



League for the Exchange of Commonwealth Teachers



Annual Review 2005-2006

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Our Mission...

is to promote excellence in education throughout the Commonwealth, through developing, promoting and supporting:

- International educator exchanges and study visits
- International collaboration and linking
- Information sharing and support
- Sharing experience and good practice
- Enhancement of the professional status of teachers

In 2006 we...

- Provided six places for Commonwealth Educators from: Pakistan, Guyana, South Africa, Namibia, Fiji and Malawi to visit the UK under The Commonwealth Professional Fellowship Programme
- Provided 600 professional development opportunities through the Teachers' International Professional Development Programme
- Provided 231 additional Commonwealth based professional development opportunities for educators in England
- Provided 98 Commonwealth based professional development opportunities for educators in Scotland
- Provided 8 Commonwealth based professional development opportunities for educators in Northern Ireland
- Sponsored the National Teaching Awards by offering a study visit trip for the winners

The Commonwealth Context

The Commonwealth is a family of 54 developed and developing nations around the world. It is a voluntary association of independent sovereign states on every continent. Its population of 1.7 billion represents 30% of the world's population. The member countries of the Commonwealth are a diverse group of nations sharing common values. Today's Commonwealth has progressed from a handful of British dominions which were the first Commonwealth members. The modern Commonwealth helps to advance democracy, human rights and sustainable economic and social development within its member countries and beyond.

Working together

It has become something of a truism that the world is getting smaller. It appears to shrink with every technological advance. But it isn't just technology which shrinks the world. In 2006 LECT will celebrate the ninetieth anniversary of its Commonwealth Teacher Exchange Programme; a programme established, paradoxically, during the First World War, while European nations and many of their then colonial subjects fought a long and bloody war which took millions of British, Commonwealth and European lives. It was during that terrible conflict that the first steps were taken to establish the Commonwealth Exchange Programme, bringing together teachers across the then Empire in one of the first and now one of the longest established international professional exchange programmes in the world.

Many things have altered since that first exchange took place, but we are proud that the spirit of the first exchange programme continues, with teachers still travelling across the Commonwealth to work for a year in another school in another country, developing their professional experience and bringing a new perspective into the lives of their students. LECT has changed too; our programmes have expanded and developed to the point where over one thousand educators every year from across the Commonwealth get an international experience through one of our programmes. The experiences may be different; while teachers may come to the UK from the Pacific for three months or to Malawi from Scotland for a week, our mission actually remains unchanged from that of our predecessors; to improve the standard of education across the Commonwealth by developing the professionalism of teachers.

Although technological changes may have made some aspects of that task easier and altered some aspects of our approach – fundamentally, the teachers who step onto planes in 2006 to travel to their exchange or study visit are doing exactly the same thing as the teachers who boarded the boats which took them on exchange in 1916; they are undertaking a professional development experience which will stay with them throughout their careers; will inform their teaching and make a difference to the many hundreds of students across the world they will teach and influence throughout their careers.

As you read this annual review, you will see that our programmes have continued to expand and develop; that we have pursued new partnerships in the Commonwealth and beyond, and that we maintain our pursuit of quality and responsiveness in our programmes to meet the needs of our users and stakeholders. All this would simply not be possible without the commitment and professionalism of our staff, the support of our Board of Governors, and the many volunteers and supporters who work with us throughout the year.

Mike Nichol OBE
Chair

Anna Tomlinson
Director



Our Programmes



Leadership Study Visit to Jamaica,
February 2006

“I returned home with more understanding that education has to compliment the culture of the community it serves, that it is good teachers that make the difference and not the number of computers you have at your disposal. The children I met respect the opportunity they have for education and those who deliver it.”

Lesley Brunink

Leading learning in South Africa

A group of twelve teachers from Bristol visited Durban in South Africa on a LECT study visit under the theme ‘Leading learning in a culture of change’.

“We witnessed a range of schools individually attempting to make sense of what was expected of them and provide an education which would meet the needs of their learners. The study visit programme included an education conference and visits to schools, where the principals were generous both in the time they gave and in the availability of their schools. Some of the principals allowed us to go where we liked in their schools unsupervised and we were free to talk to any educator or learner and enter any classroom we chose – an invitation none of us would be willing to extend to visitors in our Bristol schools!

The leaders themselves were allowing their educators the chance to teach and build a future out of their troubled past. We concluded that the leaders we saw were inspirational because they were passionate about education and providing the learners with the best opportunities despite their circumstances. Importantly the leaders also included staff and parents in the daily working life of the school and trusted their staff and the staff trusted their principal even if they were unsure of the road currently being travelled.

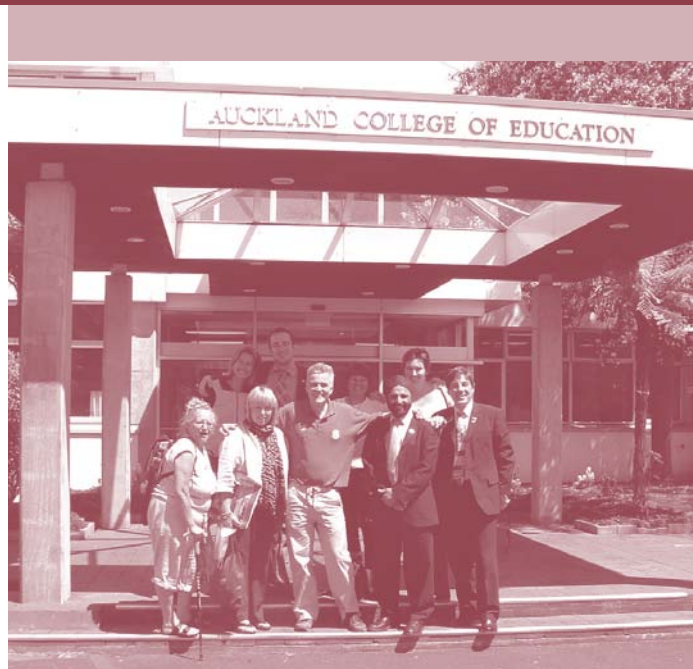
Everyone who participated in the LECT study visit felt that their energy to lead schools, in what are often challenging circumstances, was enhanced by the chance to compare practice and to reflect upon their own motivation and values. It was truly a ‘life-changing’ experience for those who took part.”

Jill Ritchie
Senior Education Officer
International Development & External Resources,
Bristol Education Centre

National Teaching Awards study visit to New Zealand – Learners of the World Unite in Greater Auckland Schools

A group of 2005 National Teaching Award winners were sent on a LECT study visit to Auckland in New Zealand. The diverse set of teachers represented a range of professional experiences and expertise, each with their own learning agenda for the visit.

As part of the visit the group looked at the management of sport throughout education from early years to further education with an additional focus on outdoor education. There was also an opportunity to see provision for Early Years education in schools. Those interested in E-learning were shown how technology is used and developed and how ICT training is managed for staff in the context of Continuing Professional Development in the Auckland area. In addition, during visits to schools and universities, the study visit teachers received input from government advisors, educational consultants and teachers who shared openly their pedagogy and hopes for the future with the group.



“The visit gave us all time to reflect on the positive aspects of our system and to consider how we can further develop the creative side of education for the benefit of our children and young people. Overall the study visit was a very rich and uplifting experience.”

Kay Hemmings
Head Teacher
Tanfield Lea Junior School



Our Programmes

Teachers' International Professional Development

This is LECT's seventh year providing study visits under the DFES' Teachers International Professional Development (TIPD) Programme.

The aim of TIPD is to enable participants:

- to share ideas with overseas partners and bring back ideas to share with colleagues locally and with a wider audience
- to become aware of key issues which inform educational development overseas
- to benefit teaching and learning
- to reflect and re-appraise one's own teaching

Reports over the past seven years have highlighted the immense benefit to teachers' own personal and professional development and positive comments have clearly generated increased enthusiasm which impacts on teaching and learning.



Case Study: Hampshire County Council – Rights, Respect and Responsibilities

“The Hampshire use of TIPD has focused on a variety of themes over recent years such as thinking skills, French immersion and in particular the county's innovative initiative: Rights, Respect and Responsibilities (RRR). This is based on some original work in Nova Scotia, which uses the UN Convention on the Rights of the Child as a basis for a whole school ethos and teaching and learning.

The initiative has been stimulated by visits to Nova Scotia and schools in Cape Breton and led to individuals' professional development and enhanced county provisions. For example a study visit in October 2004 resulted in several primary and secondary school teachers developing work in their own school and then disseminating it to other schools. Recent Ofsted reports on a few primary schools where RRR is embedded have identified it as a major strength of a school, making the difference between a school being 'outstanding' rather than 'good.'

We have 350 primary schools that have taken up whole day training on RRR, often utilising experience and capacity built through TIPD. We have now about 20 secondary schools involved to varying degrees. The County Council has now reviewed its priorities and RRR is one of the new priorities for the Council and so will continue to grow. Our schools and children's experiences of schooling would not have reached such a high level without TIPD”.

Ian Massey
County Inspector Intercultural Education,
Hampshire County Council

“ ... the best and most inspiring CPD that teachers have undertaken ... ”

Case Study: Staffordshire County Council – Creativity in the classroom

In October 2005 six Staffordshire teachers visited Adelaide, Australia to look at Creativity in the classroom. It was the perception of our group that teachers in general appeared to be more informed about current educational theory. Teachers were actively encouraged to take risks. One teacher was researching how boys learn and believed that boys take more risks. She relayed the importance of the teacher/pupil relationship with boys and that not establishing a good relationship with boys could have a negative effect on their learning in particular. She was encouraged to try out strategies to combat this in the classroom.

We gained a wealth of strategies which will enable us to develop professionally. These include promoting more creativity in children's learning and in leadership (through professional development, use of funding, resources etc). We also identified, among other things, that more flexibility with core subjects will allow more time to complete work to a high standard creating a 'quality not quantity' approach.

There was so much invaluable reflection on learning and teaching in making the comparison between the two education systems before the visit, during the journey, on the visit and writing the report. Whoever came up with this concept for a professional development activity was a genius. It is by far the best professional development activity I have ever been on!

Wendy Precious
Primary Science Adviser,
Staffordshire/Australia October 2005



“The visit to Adelaide has made an impact in a variety of ways. Firstly, I have become much more of a risk-taker, trying out new things. I was impressed with the Australian emphasis on current educational theory and the Learning to Learn programme. I am much more aware of using thinking skills. I created pen pal link with one school and cannot overemphasise the enthusiasm this created with my pupils.”

Sandy Pierzchella
Year 7/8 teacher,
Staffordshire/Australia October 2005

“Since returning from my visit I have been reviewing the schemes to make stronger connections that are relevant and of interest to the children. This is resulting in a more topic based style of curriculum that the children definitely feel more involved and enthusiastic about.”

Sarah Taberner
Year 1/ 2 teacher,
Staffordshire/Australia October 2005

Commonwealth Exchange Programme

Our exchange programme first began in 1916, providing British teachers with the opportunity to exchange teaching posts with educators from other parts of the Commonwealth. This was one of the first ever international exchange programmes and the first opportunity for international professional development which was made available to British teachers. We are very proud that with an interruption for the Second World War, the Commonwealth Exchange programme has now been running for ninety years.

Although many things have changed since those first teachers left their homes by ship for the first exchanges, the programme remains fundamentally the same, providing teachers from across the Commonwealth with the opportunity to teach in each others' countries, enriching their professional life while enhancing their students' educational experience.

During 2005-6 LECT organised 49 exchange placements with teachers from Canada, Australia and New Zealand.

“ I couldn't pinpoint a specific lesson but one of the things I have found most refreshing in Australia is relative freedom you get with certain subjects. The advantage of this has been most rewarding in Art where I have been able to do a variety of enjoyable and favourite projects whilst still ensuring and encouraging a skills-based approach to the subject. ”

Chris Chappell, Australia 2006



Third Year of Commonwealth Professional Fellowship Programme

This year we hosted six Commonwealth Professional Fellows: Fouzia Butt from Pakistan, Jennifer Cumberbatch from Guyana, Zondiwe Mabiletsa from South Africa, Selma Gqwede from Namibia, Beniamino Salacakau from Fiji and Hazel Manda from Malawi.

The programme, supported by the Commonwealth Scholarships Commission, focuses on leadership in education. The programme aims to enhance the skills and experience of emerging education leaders and through this to impact positively on the quality of teaching and learning in schools across the Commonwealth. Education leadership was defined broadly to include all aspects of leadership in schools from project-based leadership in the classroom through to school and policy leadership at local and regional level. The programme was only possible because of the generous support of our host local authorities in Wandsworth, Gloucestershire, Bristol and Edinburgh.



Antony Thompson/www.atp-photo.com

“ I will be a more accomplished professional and [have the] ability to provide assistance and guidance to my fellow principals. ”

Ben Salacakau,
Fiji

“ I enjoyed and learned every single day of my stay in the UK. This was a really big help not only for me but for my country as a whole. This was an excellent experience indeed! What is left now is to see to it that I implement the skills [I have learned]. ”

Selma Gqwede,
Namibia

“ Exchanges like this one are not only exciting and valuable for the teachers involved but also for the UK schools that they are placed with. It’s all about sharing ideas and information and is very much a two-way thing. ”

Charmain Shepherd,
Portfolio holder for education,
Gloucestershire County Council

“ [I have been] empowered, due to enhanced skills in the areas of leadership and assessment, to move my school and the cluster I lead, forward. ”

Jennifer Cumberbatch,
Guyana

Scotland-Malawi Programme

This programme enhances the recently agreed Scotland-Malawi partnership by catalysing the exchange of knowledge and best practices, between professionals increasing awareness of development and educational issues in Malawi and enabling mutually beneficial links to be established between the two countries.

The three year study visit programme managed by LECT provides 20 teachers from around Scotland per year with the opportunity to participate in a week long study visit to Malawi to research the key educational themes of citizenship or health education. The visits bring together Scottish and Malawian educators allowing them to share their skills and develop new ideas in these key areas.

On their return, Scottish participants are encouraged to maximise the positive outcomes of this experience by sharing and disseminating their learning to students and colleagues in Scotland through innovative events and activities. Many continue their links with Malawi through ongoing educational activities and networks.



Education for Citizenship – Scottish teachers' study visit to Malawi

In all ten secondary and primary teachers, from all over Scotland took part in the study visit with particular reference to Education for Citizenship. Group members were required to identify how they expected this visit to benefit both their professional development and the improvement of their schools.

We discovered the many challenges facing educators in Malawi including a huge shortfall of primary and secondary teachers, lack of school buildings, poor road access to schools and limited supply of electricity and water. Citizenship issues are taught in a similar way to the way we teach in Scotland looking at aspects of conservation, pollution, rules and laws and equality. However, one major difference was the high priority given to HIV/AIDS education as the pandemic has serious effects on education in Malawi.

We learned a great deal through this experience and will use it to inform our teaching and learning and planning for the future, ensuring that there is an African dimension our teaching of global citizenship. We returned to Scotland looking forward to raising the profile of education in Malawi with our pupils, colleagues and the wider community. So far materials collected in Scotland have arrived in Njedza school in Mulanje and the children in my own school here in Ardrishaig have given a presentation to parents comparing and contrasting education here and in Malawi. I have also given presentations to parents and more recently to Argyll & Bute councillors.

Katrina McLeod
Principal Teacher, Ardrishaig Primary

Health Education study visit to Malawi

“There will be a reciprocal partnership where the pupils at Rosehall will learn about their friends in Malawi and be able to share problems and solutions.”

The Healthy Lifestyle Project based at Rosehall High School addresses the link between poverty and a plethora of associated problems including poor health, reduced attainment, school absence, lack of physical activity, poor diet and problematic substance misuse.

As the Acting Deputy Head at Rosehall High School I was keen to share the success of the Healthy Lifestyle Project with areas in other parts of the world who have challenging health problems. On the study visit to Malawi I was able to see at first hand the challenges Malawi has in developing its health education strategy.

During the visit I spent a considerable amount of time teaching and observing at Luchenza Community Day Secondary School. With the help of

a senior teacher of science subjects at the school, I managed to get a clear picture of the challenges the school faces on a day-to-day basis.

I was humbled by the enthusiasm for education that was shown by the pupils despite their personal hardships and lack of resources and learning materials. I was also impressed by the school staff's commitment to improving the health and well-being of the children and also their families within the community e.g. trying to impact on the home via the health education of the children.

Since returning to Rosehall High School, I have presented a week of school assemblies where I've passed on my experience of Malawi to the pupils and informed them of Rosehall's plan to form a partnership with Luchenza Community Day Secondary School. There will be structured support for Luchenza which will be maintained and will address the genuine needs of the school community.

Charles Fawcett
Acting Deputy Head, Rosehall High School

Citizenship Education – Cape Town February 2006

“I am sure this visit will make a huge impact on my practice in a number of ways. It has increased my confidence in my ability to coordinate this subject in my own school, helped me to evaluate our own citizenship, educate and identify ways in which we as a school could develop, through the process of comparing and contrasting our own system. My own understanding of education has been improved and installed some of the enthusiasm I had begun to lose.”

Catherine Wagstaff

Health Education study visit to Malawi, 2006

“It is the hope of the group that the new Agreement currently being drawn up for partnership between Scotland and Malawi will go some way to assisting the people of Malawi in developing their infrastructure and importantly their educational system. The trip has inspired us to continue to do what we can to develop links that will help to play, in some small way, a part in this agreement. It is through individual and collective action that we can change things.”

Barbara Boyd

Programmes Summary

Our main programmes

- Commonwealth Exchange Programme:**
 Provides UK teachers with the opportunity to spend an extended period (up to one year) on a post-to-post exchange with Commonwealth colleagues.
- Teachers International Professional Development Programme (TIPD)**
 Managed under a contract from the Department for Education and Skills (DfES) we provide around 600 places on this local authority based programme of themed study visits.
- Study Visits**
 A programme of short themed international visits offered to teachers throughout the UK. Visits are now offered to destinations throughout the world, though with a strong Commonwealth focus. Themes offered vary and this year have included: citizenship education, social inclusion, involving and supporting parents, and raising achievement.

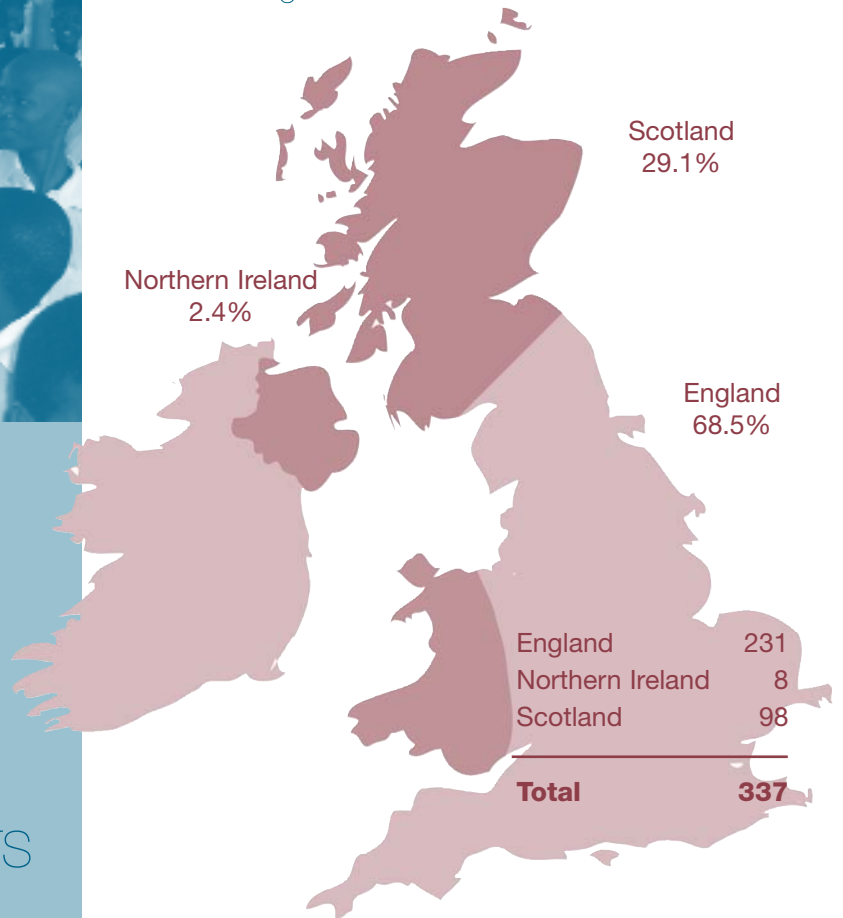


LECT programmes by destination 2005-6 including TIPD

	Total
Argentina	24
Australia	155
Barbados	10
Bermuda	15
Canada	177
China	27
Columbia	10
Cyprus	13
Denmark	33
Estonia	6
Finland	5
France	8
Germany	9
Hong Kong	10
Hungary	66
India	47
Jamaica	29
Malawi	22
Mauritius	11
New Zealand	31
Nigeria	10
Poland	0
South Africa	104
St.Lucia	10
Sweden	15
Tanzania	2
The Gambia	10
Uganda	8
USA	70
Total	937



UK distribution by country excluding TIPD



Programme Numbers

Programme	Numbers	Percentage
Study visits	262	27.9%
TIPD	600	64.0%
Commonwealth Exchange	49	5.2%
UK Travel Grants*	26	2.8%
Overseas travel grants	1	0.1%
Total	938	100%

* Includes 7 participants in the one year exchange programme

one Barbados Malawi Singapore Belize Malaysia Solomon Islands Botswana Maldives South Africa Brunei Darussalam Malta Sri Lanka
 w Zealand Uganda The Gambia Nigeria United Kingdom Ghana Pakistan United Republic of Tanzania Grenada Papua New Guinea
 Samoa The Bahamas Kiribati Seychelles Bangladesh Lesotho Sierra Leone Barbados Malawi Singapore Belize Malaysia Solomon Islands
 s Namibia Trinidad and Tobago Dominica Nauru Tuvalu Fiji Islands New Zealand Uganda The Gambia Nigeria United Kingdom Ghana Pakistan
 Barbuda Jamaica St Vincent and the Grenadines Australia Kenya Samoa The Bahamas Kiribati Seychelles Bangladesh Lesotho Sierra Leone
 nd Canada Mozambique Tonga Cyprus Namibia Trinidad and Tobago Dominica Nauru Tuvalu Fiji Islands New Zealand Uganda The Gambia Nigeria United
 ntigua and Barbuda Jamaica St Vincent and the Grenadines Australia Kenya Samoa The Bahamas Kiribati Seychelles Bangladesh Lesotho Sierra
 and Canada Mozambique Tonga Cyprus Namibia Trinidad and Tobago Dominica Nauru Tuvalu Fiji Islands New Zealand Uganda The Gambia Nigeria

Board of Governors

Dorothy Birchall OBE

Hon President

Mike Nichol OBE

Chairman

Martin Hesketh

Hon Treasurer

Trustees

Margaret Alcorn

Michael Carding

Liz Gilmartin

Ruth Gregory

Penny Krucker

Graham MacKenzie

Nick Paul

Nick Peters

Laurence Rosenberg

Claire Soper

Meryl Thompson

Co-opted Members

Rosemary Campbell-Stephens

Mike Griffith

Cheryl Morgan

Observers

Department for Education & Skills

Scottish Executive Education Department

Department for Education (Northern Ireland)

Foreign & Commonwealth Office

Immigration & Nationality Directorate

Members of the Board are individuals with an association with or interest in international education. They serve voluntarily and do not receive any remuneration. The Board meets approximately three times a year, deciding policy and providing advice from their experience in their respective fields. Board members serve three-year terms, to a maximum of three consecutive three-year terms.

LECT Staff

Anna Tomlinson

Director

Christine Miller

Head of Programmes & Deputy Director

Joan St Croix

Programme Officer

Gillian Moyes

Programme Development Officer

Marc Meyer

Administrator

Karina Schroeder

Programme Assistant

Michael Spence

Administrator

Emily Rowe Rawlence

Administrator

Helen Adams

Assistant to Director

Acknowledgements

We are grateful for the support of:

- The Department for Education and Skills
- The Department for Education (Northern Ireland)
- Scottish Executive Education Department
- Commonwealth Scholarships Commission

We would like to thank the many members, friends and supporters who have volunteered their time and expertise to us over the last year and to acknowledge the work of the network of exchange clubs in the UK and overseas.

Auditors

Kingston Smith

Chartered Accountants and Registered Auditors

Devonshire House

60 Goswell Road

London EC1M 7AD

Solicitors

Sinclair Taylor & Martin

The Charity Team

Russell-Cooke Solicitors

2 Putney Hill

London SW15 6AB

LECT Finances 2005 - 2006

Balance Sheet

at 31 March 2006	£	£
Fixed Assets		
Tangible fixed assets		5,521
Investments		575,000
		580,521
Current Assets		
Debtors	479,467	
Cash at bank and in hand	2,361	
	481,828	
Creditors:		
Amounts falling due within one year	(214,381)	
Net Current Assets		267,447
Net Assets less Current Liabilities		847,968
Pension Liability	(220,000)	
Net assets including pension liability		627,968
Reserves		
Unrestricted funds		556,228
Restricted funds		71,740
		627,968

Statement of Financial Activities

Year Ended 31 March 2006

	£
Incoming Resources	
Incoming resources from generated funds	
Voluntary income	11,895
Activities for generating funds	40,000
Investment income	4,157
Other income	11,678
Incoming resources from charitable activities	1,493,064
Other incoming resources	992
	1,561,786
Resources Expended	
Costs of generating funds	4,566
Charitable activities	1,459,513
Governance costs	49,271
	1,513,350
Actuarial losses on defined benefit pension Schemes	(78,000)
Net movement in funds	(29,564)
Reconciliation of Funds	
Balances brought forward restated	657,532
Balances carried forward at 31st March 2006	627,968

The Statement of Financial Activities and Balance Sheet are not the full accounts but a summary of the information that appears in the full accounts which have been audited and given an unqualified opinion. The full accounts were approved on 14.09.06. Copies of the full accounts have been submitted to the Charity Commission and Registrar of Companies.

These summarised accounts may not contain sufficient information to allow for a full understanding of the financial affairs of the Company. For further information the full annual accounts, including the auditor's report, which can be obtained from the Company's offices, should be consulted.

Martin Hesketh Hon Treasurer

Mike Nichol OBE Chairman

Auditor's Statement to the Trustees of League for the Exchange of Commonwealth Teachers

We have examined the summarised financial statements of League for the Exchange of Commonwealth Teachers

Respective responsibilities of Trustees and Auditors

The trustees are responsible for preparing the summarised financial statements in accordance with the recommendations of the charities SORP. Our responsibility is to report to you our opinion on the consistency of the summarised financial statements with the full financial statements and Trustees' Annual Report. We also read the other information contained in the Annual Report and consider the implications for our report if we become aware of any apparent misstatements or material inconsistencies with the summarised financial statements.

Basis of opinion

We conducted our work in accordance with Bulletin 1999/6 "The auditors' statement on the summary financial statements issued by the Auditing Practices Board for use in the United Kingdom".

Opinion

In our opinion the summarised financial statements are consistent with the full financial statements and the Trustees' Annual Report of League for the Exchange of Commonwealth Teachers for the year ended 31st March 2006.

Kingston Smith LLP
Devonshire House
Chartered Accountants and Registered Auditors
60 Goswell Road



League for the Exchange of Commonwealth Teachers

Involving Supporting Parents, Study Visit to
St. Lucia, February 2006

**“The visit to St. Lucia was a life
changing experience and has left me
with a renewed passion for my
profession.”**

Adele Ewan

Contact details:

7 Lion Yard
Tremadoc Road
London
SW4 7NQ

Tel: 020 7498 1101
Fax: 0870 7702637

Email: info@lect.org.uk
www.lect.org.uk

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