enriched the adaptations of the sessions. This protocol was very useful in reducing interruptions and rushed feedback that was not well thought-out. As participants were divided into smaller groups, the smaller size of each group (5-6) made participants feel more confident about talking openly about their concerns. I was impressed by the speed by which teachers started working based on our recommendations. Some teachers decided after Session one to take the same bus together to continue their discussions about their concerns.

The first assignment for teachers was to write an 'initial reflective statement', reflecting on their professional role and ways of improving their performance. They were supported in writing this statement through questions that they discussed with their colleagues in the session. There was only an English example of an initial reflective statement distributed to participants. I did not translate this tool as I thought it was very straightforward. However, several teachers mentioned that they were not sure what to do; especially Arabic-only speaking teachers who did not have an example to follow. Teachers wanted to make sure that the way they wrote their reflective statements was exactly what we asked for, as if there was one way of writing a reflective statement. This issue was further discussed in our third periodic review meeting.

From the first session it was clear that the managers' support had a direct impact on how the dynamics within the sessions, as mentioned earlier (Ch. 4). The perceptions that the managers held about the role of teachers in development and the support they offered teachers differed greatly.

The involvement and support of managers

In schools A and B I found that the level of support and collaboration between the collaborators and the school managers made the process of leading the programme a lot easier than in other schools. As mentioned before, the place where the sessions were held was a very professional room, similar to a business meeting room. There was a person who was responsible for organising professional development, and she was responsible for sending emails to teachers, and making the tools ready before the sessions. Teachers in these schools felt that the programme was recommended highly by the managers. The managers also made an effort to make other teachers who were not part of TLDW interested in collaborating. In one of the staff meetings, headteachers mentioned that TLDW projects were not individual projects; instead, they were school projects and that the school would take into consideration any efforts from teachers collaborating with TLDW participants. Deliberate action on the part of the senior leadership team is required for collaboration to be consistently practised and embedded in the school culture (Mylles, 2017).

The value that the school managers attributed to the programme made me realise how it impacts the ability of teachers to plan confidently for their projects. As mentioned earlier, trust in the teachers' abilities and optimism in their capacity to lead change are vital conditions for their professional learning (Steyn, 2016). After Session one I felt that this type of professional culture was the one needed for such a programme.

The professional culture here is very suitable for the TLDW programme.

(Journal entry, October, 2014)

At this point I made conclusions about what was the best setting for TLDW sessions; however, this view changed along my journey of experiencing the programme as a whole as discussed later.

In school C, the programme was supported by the managers, especially as the collaborator was one of the owners of the school. However, in the first session I was not comfortable with the setting. I was leading the session in a small staffroom with some teachers sitting on the floor and staff coming in and out of the room. I was discontented and felt that the environment was not professional enough. However, the teachers there were used to this setting as it was a small school and they were planning to relocate the following year.

In school D, the managers were not as involved in the programme as those in schools A, B and C. This might have been due to the fact that the collaborators from this school were teachers and not headteachers. Both headteachers for the middle and elementary stages in school D encouraged teachers to participate; however, they did not expect their role to expand beyond that. At this point I was not sure about the degree to which I wanted headteachers from this school to be involved in the programme. My initial disposition was that the existence of someone with a senior position in the sessions might stop teachers from expressing themselves freely. This feeling was based on my experience with qualitative research, especially focus groups. However, this view changed when I saw participants in schools A, B and C freely discussing their problems with the collaborators, who held a senior position, not fearing being judged based on what they said. In Session one in school D, the middle school headteacher attended and interacted with the teachers; however, in group discussions she did not give a chance for others to participate. Collaborators felt that participants from the middle school would be more comfortable in discussing their problems if their headteacher did not attend the sessions. They decided to inform her and they assured me that she would be very understanding.

After session one, I could see clearly the difference in culture between teachers from the elementary and middle schools. Elementary school teachers came on time, were more engaged and shared in discussions. The middle school teachers were not engaged as much, except for the collaborators and two participants. After session one some teachers from the middle school dropped out, and they mentioned that they did not have the time

to lead a project. This was frustrating for the elementary school teachers and their headteacher because they had colleagues who wanted to join the programme and could not because of the limited number.

Session two

Session two was a very practical session; it enabled participants to plan practically for action through supporting them in starting developing their action plans, consulting colleagues, consulting the literature and compiling their portfolios. Therefore, participants engaged with this session more. My perceptions about the groups and the settings changed slightly after Session two.

In Session two, there were fewer interruptions in school C after communicating my concerns with the collaborator. However, I questioned the continuity of this group especially as I felt that the existence of the collaborator supporting this programme was the main reason why it was running. However, my view changed later as discussed.

As for school D, Session two was much more encouraging to me as a facilitator. It might have been because the number of participants was less after some teachers dropped out, or because the majority of the teachers were from the elementary school who were more enthusiastic about the project.

Teachers were given a template to start drafting their action plans for their development projects. For many teachers, this was their first time to be asked to think for themselves about how to solve their own professional problems. As teachers start drafting their action plans they develop ownership of the actions that they wanted to take. This is a crucial basis for professional learning and personal development (Rudduck, 1988).

In schools A and B collaborators informed the participants who were writing their action plans that all projects had to be approved by the owner of the school. I informed

collaborators that this worked against the ethos of empowering teachers to work on what they value. They mentioned that this was their only way to limit the number of participants, which exceeded the number we had agreed on. However, I was not convinced; I feared that participants might start choosing projects not based on what they valued, instead but on what they knew would be accepted by the managers.

‘Authorship’ rather than ‘ownership’ is important for sustainable innovative practice by teachers (Fielding, 2017). This requires a wider democratic approach if teachers are expected to lead change. Although I had a strong conviction that the development priorities of teachers should be at the forefront of their decisions concerning their development work, I also felt that it was vital to have their priorities in harmony with the school’s overall vision. Teachers should be able to identify their development priorities, within an overall understanding of the development framework and shared values of the school they work in (Mylles, 2017). This means that teachers should be allowed to share in creating this vision rather than merely implementing the ideas of the senior leadership team (ibid). Having collaborators from the senior leadership team would inevitably start a dialogue which could possibly help aims to be shared.

Another important element in this session was supporting teachers to consult others about their development work. Teachers were given a tool to support them in documenting and reflecting on their consultations (Appendix E). Consultations started during the session and continued even during break time. It was inspiring to see how such a small cultural change of starting a dialogue about teaching and learning could impact learning and developments in the whole school (Little, 1982).

Teachers reflected on how useful the input from their colleagues was and how it helped them to identify more what they wanted to do.

We just never had time for these discussions that turned out to be very useful.

(Participant H, reflections on the sessions)

Reviewing educational literature is something that many Egyptian teachers were not used to, as mentioned above (Ch.7A). This was one of the challenges that we identified as a team earlier. In this session we asked teachers to consult the literature related to their topics, not for the purpose of academic research, as mentioned above (Ch. 4), but for the purpose of taking from it the knowledge that could support them in developing their project (Frost, 2013). We used the Connect-Extend-Challenge thinking routine that was developed at Harvard's Project Zero (Harvard, 2015) to support teachers to reflect on what they read. It supports participants in making connections between new ideas and prior knowledge. Participants identify what they connect with or already know, what extends their learning and finally what challenges them by identifying what they do not agree with or what they have still not found answers to.

Participants were introduced to different ways in which they could document their work for the purpose of compiling a portfolio. As mentioned above (Ch.4 & 5) portfolios are not only used for the purpose of assessment, but the process of compiling one aids teachers in reflecting on their own actions and allows them to communicate the outcomes of their development. They were advised to start early on collecting evidence for their portfolios. Portfolios were meant to be easy for the teachers to compile by collecting and commenting on the evidence of their development. Participants did not need to write long essays or type their comments; handwritten pieces of evidence were accepted. They had to show evidence of the process, even if it turned out to be a failure. Although as a team we stressed that the process was what was being assessed and not the outcome, we still had to remind ourselves and our participants of this along the way. This new concept of assessment was alien to us as Egyptians, given how we have been used to assessments in the form of end of year exams (Sobhy, 2012).

After Session two participants were asked to redraft their action plans after consulting their colleagues and reviewing the literature. They were supposed to complete this step before meeting with me in the one-to-one tutorials. By finishing Session two, we had explained all the elements of the programme including the elements of development

work, consultations, extended impact, consulting the literature, portfolios and sharing their practice through network events. We as a team agreed that it had been a wise decision to discuss these concepts over two sessions instead of one. However, teachers did not comprehend what the programme entailed until Session two was complete. More issues were raised in our periodic meeting to evaluate our performance.

Third periodic review meeting

As a team, we were trying to understand through doing how to lead the sessions. This required a constant process of monitoring, evaluation and adapting our practices accordingly as discussed above (Ch.5). Those meetings represented our periodic reviews and in them we identified the exclusionary and the transformational aspects (Padros et al., 2011).

The main aim from this meeting was to evaluate what we had done so far, and to adapt Session three based on our experience of leading the first two sessions. Collaborators were eager to know how the programme was progressing in other schools as well. As a researcher and developer of the programme, I was also eager to discuss the issues raised.

The life-coaching session had not been useful in supporting teachers in choosing the focus of their development. Moreover, because it had focussed greatly on personal rather than professional dimensions, some participants had struggled at the beginning to see how it related to TLDW. Therefore, we considered two possibilities:

1. Run the life coaching session after Session one, after the participants have tried to identifying their values, and we try to make it shorter and more directed to professional settings.
2. Explore more the topic of “finding your elements” to try and help participants to find what they enjoy doing, and what they are good at, and

how they could do more of what they enjoy through their teaching profession as they develop their project (Robinson & Aronica, 2013).

Some teachers took time to identify their professional concerns. They felt they needed more support at this stage. In a fixed mindset, people maintain their confidence level by limiting themselves to what they are already good at. However, in a growth mindset, people push themselves into the unfamiliar to ensure that they are continuously learning (Dweck, 2006; Waitzkin, 2007). It needs a lot of courage from teachers to face themselves with what they are not good at, or the unfamiliar, to be able to improve. This is vital for them to identify the area they wanted to develop.

Moreover, teachers did not understand what counted as a development project. We had some vignettes distributed in the sessions for participants to explore and discuss. Yet teachers wanted to explore a wider range of development projects. Therefore, we advised them to explore the HertsCam and ITL websites that had some stories of development work. However, not all the teachers were able to access those stories, especially Arabic-only speaking teachers. One of the collaborators suggested that for the following year we should have a collection of local examples from previous years written as stories for teachers to explore in their first sessions.

Some participants felt that they did not fully comprehend what the programme was about until Session two. We agreed as a team that our decision to divide Session one in the Tutor Guide for HertsCam into two sessions has been very useful in our case. However, we decided to have only a one-week gap between Session one and two so that participants could gain a full understanding of the programme early on.

My collaborators and I noticed that the majority of participants were expecting that there was only one correct way of doing what we had asked them to do: a model answer. As referred to above (Ch.2 & 7A) this is because Egyptian teachers are used to teaching model answers that are accepted by the markers (Sobhy, 2012).

The problem is that when we are with you we understand, and when we leave we are not sure enough what is accepted from us. We find that we are not all doing the same, not sure what is right, I want the idea to be clear about what is required exactly.

(Participant D, one-one tutorials)

It is interesting that teachers in Macedonia following this approach shared the same concern where they were initially sceptical about the non-directional nature of the tools used (Joshevska & Kirandziska, 2017). Teachers in CairoCam Network found it difficult to write their initial reflective statements, even though we offered them guiding questions. This revealed how Egyptian teachers were not used to reflecting on their practice and speaking honestly about themselves. To ease this process, in the following year we used the reflective statements that the participants had written in the previous year, and we intended to bring different examples, especially in Arabic. We stressed the fact that there was no right way of writing one's own reflective statement and that all the tools we were using were there to help them reflect.

The sessions ran at the end of the school day, and this timing was not favoured by some teachers who felt exhausted after a long working day. This was particularly significant for the female participants, who were not only exhausted, but were also concerned about their family responsibilities that start after the school day. School based sessions were intended to maximise convenience and accessibility. As a team we agreed that it was not feasible to find a time during the day for teachers to meet, and we were also concerned that during the day teachers might be consumed with thinking about being prepared for their following classes. The availability of refreshments made teachers feel better about staying after school. They felt that if the school was providing the proper conditions for them to think, create, and innovate, they were valued. This was clearly reflected in the schools.

The Arabic translations of the tools were not clear, which added to the confusion of some teachers in understanding the sessions. Our plan was to seek assistance from Arabic teachers in the programme to ensure the accuracy of the translations. However, I

had a critical friendship meeting with my colleague over the internet who was starting the TLDW programme in her country, Palestine. She recommended relying on her translator from Ramallah as she was translating the same tools anyway.

Although the sessions felt different from one school to the other, there was a common theme that we recognised in all four schools. Sessions one and two in a way forced teachers to talk together about their plans for development and grasp the concept of critical friendship. We agreed that this had been a great achievement.

We concluded from the meeting that we were satisfied with our performance so far; however, in schools A and B collaborators were concerned about their ability to support participants in their projects given their large number. This raised the question of the degree of support that participants would require from their tutors. Collaborators expected that Egyptian teachers would require more support than teachers in HertsCam, because of the social, political and cultural background, as detailed in Chapter two. This conversation made me question the differences in the ability of the collaborators to support the participants.

Learning to facilitate

Our main concern at this stage was to learn how to facilitate the programme. As mentioned earlier (Ch. 4) effective facilitation involves teachers being introduced to concepts through a variety of active forms of learning (French, 1997; Gullamhussein, 2013; Opfer & Pedder, 2010). Moreover, facilitation involved supporting teachers to reflect both in solitude and in the company of others (Geil, 2011). Since collaborators had a significant role to play in facilitation (Ch.5), their backgrounds and identities influenced the way in which they developed the art of facilitation.

By that time I was very confident in the ability of the collaborators from schools A, B and C to support teachers in leading their projects. Collaborators from schools A and B

were assisting each other in leading the programme. They attended the sessions in both schools and were discussing the projects with the participants interchangeably. The collaborator from school A was very supportive and was generous with her time with the participants. Participants felt that they could approach her easily and felt confident to share with her their concerns. The collaborators from school B and C were organised in their thinking, which allowed them to help teachers organise their thoughts and understand what they wanted to do. Both were very knowledgeable about educational literature and therefore could help participants position their development project within similar experiences. They were also able to recommend useful resources for teachers. I learned a lot from them during our discussions, especially from the collaborator from school B. I trusted her opinions as she had many years of experience and at the same time she was very open to new ideas and innovations. She was also very skilled at dealing with teachers; she could convey to them whatever message she wanted without upsetting them. She was closely involved in the work of other teachers and at the same time she gave them the space to innovate. In our meetings she did not talk much; however, she had a way of framing things where they belong.

The collaborator from school C was very capable of supporting the teachers as mentioned above. She already led the professional development for the teachers and therefore she sometimes had a prescribed way of doing things in certain areas. She was also very charismatic which made her sometimes impose her thinking on teachers. Yet, she was a source of empowerment for the participants as she showed them how their projects were very valuable for the school. The collaborator from school C and I tended to have different ways of thinking, and this enriched our discussions.

As for the collaborators from school D, I was not confident at that point that they would be able to support their colleagues with their projects. This remained a concern throughout the academic year as discussed below. I felt that not having a senior position was limiting their ability to support others. They themselves mentioned that they had difficulty finding the time to meet up with the participants due to their busy schedules and the extra lessons they had to teach to cover the absences of their colleagues. At that

point I felt they could support their colleagues from the middle school as they already shared a staffroom and had more opportunities to interact. However, I did not feel that they were capable of supporting the elementary school participants who had a different professional culture. Therefore, I decided to contact the elementary school headteacher to seek her support. I had the impression that she would be a very useful member of our team. I wished I had contacted her earlier to join us in the visit to Cambridge.

I had a meeting with the elementary headteacher, and she showed her willingness to hold individual meetings with participants from her school to give them her feedback on their action plans. We agreed that the meeting should be in the form of a consultation. Her main concern at that time was that she felt that the teachers were working on very similar projects focusing mainly on character development from different angles. This was a chance to stress one of the core values of the programme: teachers decide on their development projects based on their concerns as professionals. Other managers as well had concerns concerning the focus development by their teachers. In one case, a computer teacher was developing strategies to make the school a more inviting environment for teachers. The manager of the school was not convinced.

Why would a computer teacher collect money for a fellowship box when the computer classes needs development?

(Manager of school A, meeting)

The harmony between the teacher-led development projects and the school development priorities is an issue that will be discussed further in the narrative.

Summary

In this episode there is an account of how we started using the adapted tools to run the TLDW sessions for the first time. Through our work together as a team, we started developing our understanding of the roles and responsibilities of each member in supporting TLDW in their schools. I also developed an idea about the level of

involvement and support of the school managers in the programme. Through our periodic reviews, we were able to evaluate our performance based on our observations of the sessions. Action points were identified to find solutions for problems that emerged. In the following chapter, I discuss how the experience of leading the one-to-one tutorials provided a great opportunity to understand the perceptions that the participants hold about their participation in the programme. This allowed us to adapt our performance accordingly, which was reflected on how we ran the following sessions.

Chapter seven C: Adapting performance in the light of feedback

This chapter discusses my first experience of facilitating one-to-one tutorials with the participants where they were able to discuss freely how they felt about their participation in the programme. The feedback from these tutorials allowed us to adapt the way we facilitated the programme which was reflected in the way we led Sessions three and four. One-to-one tutorials were held with all 50 participants. As mentioned earlier (Ch. 4), these tutorials are communicative interviews where I have a dual role of supporting the participants through discussing their work and also collecting data (Padros et al., 2011). Therefore, this episode reveals the development not only in our insights but also our expertise and capacity to engage in deliberate dialogue with participants and collaborators.

One-to-one tutorials

As mentioned earlier (Ch.5) one-to-one tutorials are an important feature of the programme where teachers have a chance to tell their own stories and reflect on the programme and the impact it had on them, at the same time I am expected to support them in their development. I had a dual role throughout the intervention (Ch.5) (Kelly, 1985; McGinity, 2012; Thomson & Gunter, 2011) where my identity is not static, but rather changes where multiple identities can co-exist (McGinity, 2012). There is always a constant struggle between action and research (Kelly, 1985:142), where it becomes hard to give each the same level of importance (Hammersley, 2004). In the orientation session as well as Sessions one and two, I saw myself more as developer of the programme than a researcher. I was so concerned about doing things in the best way for the success of the programme. However, when it came to the one-to-one tutorials, as a researcher, I was aware that this was a wonderfully rich source of data. My interest in knowing the views of teachers about the programme made me see myself more as a

researcher. However, this does not deny the fact that I felt the moral obligation and willingness to support teachers with their projects.

One-to-one tutorials took place after Sessions one and two. Teachers were expected to come to the session with their actions plans. They were also expected to consult others, including their heads and TLDW tutors and review the literature relevant to their topic of interest. From my side, I was starting to develop my expertise and capacity in supporting teachers through one-to-one tutorials. It was my responsibility at that time, not the collaborators. Such a dynamic involved me having an active role in setting an egalitarian environment for teachers to freely discuss their concerns (Aubert et al., 2011). I could not act as a disinterested observer; instead, I had to clarify my values and ethics along with others and compared it to them (Susman & Evered, 1978).

To be prepared for this task I wanted to read all the action plans prior to the meeting and explore further their topics by reviewing the literature and consulting my supervisor. However, on practical grounds I did not have the time to study all the action plans and I was concerned that I might not be able to support them. Yet, I found them really benefitting from the discussions and I found myself very confident in answering their questions in the tutorials. I realised then that I have learnt a lot during the year I spent planning for the intervention through my discussions with my supervisor who is the HertsCam coordinator and experiencing the programme myself as mentioned (Ch. 7A). I managed though as planned to have individual meetings with collaborators before the tutorials to discuss their feedback on the projects, so that we extend our thinking throughout our discussions.

I was so eager to know from the participants how they felt about the programme. I wanted to know if there were any changes to how they enacted their professional role, without asking direct questions that would make them answer in a way that pleases me. I wanted to open up a discussion in which they could answer the questions listed in Table 6.

Table 6 Areas to be discussed with participants in the one-to-one tutorials

Areas to be discussed with participants

- *What they are planning to develop?*
- *How do they feel about it?*
- *Do they feel confident in starting?*
- *Their views about teaching and learning, as well as the role of the teacher?*
- *Did they find collaborators to work with them?*
- *Did they consult others and how did they feel about the consultations?*
- *Are they thinking about the future impact, are they thinking about extended impact?*
- *How do they feel about joining the programme?*
- *How do they feel about the sessions, what they like about it and what they dislike?*

(Reflective journal)

I mentioned at the beginning that the aim of the one-to-one tutorial was to discuss the areas that they were concerned about, so that they felt ready to start working on their development projects. I was also aware of my ethical implications of my dual role; therefore I explicitly informed participants that I was recording the issues discussed for the purpose of my study.

I did not audio record the interviews because I wanted participants to talk freely, yet I was writing some notes during the interviews to remind me later during analysis. The time allocated for the one-to-one sessions was around 45 minutes, yet the conversation tended to take longer, between an hour and an hour and 30 minutes. Participants were very interested to talk, and it was the problem of stopping them, and the conversations were very rich, reflecting many aspects about their thinking and identity.

The participants saw the tutorials as a very useful milestone in the development. Through the discussions I helped them be more focused on what they wanted to do. I directed them to possibilities of collaboration to extent their impact. I helped them

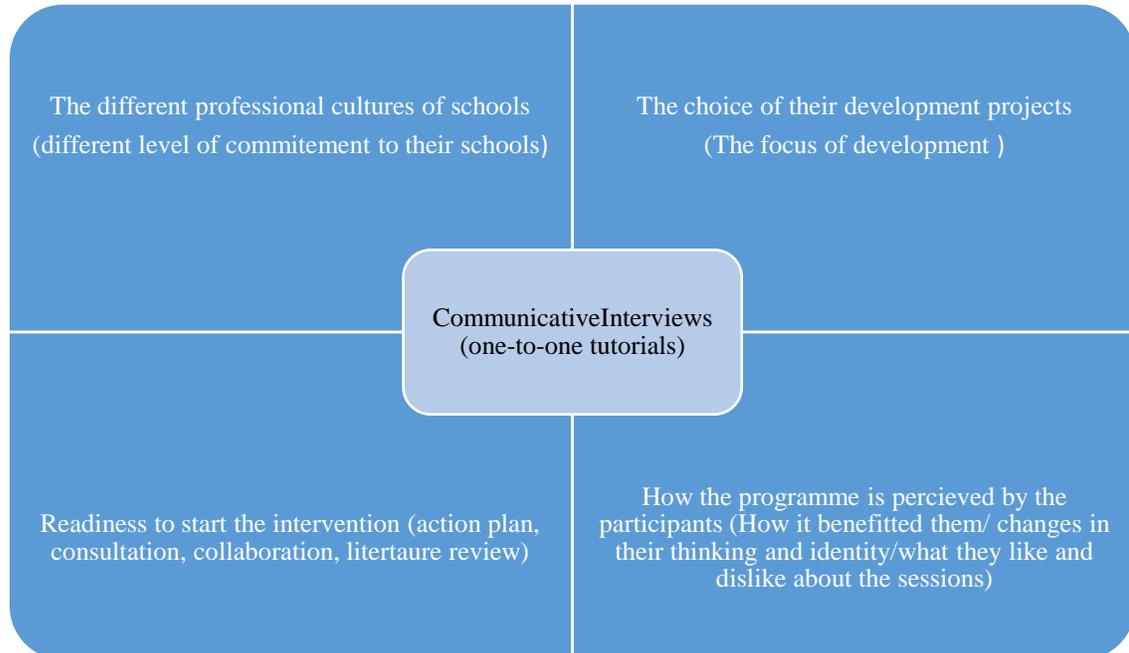
identify their success indicators and think about the sustainability of their development by planning to create knowledge that others benefit from.

This form of dialogue was also very useful for me in developing my understanding of ways of leading the programme. I was also impressed by the enthusiasm various teachers brought to their projects and the development in the school that could happen accordingly.

Analysing the data from the one-to-one tutorials

Data was analysed first directly after the interview and then the data was left cold and revisited again. According to the first analysis, I identified four main themes that are illustrated in Figure 6.

Figure 6: Initial themes analysed from one-to-one tutorials,



(Reflective Journal)

The second analysis was done while writing the narrative and developed more detailed themes.

Different cultures

Interactions with teachers in the one-to-one tutorials confirmed my previous perceptions about the different professional culture in each school. Any organisation that has some kind of shared history will develop a culture, the strengths of this culture depends on “the length of its existence, the stability of the group’s membership, and the emotional intensity of the actual historical experience they have shared” (Schein, 2010; 11). Schools A, B and C tended to have a strong professional culture with a high level of commitment to the organisation. However, in school D, particularly in the middle school, teachers lacked commitment. This was confirmed by a comment by one of the collaborators from school D.

Teachers here consider this place as a station; they stay here until they find a better offer. Even me, I am looking for better offers.

(Collaborator D, Meeting)

At this point I was questioning their commitment to lead reforms in a school that they do not belong to, especially that some were questioning the support they would get from their schools to carry on these developments. A supportive culture is vital for the support of teacher leadership as mentioned earlier (Ch.4) (Muijis & Harris, 2006).

On the other hand, teachers in schools A and B believed that having TLDW as part of their professional development plan in their schools meant that their school trusts their capabilities. It also indicated to some that their schools were constantly searching for the most updated forms of professional development.

The tutorials also confirmed my initial impression about teachers teaching in schools within the national curriculum. They were the most excited about their projects, particularly Arabic-only speaking teachers. They felt that this was their only option

available to show the school managers that they are capable of leading a project. It was their only chance to do what they really think is important to do (Eltemamy, 2017).

I feel that as if they have a chance that they do not want to lose.

(Reflective journal, one-to-one tutorial)

Since it was their first time to engage in a programme that gave them the freedom to decide for themselves what and how to develop; they needed affirmation that they were on the right track. All teachers, including teachers that taught the national curriculum did not choose projects that focus on improved grades in exams. Instead, when they had the chance to work on something that they valued, they worked on topics such as active learning, hands on experiences, skills development, character development, and relationships. The choice of the projects reflected to a large extent the views of the participants about teaching and learning. Appendix F shows a list of the titles of teachers' projects.

National school teachers are trying to do a project away from memorisation and the boredom of the curriculum, they want something that students enjoy and benefit from.

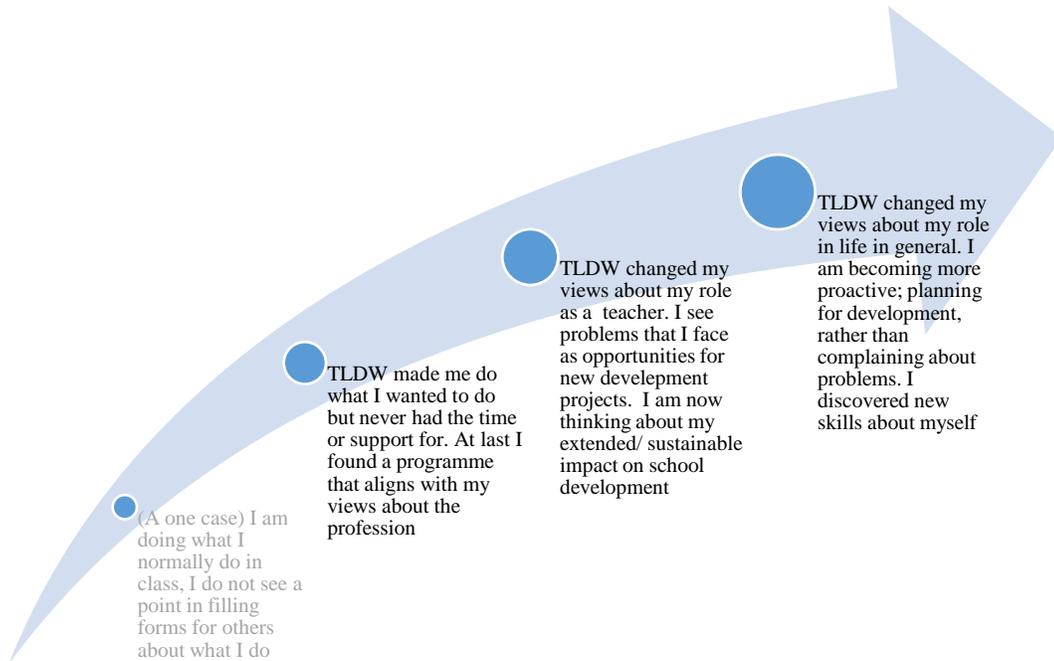
(Reflective Journal, one-to-one tutorials)

The discussions in the one-to-one tutorials also revealed a lot about the impact of the programme on their professional thinking and identity.

Impact of the programme on teachers' thinking and identity

As teachers started talking about the impact of the programme on their thinking and identity, their reactions tended to vary along a continuum as illustrated in Figure 7.

Figure 7: Participants' perceptions of the impact of TLDW on their thinking and identity



On one extreme, some participants mentioned that the programme did not change the way they think about their role, it confirmed it.

At last we found a programme that aligns with our way of thinking, the programme made us feel that we are not alone, that we are supported.

(Participant K, one-to-one tutorials)

A significant number of teachers felt that way, because due to voluntary admission those who joined this programme already had a strong desire to have an impact on society. However, there might be a disadvantage to the voluntary principle by attracting like minded people and leaving others unaffected. This could be true to a big extent; however, in the following year in schools A and B, the success of participants from the first cohort inspired teachers who were not expected to be interested in development to join.

Some participants mentioned that the best benefit from this programme was that it motivated them to do what they believed is important and forced them to allocate time for it by prioritising it.

On the other extreme, some teachers felt that this programme changed their outlook on life; it changed the way they act with problems that face them (Eltemamy, 2017).

Joining the programme changed the way I look at problems that face me. Now I think about the ways that I can strategically plan to solve these problems, rather than just complaining. I regret that I did not do the same before.

(Participant G, one-to-one tutorials)

This reflects a growth mindset as mentioned earlier, where challenges are seen as an opportunity for development and learning (Dweck, 2006; Waitzkin, 2007). This also reflects a high sense of self efficacy. Perceived self efficacy refers to “beliefs in one's capabilities to organize and execute the courses of action required producing given attainments” (Bandura, 1997:3). People with a high sense of self-efficacy perceive themselves as capable and therefore, this acts as a driving force and a motive to improve their performance (Schwarzer et al., 2000). They tend to do challenging tasks and set for themselves high targets (ibid).

The programme had the same impact on me personally; I started feeling more capable of leading change around me. As mentioned in Chapter two, the political situation along with the challenges facing the teaching profession affected the ability of many teachers to feel capable of leading change. The programme for some was a paradigm shift in their thinking.

This programme polished our brains.

(Participant D, one-to-one tutorials)

It made them discover capabilities that they did not think they had.

Along the continuum, there were some teachers who felt that the programme changed the way they see their role as professional. They felt responsible for developing themselves and their school.

Why was I just moving in one way, focusing on the bad things and not helping out, why did I not reflect, why did I not change?

(Participant R, one-to-one tutorials)

For some teachers this was just the beginning, they started talking about the development projects they wanted to lead in the following academic year. The concept of a change agent who plays a role in initiating and supporting change is a core element of capacity building in schools (Bain, Walker & Chan, 2011). According to Hopkins, the approach to capacity building “aims to strengthen the ability of school members to work together for better quality by providing them with the skills and knowledge they need to define problems, formulate solutions and plan ahead” (2001:3). I started witnessing how this programme builds capacity, which is a vital element for continuous school development and improvement (Mitchell & Sackney, 2001).

Many mentioned that the programme made them reconsider their extended impact; beyond their classroom.

I have always offered to do in the school anything I could. However, I have never thought about having long lasting impact, sustainability, and being part of knowledge creation.

(Participant R, one-to-one tutorials)

All teachers mentioned that the programme had a positive impact on them as discussed above, except one teacher.

I am already doing what I normally do in class, why do I fill forms for others to look at.

(Participant M, one-to-one tutorials)

This teacher wanted to help students develop critical thinking skills. She mentioned that critical thinking was all about questioning and that was what she normally does in class. I advised her to explore new strategies from the literature or consult others. However, she mentioned that consultations did not help; instead people asked her more questions rather than gave her answers. Critical friendship as mentioned earlier is not intended to provide answers for questions, it is a process to aid questioning, reflection, and providing a different viewpoint (Swaffeild, 2007). Teachers were still learning that they should take the ownership of answering their own questions.

I advised her to collaborate with other teachers, she mentioned that others will benefit from her, yet she did not expect to benefit from them. For me, I felt that teacher leadership as defined for this study requires a certain level of humility, reflected in the desire to be a lifelong learner and learn from others. I discovered at the end of the conversation that she was asked by her headteacher to join. I told her that she is free to withdraw if she did not see this programme useful. I felt discouraged after this meeting and did not expect her to continue. However, this teacher continued and developed a very successful project. The inspiration for her development was through a consultation with a colleague at school.

Other perceived benefits of joining the programme

For some teachers, the programme was their only way by which they could have their voice heard and be appreciated for their work. It also made them learn how to document their work to be part of knowledge creation.

Having their voice heard: Egyptian teachers have been denied the right to have their voice heard in educational reform strategies, particularly those working in the national system as mentioned in Chapter two (Eltemamy, 2012; Mayfield, 1996; Sayed, 2006). Having their voice heard was identified as one of the main advantages of joining the TLDW programme.

This programme is the only way for us to have our voice heard by the school managers.

(Participant M, one-to-one tutorials)

It allowed them to take the support they wanted from the school managers.

It is a legal channel to work within the school; it gives the authority and permission to do what we really value.

(Participant J, one-to-one tutorials)

For others who were offered the space to innovate in their classrooms, they felt the programme was their channel to share their practice with others.

The programme will allow me to add my finger print in the school because I am not the type of person who would present her work unless I am asked to do so, because I do not like to be offended.

(Participant Q, one-to-one tutorials)

The programme in that sense is allowing participants to get the appreciation they deserve for the work they were doing.

Feeling appreciated: in schools where teachers did not feel appreciated for their work, they mentioned that the programme is giving them the appreciation that that they were not getting. Some mentioned that the programme can impact their status in society.

TLDW can make teachers have a different status in society, especially if the impact of the project expands to others beyond the school.

(Participant D, one-to-one tutorial)

This was one of my aims for leading this programme, as mentioned in Chapter four, especially with the deteriorated status of the teaching profession (Badrawy, 2011; Eltemamy, 2012; MENA-OECD, 2010). Through this programme I wanted to

demonstrate what Egyptian teachers could achieve if given the space and the support to lead. Documentation was vital for the purpose of communicating their work with others.

Learning through documenting: For some participants, especially those who initiated innovative practices in their classrooms before, TLDW made them learn how to document their work for others to learn from. The habit of gathering evidence allowed the teachers to have more than just verbal validation of their hard work and success (Joshevska & Kirandziska, 2017).

Sometimes a person is good at something but he is not good at telling it. TLDW gave me good advice as to how to document what I am doing.

(Participant H, one-to-one tutorials)

Some participants regretted that they have not been documenting their work before.

I have been teaching for 12 years and I realised what I have been missing out through not documenting.

(Participant D, one-to-one tutorials)

Documentation made them see that what they were doing was extremely useful to themselves and others. As mentioned earlier (Ch.4), TLDW requires documentation rather than the presentation of academic assignments. Portfolios are expected to fit more harmoniously in the professional environment for teachers to support enquiry and the creation of contextually applicable knowledge. This is a challenge for university academics who see knowledge creation in stereotypical ways as discussed earlier (Frost, 2013).

Readiness to start: how far they have gone in their projects

After the one-to-one tutorial, participants were expected to start working on their development projects. Discussions in the tutorials reflected to a big extent the readiness of teachers to start working on their projects through the steps that they have already

taken to prepare for their development. Their readiness to start differed; some already started some piloting, consulting their colleagues, reviewing the literature and finding collaborators, while others still were not focussed with very broad areas for development.

Consultation: An important aim of the first two sessions was to get teachers in the habit of consulting others about their development work where they act as critical friends. Even though consulting colleagues could be a normal practice among teachers in other parts of the world, however, in Egypt this practice was very rare as discussed earlier (Ch. 7A). Therefore, it was a new practice for participants. Those who had a chance to have meaningful consultations were more ready to start than others. Consultations were the most mentioned benefit that they learnt to practise after being part of the programme (Eltemamy, 2017).

What I learnt from this programme is to take feedback from others. I never realised that consultations could be that beneficial, there are so many good ideas at school.

(Participant H, one-to-one tutorial)

They referred to how consultations were becoming a regular practice, even among those teachers who were not part of TLDW.

The programme changed the discussions at school and other teachers are thinking about what other projects they can do in the future.

(Participant L, one-to-one tutorial)

As mentioned earlier, dialogue can be a powerful tool for empowering people; through dialogue they problematise their reality and think critically on how they can change social structures (Freire, 1970).

A significant number of participants were referring to how they had useful consultations with their family members about their projects, which might not be the same with other

issues relating to school. Husbands in particular were very supportive to their wives who were working on their projects. This appeared in later stages as well as referred to.

Some teachers mentioned that consultations led to a friendlier atmosphere among the teaching staff, particularly those in TLDW. Another teacher mentioned how he felt valued when other teachers asked him for a consultation.

Teachers come and want to talk to me to take my advice; I feel how they value my opinion.

(Participant J, one-to-one tutorials)

I also noticed that participants were not critical when they were consulting others. Most teachers mentioned that they followed the ideas that were presented to them during the consultations. Very few participants said that they heard other opinions that they did not agree with. Two teachers came to the one-to-one tutorial with a totally different idea than the one that they started. When we discussed together their new ideas they discovered that it was not what they wanted to do and they returned back to their original ideas. Teachers were not used to being critical probably because they belong to an educational system that is based on recalling information for tests rather than critical thinking as mentioned earlier (Ch.2) (OECD, 2015).

Consulting the literature: As mentioned earlier (Ch. 7A), participants were expected to consult the literature as they could benefit from being aware of theories, frameworks and issues in their area of development. They could also rely on educational materials created by other teachers instead of reinventing the wheel. Data from the one-to-one tutorials confirmed our earlier views about the reluctance of many Egyptian teachers to read. For some, this was their first experience with consulting educational literature that is not the text book they taught.

I always used to teach, however after TLDW, I started believing in what I was doing and started developing myself, this was my first time to go and get a book to read.

(Participant J, one-to-one tutorials)

Arabic teachers complained about the lack of educational resources in Arabic and this was expected as mentioned in Chapter seven A. At this stage, many teachers for them consulting the literature was limited to taking ideas from the internet. They did not yet fully grasp the idea of reflecting on what they read. Still, it was useful for them at this stage.

I was amazed by how one good article I read had new ideas that allowed me to adapt my work in class.

(Participant N, one-to-one tutorials)

In schools B and C in particular, participants had a stronger theoretical background than others. Teachers in those two schools were exposed to more professional development initiatives that made them aware of the different educational practices. Their projects were affected by their exposure to previous professional development. For example, in school B, a Math teacher had her project on Project Based Learning after attending a course about it more than a year before. This was something that she knew but had not yet practised. In school C a teachers was interested in increasing the awareness of parents about sensory play with their children which was also affected by a course that she attended. Through the process of planning for leading their projects, participants were advised to create a team of collaborators that would support them in implementing their projects.

Collaboration: Collaboration was discussed with all participants in the one-to-one tutorials, either by them referring to their collaborators or through me exploring with them their possibilities for collaboration. As mentioned earlier (Ch.4) TLDW is primarily a collaborative process (Frost, 2013). The degree by which participants were able to collaborate varied among participants. By that time, some participants created teams to work with. This was particularly easier for participants who held senior positions like heads of departments. Other participants were able to collaborate as well, particularly with colleagues whom they had good relationships with. Other participants when talking about their plans in the tutorials they mentioned ‘we’, instead of ‘I’ referring to their team.

However, not all participants found it easy to collaborate

It is not easy to tell others what to do, especially if they are older than me.

(Participant S, one-to-one tutorials)

A few referred to the problem of colleagues being jealous and refusing to collaborate.

When I started talking about my project to others in my department, some made fun of me at the beginning, then they wanted to know more what I am doing and now they want to join.

(Participant B, one-to-one tutorials)

It was easier for participants to collaborate with other TLDW participants in their school. In some schools a number of participants formed teams and decided to support each other even though they had different projects and taught different subjects. They met together as a team whenever possible, they also met outside school. As mentioned earlier, creating a continuous, frequent and precise discussion among teachers about their teaching practice is identified as one of the activities that impact teachers' collaborative learning and are characteristics of highly successful schools (Little, 1982). It was interesting to see strong collaborations among male and female participants which was uncommon given the societal boundaries of male-female interaction in Islamic schools.

We never thought that we would work and collaborate so closely, it is a beautiful spirit.

(Participant X, one-to-one tutorials)

Discussions in the sessions also led to collaboration among different departments.

Before TLDW, every department was a separate island of its own, now the ideas are shared all over the place.

(Participant O, one-to-one tutorials)

Many participants were concerned about creating a team of collaborators who would be committed to the development. This requires building collaborations early on in the development to allow collaborators to engage in the process of planning, evaluating and adapting practice in the light of feedback (Little, 1982) as mentioned earlier (Ch.4). In this way, other teachers develop ownership towards a project that they felt they could shape as well with their experiences and knowledge.

Collaboration in that sense involved allowing others to put their unique print on the work, and TLDW participants being flexible to accept the views of others in the team. However, one participant who was working on enhancing extracurricular activities in schools when advised to consider having her work available for other teachers to benefit from, said that:

I do not mind if others take my work and apply it as it is, yet I do not want them to take it and ruin it by adding to it their ideas, you know what Egyptians do.

(Participant N, one-to-one tutorials)

This was an alarming discussion that revealed that some participants even though they valued how this programme allowed their voice to be heard, they did not trust the professional judgement of others in the profession.

Teachers' views about our facilitation of Sessions one and two

Throughout the tutorial, the answers came naturally from the teachers as they started talking about their projects, except for the last two questions; how they felt about joining the programme and what they liked and disliked about the sessions? These questions were directly asked at the end of the interview, if the participants did refer to as part of the discussion. I reassured them that their feedback would be of great value to how we adapt the programme as we were still learning how to facilitate it, and in fact, their feedback was very useful.

Participants referred to the sessions as a source of motivation and guidance. Some referred to the tools used in the sessions as a ‘mind teaser’ that helped them to think about various issues that they did not consider before, and develop new ideas.

I feel that there are a lot of things inside me that I cannot express; the sessions allow me to express what I want and what I fear.

(Participant D, one-to-one tutorials)

As mentioned earlier, tools are used in the sessions to stimulate discussions and reflections and act as a guide that supports teachers’ thinking and planning (Ch.4). Participants mentioned that the tools allowed them to organise their thoughts, and focus on what they needed to develop. However, some felt that some tools were unclear, especially the translated tools due to the inaccurate translations as mentioned before. Others commented on the large number of tools that made them feel lost.

Some participants wanted the sessions to be ‘*less squeezed*’ using less tools and leaving more time for discussions, since they felt that some tools were repetitive. Others recommended giving them some tools prior to the session so that they come to the session ready for discussions.

Participants liked how the sessions were led as a workshop, involving a mixture of activities. However, some recommended being more innovative by displaying videos and leading the session outdoors. This was particularly important for those teachers who felt very tired after the long working day.

Some participants were satisfied with how the sessions in a way let them prioritise what they have to do from session to session.

As if the session is running after us.

(Participant J, one-to-one tutorials)

Others recommended more deadlines and follow ups. I had to consider the extent to which teachers should be directed through deadlines and follow ups in a way that leaves space for them to be leading the process, and not led by the tutors. We were still developing our understanding of our role as facilitators.

Some participants mentioned that they expected more direct instruction from us as tutors telling them what to do (Eltemamy, 2017). A participant showed her dissatisfaction with the programme because she expected us to direct her to useful courses to educate her about the focus of her development. We discussed how it was part of her own leadership to identify what she needed for developing herself. It was an interesting discussion about her role in leading her own professional development. This issue was discussed further in Session three.

Session three

In session three we as a team did some amendments based on the feedback we got from the participants in the one-to-one tutorials. We relied on a different translator from Palestine for more accurate Arabic translation of the tools. We reduced the number of tools used in the session; we became more selective and left more room for discussion.

For the first time, I did not stick to the lesson plan when I saw how empowering the discussions were.

(Reflective journal, Session three)

I started being more flexible and confident in leading the sessions. As mentioned before, each session had a number of aims (Appendix D). One of the areas discussed with participants was how their focus or agenda developed. It was important to examine with participants how their projects could evolve. As mentioned in Chapter four, professionals who critically reflect on their values and practices are continuously improving as they are constantly moving their goals (Solomon & Tresman, 1999). Therefore, flexibility and responding to the changes in their thinking was vital.

Teachers were also exposed to ways of self-reflection and systematic analysis of practice that allows them to make sense of how best to adapt their practices (Fullan, 2001; Katz & Earl; Opfer & Pedder, 2010). This involved participants collecting evidence a source of guidance and feedback (Frost, 2013). Such a process is not common for Egyptian teachers as they are not used to take ownership of evaluating their practice. Enquiry based development work tended to be a new concept for participants and also for some of us as a team. Therefore, it took time in the session to be clearly understood by teachers.

One of the aims of this session was for participants to reflect on their readings. As a team we were aware that reading and reflecting on their reading was a challenge for some as mentioned earlier. Therefore, we developed an extra tool to help participants reflect on what they have read through drawing a tree (Appendix G). This tool was useful, however, it appeared in Session three that some participants were reluctant to read, they found it easier to reflect on the consultations they made rather than the literature they read.

At the end of each TLDW session that teachers attend, they reflect on their leadership and learning. As mentioned earlier, this was one of the tools/questionnaires for monitoring the change in teachers' perceptions of learning and leadership along their journey (Ch. 5). In Session three, it was clear that the way participants saw learning was starting to develop. As participants started reflecting on what they learnt about learning, the concept of independent learning was approached through a very powerful discussion. Although some teachers asked for more direct instruction in the one-to-one tutorials, they were starting to see themselves responsible for their own learning. Some mentioned that the TLDW experience is changing their understanding of independent learning.

We were claiming that we were helping our students to be independent learners, because we did not experience it ourselves, but now, after this programme we understand what independent learning really is.

(Participant S, Session three)

It was a moment of empowerment for us as a team that some participants are becoming responsible for their own professional development, not waiting from us as tutors to dictate to them what they should do to reach their goals. Teachers started developing their sense of agency which refers to their ability to have control over their professional lives through influencing the conditions around them as mentioned earlier (Ch.4) (Hokka & Vahasanen, 2014).

After Session three, my perception of what is a proper setting for a TLDW session changed. As mentioned before that the sessions felt different from one school to the other, which made me draw conclusions about what was the best setting and school culture for a TLDW programme. One of the participants from school B missed Session three; therefore, she attended it with school C. The setting in those two schools was very different as mentioned before. The participant enjoyed the session very much and reflected on how it felt so different from the sessions at her school.

This made me think about how flexible this programme is, because it tends to take a different form in each school, and still adds to them and is very beneficial way.

(Reflective journal, Session three)

Even though I was not satisfied with the informal setting of the TLDW session in school C, session three turned out to be the deepest among schools. Teachers there were giving the tools good thought; they were reflecting on the literature rather than just reporting what they read and using educational terms in their discussions which was not the case in all schools. Having a guest from school B added to the excitement of the participants to know more about projects in other schools. I realised from this group that TLDW sessions can adapt to the professional culture of any organisation if they are willing to take it forward. Collaborators views about Session three are discussed in our periodic review meeting.

Fourth periodic review meeting

As mentioned earlier (Ch.5) we as a team held meetings to review our progress and point out any problems that we were facing. At this stage we were evaluating our progress to see the possibility of changing the plan. Based on our reviews we took some decisions that impacted the way we continued leading the programme, other decisions impacted our plan for the following academic years as well. The feedback from the tutorials influenced our review.

Some participants were lacking focus at the beginning and they found the one-to-one tutorials to be very beneficial. They demanded more opportunities for one-to-one discussions with the tutors. The one-to-one tutorials were very time consuming, especially if we were expecting to expand the following year by including more schools. I was committed to holding myself two one-to-one tutorials with all participants. In the following year we agreed that collaborators should have a role in leading tutorials.

Some participants felt that the gap between the sessions, nearly a month, was a long period of time, they wanted more meetings to stay focussed on their development. We thought of pairing up participants so that they motivate each other. Collaborators as well could hold extra meetings with participants, involving more than one participant. We agreed that having more than one participant saves time and allows for a richer discussion. One of the collaborators referred to the 'hallway conversations', that participants can approach tutors through if they could not schedule a meeting due to time constraints, as it was part of the participants' leadership to create these conversations.

Even though the teachers did not want to stay longer in the sessions, they do wished that the session time was longer because they wanted more time for discussions. Therefore, we became more flexible in the way we led the session. We started giving fewer tools, sparing more time for discussions. We also started giving participants tool to fill before the session so that they come prepared for discussions. The big amount of paper the participants were given during the sessions made some feel lost and confused.

Therefore, for all the following sessions, we created an outline for the session with the aims and the tools used as shown in Appendix H.

Some participants were reluctant to read, and others were not able to find relevant resources especially Arabic-only speaking teachers as discussed earlier. Collaborator from schools B created a folder on Dropbox with useful resources that all participants had access to. Teachers were encouraged to add any useful resources they found as well to this folder. I also consulted my colleague from Palestine to identify useful educational resources in Arabic. Until now only teachers from schools A and B were using this Dropbox. We agreed as a team that we had to use more firm measures by requesting participants to come to each session with a minimum of five new sources. We discussed how Egyptian teachers were different than teachers in the UK and they required more follow ups especially with reading. However, based on my discussion with my supervisor, I decided not to as I believed that leadership requires teachers to be responsible for their learning, rather than being forced into it. This remained a problem for the second year, which made us as a team explore other solutions as discussed later.

As mentioned earlier, we advised teachers not to give feedback to their colleagues in a demoralising manner that fails to empower them to develop. In some schools, participants responded to this advice by giving positive feedback to their colleagues, however, they were less critical as a way of being nice. Therefore, in the following session we discussed how being critical allowed them to be of better support to their colleagues.

Looking at how teachers from each school were different, and had a different professional culture and socio-economic background, we as a team discussed our concern that teachers from different schools might not feel comfortable interacting together. We feared that at network events each group of teachers from the same school stick together instead of utilise the opportunity to benefit from the practices in other schools. Therefore, a collaborator proposed the idea of not allowing teachers to attend

workshops by teachers from their own school. This is discussed further in the next chapter covering our first network event.

Collaborators with no senior positions started feeling less capable of supporting their colleagues. In school D, collaborators complained that they had no control over their time at school as they had to cover lessons for their absent colleagues. This was a challenge for them to find the time to hold meetings with the participants as mentioned. The high level of teacher absenteeism in the middle school reflected a professional culture where commitment was lacking (Schein, 2010). Collaborators also had problems with their colleagues who dropped out of TLDW because they had already taken a place that another teacher would have benefitted from. Other challenges involved how their colleagues perceived them. Some participants did not see why those collaborators, who were teachers like them, were able to support them with their projects. One of the teachers in the middle school complained to her headteacher that it was unfair that she did not travel to Cambridge as TLDW collaborators did. She felt she was more capable for such a role. To solve part of this problem, we as a team decided to ask the elementary headteacher to support teachers in the elementary school, because we knew that she supported our views about teacher leadership. I started building conclusions that collaborators should hold senior positions. However, discussions with my supervisor extended my thinking to explore ways by which I could support collaborators from school D to establish their authority and confidence.

Session four

In Session four, we as a team tried to be receptive to the recommendations of the participants in previous sessions. From one school to the other, I worked on adapting the session based on our reflections.

Session four had a number of aims; participants were supported in rethinking the title of their projects. We discussed achievements, challenges and ways of overcoming

challenges. We also discussed ways by which participants could adjust their development project based on the evidence they collected. Finally we discussed ways by which participants could participate in the network event that followed this session.

As mentioned, the first aim of this session was for the participants to rethink the title of their project. This aim was not included in the HertsCam Tutor Guide for Session four, instead, the tool was sent to me by HertsCam coordinator as a new tool. The HertsCam team developed this tool as a reaction to a problem they noticed when they tried to compile the titles of development projects to create a database. The titles should reflect the aim of development, not testing best practice or proving a certain theory. I felt after reviewing this tool that the concept of research rather than development is affecting some teachers in HertsCam. Drawbacks of the ‘teachers as researchers’ model are discussed earlier (Ch. 4) (Frost, 2013). In one of the network events I attended in the UK, a headteacher kept on talking about the benefits of research, assuming that this was what teachers did in TLDW. On the other hand, teachers in Egypt rarely engage in research as discussed earlier (Ch.2) (Badrway, 2011; MENA-OECD, 2010). Yet, we agreed as a team that this tool was still very useful to help them focus on the aim of development.

Having this tool sent to us made us feel as a team that we belonged to a wider network. This network follows the same iterative nature of adapting their programme as we do. We realised that adapting the programme is something that we are not doing for the purpose of this research study, instead, it is the way we want to follow for leading a network that meets the changing needs of its participants.

The first school I led the session in was school A, and against all my previous expectations with this particular school, the general mood in the session was very negative. It was the particular timing of the year as it was the end of the term. Teachers have been revising the curriculum with their students to prepare them for the test. Then they spend a lot of time marking exams. They seemed very stressed, and loaded with

tasks that they do not value. This is one of the main drawbacks of working in an exam driven system as discussed earlier (Ch. 2).

We feel we are having dual personalities, multiple personality disorder. We do what we believe in and value the most in our projects in class, and at the same time we have to make sure the students do well in the exams, so we at the same time teach them to memorise and study for the test as well.

(Participant F, Session 4)

As soon as the participants from school A saw me, they started complaining about how overloaded they were and how they did not do any progress in their projects since last time we met. The stress was not only due to exams, they were also asked to prepare for a celebration that they were not given prior notice about. This echoes the global discourse about the workload and stress that teachers endure (Galton & MacBeath, 2008).

Identifying what is holding them back

One of the tools used allowed teacher to identify what is holding them back. The tool had three main categories.

- Is your own view or someone else's view of what it is to be a teacher holding you back?
- Is the way this school operates as a community holding you back?
- Is an aspect of your personal capacity holding you back?

None of the teachers in the four schools related to how society views their profession or how they view their profession as a challenge in leading their projects. Although when we prepared the session, some collaborators identified this as a challenge. In school A, participants explained how their school has a different professional culture.

No one will find this point as a problem in any way in our school, because all the teachers are more than teachers, all the people here have moral purpose and that is the culture.

(Participant M, Session four)

It is interesting how teachers perceive that being just a teacher means having a role that is limited to the classroom. In schools B and C as well teachers mentioned that in their schools teachers have a wide role to play. In school D they reflected that this would be a challenge in the national system but not in the international section that they belonged to. I felt that even though my previous study (Eltemamy, 2012) has shown that many teachers in Egypt are affected negatively by their own views as well as society's views about the role they play, this group of teachers is different because they voluntarily joined the programme to have an impact.

Most of the challenges that teachers discussed related to the school as an organisation where they all complaint about not having the time, and most of them were blaming the schools for that. They felt that their schools did not provide them with time to rest and reflect.

We as a team started realising that time is a challenge mainly for those who were doing projects that are away from their job description. Those who are moving on well were mostly leading projects that were part of their role. However, this is not a rule and still I was not decided yet about which was better for participants to develop their leadership capacity.

At that time, I felt that extending their leadership role beyond their classrooms gives them a greater sense of agency and ownership towards their schools' development. One of the main convictions behind the TLDW programme as mentioned earlier (Ch.4) is the concept of non-positional teacher leadership. "It is not a matter of delegation, direction or distribution of responsibility, but rather a matter of teachers' agency and their choice in initiating and sustaining change" (Frost & Durrant, 2002b:3). It is about teachers deliberately and consciously initiating strategies for improving their schools, based on their professional concerns without having to be in formal positions (ibid). However, I was concerned about whether or not teachers will have the time given their job demands.

In the session, collaborator from school B responded to those blaming their school for the lack of time by words that I felt started making things clearer to me:

Those who are complaining about the lack of time, they are choosing to do things that are far away from their job. They should be thinking of reaching their objective but through their own work. Do not expect the school to tell you do your project and leave your own work. You should think of something in your own work that you think was missing. This should be through your job. We have a number of good examples; Mr. K, an Arabic teacher, focussed on improving the Arabic writing skills of his students through introducing new strategies. Mrs. E, a Math teacher is reaching her own objectives through project based learning, although it is taking her more time, yet, she believes that the skills the students gain are far more important.

(Collaborator B, Session four)

I did not want teachers to be restricted in their ability to choose their area of development as this was one of the main principles of TLDW as mentioned earlier. At the same time; it had to be made clear that the school will expect them still to do their normal job at school even though they are doing a development project.

In school B, since they followed an international curriculum they had more flexibility. One of the ways they tackled the problem of time was to add in the plan for the following term time for their developed activities. This was made possible because many of their projects served the aims of the British curriculum that they followed. This is an example of how international schools in Egypt have more room for teachers to innovate as discussed earlier (Ch.2).

The existence of a person with authority in the session encouraged participants to discuss openly the challenges associated with the school as an organisation. Collaborators with senior positions have shown interest to listen and have tried to discuss ways to overcome those challenges.

This is a privilege that teachers in school D did not have because collaborators were teachers with no leadership positions. However, an important point to be considered was the degree to which teachers take ownership of solving their own problems rather than

rely on their headteachers/tutors to do that for them. Overcoming challenges should not be limited to reporting to a member of the senior management team, although sometimes this is vital to overcome a challenge. The degree to which tutors should support participants is an important issue that we as a team discussed as shown later.

Very rare did any of the participants mention that their personal skills were holding them back. They did not want to take ownership of why they were not moving forward with their projects until I asked them directly. Only then did they reflect that they needed to increase their knowledge about the area they were doing the project in.

In school A, even though they all gave me the impression that they all did not do any progress in their work since last session, when I asked them directly who did not actually do any progress since last time, only three raised their hands. In the other three schools, intentionally achievements were discussed first, which impacted the flow of the session positively.

Discussing achievements

In school B, several people were giving evidence of how their projects were starting to have impact. The collaborator was encouraging them to talk about their achievements as she started referring to the impact that she saw. She made teachers value the impact that their projects were starting to have, even though they felt humble to talk about it. I felt that she was highly involved through discussions about their projects. I did not feel the same with collaborators from school D, who were listening to the achievements of their colleagues as if it was their first time to know about them.

Are collaborators from school D unable to support their colleagues because they do not have a leadership position? Or are the participants the ones who are reluctant to discuss their projects with them because they think they lack the experience, knowledge and authority to support them in their projects? Is it a problem with me, that I do not direct the collaborators as to how to support their colleagues? Or is it a problem with the other collaborators who excessively support the participants in their school?

(Reflective journal, Session four)

I decided to think of ways to enable collaborators from school D to support me in leading the session and support their colleagues in leading their projects.

In school C, the role of the collaborator in leading the session was very valuable in making certain concepts clear for the participants, like using evidence to evaluate the progress of their projects. She encouraged them to think of ways to evaluate their development work that goes beyond how they feel about it. She constantly reflected on how she learned from JHNS visit in Cambridge in the sessions, which was very useful.

The atmosphere in school C is very cosy, given the small number of participants. In session four, other than the six participants, we had a visitor. This setting allowed us to hear from each participant updates about their development work, and having a visitor who shows interest in the development projects adds value to the session.

Developing our capacity to facilitate

It was very encouraging for us as a team when we saw the improvement in the way we led the session from one school to the other. The first Session four was led in school A and the last in school B. In those two schools both collaborators lead the session with me. Although Session four in school A was one of those sessions that made me feel pessimistic because participants were stressed, over loaded and tired, the session in school B was an experience that I really enjoyed and I would refer to it at that time as one of the strongest sessions that we led. We worked on developing some of the factors like rescheduling the session to be at a time away from exams. Collaborators held meeting with participants to discuss with them their achievements prior to the session. Participants were given the tool that categorises challenges they face to think about it before coming to the session. As mentioned earlier, we started the session by discussing achievements and not challenges. We started having more frequent adaptations to the sessions.

Participants from the four schools were very excited to participate in the network event once we informed them about it in the session. More about the preparation for the network event is discussed in the following chapter.

Summary

In this chapter, there is an account of how I engaged with all the 50 participants through the one-to-one tutorials. During this process I was aware of the ethical implications of having a dual role. As a researcher and a developer of the programme I valued this experience. It allowed me to support the participants and also develop my understanding of ways of facilitating the programme. We were receptive to the input we got from the participants and accordingly we adapted the way we led the programme as reflected in Sessions three and four. We became more confident at leading the sessions and participants became more eager to give us their feedback after finding how receptive we were to it. Yet, there were still new experiences for us as a team as well as participants to explore through the programme. Networking is one, as discussed in the following chapter.

Chapter seven D: Networking

This episode in the narrative reflects a period where we as a team started seeing our conviction about the ability of teachers to lead reform turning into reality. In this chapter I narrate one of the milestones in the programme; the first network event/conference for teacher-led development work in Egypt. Network events/conferences are a key element of the programme where teachers engage in critical discussions about their development work through presenting their work to others (Ch.4). They build knowledge together through interactions that shape their thinking, where they feel valued as professionals. It also provides a platform for teachers to extend their collaboration beyond their school (Frost, 2013). Such a dynamic reengages teachers with their moral purpose (Harris & Muijis, 2005).

This was our first experience as a team to organise a conference led by teachers. Since it was a totally new experience for Egyptian teachers as well, we were concerned about the ability of teachers from different backgrounds to be part of a professional dialogue with the aim of knowledge sharing. As discussed in this chapter, the concept of networking was very powerful in sustaining the enthusiasm, motivation, and commitment of teachers to reform. The success of this event increased the interest of other schools to join TLDW; it also raised the question of how to sustain the programme in the future. This event stimulated a series of events in schools based on the principle of networking as discussed.

Attending the HerstCam Annual Conference

I have been attending the HertsCam Annual conference since 2013. In April 2013, one year before starting my research, I attended the Conference and met two Egyptian teachers who were visiting the UK for a short visit. We reflected on how teachers we

met in the seminars were different from Egyptian teachers in the sense that they valued their profession and felt how vital their role was. We agreed that in our country, many teachers were not valued by themselves or by society and that events such as this conference were almost not available.

In the following year, I attended the same conference as a PhD student who was willing to take a similar intervention to Egypt. I hoped that one-day Egyptian teachers would be having similar conferences.

I sent this email to my supervisor, David Frost (April, 29, 2014) commenting on the event:

Dear David,

Actually, there were a lot of empowering moments that made me wish I had so many Egyptian teachers with me to understand what I mean by teachers with agency and teachers controlling their profession rather than being controlled by others. It showed a powerful image of passionate teachers who believe in the impact they have. It reflected how education and teaching is a process based on personal interaction and therefore cannot be prescribed. Instead, teachers need their flexibility to innovate and be the owners of their development projects. They also need the support that an event such as this conference offers to continue innovating and developing. The way the teachers themselves valued their own profession is something that I feel Egyptian teachers are missing in the middle of all the challenges they are facing. It made me feel that the Middle East actually needs a teaching profession where teachers themselves reconceptualise their professionalism and value their profession more, and believe in themselves as professionals.

Thanks David for all your efforts. It was your vision so many years ago, and it is amazingly beautiful seeing your dream come true, and seeing all those teachers (including myself) empowered to lead the change themselves.

Best regards,

Amina

(Eltemamy, 2017:102)

When I started the intervention with Egyptian teachers in October, 2014, I hoped that after a couple of years we can lead a conference like the one I attend in Cambridge. It was way above my expectations, that in February 7th 2015 we led a conference, the First Conference for Teacher Led Development Work in Egypt, and it had the same spirit.

I realised at that particular moment that there were so many passionate teachers in Egypt who just needed the right conditions to flourish (Eltemamy, 2017). It was an enjoyable and uplifting experience for me, my collaborators, TLDW participants, and the guests who attended the event. In the following section, I discuss the significant aspects that we encountered as a team when we led this event starting with our expectations and concerns.

Our concerns as a team

Given my prior experience of attending the HertsCam Annual Conference, I had certain expectations. As a participant observer, I was exploring whether teachers would share knowledge, lead the seminars confidently, engage in critical discussions, encourage, and motivate each other. Since schools in the network represented different socio-economic classes, our main concern before the event was would teachers from different schools, different ideologies, and different social classes be able to hold together a network event and share their expertise. This was a very valid concern in the Egyptian society as discussed in Chapter two due to social stratification (Mikhail, 2008). Even before the British colonisation, Egypt has been a highly stratified society with gaps between social and economic classes, causing a discrepancy in attitudes, norms, values, education, and life experiences. The existence of significant class divisions in Egypt did not cease to exist even with the socialist era in the 1950s that only camouflaged the divisions, trying to empower the working class (Salama, 2012). We had to plan for such a concern by unifying the language that would be used during the event, and asking participants to try and interact with teachers from different schools.

Unifying the language used in the event

We decided that all teachers should interact in colloquial Arabic so that it would be understandable for everyone. Teachers were free to have their PowerPoint presentations written in English as long as they explained the concepts in Arabic. Even though it should not be a problem for Egyptians to lead a presentation in the language they speak

in, it was still a struggle for some. Teachers who taught their subjects in English did not expect to be asked to prepare their presentations in Arabic, and some proposed having some presentations in Arabic and others in English. Egyptian teachers in international schools expect professional educational discourse to be led in a foreign language, reflecting the colonial mentality, where English is regarded as the language of the educated elite (Decena, 204; Mikhail, 2008) as discussed earlier (Ch.7A). Some teachers and students in international schools are not allowed to talk in Arabic except during Arabic lessons.

I tried to convince teachers by explaining our aim of starting a conversation about teaching and learning especially among teachers who do not normally engage in a professional dialogue. I also used the phrase ‘colonial mentality’ to convince others who questioned the importance of leading the programme in Arabic. All teachers agreed to exert extra effort and prepare their presentations in Arabic. I personally had meetings with teachers who were not used to present in Arabic to review with them the Arabic terminology they planned to use and help them develop their confidence in developing a presentation in Arabic. Even though I was critical of how Egyptian teachers at the beginning did not want to lead their presentations in their own language, I have to admit that I had similar difficulties as discussed earlier (Ch. 7A).

Our second concern was with members of the senior management teams or owners of schools who expected to attend. We were concerned that their presence might inhibit presenters from their schools to lead their workshops freely. With the hierarchy that prevails in the system and the culture (Ch.2) (Kabasakal, Dastmalchian, Karacay & Bayraktar, 2012) teachers might refrain from talking authentically about weaknesses and challenges in front of the person at the top of the hierarchy so as not to be evaluated accordingly. We agreed as a team to advise them to attend sessions led by teachers from different schools for wider exposure.

The venue

The venue for the event was an important variable, not only because it provides the space for knowledge sharing and networking, it also has a symbolic value in terms of making teachers feel valued. We held the event in a conference center and not a school; because we wanted participants to feel that this professional setting was prepared for them to share their expertise and in that sense make them feel how much we value their profession as other major professions. Secondly, we did not want the event to belong to a certain school at this stage, especially in our first event where we were trying to spread our philosophy and stay free from any categorisation in terms of ideology or political affiliation. Therefore, we booked a conference center that was very suitable for the event as it had a spacious hall in addition to three meeting rooms for the workshops to be held in.

We followed the HertsCam Annual Conference pretty much at that time. We had guest speakers, networking activities, poster sessions, and seminars led by the teachers. The difference was that we limited ourselves to three sessions and each session had three seminars, with a total of nine teachers presenting. (See appendix I for the titles of the workshops). From each school we asked two-three teachers to prepare a seminar for the event about their development projects. In schools C and D two teachers from each school wanted to present, therefore we did not have a selection process. We just held meetings with the teachers discussing their presentations. On the other hand, in schools A and B a significant number of teachers wanted to present. Therefore, we asked all interested teachers to prepare their presentations and we select amongst them. Having the power to select what would be presented was a contentious issue, because it made me in control of what would be presented rather than the teachers themselves. However, it was a vital process to ensure that the projects presented included strategies that others attending could engage in and benefit from. Especially that development projects were the main triggers for the discussions in the seminars.

Choosing between different presentations in schools A and B

Me and collaborators from schools A and B were available for two days in their schools to view teachers' presentations. Presentations were scheduled based on the presenters' timetable. Collaborators from these schools spared time for this activity, not only because of their engagement in TLDW, but because as headteachers, they felt it was of great benefit to their school. The selection process was a rich experience of its own. Presenting teachers brought with them their colleagues who were their collaborators in their projects. There were many other teachers in the room who were coming eagerly from schools A and B to support their colleagues. There was a critical discussion after each presentation where teachers tried to advise their colleagues on ways of improving their presentation. The critical feedback was accepted wholeheartedly by presenting teachers.

It was the first time for me to realise the amount of work that the teachers did. It was not until then that I realised how powerful this programme was in mobilising leadership potential in teachers. Both collaborators were very touched and proud with what the teachers did.

I was just telling Mrs. K, the owner of the school, that I was delighted when I saw your presentations, those two meetings have been an uplifting experience, you are putting a lot of thought and effort in your work"

(Collaborator school B)

The selection was a challenging process especially that we had to choose only five presentations from the two schools. We decided to select projects that were on topics of interest to teachers from other schools. We knew that there would be disappointed teachers who were very keen to present.

I was hesitant to select projects with a religious dimension to be presented at the event. It has always been a sensitive issue to discuss religion in a non-religious setting in Egypt.

This was proliferated with the recent political changes after the Muslim Brotherhood party was asked to step down by the military on 30/6 as discussed earlier (Ch.2). However, it was my first promise since the very beginning to all the participants that the programme is suitable for all the teaching staff. One of the teachers from school C who wore a *niqab* (face cover) expected to present at the event. I did not see a problem in that at all, this teacher had a very valuable project that other teachers could benefit from. However, I was advised by others who were not from the team to exclude her so as to protect the network from being labeled as having any religious or political ideology. I totally refused to discriminate against her for the way she dresses, which was way against my ethical standards. It was also against the values of this rather democratic approach to professionalism that we support through TLDW.

I decided to rely on our initial criteria for choosing presenters with topics that would be of interest to others attending. Yet we advised all teachers to cater for a wider number of audiences by focusing their presentations on the strategies used rather their specific subject. For example, we chose a presentation by a Quran teacher who was developing motivational strategies to help students at a young age enjoy memorising the Quran rather than regard it as a burden. We encouraged her to change her title from ‘When will we have our Quran lesson?’ to ‘Developing motivational strategies to encourage students to learn the Quran’. We also advised them to leave time for the discussion and actually plan for it. At the same time, I made sure to leave them room to innovate and lead their workshop; I tried not to give them a way to do it, but rather a guideline. It was crucial for them to practise their professional judgment and autonomy as discussed earlier (Ch.4).

As for the other teachers who were not selected to present at the event, we were concerned that they feel rejected or that their work is not worthy of spreading. Therefore, we asked them to turn their presentations into posters. One Arabic teacher filmed a touching documentary that we decided to display in the closing session.

The first conference for Teacher Led Development Work

This was the first conference in Egypt to be led and presented by teachers. In previous conferences, teachers' role was limited to being recipients where educational consultants and researchers informed them about best practice, recent reforms, and so on. The concept of network events led by teachers is very alien to the Egyptian educational system that does not expect from teachers more than preparing students to the test (Ch.2). Therefore, participants and guests did not know what to expect.

As mentioned before, I had a very positive perception about the event, I felt that it brought forward to teachers the value of their profession and the impact they could have on society. The evidence collected clearly supported my view as well. Data was collected through formal and informal means. All seminars have been observed at least by one of the collaborators who had an observation sheet to fill, as I was moving around to witness a glimpse of each seminar. We as a team held meetings after the event to evaluate it. As to participants, they all filled an evaluation form and were part of a focus group that took place after the event in Session five. All points raised were documented.

The most common comment that I received during and after the event was that the event was very well organised. The roles were divided among a big number of people. Participants signed up at the registration desk, and then they moved to another desk to select the workshops that they will attend. Participants selected three out of nine seminars. A very descriptive title was given for each workshop, (see Appendix I). Voluntary ushers and photographers helped at the event. One of the guests described the event itself as a place where leadership was exercised by a large number of people, where he described my role as 'silent leadership from the back.' It echoed the concept of servant leadership where leaders share power to make the conditions available for others to lead (Spears, 1996). The attendance was very high; only two participants did not attend. There were a total of 90 delegates participating in this conference.

Opening session

There was an opening session that all teachers attended, we had a couple of guest speakers and my supervisor was our virtual guest speaker. In his word to CairoCam participants, he identified their schools and acknowledged the work that they have been doing. This gave participants the feeling of belonging to a wider network and that their impact could be extended across borders. This also added credibility to the programme in the eyes of school owners and guests due to the importance of international affiliation as discussed earlier (Ramahi & Eltemamy, 2014).

One of the guest speakers was an educational consultant and a publisher of educational books. I had a conversation with him prior to the event to introduce our programme. As I invited him to the event, his reaction was:

All what you said concerning teacher leadership and teachers leading developments in their schools is doable. What I do not think is ever doable is breaking the walls between private schools in Egypt to share their practices together in such a competitive environment.

(Guest Speaker, one-to-one meeting)

His speech in the opening session was centered on how impressed he was that Egyptian teachers were starting to share their practices and create knowledge (Eltemamy, 2017), which was very rare (Ch. 7A). Others attending the event as well were inspired by how teachers were openly sharing their new ideas. Teachers themselves believed this to be a unique and rare opportunity given the highly competitive culture among private schools in Egypt as referred to earlier.

Teachers left aside which schools they come from and united over the shared aim of doing their best for the benefit of Egyptian youth.

(Participant H, focus group)

Following the opening speeches, we had a networking activity, which is used as a device to encourage participants to start a professional dialogue. There is always a stimulator for the discussion like a question and a way of grouping people randomly. For many teachers this network event was the first event where they met teachers from other schools to discuss issues about teaching and learning.

It was a great experience. I have been dreaming of attending an event where people of the same field meet and exchange knowledge just like many other professions. Finally it happened in the teaching field and in Egypt.

(Participant S, evaluation forms,)

Teachers said the event made them realise that there were other Egyptian teachers who were passionate about their role in educational reform (Eltemamy, 2017).

The conference made me feel that I am not alone

(Participant F, evaluation forms)

Poster sessions

Teachers were invited to a gallery-walk where posters were displayed. Posters are a way of presenting thoughtful provocative material to stimulate a dialogue. Participants approach these posters and start a conversation with the presenter of the poster. Posters displayed in the event were of different formats and sizes. Some posters were very crowded with words, images, diagrams and pictures. We agreed as a team that we needed to encourage participants to keep their posters simple for clarity. Moreover, having their posters completely informational makes it less of a tool to stimulate the discussion. We agreed that posters do not have to be in the usual form of posters, participants can be creative with presenting their work.

The schedule of activities is attached in appendix J. We tried our best to stick to the programme written, we started on time, and ended on time, yet the guest speakers took longer time than agreed, therefore, we had to reduce the time for the poster sessions. This did not disrupt the flow of the event as participants had time before the opening session to discuss the posters. However, in the evaluation sheets, participants requested more time for poster session.

Seminars

In the seminars, teachers were expected to discuss and debate their values, concerns, strategies for improvement and challenges. Participants leading the 30 minute seminars were advised to lead it in an interactive way and provide room for discussions. At this time, participants were still working on their projects, and therefore, dilemmas and challenges were an important part of the discussion. The observation sheets that the collaborators filled reflected in detail the kind of activity and discussions in each seminar. In most sessions, collaborators described the discussions as interactive and friendly.

Dialogue was friendly and horizontal, storytelling, discussions in groups, she gave them a bag of miscellaneous to find a solution out of. It was interactive, lots of interested audience and new approach.

(Collaborators school C, observation sheet)

Despite that the session ended, the discussion continued between the presenter and some audience.

(Collaborators school A, observation sheet)

Most discussions in the sessions were in the form of mutual problem solving. In some sessions, the participants practised some of the new strategies that they developed for their students with the attendees.

I did question however, the criticality of the discussions, especially that several teachers commented on how sessions supported their views about teaching and learning.

The activity was engaging, yet it was spoon-fed, it had the answer in the question, the presenter should have more confidence in the creativity of the attendees.

(Collaborators school C, observation sheet)

The discussions that I personally observed during the event were more on the supportive side rather than the critical one. It was among the aims of the programme to support teachers in developing a critical perspective towards knowledge building (Ch.4). Egypt is not the cultural context in which criticality is a norm. I had a conversation with an expert, discussing possible reasons why Egyptian teachers are not critical of texts they read. Her perception of the possible reasons is reflected in the comment below.

In my view, it has to do with the culture of authoritarianism. Authority is not questioned whether it is the father, the teacher, the boss, the president so why would the author be excluded? Texts represent authority and hence they are revered. The question would be then and why is authority blindly obeyed? Egyptians were indoctrinated since they were little that authority represents the experience and wisdom and most important of all power hence the right attitude would be to follow.

(An expert, email)

The authoritarian culture was challenged in the 2011 revolution (Ch.2); however, since it was not successful in bringing about desired change, the society became arguably even more obedient to the authority. I would also see education as another factor as some researchers argue that in the Arab countries the curriculum taught encourages “submission, obedience, subordination and compliance rather than free critical thinking” (AHDR, 2003: 53).

The content presented in the seminars was aligning with our views as a team about teaching and learning. In one seminar though, the collaborator moderating the seminar disagreed with one of the strategies presented on behavioral management. I had a similar view during my discussions with the participant presenting prior to the event, yet, I did

not want to impose my views on her. The principles of this programme are based on trust in the abilities of teachers who decide for themselves how to improve their practice. However, collaborator from school C believed that we should monitor the content presented. Given our opposing views, we decided to advise participants in the following event to have the contested issues open for debate in the workshops they lead.

Attending three out of nine seminars was intended to offer a wider variety and allow teachers to choose seminars that they would benefit from the most. However, participants mentioned that they thought the other seminars were useful to them as well and they wanted to attend more than three sessions. It was not feasible given their busy schedules and family commitments. We had to think about other means of networking like virtual networking. A couple of participants mentioned in the evaluation forms that they hoped to meet other teachers doing projects similar to theirs.

I think the effect was more personal and social than professional. To be honest, I expected to gain more from this network, through new ideas, ways to approach and work on my project, etc.

(Participant T, evaluation sheet)

From our side as a team we tried to choose a variety of development projects to be presented that serve different areas as mentioned earlier, however, there were a few who did not find the topics presented of relevance to them. We also tried to introduce teachers of similar interests to each other during the event. Yet, not all teachers felt comfortable to approach others and start a conversation, even if that was the purpose of the event. Therefore, introducing more activities that encourages participants to network was on our plan.

Starting a professional dialogue among teachers of different backgrounds

Starting a professional dialogue among teachers from different backgrounds was what we wanted to achieve, however we expected difficulties. As mentioned earlier,

colloquial Arabic was used throughout the event to ensure interaction among teachers of different backgrounds. Schools with majority English speaking teachers were very proud that they were part of a professional and well-organised educational event that was led in Arabic, as it was very rare in Egypt (Eltemamy, 2017). They valued the opportunity that allowed them to interact with teachers of different backgrounds who shared the same aim.

The event was dominated by teachers from schools A and B who share an Islamic ideology. I was concerned that teachers from schools C and D would feel isolated or uncomfortable in anyway. As to my personal observation during the event, I found that teachers from different schools were interacting together. However, a teacher from school D who led a seminar mentioned that she and her colleagues felt different especially that the majority of women attending the event wore a headscarf and they did not. This did not influence her ability to network and exchange information though. I was glad that teachers interacted given the different ideologies. However, I was concerned that the network becomes labeled as belonging to a certain school or ideology.

Some teachers from an Arabic private school were also invited to attend. They were interested to join the programme and found the event very useful. Supporting Arabic schools through this network is a step forward towards supporting mainstream schools (Eltemamy, 2017). As mentioned earlier (Ch. 2), Arabic schools serve a wider section of the population since they charge low fees compared to other language schools.

Closing session

Closing sessions provide an opportunity to bring attendees together again for reflection and evaluation. It was inspirational when some participants had a chance to reflect on how the programme changed their perspective on their role in development. A video was displayed where an Arabic teacher presented how he supported his students develop

their Arabic writing skills in a time where the Arabic language is not a priority in most international schools. It was very touching and reminded teachers, especially those from international schools that they had to take active steps to protect their language.

The owner of schools A and B attended only the seminars led by teachers from her schools. She said that her main aim of attending was supporting her teachers. However, I have noticed that she was interrupting the teachers while they were presenting as if they were presenting to her at school. I have shown my discontent to the collaborators from schools A and B. In the closing session, she wanted to say a word. She reflected on how she enjoyed the event and how proud she was with the performance of teachers from her school. She even asked them to do a certain handclap that they do at school. In such an event where we were trying to remove any labels of which schools we belonged to, we did not find it coherent with what we were trying to achieve that she thanked her teachers and not the others. As a team, we did not draw conclusions about the extent to which leaders of schools should participate in events as such. We felt that it depended greatly on the personality of that leader.

Impact on teachers

The feedback of the participants reflected the positive impact the event had on them. Teachers valued their role as professionals, they were motivated to continue working on their projects and they benefitted from the ideas presented. The event spread a positive spirit, especially among those who presented their work. They felt how important and useful their projects were to others (Eltemamy, 2017). While some were hesitant before the event to present their work and even thought about withdrawing, after the event they started thinking about ways of extending their impact.

Teachers valued being introduced to new ideas that they could apply in their classrooms. Since they found that to be extremely useful for them as teachers, they decided to do the same with other teachers.

What I took from this event is to remain on the value of giving.

(Participant R, evaluation sheet)

Presenters mentioned that they were willing to stay in touch with other participants doing similar projects.

The most mentioned comment by the collaborators after the event was that the event inspired participants to continue working on their projects, especially those who were struggling. Many comments by participants in the evaluation forms reflected this.

I was very happy, inspired by a positive energy that gave me a great push to work on my project and great hope.

(Participant E, evaluation forms)

I felt a need to develop myself, develop my own practice, and work more on my project.

(Participant V, evaluation forms)

The idea is clearer and I think I can take more effective steps in my project.

(Participant W, evaluation forms)

Several teachers wrote in the evaluation forms that the event made them feel proud of their profession and feel valued as professionals who have an important role in society. This was one of my main aims for this programme as mentioned before.

The event made me feel proud of my career and my role in my society.

(Participant G, evaluation forms)

Teachers started seeing teaching as a respected profession.

I did not know that teaching as a profession has characteristics like any other like engineers, doctors and so on. They are passionate, risk takers and above all believers”

(Participant M, evaluation forms)

They felt that they had a role in improving the situation for other Egyptian teachers

We felt that we were paving the way for others.

(Participant T, focus group, school C)

The interactions in the event enhanced their collective self-efficacy, which refers to the shared belief of a group in their collective ability to attain their goals (Bandura, 1986). Teachers developed a common cause and shared belief in their ability to take action as a group to face challenges facing the teaching profession.

Teachers wanted their success to be seen by a wider number of audiences. They recommended inviting more guests particularly from their schools in the following event. They also hoped for more publicity and media coverage of the event.

We hoped it was transferred to the outer world, to the media and the press.

(Participant D, focus group, school C)

We planned to allow more guests to our events, especially key people who can publicise for our programme.

What impacted teachers through this event could be summarised in those three points.

- What works (skills, info and tips)
- Mutual encouragement (common cause, collective self efficacy)
- Moral purpose virus (parables, inspiration, values)

(Frost, 2012; 219)

The participants did not have anything to compare to when it came to this event, actually they did not know what to expect and fortunately, the event exceeded their expectations. Yet, they still had some recommendations for how the event could be done in a better way in the future, which was of great benefit to us when preparing the following event as reflected in Table 7.

Table 7: Points to be considered in the following event

<p>Points to consider for the following event</p> <ul style="list-style-type: none">• <i>Invite more guest from school C and D</i>• <i>Provide more time for poster sessions</i>• <i>Have another networking activity towards the end of the event for teachers to reflect on what they are taking from the event</i>• <i>Have tea and coffee available, even though lunch is served after the event</i>• <i>Try to have media coverage through finding other contacts</i>• <i>Encourage presenter to discuss some issues through debate</i>• <i>Try to reduce the role of school leaders in opening and closing speeches, having instead the voices of the teachers</i>

(Reflective journal)

Actions stimulated by the event

The event stimulated a number of reactions in each school based on the principle of networking and knowledge sharing. Teachers were more motivated to work on their projects as mentioned earlier even though conditions in their schools did not change.

Discussions about teaching and learning

In the four schools, the event stimulated a discussion about teaching and learning not only among TLDW participants, but also among others in the staff room. This was particularly a transformation in the discussions among teachers in the middle school in

school D. As discussed earlier, the professional culture among them was not very conducive to development (Ch. 7A & B).

Another significant impact was participants presenting their work to their colleagues at school. Teachers from school D in the elementary school were asked by their headteacher to present their work to all the teaching staff. This stimulated a wider discussion about teaching and learning and more teachers interested to collaborate.

In-house network event

In schools A and B, they took it a step further and developed an in-house network event for the two schools together. This was made possible because of the teachers who already prepared presentations and were not selected to present at the event. There were a total of eight presentations divided over two sessions. About a hundred teachers attended each choosing two sessions to attend through signing up online. I was inspired by how the concept of networking and knowledge sharing was so contagious.

I was invited to this event as a guest, and I was impressed by how collaborators and participants were able to take it forward on their own. I moved between the sessions and wrote some observations. I saw the teachers presenting being supported by their colleagues who have been trying out their ideas.

After the event, I was approached by three participants who excitedly took me to their classrooms to show me the work that they have done. It is interesting to mention that those participants in particular were concerned about their inability to proceed with their development projects in the session led before the event. The motivation that such events create is extraordinary.

I was also approached by heads of departments thanking me for what I was doing. The head of the Arabic department in particular thanked me for discovering abilities in her teachers that she did not know they had. A number of teachers who were not part of TLDW, complained at the end of the day that two sessions were not enough. The

collaborators informed them that this event would be led again the following week, allowing them to attend different sessions.

Wider aspirations

In school C, teachers started having wider aspirations for their projects, especially those who presented at the event, by turning their projects into campaigns. One of the projects focused on supporting lower ability students through discovering their talents. With the slogan ‘change your labels’ the teacher wanted to spread her idea in other schools. After the event, the owner of school C started talking about TLDW in school orientations, saying that it is an important part of the school’s philosophy.

The event stimulated our thinking as a team, as to what could be the future of our network. It made us see the vast resources that we had that could be utilised for the development of our country. This feeling was also shared by guest speakers and participants who started arranging meetings with me to discuss their aspirations not for their projects, but for the CairoCam Network.

The network event created discussions and questions about what should be our next step. I am happy that this question was not only raised by me and the collaborators, but also by the participants.

(Reflective journal)

One of the teachers in school C decided to create a blog for online networking among CairoCam TLDW participants. She agreed to accompany me in the following session, Session five, in the four schools to teach participants how to use the blog. Another teacher from the middle school, school D, was eager to meet me following the event. She did not feel supported professionally at her school; she felt lonely and isolated in her process of development. Yet, the event allowed her to network with teachers whom she connected with more on a professional level. She was inspired by the wealth of projects that CairoCam participants led. She felt the urgency of allowing other teachers to benefit from the knowledge created through courses that TLDW participants lead. These were all very useful ideas that influenced our discussion as a team following the event.

Discussing as a team ways of expanding on networking

As a team, the event stimulated different ideas and feelings among us. Collaborators from schools C and D felt that we should start expanding our network by approaching other schools. On the other hand, collaborators from schools A and B were not very confident about inviting more schools until we created ways by which current participants could benefit from each other. We wanted to create more opportunities for networking beyond our two events. We discussed the urgency of a blog to aid online networking. We also discussed the possibility of arranging school visits among teachers in the network, as this was recommended by some participants as well. Collaborators reflected on their visit to JHNS and how helpful it was.

There was a felt need among the team and the participants to support teachers from the Arabic school who attended the event. Knowing that their circumstances and resources were very challenging, it was inspiring to see their willingness to participate and learn from others.

We also discussed the possibility of creating a platform for teachers doing similar projects to collaborate. They could then develop workshops for teachers within and beyond the network. Our discussion led us to an innovative idea. We decided, after the approval of managers of schools A and B, to use their professional development center to hold small events with specific themes, for example, a network event for developing students' Arabic skills, another for independent learning, and so on. We decided to invite interested teachers from the participating schools even if they were not part of TLDW.

The day of the Arabic language

Our first theme-specific network event was for developing students' Arabic skills, under the name of 'The day of the Arabic language'. This was our first theme given the abundance of projects by teachers from schools A and B in that area. We also believed that this topic would usefully support teachers from the Arabic school whom we invited to attend.

This time, we decided not to limit presenters to TLDW participants; we encouraged other Arabic teachers from the participating schools to present their work. I had a limited role in organising this event, which was very well organised. TLDW participants from schools A and B were leading the registration process. A number of teachers presented in two parallel workshops; one for primary teachers and the other for secondary teachers. Even though I was expected to rotate between the two workshops, the workshop for the primary teachers was so engaging that I stayed there for almost the whole time.

The workshops were very useful and provided teachers with practical approaches to support their students' learning. One of the teachers from the Arabic school reflected on how useful the event was through this comment.

We have been talking about the importance of the Arabic language for a very long time. At last we are in an event where we talk about the 'how', how we can improve the Arabic language skills of our students.

(Teacher W, The day of the Arabic language)

I was extremely content with the contributions of teachers who were not part of TLDW. With the support of their headteacher, Arabic teachers from school D, elementary section, prepared two presentations. Discussions in the event were constructive; teachers were being critical to help their colleagues improve their work. Yet, one of the teachers from school B, commented in a demoralising manner on one of the projects by a teachers from school D who was not part of TLDW. His comment implied that the

project was worthless. I felt very embarrassed, especially for the teacher who was not part of TLDW and had travelled to another school to participate. I was aware of the expression on other participants' faces who also felt the same. Some participants tried to refute what was said by commenting on how beneficial the work could be. It was a learning experience for us to continue working with the participants on constructive ways of giving feedback. This incident had other implications as discussed further.

All teachers gathered for a closing session where some teachers reflected on how the event impacted them. Below is a comment by one of the teacher from the Arabic school.

This event made me feel that we have to be proud of ourselves as Arabic teachers, dress and smell nice, and be very close to the students, be their friend. Let them love their Arabic teacher who feels proud about what he is doing.

(Teacher W, The day of the Arabic language)

His comment reflected the deteriorated status of the teaching profession in Egypt (Badrawy, 2011; Eltemamy, 2012) as discussed earlier (Ch.2), especially Arabic-only speaking teachers. It echoed the earlier suggestion of headteachers who wanted me to hold separate sessions for teachers who knew English and others who did not (Ch. 7A). It was clear that the professional culture in schools A and B was not the norm. In those two schools, the role of Arabic teachers was highly valued.

Summary

In this episode, there is an account of how we as a team were learning through action how to create the conditions for teachers from different schools to collaborate and share knowledge in a highly competitive market. It was a totally new experience and a new concept for the participants who did not know what to expect. The success of the event exceeded our expectations as a team, which was confirmed through formal evaluation. We realised the vast resources we had, which directed our thinking to ways of expanding our reach beyond the network. The concept of networking itself was found to be

contagious where participating schools developed their in-house network events. Subject specific network events were also held as a way of supporting teachers doing similar projects to collaborate. The event did not only allow teachers to create knowledge together, it affected their collective self-efficacy and reengaged them with their moral purpose.

In the following chapter, the motivation and commitment that teachers bring to their projects is reflected in Sessions five and six. However, a few teachers were found to be lagging behind. This is one of the challenges that are discussed in the following chapter.

Chapter seven E: Overcoming challenges

This chapter includes accounts of Sessions five and six, the second one-to-one tutorial and the HertsCam Annual conference where we as a team led a seminar discussing the development of the CairoCam TLDW programme in Egypt. Throughout this episode, there is an account of how a number of challenges influencing our ability to facilitate the programme became visible. Among the challenges we faced was the lack of engagement of a few participants in the programme. This was evident because at this stage in the programme, development projects already started having an impact that was discussed among teachers in the sessions. Most participants were found motivated and encouraged to continue working on their projects; however, a few were lagging behind. Another challenge was the limited ability of collaborators from school D to support their colleagues given the lack of headship support. The third challenge was a significant turn of events when I myself suffered a major medical condition influencing my ability to continue leading the programme. As a result, we had to reschedule the remaining activities of the programme and delegate more roles to the collaborators. The final challenge represented in this episode was a conflict of interest among schools in the network when some teachers moved from one school in the network to another seeking better job opportunities. To overcome these challenges as they emerged, we continuously reviewed our progress as a team, which is clearly reflected through the periodic reviews in this episode.

Session Five

The aims of Session five are listed as a number of questions in Appendix E. Among the aims of this session was to support teachers in formulating the story of their development project, to be able to communicate it with others. This involved discussing ways of capturing the evidence of their development work. Teachers were also supported in reflecting on the impact their project was having so far.

The first part of the session was run as a focus group where participants reflected on the network event. The discussion was guided by a tool, which was created by the collaborator from school C. Reflections of teachers on the event were discussed in the previous chapter. Most teachers reflected on how the event made them discover that there were other Egyptian teachers keen on their role in educational reform. However, teachers from school A reflected instead on how the event made them value their school more. They were proud with what their colleagues were capable of doing rather than reflecting on what they learnt from other schools. Out of the nine seminars, five were led by teachers from schools A and B. Schools A and B were dominating the network, and therefore, I started thinking about employing measures to allow different cultures and ideologies to be present at the event.

We had two visitors from the Arabic school, who came to observe the session in school A, hoping to be part of the network in the following year. Managers of schools A and B were interested in supporting teachers from the Arabic school as a moral obligation towards educational development in underprivileged areas.

Session five started revealing the discrepancy among collaborators concerning their commitment and expertise. It was a very deep session in school C; participants were very reflective and referred to the session as a motivational push. However, I started being concerned about the progress of the programme in school D. In this session, one of the collaborators did not attend along with two other participants from the middle school who have shown a lack of engagement in the programme. Whereas collaborators in other schools had a strong sense of ownership towards leading the programme, collaborators from school D were constantly waiting for me to direct them.

The participant from school C who created the blog (Ch. 7D) accompanied me to all the schools to teach participants how to use it. This was done through a presentation that she created. Teachers were supportive of the additional opportunity for networking that the blog offered. We also discussed the possibility of international networking as I distributed a list with project titles and emails of the teachers doing TLDW in Palestine

(Ramahi, 2017). This offered an opportunity for networking especially for teachers who do not know English. Teachers also requested providing the means for them to network with HertsCam participants.

Fifth periodic review meeting; preparing session six

We met particularly to prepare for Session six, therefore, it was a brief meeting. We as a team have been meeting regularly to prepare for the sessions, which started to be inconvenient for some. I held a meeting with collaborators from schools A and B, followed by another with collaborators from school D. I was concerned that collaborator from school C was unable to share in adapting Session six, given her valuable role in adapting previous sessions. This highlighted the need to create a calendar for collaborators' meetings in the following academic year. We believed though that we would be holding fewer meetings in the following year because by then we would have already experienced leading the whole programme.

In our meeting we discussed how some teachers were reluctant to reflect on the session through the tool used at the end of each session. This tool/questionnaire had two questions as mentioned in Chapter five; what am I learning about leadership and what am I learning about learning? This tool was intended to support participants reflect on their learning through the programme and their leadership through developing their projects. In an attempt to encourage participants to reflect after each session, we decided to give them the space and time to share their reflections before they answered the questions individually. It was helpful, especially when we wrote their reflections on the board. Table 8 is an example of participants' reflections after one of the sessions.

Table 8: Participants’ collective reflections as written on the board

<p>What am I learning about leadership? (ways by which we are leading)</p>	<p>What am I learning about learning? (ways by which we are learning)</p>
<ul style="list-style-type: none"> • I can make a change, I can do it • social project • initiative • consultations • new skills • self confidence, not being afraid to lead • team work • reach them to teach them • sharing experience • positive energy • moral value, why we are teachers • talking same language 	<ul style="list-style-type: none"> • creativity • enquiry • being critical • analysing • trial and error • organising thoughts and writing them • categorising • Feeling happier while doing my job, • Proactive • reflection • facing myself with my mistakes and evaluating

(Observation sheet)

Supporting teachers in collectively reflecting on the sessions made them realise the different means by which they were learning through the programme. Accordingly, they reflected on how they wanted to change their teaching methods to provide opportunities for their students to learn in the same ways that they have been learning through TLDW.

As we prepared for Session six, we discussed how some teachers had not yet started applying their development projects. Therefore, we decided to support them through Critical Friendship Groups (CFG) protocol as elaborated in the following session (Wachob, 2011).

Session six

As this was the penultimate session, I felt I was going to miss the participants. Even though I was planning to continue running this programme, I appreciated those teachers who joined me through this journey without any evidence of its success in Egypt. They were very committed in supporting me through their feedback which shaped this programme. It was an interesting insight how this programme made me develop constructive relationships with the participants involved based on trust and respect. Developing these relationships was an ethical commitment as discussed in Chapter six.

Among the aims of this session was to support participants in thinking about extending their impact through building collaborations. As a team, we also had an aim of supporting teachers who were lagging behind as mentioned earlier. Therefore, we invited participants finding difficulties with implementing their projects and collaborating with others to participate in the CFG protocol (Wachob, 2011). This time, CFG protocol was used to guide a whole group discussion aimed at problem solving. We encouraged certain participants to participate by talking about their problems and challenges in leading their projects. The rest of the group listened, and then gave them their advice. The participants then reflected on the usefulness of the advice of their colleagues. I was surprised by some of the participants' innovative solutions. Moreover, collaborators with leadership positions were able to recommend solutions that required adjusting the logistics at school accordingly. This proved to be useful for the success of the development projects, however, it also questioned the ability of teachers to face their challenges independently as discussed earlier. Overcoming challenges is an integral part for teachers to develop their leadership capacity.

In this session as well as the one before, it was important to focus participants' minds towards compiling their portfolios. Therefore, teachers brought their portfolios with them for peer review. This was vital because experience from the HertsCam Network has shown that if attention was not drawn to the portfolio early on, it can slip off participants' agendas leaving them with a problem in the later stages of the programme.

Teachers were also provided a tool to support them in writing an article for the blog narrating their story of development. This was a step towards starting online networking.

In school B, we finished one of the activities earlier than expected. Therefore, on the spot we grouped participants with similar areas of development together to discuss the possibility of further collaboration. It was a very successful activity and reflected how school B's collaborator was becoming more capable of facilitating the sessions as she was the one who recommended this activity.

In school C, by this time of the year, I got used to their relaxed informal setting. This group was the most reflective and some were taking giant steps in their development work. None of them attended the Day of the Arabic Language (Ch. 7D) as none of them were Arabic teachers. However, knowing about the event they regretted their non-attendance. They felt that the strategies presented could be used in English lessons. It is interesting to mention that at the beginning of the academic year, Arabic teachers were exploring the practices of English teachers to adapt them for their Arabic lessons. Towards the end of the academic year it was the opposite, English teachers were the ones adopting the practices of Arabic teachers.

An alarming condition in school D

The session was very encouraging in schools A, B, and C; however, in school D it reflected an alarming condition that I was sceptical of our ability to handle it. A number of teachers did not attend without prior notice. From the discussions in the sessions, it appeared that teachers, particularly from the middle school, were not progressing with their projects. They blamed their school for not being supportive enough. The role of collaborators in the session was limited to printing the tools to be used and one of them had to leave the session early. I needed a quick intervention to enable collaborators to support their colleagues.

Meeting with school D's collaborators

I held a meeting with collaborators from school D as an attempt to enable them to support their colleagues. In this meeting, I discussed my discontent with the progress of some participants from their school. I informed them that some participants might not be awarded the certificate and that running the programme in the middle school the following year was questionable. Yet, I also informed them that the fact that the programme was successful in other schools made me believe that we could still make it work.

We agreed that they should schedule one-to-one tutorials with the participants as soon as possible. At that point, I had to decide whether to lead the tutorials myself or allow the collaborators to go through this experience themselves. Even though I questioned their ability to lead the tutorials, I felt it was important to enable them to support their colleagues. Therefore, rather than focusing on supporting the participants, I focused instead on supporting the tutors. Accordingly, I discussed with them my recommendations for ways of supporting each participant lagging behind through networking with teachers doing similar projects or connecting them with experts in their area of development, and so on.

I had mixed feelings at that time, I did not want to blame the collaborators from school D for the situation, and at the same time, I did not feel that they were putting in the effort as other collaborators. I also felt that it was unfair to compare them with the other collaborators who had the authority that a leadership position entails. This made me question if the role of a tutor required authority to support the participants.

One of the interesting cases discussed in the meeting was a case of a teacher from the middle school who had a serious problem with the school managers. They were constantly using the extra-curricular lessons that she agreed with them to use for her project for other purposes. She informed the collaborators a number of times but they did not take active steps, so she decided to confront the managers herself. She sent an

email with a very sharp tone to the whole school including the headteacher informing them that as agreed before with the school managers, lessons for extracurricular activities are to be used for the purpose of her project and that they should not be used for any other purposes until the end of this academic year. She was strong enough to stand up for her project without waiting for the support of collaborators.

When I discussed this incident with collaborators from school D, questioning why other teachers did not do the same, the collaborators identified two main reasons. The first was that this participant in particular has a dominant character that is highly influenced by her foreign education, through the German system. The other factor was that she was not dependent on her salary as she had other sources of financial sustenance. They agreed that this attitude would be totally different if a teacher was keen not to lose her job. This reflected the lack of power of some teachers in the system.

A sudden stroke

A couple of days after my meeting with collaborators from school D, unexpectedly, I had a stroke that affected my visual ability. Expectedly, it was a very difficult time for me both physically and psychologically. This had significant implications on the study because I was the primary provider of the programme and the narrative is about me leading the programme where my actions and reflections count as discussed earlier (Ch. 7). This incident raised questions about the extent to which this programme was dependent on the individual and the implications this had on the sustainability of the programme.

The team was supportive and compassionate and I was comforted by their words of encouragement. The owner of the Arabic school that we were starting to support said:

I am confident that you will get well and overcome this taxing period, because there are many agendas that we are waiting to rectify with you for the development of the educational system.

(Owner of the Arabic school, phone call)

In one of those hard days, I was invited to attend a carnival held by school A. As part of this event, teachers were presenting the work that they were doing with students through posters for parents to be aware of and comment on. Even though I was depressed and lethargic and my sight was still limited, I chose to attend because I felt it would lift my spirit. It is extremely powerful how being actively involved in development gives life a purpose and a reason to continue fighting.

I had planned to travel to Cambridge towards the end of April to attend the HertsCam Annual Conference. Collaborators from schools A and B and some participants were expected to join me as we were leading a seminar together. However, only one participant along with the collaborators joined, as others were unable to get the UK visa.

I did not expect I would be able to lead a seminar given my affected eyesight. Yet, I was able to make it with the support of others. I was chaperoned by my husband due to my inability to travel independently. Collaborators assured me that they would undertake the preparation of the seminar. Usually, I am the one taking control, however, this time I had to let go and trust in the abilities of my team. The collaborators started having a wider role in the development of this programme.

Sixth periodic review; the future of CairoCam and our seminar in Cambridge

In Cambridge, we met two days prior to the conference. Collaborators have already asked participants from schools A and B to write short essays reflecting on their TLDW experience. This was one of the most significant meetings we held as we evaluated the whole process, identifying our current position and our future aspiration for the network. Additionally, we identified the type of support required from the HertsCam members in the seminar. In this section, I discuss the main points discussed in this meeting.

During the meeting, we reviewed the reflections of participants on their TLDW experience who mentioned how TLDW changed their way of learning through moving against traditional norms and values. They were offered a space to collaborate and a chance to consult their colleagues. TLDW sessions were referred to as a source of motivation and the tools used as a stimulator for their thinking. A number of participants asked for chances to collaborate with participants from HertsCam. Developing international networking opportunities with HertsCam TLDW participants was among the issues we wanted to discuss at the conference. International networking through attending events has been useful yet it was restricted to a limited number of people due to travel expenses, visa issues, and the instability in Egypt that discourages foreign visitors. Online networking could be a solution; however, it required commitment from both sides to start a virtual professional dialogue.

Addressing the issue of the shorter academic year

Among the issues discussed in the meeting was that participants took a long time to identify and plan for their projects, therefore, by the time they started practically working on their projects they realised that they had limited time for implementation. Especially that the academic year in Egypt ends in late May or early June. To address this issue, we proposed a number of solutions. One of the solutions proposed was to meet the prospective participants for an audit of their school (Appendix C) before they begin their summer vacation, to allow them to ponder over possible improvements in their schools. Another idea proposed was to start meeting the participants before the beginning of the academic year, in August. This was an issue that we planned to discuss with other tutors from HertsCam.

Maintaining participants connection towards the network

In the meeting, we sought to explore ways to maintain participants' connection towards the network after completing the programme. We proposed having bimonthly meetings with them to discuss their advancement with their development work and ways by which they could support new participants. We also proposed holding a yearly conference where teachers who attended TLDW in previous years could join. We wanted to develop

a community of support for teachers. Teleshaliyev (2017) refers to committed professional as ‘Teachers with a capital T’, which is a frequently used metaphor in Kyrgyzstan. In his chapter, he discusses the urgency of utilising the expertise and skills of those committed teachers to strengthen the teaching profession from within (ibid). This is what we wanted to develop through the network as discussed further.

Aiding online networking

The discussions among participants on the blog had been limited. We proposed having online interactions, through participants posting their work or commenting on others work, as a requirement to enhance their networking experience. Collaborators from schools A and B had the same experience in their Master’s course and found it extremely beneficial. This required an online interface that allowed us to track the degree of participation by participants, which required technological assistance.

Establishing an organisation

Having worked without an established organisation, we felt the need to establish one. We discussed whether to establish a non-profit organisation as HertsCam or a business entity. We also discussed ways of funding this organisation. This year we had been funded by my research allowance, however, we had to develop a long-term plan. We thought of charging a fee for schools, however, in most private schools, teachers are the ones who pay for their professional development. I was concerned that this might limit the type of schools or teachers who can join. Finding a sponsor was also an option. We decided to schedule an appointment with a solicitor to get the proper advice.

Offering more support to participants

In participants’ reflections on the programme, some requested more direct support from the tutors. One of the teachers mentioned that “we need a proper training.” This comment reflected how for some a proper ‘training’ is one that involves direct instruction, where they are told exactly what to do. Collaborators agreed that teachers in Egypt needed more support than teachers in the UK because of the cultural, political, and social context that I referred to earlier (Ch.2). However, I was concerned that

considerable support would not allow teachers to develop their leadership capacity. Collaborators though agreed that in the Egyptian context, if teachers were able to lead change with the support of their tutors, this was still a giant step that should be celebrated.

Participants requested more support particularly with choosing their focus of development. We decided to collect all stories of development projects from the first cohort and make them available online for new participants to review. We already asked participants to submit an online short story of their development project; however, we agreed that more effort had to be put in compiling and editing those stories of development. We wanted to develop ways to encourage TLDW participants to write about their experiences and the knowledge they created.

Supporting teachers who lacked a pedagogical background

Among the issues raised by collaborators was that in Egypt, teaching is seen as a talent and therefore, many teachers do not invest in educating themselves about educational pedagogies. Therefore, some lacked very basic educational knowledge. We started thinking of developing a programme prior to TLDW for those teachers who lacked the knowledge. We agreed that developing this introductory programme is highly needed in the Egyptian context, because effective teacher preparation programmes are lacking as discussed earlier (Ch.2) (Badrawy. 2011).

According to Little (1993), teachers have two functions; teachers as technicians and teachers as intellectuals, and programmes aiming at supporting teachers professionally should address both functions. Teachers as technicians are supported through workshops and coaching to implement particular skills or strategies which are backed by research. While teachers as intellectuals are supported through an inquiry process where they innovate. As I started this intervention, I believed that the intellectual role is what needs enhancement, because teaching is not a technical job. As mentioned earlier (Ch. 2), teaching is not a bureaucratic or routine task, instead, it is a professional role that involves a multitude of decisions every day that influence students' learning (Mehta,

2013a). However, going through this study, I realised that supporting teachers in developing their technical skills is vital given the discrepancy between the expertise and knowledge of teachers in the same school.

We started thinking that this could be our next project after securing the development of TLDW. However, for the following academic year, we did not have the capacity to develop this programme, therefore, we decided to be more selective with TLDW participants for the second cohort. When we discussed this issue with collaborator from school C, she agreed that TLDW was more useful for teachers with experience, therefore, novice teachers should not be allowed to join. She also believed that this introductory programme could run parallel to TLDW for those who needed it. She recommended that previous TLDW could support us in constructing this programme through identifying what core skills they relied on to move their projects forward.

In this meeting as well, we acknowledged our success in being more capable of facilitating the sessions, through being more flexible in using the tools.

Presenting at the Hertscam Annual conference

This was not my first time to present at the Hertscam Annual conference. However, it was my first time to present with colleagues from Egypt. Since my previous studies focused on challenges facing the teaching profession, I was very proud that in this conference I was not discussing challenges as much as I was discussing how Egyptian teachers were able to overcome challenges. I demonstrated that there are outstanding teachers in Egypt who just needed the right conditions to flourish.

The seminar was mainly led by my collaborators and one of the participants from school C as my eyesight was still limited at that time. We presented what we have achieved so far and identified some of the issues that we were facing. We discussed how networking has been a very powerful experience that changed our perspective on ways of learning.

The participant from school C passionately discussed why she created the blog and how empowered she was to develop the role of teachers in educational reform. In the seminar, collaborators informed the HertsCam management team that they expected more networking and collaboration from their side. They highly valued the opportunity to network through their earlier visit to Cambridge (Ch 7A), however, since then, I was their only link with HertsCam. Some HertsCam members have shown their interest to come attend our second network event in Cairo.

An important point of discussion was that CairoCam participants requested more time to implement their projects for reasons identified earlier. As we presented proposed solutions, HertsCam members disagreed with starting TLDW sessions in August. They believed that participants might not be able to identify their focus of development except after interacting with their students for that year. Instead, HertsCam members suggested extending the programme for more than a year. Although we have been adapting the programme, we did not expect that we were able to do such a restructuring overhaul. We realised that we were still limiting ourselves within certain boundaries, thinking that we are unable to go beyond.

Our experience in the conference was very uplifting, especially for me where I realised that given my affected eyesight, I was still able to work on the programme and present it internationally. Discussions were very engaging and the HertsCam team and members have been supportive.

Seventh periodic review; discussing amendments due to health issues

Once we arrived back from Cambridge, I met the whole team of collaborators in May. We discussed ways of amending the programme, since we were behind in schedule because of my unexpected medical condition. This meeting reflected collaborators' sense of ownership towards this programme and towards its success.

Scheduling new dates

We had to schedule new dates for the one-to-one tutorials, session seven, the second network event and the submission date of the portfolios. We decided to identify our priorities. We agreed that at this stage the tutorials were more necessary than the network event. Therefore, we postponed the network event to October, offering an opportunity for new TLDW participants to attend as an induction to the programme. We also decided to extend the submission date to mid-July because participants needed extra time to work on their projects. The extra time available for them after the end of the academic year would allow them to work on their portfolios, reflect on their progress, explore the literature and develop future plans. Session seven was postponed as well to the second week of June.

Creating electronic portfolios

In this meeting, I realised that I have not thought about the practicality of transporting 50 portfolios to the UK to be reviewed by the HertsCam coordinator as agreed. We asked participants to scan their portfolios and upload them electronically. Informing the participants that late in time that they had to submit an electronic copy was unprofessional, however, this was considered the best available solution.

We agreed that having an electronic copy made the portfolios easily shared and stored. I explored the possibility of developing an electronic template where teachers have a more structured way of developing their portfolios with reminders. However, I found it challenging to develop because we did not have a fixed format for the portfolio, but rather guidelines. However, I would consider this as an important area of development in the programme because portfolios are a very rich source of data for analysis and provide useful practical knowledge that other teachers could benefit from as well. This though is a contentious issue, because portfolios have the primary aim of aiding reflection; it is a private document. Having it publicly shared might make participants less reflective and more competitive in showing their success. Therefore, sharing particular pieces of the portfolio that participants develop for that purpose like vignettes or publishable summaries is a possible solution.

Supporting participants lagging behind

In our meeting, we also discussed ways of supporting participants who were still lagging behind. We agreed that they were not putting enough effort in their projects. Collaborators agreed to hold extra tutorials for participants lagging behind, focusing on four main aims:

- The impact they had so far in comparison to their original vision
- The literature they reviewed and directing them to useful resources
- The challenges they are facing and how to overcome them
- A 'to do list' with the points agreed on before leaving the meeting

Directing participants to useful resources was on our list because we felt that many teachers were not being successful in reviewing educational resources. They were not used to reading due to their educational background as mentioned earlier (Ch. 7A).

Second one-to-one tutorial sessions

Since this was the second time to facilitate one-to-one tutorials, the discussion in this section is limited to the new insights. The main focus of this tutorial was supporting teachers with compiling their portfolios. As mentioned earlier (Ch.4), participants were expected to submit a portfolio of evidence of their development work and their participation in the programme. Portfolios were not only used for assessment, they enabled teachers to reflect on their work and communicate their development with others (Frost, 2013).

In the second tutorial sessions, I could see the difference between participants who were self driven and others who required more evaluations and follow ups to work on their projects. Some participants enjoyed the process of compiling the evidence, and others, who did not work on it early in the academic year, felt it was a burden. Each piece of evidence had to be numbered and labeled with a brief commentary. Some participants

were unsure that they could present a portfolio that is hand written, with different pieces of evidences that are stick to the portfolio. I reassured them that it was acceptable.

Participants who were not timely with keeping evidence recommended holding this tutorial earlier in the academic year. However, we have been discussing the urgency of compiling the portfolio and ways of collecting evidences in almost every session. In school D, most participants were very dissatisfied with the role of the collaborators in supporting them with their development work and communicating the requirements of the programme.

I started feeling that the inability of the collaborators to support the participants was not a matter of lack of authority. I felt that they were not confident enough in their ability to support their colleagues and in some instances; they were unsure what advice to give participants, especially with compiling their portfolios. In the following year, a previous TLDW participant from school D was able to usefully support her colleagues as a co-tutor, even though she was much younger than them. Going through the process herself made her confident in supporting her colleagues. She even created a checklist for participants to support them when compiling their portfolios. The tool she created made it much easier for participants and tutors. She felt a sense of ownership and belongingness towards the network, coupled with confidence in her ability to add to it. This teacher did not have any leadership position in school. However, she had the social skills, the positivity, and the confidence to support others.

In the portfolios teachers had to demonstrate how the work they did had an extended impact, either through collaborating with others, or through developing a framework that other teachers could benefit from. Other ways of extending their impact involved presenting their resources to teachers and sharing in leading professional development courses in schools (Pilbeam & Martino, 2017). Some teachers were leaving their schools and moving to other schools, therefore, they had to demonstrate that the school will benefit from their project and the knowledge that they created, even after them leaving.

Conflict of interest; teachers moving to other schools within the network

A conflict of interest started to appear among schools in the network when teachers moved from one school in the network to another seeking better job opportunities. The owner of schools A and B was frustrated that a few participants from TLDW were leaving. She felt that TLDW was an investment for the school and teachers were selected on the basis that they would develop the school. She asked me not to hand them their certificates. Yet, I totally rejected, because we did not inform the participants about any restrictions if they decided to leave the school. In addition, the teachers have worked hard on their projects. I informed the owner that for all participants to get their certificate, they had to prove that they have developed ways by which their projects could be sustainable in the following years. Some teachers decided to create a manual and make it available for other teachers, some decided to prepare a presentation to their colleagues, and some collaborated with others who were willing to take the project forward the following year.

The owner of schools A and B was even more frustrated that some teachers from her schools, who were not part of TLDW, were moving to school C. She mentioned that being part of network requires a certain code of conduct that prevents 'headhunting' teachers. I did not know anything about this issue until I was told by the owner of schools A and B. I went to discuss the issue further with collaborators to find a solution to such a problem.

School C was expanding the following year as mentioned earlier (7A) and it was expected that they needed to recruit more teachers. However, I did not expect school C to headhunt teachers from schools A and B. I contacted our collaborator from school C, seeking an explanation. She mentioned that she did not do any headhunting; the teachers applied for a vacancy and went through the normal process as any other teachers. She believed that TLDW as a programme aims at supporting teachers before schools. When teachers go through the programme and present at network events, they are known to be

competent teachers. Therefore, their schools will value them more and try to retain them, which is for the benefit of the teachers at the end of the day. She also mentioned that members of the CairoCam team are dear to her, therefore, she did not want to disappoint collaborators from schools A and B. Collaborators from schools A and B on the other hand expected her to inform them if their teachers applied at her school. They said that this is what they would normally do with headteachers they knew personally.

Even though we were facing a problem, I was excited as a researcher to investigate the problem and ways of addressing it. Even though private schools in the same geographic location were able to collaborate through the network, this does not deny the fact that schools will remain competitive. Since the most important asset for any school is retaining outstanding teachers (OECD, 2005), we had to develop an agreement that all parties agree on, including the participants. Therefore, we had a meeting as a team and agreed on a number of conditions for the following academic year (Table 9).

Table 9: Terms and conditions for the following academic year

Agreement among schools in CairoCam Network
<ul style="list-style-type: none">• Teachers who join TLDW must agree to stay in their schools for the following academic year to ensure that their projects are applied in their schools.• Headhunting teachers is not allowed among schools of the network• If teachers from one school of the network apply for job vacancies in another school in the network, their original school has to be informed before any step further is taken.

(Reflective journal)

Developing this agreement was a valuable step in regulating the relationship among schools in the network. Moreover, we felt that asking teachers to stay for another year to ensure their projects were applied was practicable. Schools expected to benefit from

TLDW as teachers expected to benefit as well. However, there were exceptions; in the following year, a teacher had to leave the country with her family after being in the programme for a year. We agreed with collaborators from her school that if she was able to ensure that the work she did could be continued in the following year by one of her colleagues who collaborated with her she could have her certificate. This was an exception because she had a strong reason for leaving.

Summary

In this chapter, I discussed a number of challenges that we faced. Through holding regular meetings to discuss ways of addressing these challenges we were able to overcome some, however, there were some challenges that we were still trying to overcome. We were still developing our understanding of ways to enable collaborators from school D to have a wider role in facilitating the programme, and to support teachers who were not fully engaged in the programme. Going through this sudden illness restricted my role in leading the programme, yet it expanded the role of collaborators. We realised that even though schools collaborated and shared knowledge, yet they remained competitive. Developing an agreement that controls this relationship was vital for all parties. The coming episode is the concluding one, where we start the cycle all over again with the second cohort.

Chapter seven F: The final stages; preparing for the second cohort of participants

As this episode marked our final stages of the programme with the first cohort of teachers, I discuss how we led the final session, the final network event, and the final periodic review. During this stage, we also encountered new experiences, particularly through developing our understanding of the assessment process. Events in this episode challenged the perception that we developed about the ability of teachers with different ideological and socio-economic backgrounds to engage in a professional dialogue. It also directed our attention to the importance of employing measures to ensure that the network was not dominated by a certain ideology. This chapter as well discusses the sustainability of the programme for the following year.

Session Seven

One of the main aims of this session was ensuring that portfolios were intelligible and accessible to others. Another aim was to discuss ways by which participants could refer to the literature used and reference it in their portfolios. Teachers were also supported in writing their summative reflections where they sum up what has been developed, changed or improved through their development work and what they have learnt about leadership and learning.

In the session, we explored ways by which participants could refer in their portfolios to the literature they consulted and reference it. However, it seemed to me that referencing was not commonly practised among the majority of the teaching profession, even though they are all university graduates. This reflects lack of research in universities as discussed (Ch.2) (Badrawy, 2011). Even though participants were given a guide in both languages to support them in referencing, they believed that we should have held a session earlier in the academic year that focused on ways of referencing. This was a very valuable advice that we would try to follow.

In each portfolio teachers write a ‘summative reflection sheet’ at the end in which they reflect on the process as a whole. In order to guide participants in doing so, we asked them to start sharing their reflections in the session.

Some reflections shared in the session

In the session, participants and tutors started reflecting on their journey through TLDW. Several reflections were discussed earlier in the narrative. In this section, I focus on some of the new insights. One of the co-tutors who supported us in the following year believed that it was vital to support participants in developing a detailed action plan with deadlines early on, even if their action plan was going to be adapted along the process. I found this reflection to be extremely useful, because most of the teachers who did not have tangible project did not specify detailed steps to follow; they had rather vague aims for their development. He reflected on how Egyptians were not used to planning ahead, which I totally agreed with. Attempting to find possible explanations, I had a discussion with a political science scholar who reflected on a number of factors.

It is a combination of the failed educational system that does not equip students with thinking and planning tools, the unpredictability of future given the multitude of factors that goes into it, the philosophy or culture of the ‘now’, given that most Egyptians are occupied with securing their basic instant needs. Long term planning in that sense would be a luxury they cannot afford.

(Political Science Scholar, email)

The factors she mentioned were possible explanations for the lack of long term planning among Egyptians.

Among the issues that we discussed with the participants was the lack of time they had to work on their projects. This led us again to a discussion about whether or not teachers should lead development projects in areas away from their job description, given the fact that development projects should suit participants’ work commitments.

We had a few who chose projects out of their work scope, for example, one participant held an administrative job and had a project that dealt with children, another who was a classroom teacher had a development project with Matrons. The two cases I had at my school proved not to be a very good setup for evidence collection and authority issues.

(Collaborator C)

However, there were successful examples in others schools. We agreed that it was a matter of passion. Teachers who were passionate about their projects were able to take it forward. Even though I made the participants aware that schools were not expected to reduce their workload because they were leading a development project, collaborator from school C assured her participants that it was possible if their projects had a sound impact. Some teachers had their role changed in the following year to support the expansion of their project. This was possible with the understanding and involvement of school managers who were able to position their staff in roles that allowed them to add the most to their schools.

Some participants reflected on their perception of my role. At the beginning, they saw me as a researcher who was mainly interested in the data. Then they realised how passionate and committed I was in supporting them develop their leadership capacity. In such a dynamic process, my identity was not static, but rather changed along a continuum where multiple identities co-existed as discussed earlier (Ch.7) (McGinity, 2012).

Assessing the portfolios with collaborators

The assessment process was a rich learning experience for us as a team. We developed a system to guide our assessment process. Each portfolio was reviewed by the collaborator from the school, a collaborator from another school and me. The view of the collaborator from the school was vital to ensure that what was included in the portfolio actually happened. A participant from school D stated in the portfolio that she started a school magazine, although collaborators informed us that this magazine had been

already in school for a while. The view of the other collaborator was important to ensure more objectivity. As to my role, I felt that I had to be involved in assessing all portfolios as we were still setting our standards.

The process of assessment had not been straightforward; all criteria for assessment were wide open for interpretation. If we expected teachers to collaborate, consult the literature, reflect on their performance, and so on, the extent to which these activities happen varies. What would satisfy the criteria set for TLDW? In developing our understanding, discussions and debates among the team supported us in developing more concrete grounds for assessment. We disagreed in many instances, yet we had to reach a decision at the end. We had to remind ourselves that we were assessing the process before the impact.

Collaborators as well valued the opportunity to review portfolios of teachers from other schools where they were exposed to new practices that could be applied in their schools. It was a long process, yet, I personally learnt a lot. In some cases when teachers submitted their portfolios, we asked them to talk to us through it. It made the process much easier for us when we saw participants presenting their work. We even thought of asking participants in the following year to present their portfolios to the assessors.

The size of the portfolios varied among participants. Some portfolios were huge, yet they included many irrelevant material. Other portfolios were small, yet they were to the point. Some teachers, especially in schools A and B insisted on typing the whole portfolio. Some even scanned the tools and typed their reflections that they wrote in the sessions all over again. This was not required, yet this was how they wanted their work to be presented. As discussed earlier, the nature of this form of documentation through portfolios tries to take away the artificiality and academic challenge as mentioned earlier (Ch. 5B) (Frost, 2013), yet some teachers bring it back themselves. When the HertsCam coordinator reviewed some of the portfolios, he was concerned that we were asking participants too much to do; however, I assured him that this was their choice, not our

requirement. Some portfolios exceeded the standards of HertsCam. Three outcomes of assessment are used by HertsCam (Table 10).

Table 10: Outcomes of assessment

Outcomes of assessment
<ul style="list-style-type: none">• This portfolio clearly justifies the award of the Certificate.• This portfolio justifies the award of the Certificate although it would have done so more securely if• This portfolio does not yet justify the award of the Certificate but the author is invited to make improvements as specified below and resubmit.

(Tutor Guide)

We as a team agreed on this criteria especially that there was no failure since there was always a chance for resubmission. This was different to our local context where failure in an exam meant repeating the process all over again. We appreciated how the aim of the assessment process itself was mainly to support teachers. We tried in our comments to give constructive feedback because our main aim was supporting them to continue developing their work. This is an example from an assessment sheet.

It is an idea worth spreading, that you developed several trials in, we want it to be of more use to others. Therefore, we advise you to

(Assessment sheet, 2015)

I was even further supported in using a positive language in the assessment sheets by the HertsCam coordinator, whom I discussed with all the portfolios that did not justify the award. Out of the 43 portfolios submitted, ten were not awarded the certificate. Our decision was approved by the HertsCam coordinator.

Table 11: Assessment of the portfolios submitted

School	Portfolios submitted	Awarded the certificate	Did not justify the award
A	14	11	3
B	12	12	2
C	6	5	1
D	10	5	4

Common reasons for portfolios not being awarded the certificate was lack of evidence of collaboration, lack of reflection on the use of the literature, lack of evaluation and assessment of the steps taken, not having a future plan or not developing means by which others could benefit from their work. Very detailed recommendations were given to participants to resubmit their portfolios. In school D, only two portfolios were submitted from the middle school, and only one was awarded the certificate. The only participant who was awarded the certificate from the middle school moved to school C the following year searching for a more conducive professional culture. We had one case of plagiarism, where a teacher created a guide for independent learning for teachers that she copied and pasted from online sources without any citation. She said she did not have any prior knowledge that this was not allowed. It is interesting to see indicators of the quality of university education for some of the teaching profession, where basic academic skills are not available.

In the following year, the checklist that the participants from school D created made the process of compiling the portfolio and assessing it much easier. I was hesitant at the beginning to work with her on creating such a tool because I was worried I would be excessively supporting participants. Moreover, I believed that each participant should have the flexibility in deciding how his/her work is presented. However, the checklist ensured that the main elements were available, without specifying a certain format to be followed.

Even though we were thinking of handing out certificates in the second network event, we decided not to, so that no one feels excluded in the event for not being awarded the certificate. We also decided not to hand out the certificates before the network event, so that all teachers have a greater incentive to participate in the event.

Second Conference for Teacher Led Development Work

In our second event, we invited teachers who were interested to join TLDW. We had already held meetings with two schools who were interested to join the network, one of which was the Arabic school that we have been supporting as mentioned earlier. The headteacher of school D, elementary section, agreed to be part of the team and we started holding meetings together to prepare for the new TLDW group, however, she was unable to attend this event.

Organising the second network event was much easier because of our experience of leading the first one. It was held in the same place, with the same number of sessions. We did however extend the time for the poster sessions. Moreover, we developed an extra networking activity at the end of the event for participants to reflect together on the event. We used the same tools for data collection as the first event. In this section I focus on the new issues that arose since the event had a very similar impact on participants as the earlier one.

In this event, presenters from schools A and B were ready to present, as they aimed to present at the first event. In some cases, we asked participants with similar topics to lead a workshop together, which turned out to be very successful. Two participants led a workshop about improving Arabic writing skills, and another two led a workshop about developing students' responsibility and commitment to their education. On the other hand, in schools C and D, we had to encourage participants to present their work.

Some teachers have moved to other schools, yet they attended the event and even led workshops. They maintained the connection with our network because of their commitment and belongingness to the concept of development. Some even explored the possibilities of running a TLDW group in their new schools.

In the opening speech, I thanked teachers for allowing me to talk about the achievements of Egyptian teachers rather than the challenges they face. They were able to prove that Egyptian teachers if given the support structures are able to lead development in their schools and be part of knowledge creation. I also informed them how much I learned from them, even more than they learned from me. I wanted to let them feel how valuable they are as professionals.

I have learnt in this year more than any other year that I have spent as a graduate student at the Faculty of Education, University of Cambridge. I have been involved in 43 problems, with 43 innovative practical solutions.

(Opening speech, Second conference)

It was a very inspiring event for us all, including teachers who were starting to know about the programme.

Even if I do not join this programme, this event was enough to inspire me to do the best I can with my students.

(A guest, Second Conference)

This event was a very practical and effective way of orienting new participants into the programme. Not only were they able to see and discuss development projects, they were able to see teachers who value their role in developing the educational system in Egypt.

Husbands' support

In this event as well as the first one, I could observe husbands' support to their wives who were participating in the programme. This was particularly evident with teachers who were leading workshops and posters, as their husbands helped them in preparing for

the event. One of the husbands came to the seminar led by his wife and left straight afterwards. This was worth mentioning because in Middle Eastern cultures, the husband is the main source of financial sustenance for the family, and therefore, the wife's career in many cases is treated as secondary. In the following year, I could see this happening again where teachers were reflecting on how supportive and proud their husbands were about their development.

He wants me to reach my potential, he knows that through this programme I have a chance to do what I am passionate about, have an impact and be more than a teacher.

(Participant L, second cohort)

This comment reflected again the perceptions of the teaching profession that 'being just a teacher' implies limited capabilities and influence. It also reflects how for some teachers, this programme was their way to prove what they are capable of doing.

Interactions among teachers with different backgrounds

As the previous event, I had meetings with teachers to discuss their presentations prior to the event. One of the main aims was to ensure that teachers were able to present in Arabic and use proper Arabic terminology. This was done with all participants except for one, who did not reply to me, then assured me that she was well prepared. During event, I move between seminars to observe all presenters. When I went to this participant's seminar, I could see that she was mainly talking in English. I tried to hold a paper up written on it 'Arabic' to remind her, yet she did not notice it. Then, one of the teachers who was our guest from the Arabic school raised his hand and said that he felt that "there was a discrimination against the Arabic language," he mentioned that he thinks her topic is very useful, yet he cannot benefit because he does not understand English. Him using the word 'discrimination' reflected how he felt as a teacher who did not understand English sitting in this seminar.

I expected her to apologise for that and inform the teacher that this was the best she could do. However, she had a rather harsh reply saying that she is not discriminating

against anyone and that she is talking in Arabic. She would start the sentence in Arabic, yet without noticing she would intermittingly speak in English. I apologised to the guest after the session, who expressed his concern.

The teacher who was leading the session was from School D, elementary section. Her headteacher did not attend the event yet she called me after the event to discuss this incident. This incident made her open up and speak with me about a number of concerns that she did not discuss before. The phone call was very intense, yet as a researcher, I was so interested in the issues raised for data collection. The headteacher was aware that this discussion was an important part of my research to understand ways of supporting Egyptian teachers in leading reform. The discussion clearly reflected many aspects about the Egyptian society, such as the colonial mentality, social class stratification, and lack of tolerance of different ideologies.

She questioned why network events had to be in Arabic, given that her teachers were not used to talk in Arabic at school. She felt that a study affiliated to the University of Cambridge should be led in English. This reflected a colonial mentality where English was seen as the more prestigious or professional language (Ch. 7A). I discussed with her our view of how we wanted to start a conversation among teachers who do not normally communicate together to be able to exchange knowledge and benefit from each other. I gave her an example of myself as well as teachers from her school who led in the previous event in Arabic and did an excellent job. They exerted the effort to be prepared, and they were very proud that they were able to lead the event in Arabic.

She made the following comment.

Teachers in the network are not like us, we are a liberal school and we are not allowed to discuss religion at school, then teachers go to this event and some workshops are all about religion, what about participant M, who is a Christian.

(Phone call, Elementary headteacher, School D)

What I understood when she said; “teachers in the network are not like us” was that they hold a different ideology and they are from a different socio-economic class, especially that teachers from school D belong to the highest socio-economic class among the participants. In a highly stratified society as Egypt, there is a gap between different social classes as discussed earlier (Salama, 2012). Yet, I believe she felt embarrassed to mention this, so religion was one of the ways to point out the difference. I replied to her saying that religion is discussed in the network as a subject like other subjects. This would be very much accepted in an event led by the HertsCam Network. It is interesting that when I moved to the UK, I found it strange that different religions were discussed openly with no sensitivity in educational contexts. In Egyptian schools in religion lessons, Muslim students and Christian students attend different classes. Students do not learn about other religions, instead they only learn about their religion. In school D, I was informed early in the academic year that projects with a religious dimension were not allowed as mentioned earlier (Ch. 7A).

Teachers from schools A, B and C tend to have a more conservative culture than school D as mentioned earlier (Ch. 7A). However, I did not see this as hindering their ability to network and collaborate. I discussed with her the fact that teachers from other schools did not judge her teachers in anyway, and that she was the one doing this now. She even confessed that if participants were from the UK she would accept them more. This reflects what was discussed earlier, where foreign experts are highly valued in Middle Eastern societies (Ramahi & Eltemamy, 2014). This again echoed the discussion I had with headteachers who expected me to group teachers separately based on their knowledge of the English language. I could feel a certain level of arrogance towards the rest of the participants, knowing that many of them were more capable than some teachers from her school. I informed her openly that the work done by teachers whom she described as ‘not like us’ is of great value to her teachers.

It is interesting how a group of the Egyptian society who call themselves liberals, claim that they accept others, yet it is very arguable. In the book, *Egypt and the contradiction of liberalism*, the author demonstrates how the Egyptian liberalism has contradicted

itself by outright illiberal tendencies (Faruqi & Fahmy, 2017). As I discussed this issue with my supervisor, he mentioned that he had a similar experience when he was presenting the work done by CairoCam participants in an event. He presented the photo of one of the participants who wore a face cover and was leading a workshop in the first network event. It was a strong sign that teachers with different ideologies and affiliations were able to lead developments in their schools. One of the attendees was an Egyptian 'liberal' and she took a very long time of the presentation trying to prove that the face cover was not how Egyptian women dress. Actually, this is not how the majority of women in Egypt dress; yet, there is a number of Egyptians who cover their face. Agreeing with them or not, should not give others the right to deny that they form part of the Egyptian society. This clearly reflected a lack of tolerance particularly to conservative religious practices.

Her last concern was that she was displeased with teachers from the network intimidating her teachers. She referred to two incidents; the first was in The Day of the Arabic Language, when one of the teachers commented in a demoralising manner on the work of a teacher from her school (Ch. 7D). I assured her that we all disagreed with what the teacher from school B did and that it was a learning experience for us into the etiquette of constructive feedback. The second incident was in the second network event, where the teacher from her school complained that another teacher was very impolite about her use of English terms, even though she talked in Arabic. I was grateful that I witnessed this incident. I explained to her what happened, and I told her my honest opinion that her teacher was the one who did not do the effort to prepare the presentation in Arabic, and that she was the one who responded impolitely to the teacher.

She apologised for that and for judging other teachers without witnessing the incident herself. I made it clear to her that she was a very valuable member to the team; however, she had the total freedom not to continue with us. She mentioned that she did not have this as an option at all; instead, she thinks this programme is of great value to her teachers.

I assured her that from my side, I will try to think strategically of ways to encourage schools that are more similar to her school to join. As part of our plan to include teachers from various backgrounds and celebrate the diversity, it is also important to make sure the network is not dominated by one group. I did not want the network to be labeled as belonging to a certain ideology.

This discussion revealed that even though network events encouraged teachers from various backgrounds to interact and collaborate, it was also important to make sure different groups are represented in the network. I could see how this discussion influenced greatly the way this headteacher acted later. She started being open to learn from other collaborators and participants. She even encouraged Arabic teachers from her school to join, even though she did not think this was possible with the first cohort of participants. One of her main reflections on the programme after being part of the team for more than a year was very much related to this area.

Even though Amina comes from the University of Cambridge, she did not come to us with the attitude of telling us what should be done. Instead, she would listen. She was never judgmental.

(Headteacher Elementary school, ceremony for distributing certificates, second cohort)

As discussed with my supervisor, many of the changes that we want to have through TLDW happen through these discussions. Through dialogue, people are empowered to problematise their reality and think critically about how they can change social structures (Freire, 1970).

Handing out certificates

Certification is of a significant value especially when it is internationally accredited as discussed earlier. Teachers felt that having a certificate accredited by the HerstCam Network would open up for them better opportunities in their career path. Each school had the freedom to distribute the certificates the way they wanted. Certificates were

distributed differently by each school. In school D, certificates for the elementary school were handed to the participants at the office of the managing director of the school. The new group of participants attended as well. In school C, certificates were distributed in a TLDW session of the second cohort. Each participant briefly explained what the focus of his/her project was. Only one participant from school C was not awarded the certificate. However, she was awarded a certificate by the school for her participation in the programme.

Schools A and B held one celebration for participants from both schools. They presented a video with combined photos of participants working on their projects. Teachers explained briefly what their projects were about and ways of continuing their project in the following academic year. The schools handed certificates to those who were not awarded the TLDW certificate. The schools also handed certificates to teachers who collaborated in projects, even though they were not part of TLDW. They also had a prize for the most collaborative department, which was the Arabic department. This celebration was a very useful way of orienting and encouraging new participants. It confirmed that TLDW projects are school projects and not just individual projects. However, one of the teachers who was not awarded the certificate in school B felt that the perception of others in her school towards her competence as a teachers was affected negatively. A limited number of teachers resubmitted their portfolios after not being awarded the certificate.

Final periodic review; planning for the second cohort

Our eighth periodic review was done as we met after the network event and started planning for ways of working with the second cohort of teachers. We planned to have new terms and conditions to be able to face challenges mentioned earlier, we also came to a clearer understanding of the role of headteachers in supporting the programme.

For the second year, we had schools A, B, and C in the network with the support of the same collaborators. In school D we limited our programme to the elementary school and

the headteacher agreed to be part of our team as mentioned earlier. Collaborators from school D agreed to support the two new schools that were added to our network. Both schools were following the national curriculum, however, one was a language school and the other was an Arabic school (Ch. 2). In adding the new schools to the network our main criteria was collaborators who could support our team. The Arabic school was a new experience for us, as it served a lower socioeconomic group of teachers and students. It is also located in a disadvantaged area. However, this category of schools serves a wide sector of the Egyptian population and therefore, being able to support teachers there meant that we were able to work with problems that are faced by the majority.

New terms and conditions

We agreed that all teachers joining the programme the second year had to agree to the terms and conditions that we specified earlier (Ch. 7E). Even though this might limit the number of teachers interested to join, yet it was vital for sustaining the collaboration among schools in the network.

We also agreed that we would extend the programme for an extra term. Participants will submit their portfolios at the end of the academic year as the first cohort and they will receive our feedback. Yet, they will not receive their certificates until they prove that they were able to apply their projects in the following year. Therefore, participants should submit an appendix to be added to their portfolios after the first term of the second year with evidence of their development work in the second year. Our decision was further supported when some participants from the previous year mentioned that they had plans to continue working on their projects, however, they found it hard to make it a priority as last year because they were not part of the programme. We agreed that supporting participants to work on their project for the following year was a chance to make it part of system, like adding it to the curriculum map.

Collaborator from school C recommended having a probation period;

Some participants from the first month or so were lagging behind and showed lack of initiative, all meetings and effort were a waste of time from there on, maybe if they knew there was a probationary period they would have got it together, or at least we would not have spent so much time trying.

(Collaborator C, email with points for discussion)

This was an issue to consider, yet we did not all agree on.

One of the immense challenges that we were still facing was encouraging teachers to read. In our meeting, we had several ideas, one was for collaborators to hold biweekly meetings with the participants and ask each to read a chapter from a book that we choose and they discuss it together. Then we identified the challenge of finding the time for them to meet. So we thought of following a more gradual, step by step approach which was to assign specific literature for them, either in their area of development or about teachers leading educational reform and ask them to read in before or during the session and share their reflections. This required enhancing the role of tutors in directing participants to meaningful readings. We thought about developing a manual with useful resources that the participants from the first cohort created, and the literature that they found useful.

We recommended a couple of primary sessions. We wanted to have a session on ways of using the blog especially that we planned to create an interactive website to aid online networking. We also wanted a session on ways of referencing as many participants were not used to referencing. Collaborator from school C recommended time management as a core essential skill that we should address in earlier sessions. We agreed that we had a future plan for creating a pre-TLDW programme for teachers who needed it.

We also decided to create a calendar for

- collaborators meetings
- participants including one to ones tutorials

- follow up between collaborators and participants, not as fixed dates, instead, as a counter, for example a minimum of four meetings with each participant.

Headteachers' support

Among the areas that we analysed as a team was how the impact of the programme was different in the four schools. We agreed that the role of the headteacher was vital in supporting TLDW, as headteachers share in building the appropriate professional culture in their schools (Harris & Muijis, 2005). Since the first day I could see the difference between participants from the elementary and the middle school in school D. Both headteachers have been teachers before, however, as I observed throughout this academic year, the headteachers from the elementary section was involved in the work of teachers and could draw upon her command of educational literature, while the headteacher from the middle school had more of an administrative role as mentioned before (Ch.7).

Even before starting this intervention, I was aware that the senior leadership team had a role to play in supporting teacher leadership (Harris & Muijis, 2005). However, in my readings prior to starting the intervention, this form of support was not explicitly discussed; it was mentioned in a rather abstract way not indicating how (Andrews & Lewis, 2004; Harris & Muijis, 2005; Frost & Durrant, 2004; Mylles & Frost, 2004). When I started the intervention, I did not have a specified way by which school managers could support the programme except by allowing it to happen. Later, I realised from my experience that allowing teachers to carry on their projects was not enough, participants needed to discuss their work with members of the senior leadership team, they needed to feel that they were aware and appreciative of the development work they were doing.

This was easily achieved when collaborators were members of the senior leadership team as in schools A, B and C. However, in school D, this was one of the main challenges indicated by participants in the middle school. As mentioned before, I asked headteachers to hold meetings with participants to discuss their work (Ch. 7B). Even

though this happened particularly in the elementary school, yet, the headteachers were not involved in the development work of teachers.

Along the journey, we found that participants needed more than just discussions. This was reflected throughout the narrative and as a team we always questioned the extent to which tutors should support teachers with their projects, taking into consideration how this might deprive teachers from leading the process themselves. We started thinking that Egyptian teaches were different and that they needed more support than teachers in HertsCam. However, I found the validation to what we as a team were doing after reading Mylles chapter on her experience of supporting TLDW in her school as a Deputy Headteacher (Mylles, 2017).

Mylles referred to three main elements that allow senior leaders to support teachers in taking the lead in improving their practice. The first is a high level of trust in the ability of teachers to decide for themselves how their practice needs improvement. The second is the humility that arises from their understanding that supporting such programmes creates a culture where teachers can flourish. The third was that “power wielded by senior leaders and their capacity for influence and leverage, has to be used in working alongside members of staff on their behalf and in support of their work in schools” (2017:107).

The third point reflects what collaborators in school A, B and C have been doing. They had to offer the support of a tutor and the support of a member of the senior leadership team. This also made me realise that maybe in school D the problem was not with the collaborators, maybe the problem was with the managers who did not engage in the projects that teachers initiated. In the following year when the headteacher from school D was highly engaged in the work of teachers, the co-tutor who did not hold any leadership position was able to support her colleagues as discussed earlier. It is interesting to know that in Mylles’s school, the senior leadership team worked with some teachers on their projects as team members, rather than leaders. However, there is a very fine line between supporting them to lead and leading for them.

When teachers come to the leadership team we ask: how can we help? what resources do you need? rather than directing them towards a particular outcome. This requires certain confidence and humility. It demands that we use the power that goes with our job titles on behalf of teachers rather than using it to achieve certain objectives.

(Mylles, 2017; 108)

I felt that collaborators from schools A, B and C were able to make this balance. However, in the following year of leading the programme, the headteacher of school D started being excessively involved in development projects, increasing teachers' dependence on her in leading their projects. I discussed this issue with her and she totally agreed. She informed the participants that she was becoming extremely busy and that she was unable to hold consecutive meetings with them. She advised them to make their own decisions or consult their colleagues. The participants then started being more independent in their choices. This was very much reflected in the portfolios that revealed the gradual decrease in meeting with the headteacher towards the end for the sake of developing their own leadership.

We as a team agreed that we cannot conclude that TLDW is suitable for some schools and others not. We believed that TLDW is suitable for all schools that take it, work on it and support it. Some schools have been very supportive of the programme which impacted greatly the ability of teachers in having a wide impact on the whole school. In schools A and B, projects were extended across the school. With the managers' support, teachers were offered a space to have their projects integrated into the school system (see Elfouly & Eltemamy, 2017 for a detailed example). In school C, some participants were promoted, others had their roles changed at school to support the continuity of their projects and a few decided to start a Masters degree focusing on their area of development.

According to Hargreaves (1999), innovative schools should work on creating knowledge that is contextual to their school and thus allowing 'tacit' knowledge that teachers have to be visible and articulate to their colleagues to aid them in building on their own

practice. That is particularly important because “the potential, wisdom and impetus for change are rooted in schools rather than something which can be orchestrated or taught from outside’ (Mylles, 2017:106). By the support of the managers in schools A and B, the knowledge created by TLDW participants influenced the practices of other teachers positively. However, in our meeting, collaborator from school A had an interesting observation. As Arabic teachers in TLDW created useful strategies to improve reading and writing skills, the school managers decided to ask other teachers in the same grade level to use the strategies as well. As the collaborator was observing a lesson where an Arabic teacher was applying one of those strategies, she noticed that the teacher did not fully comprehend it, therefore, he did not apply it usefully. It was very ironic that we started TLDW to support teachers in deciding for themselves how to improve their practice, and avoid practices being imposed on them, however, the practices that TLDW participants decided to use were now being imposed on other teachers. I totally understand that the school managers want to see the impact extended to the whole school, yet we agreed that no practices should be imposed on teachers; those who decide to use the work done by TLDW participants should do this voluntarily.

Impact of running TLDW for two cohorts

Even though my data collection was limited to the first cohort of teachers, I was interested to see the impact of TLDW on schools after having the programme run for two years. It is important to mention that in the following year of leading the programme I was not based in Egypt because I was obligated by the University to stay in Cambridge. However, through my visits to Egypt I managed to lead some sessions and attend network events. Collaborators from the first year were the main facilitators of the programme in their school. Collaborators from schools A and B also managed to support the two schools that recently joined by leading the sessions. This was a very valuable contribution to the expansion of the network given their other commitments as headteachers. It reflected their strong desire to be part of educational reform even

beyond their schools. Participants from the first cohort had a role to play in co-tutoring the sessions and acting as mentors for the participants.

In school D, with the support of the headteacher, as well as the adaptations we made to the programme, the programme was more successful both in terms of the participation of teachers in the programme and the impact of their development work. The headteacher from the elementary school believed that the main benefit from the programme was developing a sense of ownership towards reform in participants. She mentioned that before, she would be chasing after the teachers so that they develop their practices, however, through TLDW, teachers were the ones chasing after her to support their development. She felt that she was more confident in supporting teachers in spreading their work across school after being involved in their projects, whereas in the first year she was hesitant to do that.

In school C, the situation was different. Even though the collaborator from school C was very capable to lead the programme without me, however, because this school relocated and expanded tremendously in the following year, they had different priorities. As mentioned earlier (Ch. 7) the number of students increased from 150 to 480 students, and grades expanded from Year one to Year five. With the expansion, the school was facing several problems, particularly with reculturating new teachers and students into the system. Therefore, collaborator from school C was extremely busy to support participants. She believed that my existence was vital for continuing TLDW. This was true only because she was not available enough as well. However, this does not deny the fact that the programme had an impact on the teachers, not necessarily through the impact of their projects, more importantly on their mindset. Below is an email sent to me from one of the participants from the second cohort in school C.

Dear Amina

As my TLDW project is coming to an end I would like to extend my sincere appreciation for the opportunity to participate. This programme led me to my passion and ignited my career path.

Finding my passion and leading it through integration was key for the success of my experience. It allowed me to develop individuality and build on areas of strength to make a better teacher out of me.

From my perspective, the experience of working on something you are passionate about cultivates self-motivation, professionalism, dedication and raises the level of productivity.

TLDW has theoretically ended for me yet it is a non-ending process. When applied, the idea to connect, reflect and extend ensures the continuity of the work and guides its improvement.

The concepts of collaboration and consultation added unlimited knowledge and skills to my performance. It allowed me to become more objective and open to constructive criticism, it also allowed me to view a wide variety of perspectives which added flexibility to my cognitive approach and reflected directly on my work.

*TLDW is a journey of self-discovery.
Thank you, Amina and I wish you all the best.*

*Sincerely
Participant D*

(Participant D, second cohort, email)

Even though this participant did an outstanding project in her school that she worked on for two years, she decided to move to another school. She started her project by developing mindfulness practices in her classroom; however, later she sought to develop a whole school approach for mindfulness. Even though the school valued her project, given their other priorities, a focus on mindfulness was considered a luxury. The ultimate reasoning behind her move was to be at a school where her passion could be unleashed.

As for schools A and B, the programme worked more effectively than the first year because of the increased awareness of the collaborators about ways of leading the programme and the availability of prior TLDW participants who supported their colleagues. All the portfolios submitted were awarded the certificate, which reflected how we were becoming more capable of communicating the requirements of the

programme to participants. Collaborator from school B reflected on the impact TLDW had on schools A and B after running for two cohorts.

This programme was able to make the stagnant water flows Thank to two years of TLDW the school developed a new Arabic curriculum moving in parallel with the national curriculum of the Ministry. It changed the way Arabic teachers looked at themselves and what they are capable of doing. As to the Quran teachers, before TLDW they were asked only to help students memorise the Quran, this was done because the managers of the school did not want teachers to impose their own understanding and philosophy on the students. Yet, it was such a waste, because the Quran is there to be understood before being memorised. After what the Quran teachers did in those two years through projects that encouraged students to understand the Quran and relate it to their everyday lives, the school decided to appoint a teacher who was qualified in Tafseer (Quran interpretation). Quran teachers consult her as they proceed with their development projects. They are working in developing a Tafseer curriculum. TLDW changed the way Arabic and Quran teachers acted.

(Collaborator B, Meeting)

The professional culture and the managers' support in schools A and B allowed the programme to have an effect on the way the schools operate as organisations.

Summary

Through this section in the narrative, I discussed how we as a team developed our own framework that supported us in assessing the development projects of teachers for certification. The second network event was an effective way of inducting new participants into the programme. However, interactions in the second event reflected societal issues in the Egyptian society that could hinder networking among teachers with different social and ideological backgrounds. Therefore, I decided to employ measures to ensure the programme is open to all, and not dominated by a certain ideology. The legacy of the adapted programme allowed us to run the programme smoothly in the following year, even though I was not available most of the time. However, the sustainability of the programme was determined greatly by the ability of the collaborators to take on leading the programme without me.

Summary of the entire narrative

Through this section, I have presented a critical narrative of the project in action fed by monitoring and review. I discussed how the conditions were set to start the intervention, and how we as a team developed our ability to facilitate the programme through action. This necessitated adapting our performance in the light of feedback, which reflected the iterative nature of the methodology used. Ways of attempting to overcome challenges faced were also reflected as part of the methodology that aimed at problem solving.

Reflexivity is evident when I openly talked about my uncertainties and how my views and capabilities developed. The voice of others, particularly my team, was clearly reflected through engaging in a continuous dialogue. The narrative also included a comparative dimension, as it clearly reflected the variation in the way the programme was led and the impact it had in the four schools. This provided an evidential base for the themes discussed in the following chapter. Chapter nine constitutes a second layer of discussion, one which is selective, focusing in on what appeared to be more significant for this study.

Chapter eight: Some conclusions

In this chapter, I discuss some of the themes that emerged throughout the narrative, focusing on the impact the programme had on the participants and schools. I also discuss the key enabling conditions for teacher leadership that influenced the outcomes of the intervention. Other key features of the TLDW approach are discussed as well. This study created knowledge that could be of benefit to policy makers interested in educational reform, as it offers a different approach to reform that is not commonly practised in the Middle East. However, applying the TLDW programme on a macro-level entails challenges that are discussed. Therefore, a further discussion of the principles that were embedded in the process of leadership and learning that teachers went through would enable practitioners and policy makers to consider in the development of their future programmes.

Impact of the study

A significant outcome of my research is the legacy of the adapted programme together with the translated tools and related materials. The adapted programme was used to support the second cohort of teachers in six schools and the process was much smoother than the first year. There is also the legacy of the positive experience of many teachers, school principals and others who had first-hand experience of the programme as well as the network events. The impact of the programme on the participants and schools is reflected profoundly throughout the narrative. The programme successfully overcame some of the structural and social challenges that prevent teachers from learning from each other.

Impact of the programme on the participants

As discussed in the narrative, the programme usefully supported teachers in taking action that had a positive impact on the students, teachers and school as a whole. We as

a team observed improvements in teachers' practice, which was reflected in students' learning capacity, their dispositions towards their schooling and improved attainments. This is also clearly reflected in the teachers' portfolios through the evidence that they collected.

Assessing the impact and benefits of the programme using the categories identified by Frost and Durrant (2002a) in their 'impact framework' indicated a number of points as listed in Table 12.

Table 12: The impact of the programme using categories identified by Frost & Durrant (2002a)

Impact of the programme using the categories identified in the 'impact framework

- Most of the participating teachers involved were able to make modest improvements to their own practice
- In some cases the participants were able to influence their colleagues and effect changes in their practice
- There is evidence that the changes brought about had an impact on students' learning capacity and dispositions towards their schooling. Participants expressed optimism about the resulting improvements in measured attainment.
- In a minority of cases it is evident that participants' projects had a residual effect on the way the schools operate as organisations including their structures, procedures, and other elements.
- The most significant impact observed was on the participating teachers themselves: their professionalism, self-confidence and self-efficacy that underpinned growth in their own skills and pedagogic repertoires.

Within the scope of this study, it was not possible to analyse every aspect that the programme influenced. The impact of the programme on students will be a subject for further investigation. In this study, the most significant impact was on the teachers themselves through changes in their professional thinking and identity. As mentioned earlier (Ch. 3), my research sought to explore whether this intervention could change the professional role and identity of teachers from merely technicians to professionals capable of practising their professional judgement and autonomy (Keyes, Solomon & Tresman, 1999; Woods et al., 2016), with a strong sense of agency and ownership towards school improvement. The impact that the programme had on teachers was reflected on changes in their professionalism. This was observed in their collegiality rather than individuality and in their agential rather than compliant orientations. It was also evident as they became motivated by moral purpose and educational principles rather than by evaluation standards and the inspectors' judgement. Furthermore, the impact was observed where knowledge was created by teachers rather than limited to their initial training, and where teachers led educational reform rather than being led themselves (Lightfoot, 2017).

As reflected in the narrative, teachers felt valued as professionals and acted accordingly. They felt that they belonged to a respected profession that has a wide role in the development of the country. For many, the programme changed their mindset from being the most victimised parties in the educational process, to assuming the role as those most capable of changing the learning experiences of their students. This was reflected greatly in their enhanced self-confidence and self-efficacy (Bandura, 1997). Teachers developed a greater sense of ownership towards educational reform.

Teachers' own experience through TLDW exposed them to different ways of learning, which greatly shaped the way they approached teaching and learning in their own classrooms. They were able to experiment with practice, collaborate, reflect, innovate and take ownership of their own learning rather than being directly instructed.

This programme was capable of changing the role that teachers play in educational conferences in Egypt. Through TLDW, we were able to put on the first teacher-led conference in Egypt where teachers were the experts discussing their innovations. This made teachers feel highly appreciated and acknowledged for attempting to improve their practice and the practice of their colleagues. In a previous study, Egyptian teachers complained that they were not appreciated within the system for their extra effort or their attempts to innovate, which discouraged them from adding to the system (Eltemamy, 2012). Through TLDW, their efforts were acknowledged through the knowledge that they created.

Other indirect impacts were also reflected in the narrative; teachers commented on their enhanced sense of status, and others received salary raises. Some teachers reflected on how the programme could have an impact on changing the calibre of those attracted to the profession, and how they are selected. Some participants believed that the programme would influence the interview questions for applying teachers, because of the changes in the role of the teachers in their school.

Impact on the schools

As mentioned above, in a minority of cases projects had a residual effect on the way the schools operate as organisations including their structures, procedures, and other elements. This was particularly evident in schools A and B where the projects became part of the operating system of the school (Elfouly & Eltemamy, 2017). However, the real impact was not limited to the projects; it was a change in the role that teachers played. Through this intervention, school managers as well as heads of departments changed their perception about the role of teachers in initiation and development. This made them provide the space and the support of teachers to lead school improvement.

In this study I worked with different schools, some followed the national curriculum and some followed an international curriculum. The programme enabled those that followed the national curriculum to tackle some the structural challenges within the system, particularly the lack of flexibility that teachers had in responding to their students' needs

due to the highly restrictive curricula (Ibrahim, 2010; Loveluck, 2012). I was hesitant at the beginning to include teachers in schools that follow the national system, primarily because of my concern that they had no room for innovation due to the highly centralised system (Ibrahim, 2010). Contrary to my expectations, teachers were able to go beyond the curriculum and some were even capable of using the curriculum for the purpose of their development. As teachers developed projects that served the needs of their students, they took a step in breaking the chains of centralisation. However, this does not deny the fact that they had to exert more effort than other teachers to prepare students for the test as well.

Overcoming societal challenges

There were two major societal issues that were reflected throughout the narrative and impacted the facilitation of the programme greatly; the colonial mentality and the highly stratified society (Decena, 2014; Salama, 2012). This had an impact on the ability of teachers from different schools to engage in a professional dialogue, as it required humility from teachers to learn from each other. However, through the programme, we were able to challenge these societal norms. Where the expectation was that high quality professional educational events should be led in English, we led them in Arabic. Where the expectation was that teachers with different ideological and social backgrounds should be grouped separately, we developed the means for them to engage in a professional dialogue and benefit from each other. Where the common perception was that Arabic-only speaking teachers relied on the transmission mode in leading their classrooms, through TLDW they were able to innovate and create knowledge that other teachers were so eager to learn from. The programme clearly changed the role of Arabic-only speaking teachers in schools, and supported them in overcoming the discrimination against them (Ch. 7F). With the colonial mentality, international affiliations become significant. The irony is that through our international affiliation with HertsCam, we learned to value our language, and have confidence in our ability to decide for ourselves how to lead our educational system.

The programme also opened the door for collaboration among private schools in a highly competitive market. This was made possible by the existence of a continuous dialogue where schools openly discussed their concerns, particularly when there was conflict of interest. Being responsive to such concerns was vital and we developed a protocol to guide this relationship for the benefit of all parties.

The programme had a noticeable positive impact particularly in schools A, B and C, where some teachers referred to it as the most beneficial professional development they ever engaged in, and where schools expected it to be the most sustainable and effective means of reform. However, the programme does not offer a simple recipe for success; instead, there were conditions that allowed for that to happen.

Key enabling conditions for teacher leadership

Among the questions that we as a team reflected on throughout our journey was whether TLDW was suitable for all teachers and all schools. Generalisability and replicability of this study is a contentious issue. We agreed that there were a set of conditions that were required for this programme to have an impact. These included my role as the initiator of action, building capacity from within, including school managers in the development and continuous monitoring and review.

My role as the initiator of action

Among the major factors that influenced the initiation of this programme in Egyptian schools was my role. Extending bottom-up initiatives depends on developing collaborations with committed people (Mehta, 2013a). It takes someone passionate, committed, enthusiastic aware of and believes in the values of the programme to lead it. The narrative reflected the effort and time put in planning for the action, implementing it and adapting it. The narrative also reflected how my ability to lead this intervention was enhanced by my relationship with a thriving network, HertsCam and the supportive framework of a doctoral study.

Through the methodology that was based on action, I was able to utilise the resources I had for my doctoral study to be part of reform rather than merely recommending one. Even though this entailed more effort, it was worth every second of this journey. This methodology promoted social justice and allowed me to engage in democratic practices that are currently lacking in my country. Methodologies that involve a collaborative, democratic, and inclusive spirit are sometimes rejected by critics for ‘watering down’ the insights of a single researcher (Finlay, 2002). In some instances during our meetings as a team, I felt that my views were changing. However, for me these were valuable learning experiences that allowed me to facilitate the programme and write about it more successfully.

The dual roles that I held supported each other greatly. The data that I collected as a researcher was used by me as a developer of the programme to support the participating teachers. Through supporting teachers in their development, more data was collected for my research. However, this does not deny the fact that there was a struggle between the roles as well, especially that “both action and research are greedy activities which will expand endlessly if not checked” (Kelly, 1985:142). Being engaged in the sustainability and development of the programme beyond the first year entailed effort and time, which was reflected in my ability to work on the analysis and writing of the dissertation. Therefore, in the third year of running this programme, I decided not to start a new TLDW group to focus on writing the dissertation. Given all the resources and efforts that we as a team have put in this programme, it was a hard decision, yet, we have further plans for the future as discussed in the following chapter.

Building capacity from within

Another vital factor was having collaborators from within the schools to support the development of the programme. Rather than approaching schools telling them what to do, having a team from within the school to co-plan the action was vital. The programme was shaped by the role that the collaborators/tutors played, which was reflected in the different impact that the programme had in the four schools. It is a vital feature in the programme that it is facilitated by expert teachers/headteachers from within the schools.

The skills and preparedness of the facilitators was a key factor. The role that the tutors played required social skills, confidence and a strong belief and understanding in the values of the programme. We came to the conclusion that facilitation is not only an innate talent; it is a trained skill that could be developed through action. As reflected in the narrative, we became more capable of leading the programme with practice.

By the second year, some collaborators were able to run the programme without my support. Allowing the schools to lead their own development is vital for capacity building, which is a precondition for continuous development and improvement (Mitchell & Sackney, 2001). This, however, could be regarded as a threat by service providers like ‘trainers’ because they might feel that the school will no longer need their services. Therefore, building capacity from within is something that many service providers might be reluctant to do.

Involving school managers in the development

The context of the school, its leadership, and professional culture is a key variable. The programme aimed at a whole school approach; therefore, I worked closely with the managers of the schools through building collaborations that influenced their views about the professional role that teachers play. School managers have a key role to play in organisational transformation. Through this study, we developed our understanding of the role that school managers should play in supporting reform strategies. School managers have a role that requires confidence and humility to be able to use their power on behalf of teachers rather than using it to achieve their own objectives (Mylles, 2017). Most teachers felt more confident in their ability to change the conditions around them for the better when a person with authority was involved in the process. Even though this questions the degree by which teachers developed their own leadership capacity, we believed that given the exceedingly hierarchical and authoritarian culture that persists in the society (Kabasakal et al., 2012), the changes in teachers’ attitudes towards leadership was a great achievement.

The role of headteachers in supporting the programme was clearly reflected in the narrative. In schools where the programme had a sound impact, headteachers were highly approachable and involved in the work of their teachers. The same programme was available for the four schools, yet the ability of the schools to benefit from it and extend its impact varied greatly. In school B, one of the teachers developed a project to integrate technology in the classroom. Her project was applied across the whole school even though she moved to another school (Elfouly & Eltemamy, 2017). While visiting her colleagues in school B a year later, she found them running the workshop that she developed for novice teachers. The sustainability of the development projects was enhanced with the support of school managers.

Continuous monitoring and review

Throughout the study, we engaged in continuous monitoring and review of the programme. Even though this was done primarily as part of the methodology followed, I learnt throughout this journey that this was vital for the development of any reform strategy. We as a team continued holding periodic review meetings in the second year of the programme, even though by then I was no longer collecting data. This is also the practice followed by the HerstCam Network as discussed in the narrative. Sustaining an effective intervention requires a reflective team that is capable of learning from the views of others through maintaining a dialogue where new insights are developed.

Through reviewing our performance, we were able to adapt it accordingly. The context-friendly nature of this programme supported its development in a number of countries in Eastern Europe, Palestine and currently Kazakhstan (Frost, 2017b). Our ability to adapt a programme developed by educational experts in the UK was a paradigm shift for us as discussed in the narrative. It created a sense of liberation and confidence that we were capable of developing the programme according to our needs. Through the journey, we discovered that we were curtailed by our own perceptions of the degree by which we could adapt the programme. Participants also had an important role in adapting the programme. This made them feel a sense of ownership towards its development when they found their views incorporated into the process. As we moved forward in the

programme, our adaptations became more frequent. We adapted the same session as we led it in different schools. We respected the unique context parameters of each school in leading the sessions, and through the programme, we supported reform through development projects that are context directed.

In the above section, I identified major factors that influenced the success of the intervention. Practitioners and policymakers interested in educational reform through teachers could benefit from considering these conditions in the development of future programmes.

Limitations to what we were able to achieve through the programme

Even though this programme had a positive impact as discussed earlier in this chapter, there were limitations to what we were able to achieve. There were limitations to the type of schools and teachers that we were able to work with. We were unable to work with main stream government schools. We were also unable to attract teachers who lacked commitment to reform or did not have the time due to voluntarily admission. Accordingly, we were unable to encourage those who dropped out at the beginning of the academic year to rejoin.

Even though we planned to support online networking through the blog, the activity on the blog was very limited. We as a team could not spare time to work on the online element of the programme. We were also unable to support international networking among participants for the same reasons.

We used constructive feedback in the assessment sheets with those who were not awarded the certificate detailing recommendations. However, most of them were reluctant to resubmit their portfolios. Moreover, some felt that the perception of others in the workplace about their competence as teachers was affected negatively.

We were unable to continue working with the middle school from school D as the professional culture was not conducive. Even though I felt it was moral obligation to discuss the findings with their headteacher and offer recommendations, I did not, because I was not sure it would be accepted wholeheartedly.

We planned to hold bi-monthly meetings with participants from the first cohort to support the sustainability of their development projects after finishing TLDW. However, due to time limitations, and me being in Cambridge most of the following academic year, this did not happen. Therefore, some participants from the first cohort mentioned that they could not spare time to continue working on their development in the following year.

Finally, the huge amount of data that I was able to collect during this study made the process of analysis very challenging. I had to limit myself to the most evident themes to be discussed in the narrative. Therefore, in this study, I was unable to discuss the impact on the students as well, which was an important element in illustrating what teachers were able to achieve through this programme.

The challenge of ‘scaling-up’

I started this study proposing TLDW as an alternative to traditional interventions, which usually take the form of top-down instructions, sanctions and training programmes as discussed earlier (Ch.3). However, going through the programme myself, I cannot just fall into the trap of recommending a mere recipe. In the second year of running the programme, I was approached by policymakers in Egypt, who were interested in the philosophy behind TLDW, and asked me to support them in running it in 700 schools. Thinking about ways of supporting this expansion, I realised that this programme is not suitable for accelerated improvement on a large scale. It takes time to build the value base and the understanding required to expand the use of this approach. Mehta (2013a) considers this as a weakness in bottom-up strategies of reform. It is not applicable for massive change because the pace is slow. HertsCam has been operating since 1999 in

the UK and currently has around 50 schools in the network. However, this does not mean that the HerstCam Network has only worked with 50 schools. It is an annual picture – some schools are new, some are continuing and some drop out. Eventually, HertsCam affects many more schools. It is a matter of choosing between scaling-up and high quality implementation (Burns, 2014).

Applying the programme on a macro-level may also undermine its effectiveness, because building partnerships with those involved in the study takes time for them to understand the values behind it as reflected in this narrative. However this does not mean that the study is not useful for policymakers or practitioners interested in supporting teachers in developing a sense of agency towards educational reform. The adaptable nature of this programme allows others to take from it what is useful for their own aims of development. This is clearly reflected in the book *Empowering teachers as agents of change*, with several accounts of how the philosophy behind TLDW inspired others in developing their own programmes (Frost, 2017b).

Key features of the TLDW approach

Even though the TLDW approach is not the type of programme that could be imposed on a large number of schools at the same time, still its philosophy could influence the way school development works. As mentioned earlier (Ch.4), for teachers to initiate and lead developments in their fields, create professional knowledge and have a positive influence on their colleagues there have to be support structures that allow for that (Frost, 2011b). There were key features within the TLDW approach that supported teachers in developing their leadership potential. Among those features was the facilitative/dialogic approach used in the sessions. The tools used enabled and supported dialogue, reflection and collaborative learning. Moreover adopting a project-based approach enabled teachers to focus their efforts and evaluate their practice against clear objectives. The time scale and a certificate to work towards helped to provide momentum. In this section I discuss some of the principles that underpinned the TLDW

approach and could be applied in future programmes designed to support educational reform.

Enabling teachers to realise their professional values in practice

Through this programme, teachers were given the space to dig deep into what they value as professionals and ask themselves fundamental questions that they might not have had the time or opportunity to ask themselves. Providing teachers the opportunity to think and reflect on the purpose of education, their aims as professionals, why they became teachers and their role in achieving their aims was a paradigm shift for some. Teachers needed the opportunity to reflect and develop their own educational frameworks, so that they do not follow the requirements of the system blindly and stay trapped in a vicious cycle where they do not satisfy their professional values and accordingly become more disengaged in the educational process.

Through the process of questioning, teachers' learning orientations started to change (Watkins, 2010). Teachers reframed effective teaching in ways that go beyond test scores (Mehta, 2013b). They started thinking about the cognitive, emotional, and civic purposes of education (Stemler, 2017). In that sense, the programme tackled one of the main challenges within the system as discussed earlier where teachers saw better learning reflected in better test scores (Gebril & Brown, 2014).

Voluntary application allowed us to work with teachers who were eager to develop themselves and develop the conditions around them. However, this is hard to achieve, as teachers in many cases are obliged to be part of reform strategies. If voluntary involvement in a development initiative cannot be secured, then providing teachers with the opportunity to work on what they value as professionals becomes increasingly essential. Teachers should be able to work on problems that they identify.

Enabling teachers to engage in a project based approach

Through the programme, teachers developed their leadership capacity through initiating projects based on their professional values and concerns. If teachers are allowed to work

on what they value, an important question is whether or not their schools are ready for the multiple innovations. According to Hargreaves (2003), schools cannot cope with too much innovation at once, so schools or even networks of schools should just take one aspect of practice at a time to improve. That should be decided by headteachers or groups in the schools rather than individual teachers. This concept of ‘disciplined innovation’ contradicts the philosophy behind TLDW, where individual teachers exercise their professional judgment and autonomy to initiate innovations in their schools. However, there is an important point to consider which is creating harmony between the aims of the schools’ and individual teachers. In minor cases, school managers were not convinced with the areas of development chosen by teachers because they saw other priorities that teachers should work on. Creating this harmony is done in the TLDW approach through dialogue.

A professional dialogue where aims are shared starts when teachers consult their colleagues, present their projects to others including school managers and when they write about their development work (Pilbeam & Martino, 2017). Creating this harmony also involves managers building a vision with teachers rather than imposing one (Hallett, 2012). One way of doing this is through holding meetings where teachers discuss the development priorities for their school and then they all agree on the two most important areas to focus on (Sutherland, 2017). In some cases, the TLDW framework was used to create programmes with a certain purpose like strengthening unity in classrooms in Bosnia and Herzegovina (Frost, 2011b). However, within those programmes, leaving room for teachers to practise their professional judgment and autonomy is vital, because programmes for reform should remain “the engine of innovation rather than a vehicle for the delivery of centrally designed programmes” (Frost, 2012: 207).

One of the discussions with a co-tutor in the following year revealed the concept of disciplined innovation but on a different scale. He mentioned that what he learnt from the programme is that focusing on one aspect and trying to improve it is key to effective reform. He meant this on the scale of the individual teacher along with other teachers collaborating on the same project. He believed that the programme allowed teachers to

focus on an attainable aim and achieve it. The scope of development was also a contentious issue that was reflected along the narrative. Teachers who did projects within their job specifications found it easier to reach their set targets, yet, some teachers as well were able to have an impact beyond their job specification. In the following year of running TLDW, after the success of many TLDW projects particularly in schools A and B, some teachers from the second cohort were keen to choose a project that would propagate their abilities and skills. We found ourselves as tutors going back to some advice from one of the teachers in JHNS, when the team visited the UK (Ch. 7A). He believed that teachers should not start their development thinking about major improvements; instead, they should start with a focus of development that would make their job easier.

Enabling teachers to evaluate their own practice

As teachers are supported in planning for initiating change, this created an outlet for their moral purpose, and in some cases allowed teachers to rediscover their moral purpose (Sutherland, 2017). Through TLDW, teachers were given a space to experiment with practice, innovate, engage in inquiry cycles, and evaluate their own performance. Being able to decide for themselves how to improve their practice and evaluate their own performance was a paradigm shift for the teachers, as it was for us as a tutor team. Rather than waiting for the foreign expert to advise them on what to do, teachers through the practice of reflection, were able to identify further action to develop their practice.

This requires courage from the teachers to face themselves with what they are not proficient in, to be able to improve, rather than blame the conditions. The narrative reflected how some teachers were reluctant to identify their personal capacity as holding them back from achieving their aims. Instead, they found it easier to blame external factors such as the school as an organisation (Ch. 7C). This programme aimed at supporting teachers in developing a growth mindset, where challenges are seen as valuable feedback in the learning process and flaws are a to-do list (Dweck, 2006; Waitzkin, 2007). However, this requires creating a safe environment for teachers where they do not feel judged and labelled for openly reflecting on their practice. This creates a

culture where failure is embraced as “a productive and often necessary stage in learning” (Pedder & Opfer, 2011: 742).

Enabling teachers to learn from each other

As mentioned in Chapter two, the aim of the educational system in Egypt should be centered on “develop(ing) round citizens who can work together to develop a cohesive society” (OECD, 2013; 13). This starts with the teachers themselves and schools; they should learn how to work together. This was highly achieved through the programme where teachers started benefitting from each other through consulting their colleagues, offering and receiving constructive feedback and developing deep level collaborations even among teachers from competitive schools.

Before engaging in TLDW, participants were reluctant to consult their colleagues or collaborate with them. Through TLDW, the conditions were set for teachers to learn from each other. Our aim was to start a professional dialogue with a critical constructive perspective. This started with introducing the concept of critical friendship in the first session, and discussing with teachers ways of giving constructive feedback. We used a number of protocols like CFG to control the discussions at the beginning. Teachers were then encouraged to consult their colleagues through a tool used in the session. Having a certain aim that they wanted to achieve made teachers see how beneficial the consultation process was. They started realising that asking others for help and support did not mean that they were incapable teachers. Instead, through the programme they were asked to provide evidence of consulting others in their portfolios, which reflected a better professional practice.

The development project created a platform for teachers to start building a professional dialogue among teachers in schools and managers as well. This was a step towards building collaborations. A previous study with Egyptian teachers reflected the common perception among some teachers that if they needed the support of someone else, this reflected that they were not competent enough, which was a barrier towards the ability of teachers to collaborate (Eltemamy, 2012). In an environment where opportunities tend

to be scarce, such as Egypt, a competitive rather than a collaborative culture among teachers could emerge. It should be an aim for reform strategies to encourage teachers to develop genuine, deep level collaborations. In the TLDW approach, teachers were constantly reminded throughout the sessions to develop collaborations early on in the development, where their collaborators could share in the process. As reflected in the narrative, this requires teachers to accept the input of other teachers into the development process as well. TLDW is ideally a collaborative process because collaboration leads to improved practice being embedded within the school as an organisation and increases the impact (Frost, 2013).

The concept of networking was vital in construing the values behind the programme. In network events, we as a team tried to set the conditions for the professional dialogue to run smoothly through choosing a suitable venue, unifying the language of discussion and controlling the content presented through selecting projects that are of interest to others. Teachers were encouraged to share the knowledge that they created because they felt acknowledged for it through the seminars and posters they presented.

As reflected through the narrative, the concept of referencing and acknowledging the work of others was a new practice for teachers in the study (Ch.7F). Documentation was a key element for teachers to create knowledge and be acknowledged for it. The HertsCam Network as well opens opportunities for teachers to publish their work as discussed earlier. Creating knowledge that others benefit from is an integral part of the Muslim belief.

Prophet Muhammad, (peace be upon him), said, ‘When a person dies, his good deeds come to an end except three: ongoing charity, knowledge that others benefit from, and righteous offspring who will pray for him/her.’

(The Hadith, n.d.)

That is why, some teachers particularly from schools A and B reflected on how the programme supported them in living their religious values in practice.

Protecting time for reflection, planning and dialogue

Time is also an important factor to consider. The programme secured for teachers time to plan, reflect and engage in a professional dialogue. Moreover, having a specific time scale of an academic year and a certificate to work towards helped to provide momentum. This was the main reason why some teachers were unable to continue leading development projects in the following year when such time was not available. The optimal structure for continuous professional development is providing teachers with time during the school day, spared for collaboration and coaching (Killion, 2013). However, since teachers are away from their students during this time, this adds another layer of staffing requirements, which impose an additional cost for schools (ibid).

As reflected in the narrative, the time that we as a team spent working on the programme was extensive. Collaborators with leadership positions found that the time they spent on this programme helped them fulfill their own aims as senior leaders. That is why they were so willing to give this programme time. However, this still holds a high cost and questions the possibility of replication. Moreover, it challenges the sustainability of the programme, especially when other priorities persisted as the case of school C in the following year.

The principles discussed above could influence the development of programmes of a variety of kinds in the future. Therefore, policy makers and practitioners could benefit from considering these principles in their own development.

Key message for policy

My message to policymakers is to develop the conditions for teachers where they can share in the initiation of development in their schools. “The potential wisdom and impetus for change are rooted in schools, rather than something which can be orchestrated or taught from the outside” (Mylles, 2017:106). Governments should make

use of the untapped potential that Egyptian teachers have because the potential for transformation lies in the teaching profession itself (Frost, 2017a). There should be a platform for teachers with a strong sense of moral purpose to empower others and innovate. This study reflected that there are committed teachers in Egypt who possess the knowledge and skills to initiate reform. One of the greatest benefits of this intervention is that it put me in contact with those teachers who represent the main asset for reform.

As mentioned earlier, Teleshaliyev discusses the urgency of utilising the expertise and skills of those committed teachers to strengthen the teaching profession from within (2017). This was achieved through TLDW, where teachers who developed their leadership capacity were able to support their colleagues as well as to develop their practice. In schools A and B in particular, teachers from the first cohort acted as mentors and coaches for their colleagues from the second cohort. Those teachers offer ready sources for on-the job learning support for teachers (ibid). Reform strategies such as TLDW act as an attracting force for those teachers, where they feel that they are trusted as professionals and that their voice is heard in educational reform. Policy should be directed towards benefitting from the existing expertise of teachers, rather than copying policies across borders.

Summary

In this chapter, a focus on the conditions that made the success of the intervention possible raised questions for generalisability and replication. Even though our conclusion as a team is that this programme is not suitable for accelerated improvement on a large scale, practitioners, researchers, and policy makers interested in educational reform through teachers could benefit from considering the principles that underpinned the TLDW approach. These principles could be applied in future programmes designed to support educational reform.

Chapter nine: Final reflections

The impact of the programme on participants and schools is reflected profoundly throughout the narrative. In this concluding chapter, I wanted to discuss the impact of this study on myself. Through this journey, I was heavily influenced by leading this programme. The methodology that I followed also had a great impact on me as the initiator of action, where I was capable of applying the reform myself. In this chapter, I also discuss my plans for the future of this programme and implications for future research.

Impact of the experience of developing this programme on me

The programme changed my perception about the power I possess to change the conditions around me for the better and enhanced my self-efficacy. I discovered that given all the challenges that exist within the system, there is room for development. I learned to focus on what I am capable of changing rather than complaining about the conditions that I cannot control.

I developed trust and faith in the capabilities of others to lead change. Through this study, I was privileged to get in contact with people who are enthusiastic and committed to be part of the development. The collaborators and the participants are the real asset for continuous development as discussed below. I have built strong relationships and friendships with people whom I share a common set values with. I changed my perception about the work ethic and commitment of teachers in Egypt. I discovered that there are competent teachers in Egypt who just needed the right conditions to flourish.

I developed my abilities to work within a team. I learned how to acquire knowledge from others' experiences. I became much more tolerant to and patient with our

differences, in fact I now see our differences as an asset. I gained flexibility for dealing with different situations and characters. Going through a reflective and critical process during this study helped me in developing better clarity of thought. In this way I became more confident in communicating what I believe in and accepting other opinions as well.

I also developed my leadership skills, through seeing leadership as a process of developing the capacities of others. At the beginning of this intervention, even though I allowed for the views of others to shape the programme, I was involved in all the details. However, the medical condition from which I suffered forced me to let go and trust in the capabilities of my team. From then, the activities were not led in the exact way that I had in mind. However, this built greater capacity for the team, where leadership was shared.

When I saw the impact of the development, it gave me strengths to move on at a time when I was deeply depressed (Ch. 7E). Having a share in human development gives my life meaning and offers a sound reason to live.

Future plans

Sustainability of the programme and my role in sustaining it in the participating schools are contentious issues. It was possible for the programme to continue without me provided that certain conditions pertained. Through the ITL initiative, the programme started in some places and did not continue, one of which is Palestine and other programmes in the Balkans. However, we as a team are committed to resume working on TLDW again.

We want to utilise the available resources that we have. Many of the teachers who went through the programme are interested to join the team as coaches, mentors and tutors. This is a cost-effective method of expanding the team; teachers are capable of supporting their colleagues when they have been through the process themselves. We

also wanted to expand on the knowledge created by teachers through supporting them in publishing their work. One of the proposed ideas is creating a CairoCam quarterly magazine with stories of development and useful resources for teachers. Moreover, we wanted to create an interactive website to support online networking.

Adapting the tools used is an ongoing process as part of the iterative nature of leading this programme. After running the programme for two years, there are still areas we want to develop. I want to increase my knowledge about life-coaching to be able to engage in innovative ways to support teachers in achieving their professional goals (RSCI, 2017). We wanted to ensure that teachers are supported at the beginning in writing a detailed action plan that is influenced by their readings. We wanted to explore more strategies for active learning to keep the teachers engaged in the sessions even after a long working day.

Currently CairoCam is a registered entity; however, we are not yet decided on ways of funding our programme. Even though all those working on the programme are eager to continue working as volunteers, for the sustainability of this intervention, there have to be sources of funding either by issuing a fee or by having sponsors as discussed earlier.

Including government schools in TLDW through twinning and partnerships

Having conducted the programme, it is clear that it is indeed possible to run such programmes successfully in schools in Egypt, although there would be additional challenges working with schools beyond the circle of private schools that participated in the initial experiment. Even though we were unable to run the programme in government schools, our experience with the Arabic school in the second year of running the programme allowed us to come closer to the challenges that pertain in schools that serve the majority of the population. Teachers from the Arabic school were active participants in the network and actively shared in the network events. Their participation in the network events inspired teachers and school managers who valued their commitment to reform given their challenging conditions. Developing partnerships and twinning private and government schools was a recommendation by teachers and

school managers in the network. This actually happened in an informal way through the network where schools A and B supported teachers from the Arabic schools as reflected in the narrative. Support could be in the form of sharing knowledge and expertise, where teachers act as coaches, mentors to their colleagues in other schools, as well as collaborate in initiating developments. However, for such partnerships to have a sound impact, support should be reciprocal. Teachers from government schools should similarly be supported in developing knowledge that teachers in private schools could benefit from. This is one of our future plans for expanding the network.

Implications for future research

This study reflected that TLDW was effective in supporting teachers particularly those who had work experience and pedagogical background. There were teachers who lacked basic pedagogical knowledge that would equip them to lead a development project. This reflects a major challenge within the educational system in Egypt. As mentioned earlier, according to Little (1993), programmes aiming at supporting teachers professionally should address both functions; teachers as technicians and teachers as intellectuals. Through this study, I realised that supporting teachers in developing their technical skills is vital given the discrepancy between the expertise and knowledge of teachers in the same school.

In order to continue our development together we wanted to create an introductory course for TLDW that acts as a teacher preparation programme. However, the introductory course should follow the same philosophy of the TLDW programme, which is reflected in the conditions discussed earlier (Ch. 8). Developing this programme through an action-based study is highly necessary due to the lack of effective teacher preparation programmes in Egypt and the increased number of teachers who work without a license (Elbaradei & Elbaradei, 2004).

Through this study, I became more confident in my direction of development. Teachers are the cornerstone of reform because they are at the heart of the educational process and have a critical role in its development (Badrawy, 2011). The teaching profession in Egypt should not be considered part of the problem. Instead, it should initiate the solution. I feel honored to be a part of the TLDW programme and share in supporting Egyptian teachers to lead the reform themselves.

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Appendix A

Data collection themes, subthemes and tools

Theme	Sub-theme	Tool for data collection
The school culture	<p>The degree of distributed leadership</p> <p>The level of trust between members of staff</p> <p>The way teachers and senior leaders see the role of the teacher</p> <p>The extent to which the school could be described as a professional learning community</p> <p>The aspirations of the senior leadership for the professional culture</p> <p>The pedagogic ethos of the school</p> <p>The contribution of the teacher leadership group to the development of the culture</p> <p>The quality of relationships between teachers</p> <p>The degree and type of collaboration</p>	<p>Interactions and meetings with the schools' management team</p> <p>Audit tool for collaborators (during their visit to Cambridge) and participating teachers (in the induction week) (Appendix C)</p> <p>Observations of discussions during sessions</p>
The constitution and process of the teacher leadership programme	<p>What happens in the group meetings</p> <p>Other forms of support from the school or from group leaders</p> <p>The way the group meetings are led</p> <p>The activities used during the meetings</p> <p>The kind of interaction between the participants</p>	<p>Observations during the sessions by the primary researcher and co-researchers</p> <p>Evaluation sheets at the end of each session</p> <p>Evaluation sheets of network events</p>

	<p>The quality and type of discussion</p> <p>The way the participants document their experience</p>	
<p>Teachers' thinking and identity</p> <p>Teachers' capabilities</p>	<p>The way they see the role of the teacher</p> <p>Their beliefs about teaching and learning</p> <p>Their understanding of ways to lead change</p> <p>Their dispositions such as confidence, optimism, commitment to reform</p> <p>Their assumptions about inquiry and its role in the development of practice</p> <p>Their capability to lead their classes</p>	<p>Proformas that teachers fill during the sessions</p> <p>Observations of discussions during sessions</p> <p>One-one tutorials</p>
<p>Teachers' projects; planning, process & impact</p>	<p>The focus of the projects</p> <p>How the projects are actually led</p> <p>The activities that constitute the project</p> <p>The people touched by or involved in the project</p> <p>The obstacles faced</p> <p>The opportunities taken</p> <p>The strategies and conditions that support the project</p> <p>The impact of the projects</p>	<p>Observations of discussions during the sessions</p> <p>Proformas filled by teachers in the sessions</p> <p>Evidence from the portfolios that describe development projects and its impact</p> <p>Observations by collaborators of the different projects in practice</p> <p>Presentations at network events</p>

Appendix B

Example of the tools used in the sessions

Action Planning

A format

Development Project Action Plan

Name:

School:

Concern or focus

Say what do you want to make a difference to.

Impact

Say how you think the project might have impact (see Planning for Impact)?

The process

Say what the elements of the process might be and the sequence of the activities. Say who will be involved in the process. Specify the timescale if possible.

Tools and techniques

Say what specific tools you might use to support the activities you will lead.

Appendix C
Towards a portrait of the school as a learning community

From one extreme...	1	2	3	4	5	to the other...
The Principal decides everything and holds all the power.						Everyone (including teachers, students, parents, support staff etc.) has equal influence.
Teachers mistrust each other and have very poor relationships with each other.						Teachers are part of a family – totally supportive of each other.
Teachers work in isolation in the privacy of their own classrooms.						Teachers work in groups, collaborating with teaching, planning, professional learning, school self-evaluation.
There is no sense of shared vision in the school.						Everyone (including teachers, students, parents, support staff etc.) has the same vision about what the school's priorities and how we should be addressing them.
The Principal is accountable for students' learning outcomes.						Responsibility for the school's performance is completely shared by everyone (including teachers, students, parents, support staff (etc.

Teachers do not engage in any professional learning either formal or informal.						Teachers are engaged in professional learning both as individuals and in groups.
The school maintains its standard of performance but is not developing.						The school is developing new practices and improving the quality of processes all the time.
There is no evidence based self-evaluation going on at all.						Teachers and senior leaders are engaged in reflective enquiry based self-evaluation all the time.
Our main goal is to achieve the best results on external tests – everything we do has to contribute to this goal.						We want children to be happy above all else so the focus of learning has to follow their interests. Learning outcomes are unpredictable.
Teachers decide what students must learn and expect students to be able to recall it when tested.						Students are full partners in the learning process, having a say in what is learnt, how it is learnt, where and when it is learnt.
Most people in this school believe that the role of the teacher is to know her subject and to transmit this to						Most people in this school believe that the role of the teacher is being an agent of change both within and

their students.						beyond the school.
Students are often apathetic and in some cases very reluctant to learn.						Students feel positive and sometimes excited about learning.
Students come to school because they have to and because they want to be able to get a job or get into college afterwards.						Students love coming to school. They are proud of the school and identify with it.
Teachers know how to teach but they do not know how to exercise leadership.						Teachers are skilled at supporting and influencing their colleagues.

Appendix D

Aims of the sessions

Aims of Session One:

- What do we mean by teacher leadership and what do we mean by teacher led development work?
- What is a development project? What does development work involve? What kinds of activities count as development work? What does leadership of development work involve?
- What am I concerned about? What could I make a difference to?
- What kind of impact could my project have? How can I plan for the widest impact?

Aims of Session two

- How might I write an action plan? What should an action plan include?
- How can I consult colleagues about my proposed project? Who else should I consult?
- How might I find literature and how would this help me?
- How will I keep my portfolio? What habits / routines do I need to adopt to record the development of my thinking, learning and my project?
- How will I prepare for the Network Events? How will I contribute and engage in networking?
- How will I make a record of this session?

Aims of Session three

- How has my concern/focus/agenda developed?
- How have my ideas shifted as a result of consultation?
- What have I learnt through my reading?
- What will be the process of my development work? What kinds of tools and techniques could I use to lead the process of development?
- How can enquiry support the development process I want to lead?

- What kinds of tools and techniques could I use to bring evidence to the development process?
- What am I learning about leadership? What am I learning about learning?

Aims of session five

- What am I learning from networking?
- What is the emerging story? How does my story relate to what I have been reading about the focus of my project?
- How am I capturing the evidence in my portfolio?
- What kind of impact is the project having so far?
- How will I contribute to Networking?
- What am I learning about leadership?
- What am I learning about learning?

Aims of session four

- Rethinking the title of my project
- What have I achieved so far?
- What challenges am I facing in my development project?
- How am I using evidence to take the process of development forward? What adjustments do I need to make to take my development work forward?
- How will I participate in the coming network event as well as the conference?
- To what extent am I being successful in maintaining a portfolio of evidence?
- What am I learning about leadership? What am I learning about learning?

Aims of session six

- What has been the impact of my development work so far? Who has been drawn into the collaborative process?
- How could I maximise the impact? What could I do differently to widen the impact?

- How clearly does my portfolio show what my development project has achieved and how my thinking has developed?
- What do I need to do to prepare for a tutorial?
- What am I learning about leadership?
- What am I learning about learning?

Aims of session seven

- How can I ensure that my portfolio is accessible and intelligible to others? How can I ensure that the presentation of evidence is ethical?
- How have I used the literature to illuminate the story of my development work? How have I referenced this?
- What will my summative reflection say? How can I sum up what has been developed, changed or improved through my development work and I have learnt about leadership and learning?
- What are the most important points, lessons, issues and outcomes arising from my development project? How can I share these with others? Specifically how will I do this at the forthcoming Network Event?
- How can I use the evidence in my portfolio to support future development work?
- How do I write my A4 'Summary of Development Project' sheet?

Appendix E

Record of consultation Format

Use this to keep a record of any consultation e.g. with senior leadership team member, colleagues, students, parents, mentor, TLDW tutor etc

Date:	Who?
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What?

What was the main focus or purpose of the conversation?

Notes of discussion

Note the main issues or ideas that were discussed.

Any agreed outcome

Note any outcomes if there were any.

What did I learn?

Note any new ideas, insights or understanding the discussion left you with.

Action points

Note anything you decided to do as a result.

Appendix F

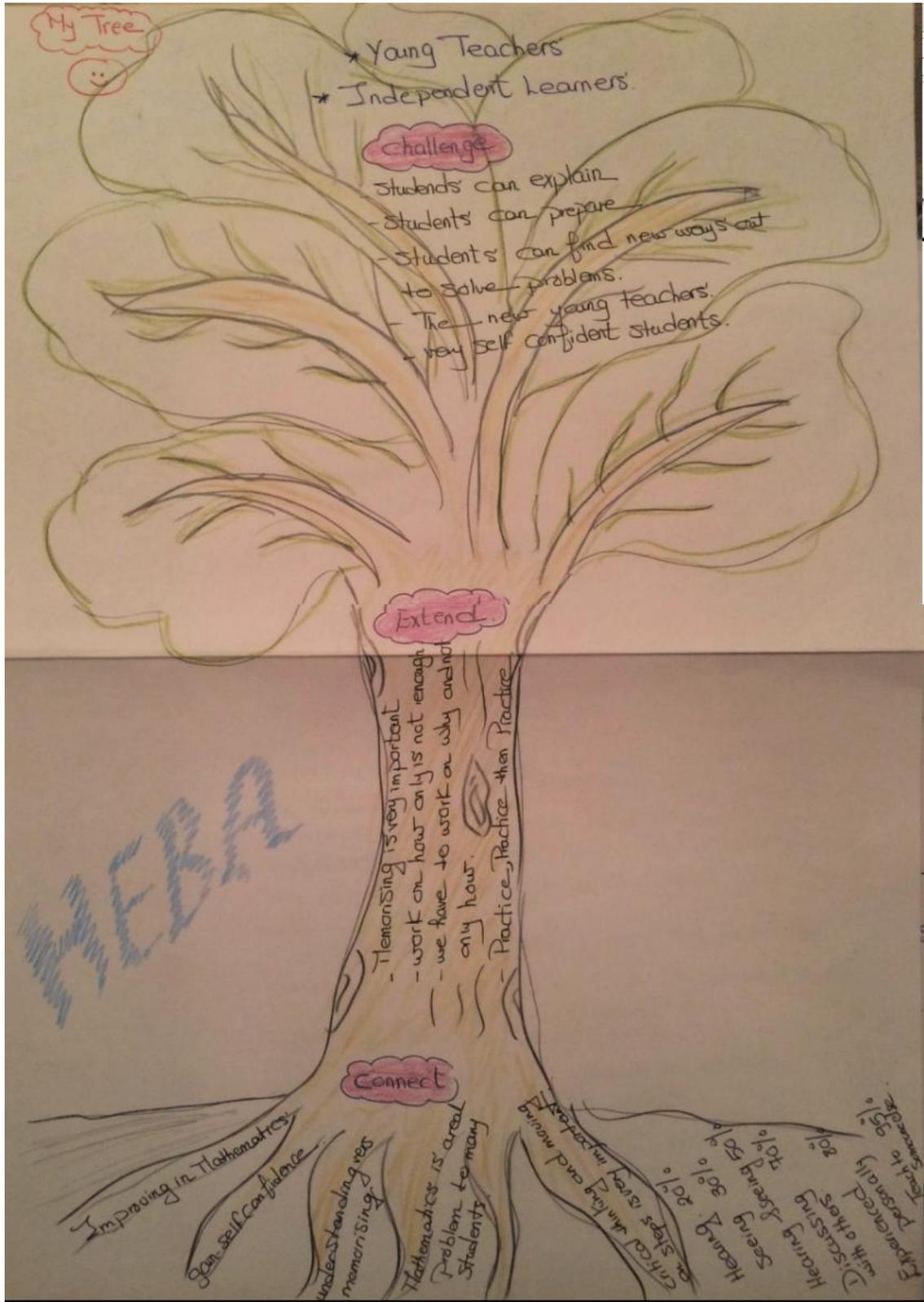
Project titles

Participant	School	Project
1	B	Developing the value of belonging to the school through the active participation of students in school activities
2	B	Integrating technology to enhance students learning
3	A	Developing motivational strategies in Science lessons
4	D	Improving home school communication
5	C	Working on a development plan that is tailored to the needs of support staff within the early childhood classes.
6	A	Developing strategies to reduce violent behaviors among students
7	A	Developing motivational strategies in the Qura'n lesson?
8	D	Developing the use of homework to aid the learning process
9	C	Finding the strengths of the children who are considered behind in class, to be able to overcome their weaknesses
10	B	Moral Curriculum: Developing a character building & moral curriculum
11	B	Career Orientation: Getting the students to link what they are studying to the world they live in order to do their future
12	D	Improving the school communication system
13	C	Developing teachers to reach the required professional standards of the institution
14	A	The development of children's writing skills
15	A	Learning Arabic through fun and enjoyable means: mutual enjoyment
16	D	Developing strategies to encourage a more responsible behavior among students
17	D	Improving communication within the school
18	B	Differentiation: Applying differentiated strategies in one class to meet different abilities
19	B	Mathematics Support System: Helping students of grades six, seven & eight to master basic mathematical concepts by teaching it to other younger students
20	B	Applying project based learning strategies
21	B	Supporting low achievers & strugglers in English classes
22	C	An approach for parents to better understand the importance of playing with their children; helping them making it easy and contained while being fun
23	D	An approach to building up positive attitude
24	C	Helping shy children gain their self-confidence to be able to speak up in public and express themselves
25	A	Helping students read Quran in a proper way by focussing on the pronunciation of certain letters in an interactive way.
26	B	Teaching the principles of reading and writing for beginners through Montessori methods and tools , using all senses
27	B	Targeting strugglers towards better academic performance in English
28	D	Encouraging reflection and independent learning for reception and year one
29	D	Introducing independent learning strategies
30	D	Developing extracurricular activities into more positive and effective ones
31	A	Developing an integrated curriculum among subjects
32	A	Development English writing skills
33	A	Developing strategies to reduce hyperactivity and attention deficit disorder

34	C	Developing a guideline through teacher interviews, research and observations to help teachers improve their practice with preschoolers
35	A	Developing strategies to support a more organised behavior among students
36	A	Developing strategies to support students in learning the Holy Quran
37	B	Introducing the scientific Miracles in the Qur'an
38	A	Development English spoken skills
39	A	Using diverse methods and activities to link academic education with student's life skills
40	A	Making our school an inviting environment
41	B.	Developing Arabic writing skills by developing reading & spelling
42	B	Better Essays in Arabic : the development and improvement of Arabic writing skills
43	D	Encouraging independent learning through note taking
44	B	Raising students' analytical thinking skills

Appendix G

Tool used to aid participants reflect on what they read



Appendix H

Example of a session outline

Session four outline for participants

Aims

1. Rethinking the title of my project (Tool 32)
2. What have I achieved so far? What challenges am I facing in my development project? (Tools 33 & 34)
3. How am I using evidence to take the process of development forward? What adjustments do I need to make to take my development work forward? (Tools 35, 36 & 37)
4. How will I participate in the coming network event? (Tool 15)
5. To what extent am I being successful in maintaining a portfolio of evidence? (Tool 38)
6. What am I learning about leadership? What am I learning about learning? (Tool 21)

المحاضرة الرابعة

الأهداف

1. التفكير فى عنوان مشروعى التطويرى (أداة 32)
2. ما هى إنجازاتى؟ ما هى التحديات التى أواجهها فى قيادة المشروع (أداة 34 & 33)
3. استخدام الأدلة لتحسين مشروعى, تعديل الممارسات على ضوء الملاحظات (التغذية المرتدة) (35, 36 & 37)
4. كيف سأشارك فى المؤتمر القادم (أداة 15)
5. مراجعة ملفك الخاص (أداة 38)
6. ماذا أتعلم عن التعلم؟ ماذا أتعلم عن القيادة؟ (أداة 21)

Appendix I

Seminar programme: Session 1

برنامج ورش العمل: المحاضرة الأولى

	Seminar ورشة العمل	Presenter, room المقدم , القاعة
A	An approach to build positive attitude in a way that allows students not only to face difficult situations but also to raise their enthusiasm towards knowledge, learning, and of course school. نهج لبناء موقف إيجابي عند الطلاب ليس فقط لمواجهة الأوضاع الحياتية الصعبة ، ولكن أيضاً لزيادة حماسهم نحو المعرفة، والتعلم، وبالطبع المدرسة	Participant M – School D Room: 01 قاعة : 1
B	Identification and application of techniques used to develop the analytical skills for students with special emphasis on the six thinking hats التعرف على بعض الأساليب الخاصة بتنمية مهارات التفكير التحليلي لدى الطلاب مع التركيز على نظرية قبعات التفكير الست.	Participant W- School B Room:02 قاعة : 2
C	Developing motivational strategies for children to make them enjoy their Quran classes more. أساليب تحفيزية للأطفال في المرحلة الابتدائية للإستمتاع بحصة القرآن.	Participant D- School A- Room:03 قاعة : 3

Seminar programme: Session 2

برنامج ورش العمل: المحاضرة الثانية

	Seminar ورشة العمل	Presenter, room المقدم , القاعة
A	The importance of bonding between a child and his caregivers (parents, teachers ...etc.) and how build and strengthen it through play أهمية الترابط والتواصل بين الطفل ومقدمي الرعاية له (الآباء، المعلمين...إلخ) وكيفية بنائها وتقويتها عن طريق اللعب.	Participant K- School C Room: 01 قاعة : 1

	Seminar ورشة العمل	Presenter, room المقدم , القاعة
B	Introducing Project Based Learning (PBL), where students think, create, search, use, practice and live what they learn in different subjects. تطبيق نظام التعلم القائم على المشاريع بالمرحلة الابتدائية، حيث يحصل الطلاب على فرصة للإبداع والتفكير والبحث وتطبيق ومعايشة ما يتعلمه في مختلف المواد.	Participant H- School B Room: 02 قاعة : 2
C	Trying to make our school a more inviting environment mainly for the teachers through trying to decrease their load and making a new report smart solution في محاولة لجعل مدرستنا بيئة أكثر جذبا للمدرس من خلال تقليل الأحمال عليه و عمل نظام شهادات جديد متطور	Participant R- School A Room: 03 قاعة : 3

Seminar programme: Session 3

برنامج ورش العمل: المحاضرة الثالثة

	Seminar ورشة العمل	Presenter, room المقدم , القاعة
A	Creating independent learners through creative thinking, self assessment and target setting starting from early years كيفية إيجاد طلبة مستقلين من خلال التفكير الإبداعي، التقييم الذاتي وتحديد الأهداف بدءا من الصغر.	Participant N- School D Room: 01 قاعة : 1
B	Developing a well staged moral curriculum for 3 to 5 years old تعليم القيم والسلوكيات من خلال منهج محدد الخطوات للأطفال من 3 إلى 5 سنوات	Participant S – School B Room: 02 قاعة : 2
C	Reaching for the anchor: finding the strengths in students who are considered behind in class, to be able to overcome their weaknesses العثور على نقاط القوة لدى الطلاب الذين يعتبرون ضعاف في الصف، ليكونوا قادرين على التغلب على نقاط ضعفهم	Participant Y- School C Room: 03 قاعة : 3

Appendix J
Schedule of events (First network event)

- 9:00 Registration and signing up for workshops
التسجيل و اختيار ورش العمل
- 10:00 Opening- *Amina Eltemamy, David Frost, Sayed and Seif*
كلمة افتتاحية- أمينة التمامي, ديفيد فروست, سيد و سيف
- 10:30 Interactive networking activity- *Mai*
نشاط تفاعلي للتعرف- مي
- 10:50 Seminars- Session 1
ورش العمل – المحاضرة الأولى
- 11:20 Poster session
عرض و مناقشة الملصقات
- 11:40 Seminars- Session 2
ورش العمل – المحاضرة الثانية
- 12:10 Poster session
عرض و مناقشة الملصقات
- 12:30 Seminars- Session 3
ورش العمل – المحاضرة الثالثة
- 1:00 Closing remarks and event evaluation
كلمة ختامية و تقييم المؤتمر
- 1:30 Lunch and informal networking
الغذاء و التعرف بطريقة غير رسمية