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**SCHOOL LEADERSHIP AND THE PRIMARY
CURRICULUM: DEVELOPMENT AND PRACTICE**

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Abstract

The structure of this critical commentary is that required for higher doctorates as outlined in the *Keele University: Code of Practice on Postgraduate Research Degrees*. The submission focuses on: 74 items in refereed journal articles; 7 Press items, commissioned journal articles and other publications; 18 books; and, 12 book chapters. Special reference is placed on the period since 2003, during which the bulk of the material has been produced.

The commentary outlines that the publications that make up this submission encapsulate a career of thirty-five years during which the writer has been a school-teacher, head-teacher, Lecturer, and Professor of Education. It is explained that this body of work encompasses two interconnected themes, including the development and practice of leadership in education and the primary curriculum. Overall, this submission, totaling 750,000 words of material where the writer was sole author, within an overall submission totalling approximately two million words, has contributed to the ongoing discourse on educational leadership and the primary curriculum through a sustained programme of original research and publications.

It is stated that the range of influence of this material has been broadened to international status through comparative research that has included work on leadership training in North America, Australasia and Europe. Centrally, it is claimed that this work has contributed to the movement towards a more complex conceptualisation of pedagogy and andragogy that seeks to encourage a more reflexive, research-led and praxis-based approach to teaching and learning. It is argued that the writer has thus made a long-term contribution to the development of knowledge within the discipline of Education.

Contents

Abstract	i
Acknowledgements	iv
A note on prior submissions	v
Critical commentary	
1. Introduction	1
2. Autobiographical context for the portfolio of evidence	3
3. Chronological description of the submission and the development of the work	5
4. Evaluative description of the originality of each output	12
5. Demonstration of the original and independent contribution to knowledge and rationale to prove that the work submitted equates to the standard of a higher doctorate	15
6. Critical review of the overall contribution to the research area	17
7. Conclusion	21
References	22
Appendices	
Appendix 1 Details of the candidate's qualifications	31
Appendix 2 Posts held, membership of professional bodies, examinerships, research grants and fellowships	32
Appendix 3 Statement on the extent of the contributions to all papers where there are multiple authors and statements from co-authors	37
Appendix 4 List of publications submitted in the order submitted	51
Appendix 5 Items in refereed journals, 1990 – 2006, in chronological order of publication	
Appendix 6 Items in refereed journals, 2007 – 2013, and press items, commissioned journal articles and other	

publications in chronological order of publication

Acknowledgements

The research and publications referred to in this submission were undertaken over more than two decades and reveal something of the academic and professional development of the writer. During this period the writer has held a variety of academic posts at University College Northampton, De Montfort University, the University of Leicester, the University of Hull, the University of Manchester, and Liverpool John Moores University. Academic projects are rarely the enterprise of one individual in that they require a level of commitment that can only be facilitated by the support of one's colleagues who advise, discuss and lessen the burden of sustained investigation and scholarly writing in a variety of ways. For this reason the writer is indebted to a considerable number of colleagues, too numerous to name individually, in the institutions noted above.

It is, however, important to point out that the text of this submission will reveal that several of the projects on which the published items it contains are based were collaborative pieces of research and writing carried out with a research partner or partners. Thanks are offered to all colleagues who collaborated on such projects, whose kindness, consideration and professionalism is applauded. All of those co-writers who could be contacted have been helpful in providing the necessary statements about the nature of the 'division of labour' in our work. I am indebted to these fellow academics, quite specifically, for providing the required documents but, more broadly, for their unfailing enthusiasm for the research and writing that we undertook together and, most importantly, for their friendship and professional support. Finding a research colleague with whom one can collaborate successfully is often partly a matter of luck as well as of good judgement. Rarely could serendipity have served someone so well as in these cases.

Finally, the writer would like to offer his thanks for the support and guidance of Professor Nick Foskett and Professor David Shepherd of the University of Keele.

A note on prior submissions

The candidate wishes to indicate that a number of the items that form part of his list of publications published before 2003 were the basis for a previous, and successful, submission for the degree of Doctor of Philosophy.

These items are included partly for completeness in outlining the totality of the writer's work but also because they provide clarity about the genesis of the writer's thinking on the major themes that underpin the wide range of other material submitted.

Critical commentary

1. Introduction

The research and publications referred to in this submission relate to the writer's career of thirty-five years as a professional educator in schools and Higher Education institutions. This 'professional journey' will be elucidated in more detail in the next section of this document. The whole body of work produced by the writer, beginning in 1990, comprises approximately 130 published items but this submission excludes review articles and thus includes 74 items in refereed journals, 7 press items and commissioned journal articles, 18 books, and 12 book chapters. The succeeding sections of this document will reveal that the majority of this work has focused on educational leadership development and that much, but by no means all, of this output has been in relation to primary education and to the leadership of the primary curriculum. For this reason it is argued that the work encompasses two interconnected themes, including the development and practice of: firstly, leadership in education, and secondly, the primary curriculum. These two themes are discussed in detail in the Section 6 of this commentary, which is a critical review of the overall contribution to the research area, and are used as the main structural device for that element of the document.

Three overlapping phases of the work can be discerned that reflect the writer's professional activities at the time, including:

- a concern with classroom practice in the early publications when the writer was a headteacher and beginning his career in higher education as a teacher educator, in the early to late 1990s;
- a central focus on leadership development in the period between the late 1990s and the mid 2000s, when the writer's career included major roles in headteacher training; and,
- mature reflection on major projects relating to wider concerns in the field of educational leadership and a shift towards a stronger emphasis on the primary curriculum as the writer's role transitioned into research supervision and research development and his locus of activity became increasingly engaged with the development of the journal, *Education 3-13: International Journal of Primary*,

*Elementary and Early Years Education*¹, for which he was by then, executive editor.

Within these broad outlines important sub-themes can be delineated including a focus on school effectiveness in the middle phase and a growing engagement with research methodology and school-based research in the latter phase. Although it has been useful to adumbrate the general outlines of the first two phases of activity it is necessarily the case that this submission has focused with greatest intent on the final phase of the writer's work, and especially the period since 2003 when the large bulk of the material was produced as the writer's engagement with research and publications has become central to his professional life².

The structure of the rest of this critical commentary is that required by the University of Keele 'Guidance on research degrees by published work', which is part of the *Keele University: Code of Practice on Postgraduate Research Degrees* (Keele, 2014: 74). For this reason the commentary incorporates sections on:

- the autobiographical context for the portfolio of evidence;
- a chronological description of the submission and the development of the work;
- an evaluative description of the originality of each output;
- a demonstration of the original and independent contribution to knowledge and rationale to prove that the work submitted equates to the standard of a higher doctorate; and,
- a critical review of the overall contribution to the research area.

A brief conclusion is also included that attempts to provide a summation of the nature and value of the submission in terms of its contribution to the discipline of Education.

The University of Keele regulations also require that a variety of other material is included

¹ The journal changed its name from *Education 3-13* to *Education 3-13: International Journal of Primary, Elementary and Early Years Education* during 2008. For simplicity, the journal will be referred to throughout the rest of this Commentary by its best-known diminutive: *Education 3-13*. However, the correct name is used on all occasions in the 'References' and 'List of Publications' sections of this document.

² As pointed out in 'A Note on Prior Submissions', a number of the writer's publications that appeared prior to 2003 were used when the writer gained the degree of Doctor of Philosophy, which is a further reason for a main focus on items published since that time.

in this submission and this is provided in the various appendices included at the end of this document or attached separately³.

In order to fulfill the requirements, noted above, it has been necessary that much of this document be concerned with a highly structured account of the writer's career and publications. Throughout these publications the writer has argued for a deeper understanding of the inherent complexities that lie within leadership and curriculum studies, often occasioned by the multidimensional and complex interplay between national policy and the practical exigencies of institutional and individual practice. In relation to the two key themes delineated within this submission, both of which have been made more problematic and multifaceted through governmental intervention in the education system in the UK and internationally in the period since 1990, the writer has made a sustained attempt to seek to analyse, unpack and go beyond the surface features of national initiatives as they are presented for public discourse.

Overall, this document argues that this body of work has made a significant, substantial, original and long-term contribution to both theory and policy in the field of Education, especially in relation to educational leadership development and the leadership of the primary curriculum.

2. Autobiographical context for the portfolio of evidence

The writer was born, brought up and attended schools in North Staffordshire and subsequently went on to gain a Bachelor of Arts degree in English and American Literature in 1979 and a Post Graduate Certificate in Education in 1980. He then spent nine years as a school teacher in secondary, middle and primary schools, during which time he gained the degrees of Master of Arts in American Literature (1985) and Master of Education (1987)⁴.

³ Section 4.1 of Annex B14 in the *Guidance on research degrees by published work - higher doctorates DLitt, LLD or DSC*, published by the University of Keele (Keele, 2014: 74), states that the submission should include a variety of material which is dealt with as follows:

- details of the candidates qualifications (see Appendix 1);
- a statement on the extent of the contributions to all papers where there are multiple authors (see Appendix 3); and,
- a list of publications submitted in the order submitted (see appendix 4).

⁴ Both of these Masters' degrees were awarded by the University of Keele and it is these qualifications that make the candidate eligible to submit for a degree by published work since they must: 'hold a Masters Degree of this University of at least eight years standing' (University of Keele, 2014: 73).

He held the post of headteacher for five years from 1990 to 1995 and it was during this period that the earliest of the items included as part of this submission were written. He has subsequently held a variety of academic posts in higher education institutions including those of Professor of Education at the University of Hull (2003 – 2005) and Senior Research Consultant in the School of Education at the University of Manchester (2005 – 2006). He currently holds the post of Professor of Educational Research and Director of the Centre for Educational Research (CERES) at Liverpool John Moores University⁵. In addition, the writer has also held part-time posts as a tutor for the Open University on both the MA and EdD in Educational Leadership programmes (1998 – 2003). During this period of work in higher education the writer gained the degrees of Doctor of Education (1999) and Doctor of Philosophy (2003); in each case the research that underpinned these degrees was on the topic of educational leadership and management.

It will be evident that this period of eighteen years in higher education has included a series of posts that have focused on both the theory and practice of leadership in education. This commitment to the field is also exemplified by the fact that the writer has been an external examiner for post-graduate programmes specializing in educational leadership and management or primary education at both Masters' and Doctoral levels in a total of fifteen institutions, both in the UK and internationally. The writer is currently external examiner for the MA in Educational Leadership at the University of London, Institute of Education and for the MPhil/ MEd in Primary Education at the University of Cambridge, Faculty of Education. In addition, he has been either internal or external examiner for individual doctoral submissions on over fifty occasions in a total of 19 institutions⁶.

The writer has been a member of number of learned societies and professional associations. At the time of writing he was a Fellow of the Royal Society of Arts, a Fellow of the Higher Education Academy, and a Member of the British Educational Research Association. Most importantly in terms of this submission he has been a Member of both the British Educational Leadership, Management and Administration Society (BELMAS), and a Member of the Association for the Study of Primary Education (ASPE), for approximately eighteen years.

⁵ A full list of posts held can be found in Section 1 of Appendix 2.

⁶ A full list of examinerships can be found in Section 3 of Appendix 2.

A further feature of the career of the writer that is reflected in this submission is his engagement with academic journal publication. Most significantly, he has been executive editor of the journal *Education 3-13* since 2003, during which period the journal has risen to prominence in the field of primary education. It is now published six times per year and has been one of the three most successful of the Routledge/ Taylor and Francis journals for the successive years from 2010, with nearly 80,000 full-text downloads in 2012. The writer is also a board member for *International Studies in Educational Administration* and *School Leadership and Management* and he has edited special editions of *School Leadership and Management* (2006, 2008); *International Studies in Educational Administration* (2009); and, *Educational Review* (2010).

During much of his career in higher education the writer has been highly active in research and the supervision of research students. He has received over 30 research awards from local and national institutions and agencies including individual schools, Local Authorities, The Teacher Training Agency (TTA), the Training and Development Agency for Schools (TDA), The National College for School Leadership (NCSL), the Winston Churchill Trust, the Esmée Fairbairn Foundation, the Association for the Study of Primary Education (ASPE), The Japanese Ministry of Education, and the British Academy⁷. In addition the writer has supervised a total of 27 students to the completion of their doctorate, including candidates from the UK, Hong Kong, Israel, China, and Libya.

The relationship between this professional biography and the items in this submission will be discussed in more detail in Section 4 of this commentary.

3. Chronological description of the submission and the development of the work

The earliest of the items included in this submission were published when the writer was a headteacher and focused on issues relevant to his work at the time in relation to the use of information technology in the classroom (Brundrett, 1990) and creating a primary school language policy (Brundrett, 1991). Subsequent publications reflect the writer's move into higher education and his role in teacher education (Brundrett, 1997) where much of his

⁷ A full list of research grants and fellowships can be found in Section 4 of Appendix 2.

initial work focused on language development (Brundrett, 1998a). In some senses this early work is the 'juvenilia' of an academic career but they are included not only for completeness but because they provide an indication of the antecedents of later work.

Items published in the late 1990s reveal the writer's increasing research engagement with the topic that has formed a motif within his writing since they reveal a growing interest in educational leadership issues (Brundrett, 1998b) and relate to the writer's role in leadership development (Brundrett, 1999a). The edited text, *Principles of School Leadership* (Brundrett, 1999b), was the writer's first major exploration and exposition of these issues and drew together a series of chapters addressing all of the key areas for leadership development that were becoming part of an emerging 'national curriculum' for school leadership programmes such as the National Professional Qualification for Headship (NPQH) in England and Wales. Two items at the end of the 1990s (Brundrett, 1999c; 1999d) explored the range of provision of school leadership and management training in higher education institutions in England and Wales at that time and examined the attitudes and concerns of the providers of such programmes in light of the increasing colonization of the field by government organizations such as the TTA.

At the start of the 2000s, the single-authored text, *Beyond Competence: The Challenge for Educational Management*, provided the writer with the opportunity to examine and problematise the field at the time (Brundrett, 2000a). Co-terminous with this academic monograph, a lengthy press article allowed the writer to reflect on whether a headteacher or an academic should be appointed to lead the developing National College for School Leadership (NCSL) that was being established at that time by the UK government (Brundrett, 2000b). During the same period the writer developed a research partnership that undertook some of the first independent research on the government inspired 'Beacon Schools Scheme' which sought to disseminate and embed best practice from outstanding schools. This led to a press article (Brundrett and Burton, 1999) and three academic items (Brundrett and Burton, 2000a; Burton and Brundrett, 2000a; Burton and Brundrett, 2000b) on the work of the first of such schools. This was followed by an edited text, *The Beacon School Experience: Case Studies in Excellence* (Brundrett and Burton, 2000b), which was based on contributions from the leaders of beacon schools within which the writer wrote

one chapter on the development of the scheme (Brundrett, 2000c). Later in that year, the writer returned to the research theme of leadership development and offered a theoretical analysis of the origins, strengths and inadequacies of the competency approach that underpinned much of national and international policy on leadership training (Brundrett, 2000d). A subsequent paper in the following year (Brundrett, 2001) provided the first major comparative analysis of the development of school leadership preparation in England and the USA. The work on the Beacon Schools extended into a series of texts under the title 'Excellence in Education', which were edited by the writer, the first of which appeared as, *The Primary School Curriculum: Developing Effective Teaching* (Brundrett, Duncan and Silcock, 2001), within which the writer co-wrote a chapter on new directions in the teaching of English (Brundrett, Duncan, and Smith, 2001). One further item published in that year linked the themes of pedagogy and leadership by focusing on the management consequences of different models of teaching and learning (Silcock and Brundrett, 2001).

In 2002, Silcock and Brundrett's work on pedagogy was explored in depth in a co-authored text published under the title, *Achieving Competence, Success and Excellence in Teaching* (Silcock and Brundrett, 2002). The writer returned to the theme of Beacon Schools with an article which discussed the ways in which the leader of a high-performing primary school co-constructed leadership through consultation, discussion and distribution of leadership roles to middle managers (Brundrett, 2002) which was published within a special edition of *Education 3 – 13* which the writer co-edited and for which the writer co-wrote the editorial (Bell and Brundrett, 2002). In addition, two further texts in the *Beacon Schools* series appeared in that year entitled, *The Beacon Schools Experience: Developing the Curriculum* (Burton and Brundrett, 2002), and *Excellence in the Teaching of English to Primary School Children* (Duncan, Brundrett and Silcock, 2002).

The emerging sub-theme on the role of the subject leader found its fullest exposition in 2003 in the edited text, *Learning to Lead in the Secondary School* (Brundrett and Terrell, 2003), which was part of a book series published by Routledge/ Taylor and Francis, within which the writer provided a chapter on the role of the subject leader (Brundrett, 2003). A further edited text was published in that year which was the influential, *Leadership in*

Education (Brundrett, Burton and Smith, 2003), within which the writer co-wrote one chapter on leading high-performing schools (Brundrett and Burton, 2003).

In 2004 a co-written editorial appeared in the journal, *Education 3-13* (Brundrett and Turner-Bisset, 2004), and two more expansive articles in that same journal explored the issues of leadership and creativity (Brundrett, 2004) and managing Learning Support Assistants (Mistry, Burton and Brundrett, 2004). In the succeeding year two important sub-themes within the writer's work began to emerge with an item on leadership succession in schools (Rhodes and Brundrett, 2005) and an article that compared leadership development in Finland, the Netherlands and France (Dering, Brundrett, Slavíková, Karabac, Murden, and Nicolaidou, 2005). Two further articles appeared based on small-scale research projects in the UK (Hammersley-Fletcher and Brundrett, 2000) and Hong Kong (Burton, Brundrett and Young, 2005). Meanwhile the two major themes identified in the introduction to this submission received one of their most significant expositions in the form of the co-written text, *Leading the Curriculum in the Primary School* (Burton and Brundrett, 2005).

In 2006 the writer commenced a series of editorials in *Education 3-13* in which he began to explore educational research and its implications for educational practice (Brundrett, 2006a) and the problems of teacher motivation and satisfaction in an era of performativity (Brundrett, 2006d), both of which were topics that were to recur in work for the journal during succeeding years. 2006 also saw *Education 3-13* complete thirty-five years in print, which was celebrated in an editorial discussing its evolution (Brundrett and Turner-Bisset, 2006). The writer returned to one of his major research themes by providing two academic journal articles on the topic of evaluating the impact of national leadership programmes (Brundrett, 2006b; Brundrett, 2006c). This was broadened into a major comparative analysis of such programmes through a special issue of the journal *School Leadership and Management* for which the writer co-wrote the editorial on the complex web of global provision in school leadership training (Brundrett and Dering, 2006). The writer led the team that co-wrote the leading article in that special issue, which was a comparative study of educational leadership development in England and the Czech Republic (Brundrett, Slavíková, Karabec, Murden, Dering, and Nicolaidou, 2006), whilst the same team

produced a further item on the same topic in another journal (Murden, Brundrett, Slavikova, Karabec, Dering, and Nicolaidou, 2006). A further comparative piece on the development of such programmes in England and New Zealand was published (Brundrett, Fitzgerald, and Sommefeldt, 2006) along with items on: planning for leadership succession (Brundrett, Rhodes, and Gkolia, 2006; Rhodes, and Brundrett, 2006); an item evaluating the leadership an Education Action Zone (Gkolia, Switzer, and Brundrett, 2006); a piece on middle leadership (Naylor, Gkolia, and Brundrett, 2006); and, an article on leading small rural primary schools (Wilson, and Brundrett, 2006). The writer also returned to the theme of the co-construction of leadership in primary schools in a book chapter in an edited text (Silcock and Brundrett, 2006) and he provided an outline of the importance of developing a vision and a strategic plan in educational institutions for the NCSL journal *Leadership Pathways* (2006e).

In 2007 the writer produced items on setting an agenda for social justice through leadership development (Brundrett and De Cuevas, 2007) and performance management (Isherwood, Johnson and Brundrett, 2007). Publications in this year also included a series of editorials for *Education 3-13* in which the writer raised the inter-connected questions as to whether a review of primary education was required (Brundrett, 2007a) and whether strategies were needed to bring creativity back into primary classrooms (Brundrett, 2007b). A further special issue of the same journal in the succeeding year focused on the legacy of Sir Alec Clegg, whose work witnessed the high water-mark of child-centred approaches to primary education, within which the writer offered an item asking whether such heuristic pedagogies were about to see a resurgence (Brundrett, 2008a). This apparent flux in the system was explored in two subsequent pieces that noted the ‘ferment’ in primary schools at the time (Brundrett, 2008b) and ways of raising the profile of primary education (Brundrett, 2008d). The discourse on leadership, which was an expanding feature of the writer’s work, was broadened further with an article analysing international developments in the field that took the form of the introduction to a special issue of the journal, *School Leadership and Management* (Brundrett, 2008c). During that same year items appeared on the connected issues of what makes a school a fertile ground for leadership development (Rhodes and Brundrett, 2008) and leadership and talent identification (Rhodes, Brundrett and Nevill, 2008). In addition, the writer co-wrote pieces on: the motivation and

demotivation of teachers (Addison and Brundrett, 2008); collaboration and collegiality in primary schools (Hammersley-Fletcher and Brundrett, 2008); and, the impact of HIV/AIDS in Africa (Torstensson and Brundrett, 2008). 2008 also saw the publication of two edited texts: firstly, *Developing School Leaders: An International Perspective* (Brundrett and Crawford, 2008), which drew on contributions from some of the most significant figures in the field of educational leadership development in diverse nations including the UK, the US, Greece, Cyprus, the Czech Republic, Kosovo, Israel, Hong Kong, Australia, New Zealand and the USA; and, secondly, *Doing Your Research Project: Research Skills for the Educational Practitioner* (Burton, Brundrett and Jones, 2008), marking a shift into an engagement with research methodology in a text which will be re-published in a second, expanded, edition in 2014 (Burton, Brundrett and Jones, 2014).

Publications in 2009 commenced with an editorial item examining the global challenges in primary school leadership that introduced a special issue of the journal *International Studies in Educational Administration* that had been developed and edited by the writer (Brundrett, 2009a). A further editorial piece in *Education 3-13* problematised the current system of testing primary school children and questioned whether it was time for a complete overhaul of the system (Brundrett, 2009b). A number of previous themes were returned to with: one item examining creative learning and collaborative leadership in an Education Action Zone (Gkolia, Brundrett, and Switzer, 2009); two items on leadership succession (Rhodes and Brundrett, 2009a; 2009c); one item on leadership development and school improvement (Rhodes and Brundrett, 2009b); and, one item on the challenges to primary school leadership caused by the prevalence of HIV/AIDS in Botswana (Torstensson and Brundrett, 2009).

The writer continued to explore the major themes of educational leadership and the primary curriculum in 2010. The co-edited text, *Developing Successful Leadership*, appeared simultaneously in the UK and US (Davies and Brundrett, 2010), within which the writer provided a chapter on the development of leadership teams (Brundrett, 2010a). This work was extended further with: a co-authored article on school leaders' perspectives on leadership learning (Zhang and Brundrett, 2010); a co-authored chapter on leadership development in England in *The Cambridge Primary Review Research Surveys*

(McNamara, Webb, and Brundrett, 2010); and, a co-authored chapter on leadership for learning in the edited text, *The Principles of Educational Leadership and Management* (Rhodes and Brundrett, 2010). Meanwhile, two editorial articles began to explore the implications of the election of a Conservative/ Liberal coalition government in the UK, including one item discussing the likelihood that the Rose Review of primary education that had been commissioned by the previous New Labour government would not be implemented (Brundrett, 2010b) and a further item on the new political sensitivities in relation to education (Brundrett, 2010c). Somewhat ironically, however, one item based on work into curriculum innovation carried out in response to the Rose Review was published in that same year (Brundrett, Duncan, and Rhodes, 2010). The most significant publication of 2010 came in the form of the co-authored text appended to this submission as *Leadership for Quality and Accountability in Education*, which explored the implications for school leaders of systems of accountability both in the UK and internationally (Brundrett and Rhodes, 2010).

In 2011 the writer was invited to contribute a series of lengthy research-based, but practitioner-focused, articles for the journal *Curriculum Briefing*, the first of which focused on how to be an outstanding curriculum manager (Brundrett, 2011b). In that same year the implications of the new agenda being set by the UK government began to become evident in the form of the major White Paper, *The Importance of Teaching* (DfE, 2010), and the subsequent announcement that a review of the National Curriculum for England would take place. The writer consequently includes articles on this topic that addressed to background to the review (Brundrett, 2011a; 2011c), the remit and initial response to the initiative (Brundrett, 2011d), and an initial report on a funded project into curriculum innovation in schools (Brundrett and Duncan, 2011). Subsequent items in that year addressed: broader issues of the implementation of government policy (Brundrett, 2011e); the global challenges for the primary education (Brundrett, 2011f); methods of developing primary leaders in England (Zhang, Brundrett, 2011); and, a further article that returned to the issues of the impact of HIV/ AIDS on primary education in Botswana (Torstensson and Brundrett, 2011).

The first item published in 2012 included in this submission is an editorial article that examined the relationship between the role of Office for Standards in Education (Ofsted) and the National Curriculum (Brundrett, 2012a). Two succeeding items were further commissioned articles for the journal *Curriculum Briefing* that addressed overcoming creative blocks to the curriculum (Brundrett, 2012b) and evaluating for improvement (Brundrett, 2012e). Two items addressed the academisation of schools (Brundrett, 2012c) and the unfolding National Curriculum review (Brundrett, 2012d), whilst a brief paper for the journal of the National Association for Primary Education (NAPE) discussed the role of the American cultural critic, E. D. Hirsch, in the UK government's approach to pedagogy in the revised curriculum (Brundrett, 2012f). One article returned to the theme of retaining leadership talent in schools (Rhodes and Brundrett, 2012), whilst one item explored the topic of decision making by Heads of Department in Libyan universities (Radwan and Brundrett, 2012). This same year saw the publication of a major edited text designed to celebrate forty years of publication of *Education 3-13* which included articles selected to represent key issues in learning and teaching, key challenges in primary education, the primary curriculum, and primary teachers work and professionalism (Bottery, Brundrett, Burton, Duncan, Silcock, Webb, and Zhang, 2012).

The items from the final year referred to in this submission commence with two editorial articles on the need for dialogue and consensus in reforming primary education (Brundrett, 2013a) and enhancing professionalism in primary education (Brundrett, 2013b). A completely revised and reworked edition of the edited text, *Principles of School Leadership*, appeared in this year (Brundrett, 2013c), within which the writer provided a chapter on leading and managing change (Brundrett, 2013d), and a further, co-authored, text emerged on *Research Methods in Educational Leadership* (Brundrett and Rhodes, forthcoming).

4. Evaluative description of the originality of each output.

The claim for originality within this submission is founded, in part, on the fact that many of the items appended derive from original empirical research. Some of this research was literature based but many of the larger empirical studies carried out by the writer employed methodological techniques that adopted the appreciative inquiry approach to evaluation,

research synthesis and evidence-based policy, in mixed methods projects where the writer's main contribution was to the qualitative element of the studies, most commonly in the form of semi-structured interviews⁸.

For instance, the first of the items included in this submission were completed during a Schoolteacher Fellowship at Sidney Sussex College, Cambridge, which involved library-based study (Brundrett, 1990, 1991). Several subsequent items from the 1990s relate to the first doctorate undertaken by the writer, the original empirical study for which focused on the challenges to higher education providers of leadership development caused by the development of the National Professional Qualification for Headship, which was developed by a quasi-autonomous government agency (Brundrett, 1999a; 1999c; 1999d). A number of other works from this period, although not based directly on material from this project, are further examples of this growing research theme (Brundrett, 1998b; 2000a; 2000b; 2000d).

The first texts included in the submission (Brundrett, 1999b; Brundrett, 2000a), explore the theme of leadership development further and offer two of the earliest major explorations of the growing influence of national programmes of leadership training in the UK. These draw on work carried out during a Winston Churchill Fund Travelling Fellowship which enabled desk-based research at Virginia Commonwealth University, The Library of Congress, and Harvard University, which also led to the publication a widely cited paper comparing school leadership development in the USA and England (Brundrett, 2001). Items relating to the Beacon Schools scheme, which emerged in the early 2000s, recount a period when the writer was a member of the DfEE advisory panel on the development of the Beacon Schools initiative and subsequently carried out funded research as an advisor for the scheme (Brundrett, 2000c; 2002; Brundrett and Burton, 1999; 2000a; 2000b; 2003; Burton and Brundrett, 2000a; 2000b; 2002). A further example of such a funded project is provided in an evaluation of Education Action Zones, which took place in 2006 and led to several publications by a research team led by the writer (Gkolia, Switzer and Brundrett, 2006; Gkolia, Brundrett and Switzer, 2009).

⁸ As noted earlier, a full list of research grants and fellowships can be found in Section 4 of Appendix 2.

The element within the submission relating to school leadership development is further underpinned by a series of research projects funded by the NCSL. The first of these took place in 2005 when the writer undertook an evaluation of the impact of leadership programmes which led to a series of publications (Brundrett, 2006b; 2006c; Brundrett and Dering, 2006; Naylor, Gkolia and Brundrett, 2006). The second project in this series, which took place in 2006, focused on the identification, development, succession and retention of leadership talent in schools which resulted in a series of items on succession planning. The third such project addressed the transition from undertaking the National Professional Qualification for Headship to taking up post as a schools leader (Rhodes and Brundrett, 2005; 2006; 2008; 2009a; 2009b; 2012; Rhodes, Brundrett and Nevill, 2008; 2009).

The theme relating to primary curriculum development and practice gained impetus when, between 2007 and 2008, the writer co-wrote a research report on primary teachers' initial teacher education, continuing professional development and school leadership development for the Cambridge Primary Review, which is widely considered to be the most influential study of primary education for a generation (McNamara, Webb and Brundrett, 2010). This work on primary curriculum leadership was extended between 2009 and 2010 when the writer led a research project funded by the NCSL which addressed the leadership of curriculum innovation in primary schools (Brundrett, Duncan and Rhodes, 2010; Brundrett and Duncan, 2011). In 2012 the writer subsequently gained funding from the Association for the Study of Primary Education (ASPE) and the National Association for Primary Education (NAPE) in order to host a seminar at Green Templeton College, University of Oxford, on the future of the National Curriculum where the main speakers included the writer, Professor Robin Alexander and Professor Andrew Pollard (see Brundrett, 2012a; 2013a).

The writer also contends that wide range of other material included in the submission which does not relate to the gathering of original empirical data also displays a significant element of originality through the critical analysis and synthesis of the extant literature, leading to the development of new perspectives. Overall the writer avers that the body of work provided in support of this submission has offered an original and independent

contribution to the field of educational leadership development and the primary curriculum by:

- providing a sustained original analysis and critique of governmentally inspired initiatives since the early 1990s;
- adding to the conceptual framework on the development and practice of educational leadership and the primary curriculum; and by,
- influencing the discourse on models of leadership and curriculum development.

Thus, individually and jointly, the work presented on leadership in education (and especially on the creation and elaboration of national programmes of school leadership training), and on the development of the primary curriculum, provides an independent and innovative contribution to the research area by offering analyses of under researched, new and evolving areas of interest in these interconnected topics within the wider field of education.

5. Demonstration of the original and independent contribution to knowledge and rationale to prove that the work submitted equates to the standard of a higher doctorate

The writer notes that the University of Keele guidance on research degrees by published work for higher doctorates, states that work submitted should ‘represent a significant, substantial, original and long-term contribution over a sustained period’, that such work should demonstrate ‘international recognized excellence’, and that the candidate should be ‘a recognised authority in the relevant field of study’⁹ (University of Keele, 2013: 73).

The volume, range and span of the materials presented in this submission, already elucidated in detail in Section 3 of this commentary, reveal the substantial, long-term and

⁹ The full statement of the ‘Standards of Award’ is set out in section 1.1 of Annex B14 of the *Guidance on research degrees by published work -higher doctorates DLitt, LLD or DSC*, as follows:

‘Candidates for a higher doctorate (DLitt, LLD, DSc) shall be required to meet a standard substantially higher than that expected for a PhD. The work submitted should represent a significant, substantial, original and long-term contribution over a sustained period to the development of knowledge within a discipline, demonstrating international recognised excellence and that the candidate is a recognised authority in the relevant field of study.’
(University of Keele, 2009: 73)

sustained nature of the contribution to the field of educational leadership and curriculum studies made by the writer over the period of twenty years whilst a senior practitioner and an academic. The considerable number of national and international roles held by the writer also attest to his status as a recognised authority in the field of educational leadership generally and leadership development and primary school leadership specifically, both in the UK and internationally. For instance, during the early part of his career in higher education he was a member of a number of national committees, including: the UCET CPD Committee (1996 – 2000); the TTA National Professional Qualification for Headship Committee (1997 – 2000); and the advisory body to the DFES on the development of the Beacon Schools Scheme (2000). More recently, his wide range of roles have included acting as advisor on the development of: the Doctor of Education programme at the University of Hertfordshire (2003); CPD programmes in the Faculty of Education at the Open University (2004); and, the Doctor of Education programme at Anglia Ruskin University (2007). He has also been a research advisor for education to the University of Hertfordshire (2008) and the University of Hull (2008 and 2012 - 2013), and an advisor and external evaluator for the development of the Hong Kong Institute of Education ‘ARC’ Research Centre (2010 and 2102). In addition he has held formal roles as Deputy Director of the East Midlands National Professional Qualification for Headship Centre (1997 – 2000) and Visiting Professor at the University of Hertfordshire (2000 – 2009). Most recently, between 2011 and 2012, he was contracted by the NCSL to lead the team that developed the revised model for the NPQH Curriculum Leadership module, which is undertaken by many of those aspiring to headship both in the UK and internationally.

The writer has also undertaken a range of activities for major publishing houses including refereeing for Routledge, Sage, Continuum and Open University Press texts (2005 – 2013), acting as a member of the editorial advisory board of Christopher Gordon Publishers, New York (2005), and being an ‘Expert Interviewee’ (2010) and member of the ‘Expert Panel’ for Routledge/ Taylor and Francis ‘Education Arena’ (2012). In addition, he has been invited to give advice to successive governments on major initiatives including the Rose Review of the Primary Curriculum (2008) and the review of the National Curriculum (2011) and he is regularly consulted on professorial appointments around the world

including posts in higher education institutions in the UK, India, Pakistan, and South Africa.

Perhaps most significantly in terms of international recognition, it is apposite to note that the journal that the writer has edited for a decade, *Education 3-13*, is purchased in hard-copy by major academic libraries in twenty-eight countries and by many thousands of readers worldwide in the form of full-text downloads, with greatest access and influence in nations as diverse as the UK, USA, the Netherlands, Australia, Canada, New Zealand, Turkey, Sweden, Malaysia, and Greece. In this way, his frequent editorials and articles, which are evidenced in this submission, impact on readers throughout the UK and internationally.

Thus, the duration of the work, the national and international nature of the material, and the array of roles undertaken by the writer attest to stature of the contribution to knowledge revealed in this submission.

6. Critical review of the overall contribution to the research area

In the introduction to this submission it was noted that the work of the writer encompasses the two major interconnected themes of leadership in education, and the primary curriculum. These two themes have emerged in the chronological description of the development of the work but can be unpacked further in relation to the contribution to the research area.

The contribution to the research area for *Theme 1*, that of educational leadership, is underpinned by a series of texts, commencing with *Principles of School Leadership* (1999b), which was used as a standard text for the training of headteachers undertaking the NPQH programme under the aegis of the NCSL and was revised and went into a second edition in 2013. The subsequent research monograph, *Beyond Competence: The Challenge for Educational Management* (2000a) provided one of the earliest major comparative studies of the creation of national leadership programmes in the UK and internationally. The text *Learning to Lead in the Secondary School* (Brundrett and Terrell, 2003) remains one of the best-known books on developing leadership capacity in the secondary sector,

whilst *Leadership in Education* (Brundrett, Burton and Smith, 2002), which is cross-phase in nature, included contributions from senior ‘international’ academics from the UK, Australia and Canada, and is one of the most widely used texts on the topic at Masters’ level. The text, *Developing School Leaders: An International Perspective* (Brundrett and Crawford, 2008), drew on contributions from senior academics in the UK, Greece, Israel, Hong Kong, Australia, New Zealand, and the USA. The body of work also includes a major book series, which constitutes six texts on the topic of *Leadership for Learning*, published by Routledge and co-edited by Professors Clive Dimmock and Les Bell, which drew on the expertise of senior figures in the field of educational leadership both nationally and internationally, within which the researcher has acted as co-author of one text entitled *Leadership for Learning: Quality and Accountability in Education* (Brundrett and Rhodes, 2010). As noted earlier, a further text on this theme was published by Springer in the USA on the topic of *Developing Successful Leadership* (Davies and Brundrett, 2010). In addition, the writer has explored the issue of leadership development through school-based research in *Doing Your Research Project: Research Skills for the Educational Practitioner* (Burton, Brundrett and Jones, 2008), which will run to a revised second edition in 2014, and in a text that focuses on research methods in educational leadership, to be published as *Researching Educational Leadership* (Brundrett and Rhodes, 2013). Moreover, this theme has been explored in a series of approximately fifty book chapters and research articles enumerated in the previous sections of this submission that are provided in full in the attached list of publications.

The broader intellectual claim for the overall contribution to the field of educational leadership is evident in the sustained commentary and analysis of leadership development theories and practices developed by the writer. Central to the analysis of this contested field is the assertion, made in some of the earliest of the writer’s publications, that the dramatic changes in the landscape of educational systems, both in the UK and internationally from the 1980s onwards, have led inexorably to the requirement for a cadre of better trained, more professional school leaders with skills and knowledge not only in the traditional areas of curriculum and pedagogical leadership, but also in human resource management, financial management, strategic leadership, and accountability systems (see, for instance Brundrett, 1999c; 1999d). The acquisition of these new skill-sets has required

enhanced leadership training and development opportunities which have presented both opportunities and challenges to the established providers of leadership learning such as university departments of education (see, for instance, 2000a; 2000d). This trans-national phenomenon has been addressed differently in the diverse circumstances of government jurisdictions around the world with some national administrations seeking to enhance the role of Higher Education Institutions in order to democratize educational systems, such as in eastern European nations (Brundrett and Dering, 2006; Murden et al, 2006; Brundrett, Slavikova, Karabac, Murden, Dering and Nicolaidou, 2006; Brundrett and Crawford, 2008). By contrast, other national governments, such as in the USA, have sought to embed national standards into existing programmes at Masters' and Doctoral levels, (Brundrett, 2001, Brundrett, Fitzgerald and Sommefeldt, 2006). These approaches stand in stark contrast to the pathway selected by the UK, or more specifically, English government, which has empowered centrally controlled agencies, such as the Teacher Training Agency, the Training and Development Agency for Schools, and most notably the National College for School Leadership (in various guises and names)¹⁰, to oversee national systems of training and development that have arrogated control of school leadership development (Brundrett, 2006b; Brundrett, 2008c). Within this critique the writer has argued for more humane, liberal forms of leadership that not only distribute power and authority to all stakeholders but also model and encourage dialogic, collegial approaches to educational leadership and management that co-construct the lived reality of schools and other educational institutions (Brundrett, 2010a; Brundrett 2013c) in order to enhance social justice (Brundrett and De Cuevas, 2007).

The contribution to the research area for **Theme 2**, the primary curriculum, is underpinned by a series of texts commencing with *The Primary School Curriculum: developing effective teaching* (Brundrett, Duncan and Silcock, 2001) and *Excellence in the Teaching of English to Primary School Children* (Duncan, Brundrett and Silcock, 2002), that collated examples of best-practice in leading the curriculum in primary schools. The subsequent co-

¹⁰ The National College for School Leadership was established by the UK government in 2000 in temporary accommodation at the University of Nottingham. It opened formally in 2002 in purpose-built accommodation on the Jubilee Campus of the same University. It subsequently changed its name to the National College for Leadership of Schools and Children's Services in September 2009 but reverted to its original name in June 2011. In that same year it became an Executive Agency of the UK Department for Education. In 2013 it became the National College for Teaching and Leadership.

authored text *Competence, Success and Excellence in Teaching* (Silcock and Brundrett, 2002) offered a new model of co-constructivism in primary teaching and learning. These issues were explored further in *Leading the Curriculum in the Primary School* (Burton and Brundrett, 2005). The more recent text, *Education 3-13: 40 Years of Research on Primary, Elementary and Early Years Education* (Bottery et al, 2012), which the writer co-edited, demonstrates the range and growing influence of the journal that he edits. A further group of approximately thirty book chapters and research articles illustrate the scope of this work.

This material offers both commentary and critique in relation to policy on the primary curriculum and has attempted to both analyse and ameliorate the more reductionist of policy initiatives in the area of the primary curriculum since the late 1980s by arguing for a middle-way between the broadly sociological, psycho-linguistic interpretation of the curriculum, which predominated in the 1970s and early 1980s, and the increasingly skills-based, content-rich approaches to the school curriculum. These publications have emphasized the importance of mission and teacher empowerment (Brundrett, 2002) and explored the role of leadership in ensuring that creativity is not only defended but enhanced in the primary curriculum (Brundrett, 2004, 2007b) and argued for the retention of the best of heuristic, child-centred approaches to primary practice as an antidote to the performativity agenda (Brundrett, 2008a) both in the UK and internationally (Brundrett, 2009a). A particular challenge has been made to the ubiquitous but intrusive and burdensome testing regime that has been operant since the Education Reform Act of 1988 (Brundrett, 2009b). The most recent published items in this area have questioned the direction of travel of government policy in relation to teacher education for primary practitioners and the pace of change in curriculum reform (Brundrett, 2011c; 2011d; 2011e; 2012a) and have argued for a more reflective and less frenetic approach to curriculum innovation and change (Brundrett, 2012d) within a framework that seeks consensus (Brundrett, 2013a). In an area of overlap with Theme 1, the writer has argued that the central role of the headteacher and other primary school leaders is to create an ethos for change that encompasses all stakeholders in schools in order to facilitate successful curriculum innovation (Brundrett, Duncan and Rhodes, 2010; Brundrett and Duncan, 2011).

The writer has posited that one key route to the desired set of outcomes in relation to both themes should be through school-based research. This is made evident in the major texts that address school-based practitioner research (Burton and Brundrett, 2005); undergraduate, Masters' and Doctoral research methods (Burton, Brundrett and Jones, 2008; 2013); and, research methods for educational leadership researchers (Brundrett and Rhodes, 2013).

7. Conclusion

The body of work outlined in this commentary has contributed to the ongoing discourse on educational leadership and the primary curriculum through a sustained programme of research and publications. The range of influence of this material has been broadened to international status through comparative research that has included work on leadership training in the North America, Australasia and Europe. The central claim for this work is that it has contributed to the movement from theoretically based, classroom delivered andragogy, especially in relationship to leadership development, to a more complex conceptualisation that seeks to encourage a more reflexive, research-led and praxis-based approach to learning.

As noted in the Introduction to this document the total output of the writer includes 130 published items. However, output has been most intense during the period from 2003 when 11 books (including 5 where the writer was author or co-author), 8 book chapters, 60 items in refereed journals, and 5 press items, have emerged. In total this has produced a submission of approximately 750,000 words of appended material where the writer was sole author within an overall submission totalling approximately two million words.

It is not only the volume of the material appended but also the range, originality and international reach of the publications that demonstrates that this work has made a significant, substantial and long-terms contribution to the field of Education.

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- Rhodes, C. and Brundrett, M. (2009b) Leadership development and school improvement, *Educational Review*, 61, 4: 361 – 374.
- Rhodes, C. and Brundrett, M. (2010) Leadership for learning, in T. Bush and L. Bell (Eds) *The Principles of Educational Leadership and Management* (2nd Edition), London, Sage.
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- Rhodes, C., Brundrett, M. and Nevill, A. (2008) Leadership and talent identification: perceptions of Heads, middle leaders and classroom teachers in 70 contextually different primary and secondary schools in England, *Educational Management Administration and Leadership*, 36, 3: 311- 336.
- Rhodes, C., Brundrett, M. and Nevill, A. (2009) Just the ticket? The National Professional Qualification and the transition to headship in the East Midlands of England, *Educational Review*, 61, 4: 449 - 468.
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- Silcock, P. and Brundrett, M. (2002) *Achieving Competence, Success and Excellence in Teaching*, London: Routledge-Falmer.
- Silcock, P. and Brundrett, M. (2006) Co-constructing learning in primary schools: new perspectives on pedagogy, in R. Webb (Ed) *Changing Teaching and Learning in the Primary School*, Maidenhead: Open University Press.
- Torstensson, G. and Brundrett, M. (2008) The educational impact of HIV/ AIDS in Africa, in D. Kassem and D. Garratt (Eds) *Exploring Key Issues in Education, London: Continuum*.
- Torstensson, G. and Brundrett, M. (2009) The challenges to primary school leadership of HIV/AIDS in Botswana, *International Studies in Educational Administration*, 37, 1: 74 - 90.
- Torstensson, G. and Brundrett, M. (2011) The impact of HIV/ AIDS on primary education in Botswana: educating children as agents of change, *Education 3-13: International Journal of Primary, Elementary and Early Years Education*, 39, 4: 395 – 414.
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- Wilson, E. and Brundrett, M. (2006) Leading the small rural primary school: the challenges of headship, *Education 3-13*, 33, 3: 44 - 48.
- Zhang, W. and Brundrett, M. (2010) School Leaders' Perspectives on leadership learning: the case for informal and experiential learning, *Management in Education*, 24, 4: 154 – 158.

Zhang, W. and Brundrett, M. (2011) Developing primary leadership in England: an interpretivist perspective, *Education 3-13: International Journal of Primary, Elementary and Early Years Education*, 39, 1: 5 – 20.

Appendix 1

Details of the candidate's qualifications

The *Keele University: Code of Practice on Postgraduate Research Degrees* states that it is a requirement for candidates for the degree of Doctor of Letters to provide details of the candidate's qualifications (Keele, 2014: 74). The qualifications of the candidate are as follows:

- Bachelor of Arts (Honours), English and America Literature, Crewe and Alsager College (CNAA), 1979;
- Post Graduate Certificate in Education, Crewe and Alsager College (CNAA), 1980;
- Master of Arts, American Literature, University of Keele, 1985;
- Master of Education, University of Keele, 1987;
- Doctor of Education, University of Leicester, 1999;
- Doctor of Philosophy, University of Hertfordshire, 2003.

Appendix 2

Posts held, membership of professional bodies, examinerships, research grants and fellowships

1. Posts held

- 1980 – 1984 Teacher of English, James Brindley High School, Staffordshire
- 1984 – 1987 Teacher & Head of Library Studies, Churnet View Middle School, Staffordshire
- 1987 – 1989 Head of Language Development, Park Middle School, Staffordshire
- 1989 – 1990 Deputy Head Teacher, Castle CP School, Staffordshire
- 1990 – 1995 Head Teacher, St. Michael's CEAP School, Cheshire
- 1995 – 1997 Senior Lecturer in Education, University College, Northampton
- 1997 – 2000 Principal Lecturer in Education, De Montfort University
- 2000 – 2001 Lecturer in Education, University of Leicester,
- 2001 – 2003 Senior Lecturer in Education, University of Leicester
- 2003 – 2005 Professor of Education, University of Hull
- 2005 – 2006 Senior Research Consultant, University of Manchester
- 2006 - 2013 Professor of Educational Research and Director of the Centre for Educational Research and Evaluation (CERES), Liverpool John Moores University

2. Membership of professional bodies

Fellow of the Royal Society of Arts

Fellow of the Higher Education Academy

Fellow of the College of Teachers

Member of the Executive Committee of the Association for the Study of Primary Education

Member of the British Educational Research Association

Member of the British Educational Leadership, Management and Administration Society

3. Examinerships

Programme external examinerships

- 1999 External Assessor, MA in Primary Education, Bishop Grosseteste College of Higher Education, Lincoln;
- 1999 - 2003 Senior External Examiner, MA and MBA in Educational Management, Leeds Metropolitan University;
- 2002 – 2004 External Examiner, University of Lincoln, Doctor of Education Programme.
- 1999 - 2004 Senior External Examiner, Doctor of Education Programme, University of Huddersfield.
- 2003 - 2006 External Examiner, MA in Education, Open University.
- 2003 - 2006 External Examiner, MA in Educational Leadership and Management, Wolverhampton University.
- 2004 - 2007 External Examiner, MA in Education programme, St Martin's College, Lancaster.
- 2006 – 2009 External Examiner, MA in Educational Management, Unitec University, Auckland, New Zealand.
- 2006 – 2009 External Examiner, Scottish Qualification for Headship/ MA in Education, University of Edinburgh.
- 2007 – 2010 External Examiner, MBA in Education, University of Keele.
- 2007 – 2010 External Examiner, Doctor of Education Programme, University of Birmingham.
- 2008 – 2010 Senior External Examiner, Doctor of Education Programme, University of Hull.
- 2008 – 2012 External Examiner, Doctor of Education Programme, University of London, Institute of Education.
- 2013 – 2015 External Examiner, MA in Educational Leadership Programme, University of London Institute of Education.
- 2013 – 2015 External Examiner, MA in Primary Education, University of Cambridge.

Individual PhD examinerships

Anglia Ruskin University (2002, 2003, 2006); Liverpool John Moores University (2008, 2009, 2011); University of Birmingham (2011, 2012); University of Cambridge (2013);

University of Hull (2008, 2010, 2011); University of Leeds (2013); University of Leicester (2001, 2002, 2003); University of Manchester (2006, 2008); University of Warwick (2011).

Individual EdD examinerships

Liverpool John Moores University (2008, 2009, 2011); Open University (2003, 2004, 2005, 2013); University of Birmingham (2008, 2010, 2011); University of Huddersfield (2005); University of Hull (2005, 2007; 2010); University of Leicester (2001, 2002, 2003, 2008); University of Lincoln (2002, 2003, 2004, 2005, 2005); University of London Institute of Education (2011, 2013); University of Western Australia (2008; 2010).

4. Research grants and fellowships

- 1990 Schoolteacher Fellowship, Sidney Sussex College, Cambridge.
- 1999 Winston Churchill Fund Travelling Fellowship, Virginia Commonwealth University, Richmond, Virginia; The Library of Congress, Washington D.C.; Harvard University, Cambridge, Massachusetts, £5,000.
- 2002 Advisor to the development of the 'Think.Com' online learning environment, Ultralab, Anglia Polytechnic University, £1,000.
- 2002 Comber, C., Brundrett, M., Sommefeldt, D., McEune, R. and Burton, R. *Evaluation of the NCSL/ BECTa Strategic Leadership in ICT Programme (SLICT)*, National College for School Leadership/ BECTa, £20,000.
- 2002 Brundrett, M. and Terrell, I. *School Effectiveness and Improvement: A Review of the Literature*, Research Report commissioned by the Teacher Training Agency £1,000.
- 2002 Research advisor to Bedfordshire LEA, Bedford Beacon Schools consortium, £1,000.
- 2002 Watling, R., Busher, H., Brundrett, M., Harrison, J. and Wortley, A., *External Evaluation of the Nottinghamshire Improving the Quality of Education for All Project*, Nottinghamshire Education Authority, £10,000.
- 2002 Dimmock, C. and Brundrett, M., *Leadership in Multi-Ethnic Schools*, National College for School Leadership £20,000.

- 2003 – 2004 Dimmock, C. and Brundrett, M., *Leadership in Multi-Ethnic Schools: Relevance for the Training of Headteachers*, National College for School Leadership, £20,000.
- 2002 – 2004 Advisor for the development of the PhD scheme, Ultralab, Anglia Polytechnic University, £3,000.
- 2002 – 2004 Brundrett, M. and Comber, C. *Evaluation of the 'Strategic Leadership of ICT' Programme – National Rollout*, National College for School Leadership/ BECTa £20,000.
- 2005 Brundrett, M. *Evaluation of the Impact of Leadership Programmes Project (ILP Project)*, The Centre for Educational Leadership (CEL), University of Manchester/ National College for School Leadership (NCSL), £62,933.
- 2005 – 2006 Brundrett, M. and Christopher Rhodes, *The Identification, Development, Succession and Retention of Leadership Talent in Schools: A Survey of Primary and Secondary Schools within Selected English Local Education Authorities*, National College for School Leadership, £20,000.
- 2006 Brundrett, M., Gkolia, C. and Switzer, J., *Evaluation of the St Helen's Education Action Zone*, St. Helen's EAZ, £5000.
- 2006 – 2007 Brundrett, M. and Gkolia, C., *Evaluation of the Bolton Career Development Centre for School Staff*, Bolton Local Authority, £10,000.
- 2006 – 2007 Brundrett, M. and Rhodes, C., *The journey into headship: an evaluation of the route from the National Professional Qualification for Headship (NPQH) to Headship in the East Midlands*, EMLC, £15,000.
- 2007 – 2008 McNamara, O., Webb, R. and Brundrett, M., *Primary teachers: initial teacher education, continuing professional development and school leadership development*, Cambridge Primary Review, Esmee Fairbairn Foundation, £1500.
- 2008 – 2009 Huddart, D. and Brundrett, M., *Developing Research Informed Teaching in the Faculty of Education Community and Leisure*, Liverpool John Moores University, £85,000.
- 2009 - 2010 Brundrett, M., *Leading Curriculum Innovation in Primary Schools*, National College for the Leadership of Schools and Children's Services, £33,421.

- 2011 - 2012 Brundrett, M., and Burton, N. Listening to student voices: ITT seminar series, Association for the Study of Primary Education, £4000.
- 2011 – 2012 Brundrett, M., *New model National Professional Qualification for Headship Curriculum Leadership module*, National College for School Leadership, £25,000.
- 2012 to 2014 Higgins, M., Torstensson, G. and Brundrett, M., *Cross-cultural comparative research: children's sense of self-affirmation*, Japanese Ministry of Education, 1,300,000 Yen (£10,500.00).
- 2012 Brundrett, M., *Seminar series on the future of the National Curriculum*, ASPE/ NAPE, £2,000.
- 2013 Brundrett, M. *The Primary Curriculum – Seminar Series (2013 – 2015)*, Association for the Study of Primary Education, £25,000.
- 2013 – 2014 Brundrett, M. and Frankham, J., *The Effects of the National Student Survey on Higher Education: A close-up study*, The British Academy, £10,000.

Appendix 3

Statement on the extent of the contributions to all papers where there are multiple authors

As required in the *Keele University: Code of Practice for Postgraduate Research Degrees*, page 74, every effort has been made to gain statements on the extent of the contributions to all papers where there are multiple co-authors. The following pages include statements from all of the co-authors that could be contacted.

Items where the writer was the *major contributor* where no co-author statements are available include those with the following colleagues: Ms A. Dering, Dr S. Karabac; Dr S. Karabac; Mr B. Murden; Dr L. Slavikova, and Ms J. Switzer, who were former colleagues of the writer at the University of Manchester but have subsequently retired or moved overseas, for whom the writer no longer has contact details.

Items where the writer was an *equal contributor* where no co-author statements are available include those with the following colleagues: Professor Peter Silcock, who is now, sadly, retired and unwell; Ms D Sommefeldt, a former colleague at the University of Leicester, who retired some years ago and for whom the writer no longer has contact details; Professor Rosemary Webb, a former colleague at the University of Manchester and on the Executive Committee of the Association for the Study of Primary Education, who is now retired and for whom the writer no longer has contact details; and, Prof A. Nevill, a colleague on two research projects and for two publications, for whom the writer no longer has contact details.

Items where the writer was a *minor contributor* where no co-author statements are available include those with the following colleagues: Dr A. Radwan, a former PhD student of the writer and main contributor to one article, who now resides in Libya and for whom the writer no longer has contact details; Mr J. Yeung, a former Masters' degree student of the writer and main contributor to one article, for the whom the writer no longer has contact details; Mrs E. Wilson, a former colleague of the writer at De Montfort University and contributor to one article, who is now retired and for whom the writer no

longer has contact details; Dr R. Addison, a former EdD student of the writer and main contributor to one article, for whom the writer no longer has contact details; and, Mr M. Isherwood and Ms H. Johnson, contributors to one article, for whom the writer no longer has contact details.

**Dr Neil Burton,
3, The Pastures, Northampton, NN2 8DD.**

**University of Keele
Graduate School,
Keele,
Staffordshire.**

20th August, 2013

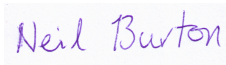
Dear Sir or Madam,

Re: Submission by Professor Mark Brundrett for the degree of Doctor of Letters (DLitt) - statement on the extent of the contributions to papers where there are multiple authors.

I write in connection with the published works for which I am a co-author or editor included by Professor Mark Brundrett as part of his submission for the degree of Doctor of Letters (DLitt) at the University of Keele.

I can confirm that in all such items, with the exception of the text *Doing Your Educational Research Project* (Sage 2008 & 2ed. 2014), where his contribution was 25% of the whole, Professor Brundrett was an equal collaborator and that the effort of research, writing and publication was divided in equal proportions.

Yours faithfully,



Dr Neil Burton
Partnership Manager and Associate Tutor, University of Leicester

**University of Cambridge,
Faculty of Education,
184 Hills Road,
Cambridge,
CB2 8PQ.**

**University of Keele
Graduate School,
Keele,
Staffordshire.**

18th August 2013

Dear Sir or Madam,

**Re: Submission by Professor Mark Brundrett for the degree of Doctor of Letters (DLitt) -
statement on the extent of the contributions to papers where there are multiple authors.**

I write in connection with the published works for which I am a co-author or editor included by Professor Mark Brundrett as part of his submission for the degree of Doctor of Letters (DLitt) at the University of Keele.

I can confirm that in all such items Professor Brundrett was an equal collaborator and that the effort of research, writing and publication was divided in equal proportions.

Yours faithfully,

A handwritten signature in black ink that reads "M. P. Crawford". The signature is written in a cursive style with a large, sweeping flourish at the end.

Dr Megan Crawford.

3 Stanthaket Court
Lincoln LN1 1HX

University of Keele
Graduate School,
Keele,
Staffordshire.

20th August 2013

Dear Sir or Madam,

Re: Submission by Professor Mark Brundrett for the degree of Doctor of Letters (DLitt) - statement on the extent of the contributions to papers where there are multiple authors.

I write in connection with the published works for which I am a co-author or editor included by Professor Mark Brundrett as part of his submission for the degree of Doctor of Letters (DLitt) at the University of Keele.

I can confirm that in all such items Professor Brundrett was an equal collaborator and that the effort of research, writing and publication was divided in equal proportions.

Yours faithfully,

A handwritten signature in black ink that reads "Brent Davies". The signature is written in a cursive style with a horizontal line underneath the name.

Professor Brent Davies

Dr Rachel Anderson de Cuevas
Liverpool School of Tropical Medicine
38 Pembroke Place
Liverpool
L3 5QA
Email: rma@liv.ac.uk

University of Keele
Graduate School,
Keele,
Staffordshire.

20th August 2013

Dear Sir or Madam,

Re: Submission by Professor Mark Brundrett for the degree of Doctor of Letters (DLitt) - statement on the extent of the contributions to papers where there are multiple authors.

I write in connection with the published works for which I am a co-author included by Professor Mark Brundrett as part of his submission for the degree of Doctor of Letters (DLitt) at the University of Keele.

I can confirm that in both items Professor Brundrett was the principal author and contributor, conceptualising and drafting the manuscript, reviewing and interpreting the literature and taking the work through to publication, while I provided assistance in researching and analysing material, critical review of the manuscript and supporting its publication.

Yours faithfully,


Rachel Anderson de Cuevas (BA, MA, PhD)

Dr Diane M. Duncan MA, PhD, FRSA
20, Meadow bank,
Hitchin,
Hertfordshire, SG4 0HX.

University of Keele
Graduate School,
Keele,
Staffordshire.

23rd August 2013

Dear Sir or Madam,

Re: Submission by Professor Mark Brundrett for the degree of Doctor of Letters (DLitt) - statement on the extent of the contributions to papers where there are multiple authors.

I write in connection with the published works for which I am a co-author or editor included by Professor Mark Brundrett as part of his submission for the degree of Doctor of Letters (DLitt) at the University of Keele.

I can confirm that in all such items Professor Brundrett was an equal collaborator and that the effort of research, writing and publication was divided in equal proportions.

Yours faithfully,



Dr Diane Duncan MA, PhD, FRSA.

Dr Chysanthi Gkolia
IT Department
Athens Court of Appeals
Alexandra Ave & 14 Loukareos St
Ampelokipoi, Athens, Greece

**University of Keele
Graduate School,
Keele,
Staffordshire.**

2nd September 2013

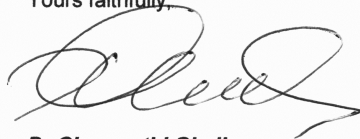
Dear Sir or Madam,

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I write in connection with the published works for which I am a co-author or editor included by Professor Mark Brundrett as part of his submission for the degree of Doctor of Letters (DLitt) at the University of Keele.

I can confirm that in all such items Professor Brundrett was an equal collaborator and that the effort of research, writing and publication was divided in equal proportions.

Yours faithfully,



Dr Chysanthi Gkolia

**University of Keele
Graduate School
Keele
Staffordshire**

Liverpool John Moores University
Faculty of Education, Community & Leisure
I M Marsh Campus
Barkhill Road
Liverpool
L17 6BD

20th August 2013

Dear Sir or Madam,

Re: Submission by Professor Mark Brundrett for the degree of Doctor of Letters (DLitt) - statement on the extent of the contributions to papers where there are multiple authors.

I write in connection with the published works for which I am a co-author included by Professor Mark Brundrett as part of his submission for the degree of Doctor of Letters (DLitt) at the University of Keele.

I can confirm that in all such items Professor Brundrett was an equal collaborator and that the effort of research, writing and publication was divided in equal proportions.

Yours faithfully,

A handwritten signature in cursive script that reads "Marion Jones". The signature is written in a light grey or blue ink and is contained within a thin rectangular border.

Dr Marion Jones
Professor of Teacher Education

The University of Manchester,
School of Education,
Oxford Road,
Manchester,
M13 9PL.

20th August 2013

University of Keele
Graduate School,
Keele,
Staffordshire.

Dear Sir or Madam,

Re: Submission by Professor Mark Brundrett for the degree of Doctor of Letters (DLitt) - statement on the extent of the contributions to papers where there are multiple authors.

I write in connection with the published works for which I am a co-author or editor included by Professor Mark Brundrett as part of his submission for the degree of Doctor of Letters (DLitt) at the University of Keele.

I can confirm that in all such items Professor Brundrett was an equal collaborator and that the effort of research, writing and publication was divided in equal proportions.

Yours faithfully,



Professor Olwen McNamara

**University of Keele
Graduate School,
Keele,
Staffordshire.**

**University of Birmingham
School of Education
Edgbaston
Birmingham
B15 2TT**

Date

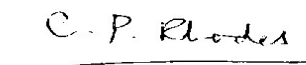
Dear Sir or Madam,

Re: Submission by Professor Mark Brundrett for the degree of Doctor of Letters (DLitt) - statement on the extent of the contributions to papers where there are multiple authors.

I write in connection with the published works for which I am a co-author or editor included by Professor Mark Brundrett as part of his submission for the degree of Doctor of Letters (DLitt) at the University of Keele.

I can confirm that in all such items Professor Brundrett was an equal collaborator and that the effort of research, writing and publication was divided in equal proportions.

Yours faithfully,



Dr Christopher Rhodes
C.P.Rhodes@bham.ac.uk
0121 414 3805

**5, Mayhew Close,
Chingford,
London,
E4 8 BB.**

University of Keele
Graduate School,
Keele,
Staffordshire.

27th August 2013

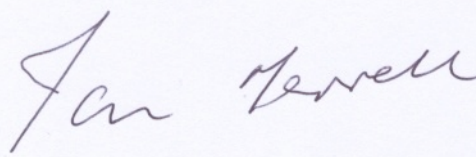
Dear Sir or Madam,

Re: Submission by Professor Mark Brundrett for the degree of Doctor of Letters (DLitt) - statement on the extent of the contributions to papers where there are multiple authors.

I write in connection with the published works for which I am a co-author or editor included by Professor Mark Brundrett as part of his submission for the degree of Doctor of Letters (DLitt) at the University of Keele.

I can confirm that in all such items Professor Brundrett was an equal collaborator and that the effort of research, writing and publication was divided in equal proportions.

Yours faithfully,

A handwritten signature in black ink on a light blue background. The signature reads "Ian Terrell" in a cursive, slightly slanted script.

Dr Ian Terrell



Edge Hill
University

University of Keele
Graduate School,
Keele,
Staffordshire.

20th August 2013

Dear Sir or Madam,

Re: Submission by Professor Mark Brundrett for the degree of Doctor of Letters (DLitt) - statement on the extent of the contributions to papers where there are multiple authors.

I write in connection with the published works for which I am a co-author or editor included by Professor Mark Brundrett as part of his submission for the degree of Doctor of Letters (DLitt) at the University of Keele.

I can confirm that in all such items Professor Brundrett was an equal collaborator and that the effort of research, writing and publication was divided in equal proportions.

Yours faithfully,

Gabriella Torstensson Brundrett

Edge Hill University
Ormskirk, Lancashire
L39 4QP United Kingdom

edgehill.ac.uk
Tel: +44 (0)1695 575171

Vice-Chancellor
Dr John Cater



162-166 Upper New Walk
School of Education
University of Leicester

University of Keele
Graduate School,
Keele,
Staffordshire.

Date 16/09/2013

Dear Sir or Madam,

Re: Submission by Professor Mark Brundrett for the degree of Doctor of Letters (DLitt) - statement on the extent of the contributions to papers where there are multiple authors.

Zhang, W. and Brundrett, M. (2011) 'Developing primary leadership in England: beyond the positivist perspective'. *Education 3-13*, 39 (1): 5-20.

Zhang, W. and Brundrett, M. (2010) ' School Leaders' Perspectives on Leadership Learning: the Case for Informal and Experiential Learning '. *Management in Education*. 24(4): 154-158.

I write in connection with the published works for which I am a co-author included by Professor Mark Brundrett as part of his submission for the degree of Doctor of Letters (DLitt) at the University of Keele.

The material in which I am co-author is based on research carried out for the degree of Doctor of Philosophy for which Professor Brundrett was my supervisor. The article in question was written by myself with assistance from Professor Brundrett.

Yours faithfully,

Wei Zhang

Wei Zhang

Appendix 4

List of publications submitted in the order submitted

Items in refereed journals in chronological order of publication

1. Brundrett, M. (1990) Information technology across the curriculum: a radical approach to implementation, *Education Today*, 40, 3: 32 – 34.
2. Brundrett, M. (1991) The virtuous circle: creating a primary school language policy, *Education Today*, 41, 4: 28 – 32.
3. Brundrett, M (1997) Who should teach teachers? Political ideology and teacher education in England and Wales, *Education Today*, 47, 2: 42 – 49.
4. Brundrett, M. (1998) What lies behind collegiality, legitimation or control? *Educational Management and Administration*, 26, 3: 10 – 27.
5. Brundrett, M. (1998) The literacy hour: is an end to the reading debate in sight? *Education Today*, 48, 4: 3 – 6.
6. Brundrett, M. (1999) The range of provision of taught higher degrees in educational management in England and Wales, *International Studies in Educational Administration*, 27, 2: 43 – 59.
7. Brundrett, M. (1999) The National Professional Qualification for Headship: perceptions of the providers of taught higher degrees in educational management in England and Wales, *School Leadership and Management*, 19, 4: 497 – 510.
8. Brundrett, M. (2000) The question of competence: the origins, strengths and inadequacies of an educational paradigm, *School Leadership and Management*, 20, 3: 353 – 370.
9. Burton, N. and Brundrett, M. (2000) Beacon school leadership: nurturing success? *Management in Education*, 14, 5: 25 – 26.
10. Brundrett, M. and Burton, N. (2000) Sharing success: the development of the First Beacon Schools in England, *International Studies in Educational Administration*, 29,1: 19 - 28.
11. Burton, N. and Brundrett, M. (2000) The first year of Beacon School status: maintaining excellence and sharing success, *School Leadership and Management*, 20, 4: 489 – 498.

12. Brundrett, M. (2001) The development of school leadership preparation programmes in England and the USA: a comparative analysis, *Educational Management and Administration*, 29, 2: 229 - 245.
13. Bell, L. and Brundrett, M. (2002) Introduction, *Education 3-13*, 30, 3: 2 – 3.
14. Brundrett, M. (2002) Mission, Faith and Management: Co-constructing Leadership in a Beacon School, *Education 3 – 13*, 30, 3: 42 - 47.
15. Brundrett, M. and Turner-Bisset, R. (2004) Editorial, *Education 3-13*, 32, 1: 2 – 3.
16. Brundrett, M. (2004) Leadership and Creativity, *Education 3-13*, 32, 1: 64 – 70.
17. Mistry, M., Burton, N. and Brundrett, M. (2004) Managing LSAs: and evaluation of the use of learning support assistants in an urban primary school, *School Leadership and Management*, 24, 2: 125 – 138.
18. Hammersley-Fletcher, L. and Brundrett, M. (2005) Leaders on leadership: the thoughts of primary school headteachers and subject leaders, *School Leadership and Management*, 25, 1: 59 - 76.
19. Burton, N., Brundrett, M. and Yeung, J. (2005) The effective principal: a case study of Ying Wa College, Hong Kong, *Management in Education*, 19, 4: 28 – 31.
20. Rhodes, C. and Brundrett, M. (2005) Leadership succession in schools: a cause for concern, *Management in Education*, 19, 5: 15 – 18.
21. Dering, A., Brundrett, M., Slavíková, L., Karabac, S., Murden, B. and Nicolaidou, M. (2005) Educational leadership development in Finland, the Netherlands and France: an initial comparative report, *Management in Education*, 19, 5: 34 – 37.
22. Wilson, E. and Brundrett, M. (2006) Leading the small rural primary school: the challenges of headship, *Education 3-13*, 33, 3: 44 - 48.
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¹¹ Section 2.1b of Annex B14 in the *Guidance on research degrees by published work - higher doctorates DLitt, LLD or DSC* states that ‘work “in press” can be considered as published where there is a Digital Object Identifier (DOI) or publishing contract’ (University of Keele, 2014: 74).

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